OHSU Mid-Cycle Report

Prepared for the Northwest Commission on Colleges and Universities

August 29, 2025

OHSU

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Cover image: Baird Hall, OHSU Portland campus.

Institutional Overview

Established in 1887, [Oregon Health & Science University](1) [1] (OHSU) is dedicated to improving the health and quality of life for all Oregonians through excellence, innovation, collaboration, 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 discoveries across Oregon and around the world.

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

- Addressing health care workforce needs through training and educating Oregon's future clinicians and scientists
- Creating new knowledge that has local, regional, national, and international impact
- Aligning scientists, physicians, dentists, nurses, and others to conduct clinical trials and other research endeavors on the forefront 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 and community colleges in Oregon to educate nurses, pharmacists, and health professions practitioners. The university is the only public institution in the state that grants doctoral degrees in the health care disciplines: medicine, dentistry, and a Ph.D. in nursing.

OHSU is a unique institution comprising:

- Schools of Dentistry, Medicine, Nursing, the OHSU-Portland State University (PSU) School of Public Health, and the College of Pharmacy (the Pharm.D. degree is a joint program between OHSU and Oregon State University - OSU)
- Regional [educational locations](2) [2] providing nursing programs in Ashland, Bend, Klamath Falls, La Grande, and Monmouth
- A health system that includes OHSU Hospital, Doernbecher Children's Hospital, Hillsboro Medical Center, and Adventist Health Portland
- Numerous clinical facilities
- Dozens of [research institutes and centers](3) [3]
- More than 200 [community service programs](4) [4] reaching every county in the state of Oregon

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[1]   https://www.ohsu.edu/

[2]   https://www.ohsu.edu/school-of-nursing/campuses

[3]   https://www.ohsu.edu/research-innovation/our-community

[4]   https://www.ohsu.edu/community-outreach-research-and-engagement

Institutional Report Certification Form

OHSU attests that the institution maintains compliance with the NWCCU's Eligibility Requirements and has no outstanding [reports or obligations due to NWCCU](#)[5].

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

NWCCU
NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Oregon Health and Science University
(Name of Institution)

Shereef Elnahal
(Name of Chief Executive Officer)

[signature]
(Signature of Chief Executive Officer)

8/25/25
(Date)

Update on Institutional Changes

Since OHSU's [Year Seven Evaluation of Institutional Effectiveness Report](#)[6] submitted in August 2022, the university has developed in several important ways.

New and Replacement Leadership Changes since 2022

OHSU's changes in institutional leadership include:

OHSU Board of Directors

With the implementation of Oregon Senate Bill 423, the OHSU Board of Directors expanded from a 9-board membership to 11 members. Oregon Governor Tina Kotek approved the new member appointments of Dr. Maria Rodriguez, director of OHSU's Center for Women's Health, as the faculty member of the board, and Claire Irvan, financial coordinator for OHSU's Adult and Pediatric Bone Marrow Transplant and CAR-T program, as the staff representative member. Kotek also renewed the appointment of board member James Carlson, the former longtime head of the Oregon Health Care Association. Mr. Chad Paulson was appointed chair of the OHSU Board of Directors in fall 2024 with Mr. James Carlson appointed as vice chair. Mr. Justin Hurley Braswell has replaced Mr. Wayne Monfries, whose term on the board expired. Mr. Malik Seals is the new OHSU student representative replacing Calvin Jara. The OHSU Board of Directors meets regularly in a public format typically four to five times a year.

OHSU President

[Shereef Elnahal, M.D., M.B.A.](#)[7], was appointed the sixth institutional president of OHSU by the OHSU board of directors on June 27, 2025, with his term beginning August 11, 2025. He is replacing Interim President Steve Stadum, J.D., who served from November 4, 2024, to August 11, 2025. Throughout a competitive and extensive search process, Dr. Elnahal demonstrated his ability to inspire and lead complex organizations, while remaining committed to his values, which align with OHSU's mission. An inclusive process provided the campus and public an opportunity to provide input on the search process through the [OHSU Leadership website](#)[8] with the OHSU community continuously updated through the OHSU Now messaging platform.

Prior to joining OHSU, Dr. Elnahal most recently was appointed by President Joseph R. Biden to serve as under secretary for health at the Department of Veterans Affairs (VA), and confirmed by the United States Senate on July 21, 2022, with a bipartisan vote. In this role he led, alongside a team of nearly 400,000 professionals, the largest academic health system in the nation. The VA delivers

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[6] [https://www.ohsu.edu/sites/default/files/2022-08/2022%20OHSU%207-year%20accreditation%20-%20FINAL.pdf](#)

[7] [https://news.ohsu.edu/2025/06/27/shereef-elnahal-m-d-m-b-a-is-appointed-ohsus-sixth-president#:~:text=Shereef%20Elnahal%2C%20M.D.%2C%20M.B.A.%2C,OHSU%27s%20sixth%20president%20%7C%20OHSU%20News](#)

[8] [https://www.ohsu.edu/about/presidential-search-committee](#)

world-class care to 9 million enrolled Veterans, and trains more than 122,000 health professionals across more than 60 clinical disciplines, including medicine, nursing, psychology, pharmacy, and physical therapy.

Dr. Elnahal also served as president and chief executive officer of University Hospital in Newark, NJ. University Hospital is a Level I trauma center, the principal academic medical center for Rutgers NJ Medical School, and New Jersey's only public hospital. Dr. Elnahal led University Hospital through the COVID-19 public health emergency, and the hospital served as a model for urban and regional response efforts. He received his medical degree from Harvard Medical School and his master's in business administration, with distinction, from Harvard Business School.

Executive Vice President and Chief People Officer

Angela Sklenka, MHR, has been selected to serve as executive vice president and chief people officer, effective September 15, 2025, replacing interim chief people officer Issac Dixon. Ms. Sklenka comes to OHSU from the University of South Florida (USF), where she served as senior vice president, chief administrative officer and chief human resources officer for both USF and USF Academic Health Medical College. In this capacity, she oversaw human resources, information technology, facilities, construction, planning and administrative strategies. With more than 20 years of extensive experience in human resources within higher education, she has led transformational efforts in change management, operational efficiency, cultural renovation and labor relations. Additionally, she brings deep expertise in labor negotiations, building collaborative union-management partnerships across complex environments in academic health systems and other organizations. She has consistently demonstrated a leadership style that inspires people, improves processes and elevates organizational culture.

Interim Executive Vice President and Chief Executive Officer of OHSU Health

Timothy M. Goldfarb, M.H.S.A., became the interim CEO of OHSU Health in January 2025 serving in an interim role until a replacement for Dr. John Hunter is retained. He is responsible for the overall operations of OHSU hospitals, clinics, and partner hospitals. His prior professional experience includes being the CEO of OHSU Health and the senior associate director of operations at the Arizona Medical Center. During his career, Mr. Goldfarb has held significant leadership roles in academic health care and health care associations.

Executive Vice President and Dean of the OHSU School of Medicine

Nathan R. Selden, M.D., Ph.D., is executive vice president and dean of the OHSU School of Medicine, providing overall leadership of the school since June 2024, replacing Dr. David Jacoby. Additionally, as OHSU addresses its comprehensive research strategy, executive vice president and dean Selden has primary executive responsibility for the institution's research mission, effective July 2025. He previously served as the Campagna Chair of the OHSU Department of Neurological Surgery and holds the Campagna Chair of Pediatric Neurosurgery. From 2015 to 2016, he was President of the Congress of Neurological Surgeons, one of the largest professional and continuing education organizations for neurosurgery in the world. Dr. Selden has a national and international reputation for studying new methods of neurosurgical education and continuing education that promote patient safety and quality.

Interim Executive Vice President and Interim Chief Research Officer

Bonnie Nagel, Ph.D., professor of psychiatry and behavioral neuroscience in the OHSU School of Medicine, has been appointed interim executive vice president and interim chief research officer. Dr. Nagel assumed this role following Peter Barr-Gillespie's retirement on July 1, 2025. After earning her doctorate at the University of Memphis, Dr. Nagel completed a National Institute of Mental Health postdoctoral fellowship in biological psychiatry and neuroscience and was on the faculty for one year at the University of California, San Diego, before joining OHSU in 2006. To increase organizational efficiencies and facilitate a comprehensive research plan, a change to the structure of OHSU's chief research officer occurred on July 1, 2025, with the position reporting to the executive vice president and dean of the OHSU School of Medicine. Dr. Nagel remains a member of the President's senior leadership team to provide informed feedback and strategic direction as it relates to the research mission.

President, OHSU Foundation

Kate Azizi, M.B.A., was named president of the OHSU Foundation in September 2024, where she will look to advance the philanthropic fundraising efforts to support the mission of OHSU. An accomplished fundraising executive with a history of success in the academic health space, Azizi brings deep experience and a passion for igniting the power of philanthropy to improve the lives of people. Azizi joined the OHSU Foundation, replacing interim president Jill Eiland, from the Medical University of South Carolina (MUSC), where she served for over four years as vice president for institutional advancement, overseeing all fundraising and alumni relations for MUSC's six colleges and its health system, which includes sixteen hospitals throughout South Carolina. Previously, Azizi held senior development roles at Northwestern University Feinberg School of Medicine, University of Chicago Medicine, North Carolina State University College of Veterinary Medicine, and North Carolina State University College of Management.

Interim Chief Executive of the Knight Cancer Institute

Shivaani Kummar, M.D., FACP serves as interim Knight Cancer chief executive of the OHSU Knight Cancer Institute as of March 2025. She will serve until OHSU's new president is able to recruit a permanent leader for the institute. Dr. Kummar will also serve in a newly established position as chief of the Cancer Business Unit, a key and growing part of the OHSU health system. Dr. Kummar was recruited to OHSU in 2020 from Stanford University to lead the Division of Hematology and Medical Oncology in the OHSU School of Medicine and serve as co-director for the Knight Cancer Institute's Center for Experimental Therapeutics.

Vice President of the Office of Civil Rights Investigations and Compliance, Title IX Coordinator

Angela Fleischer, M.S.W., LCSW, CFP-A, began her new role as the inaugural vice president and Title IX coordinator for the Office of Civil Rights Investigations and Compliance (OCIC) in June 2023. OCIC was formerly known as the Office of Affirmative Action and Equal Opportunity (AAEO), and in this OCIC role, the vice president is central to OHSU's strategic goals of creating a safe and welcoming campus for all. The vice president, who reports directly to the OHSU president, steers OCIC's realignment with the Integrity Office while overseeing programs and procedures relating to Title IX and civil rights investigations. This position was established in conjunction with the recommendations from the Covington response and Schneider report to provide transparency and

clarity on investigations of misconduct at the institution. Transitioning from high school to higher education in 2013, Ms. Fleischer developed the Campus Choice program to improve the reporting process for students, staff, and faculty who may have experienced gender-based violence or discrimination at institutions of higher education. At the height of the federal call for campuses to serve their students better, Campus Choice became a national model. During this time, Ms. Fleischer was able to work with federal and state law makers in policy development and many organizations to implement trauma informed sexual violence investigations. She has been an instructor for National Center for Campus Public Safety, Oregon Sexual Assault Task Force and Being Trauma Informed, testified before the federal Senate Judiciary for Crime and Terrorism, served as a panel expert for the Substance Abuse and Mental Health Services Administration, as well as served as a consultant for many institutions of higher education, state education systems, and k-12 education.

Dean, OHSU-PSU School of Public Health

Paul K. Halverson, Dr.P.H., M.H.S.A., became dean of OHSU-PSU School of Public Health in February 2024, replacing interim dean Dr. Richard Johnson, and provides overall leadership for the school. Dr. Halverson previously served as professor and founding dean of Indiana University's Richard M. Fairbanks School of Public Health. His Doctor of Public Health is from the University of North Carolina at Chapel Hill, and his Master of Health Services Administration is from Arizona State University. Dr. Halverson previously served as the State Health Officer in Arkansas and as the Director of the Division of Public Health Systems Development and Research at the U.S. Centers for Disease Control and Prevention. He has also held faculty leadership roles at the University of Arkansas for Medical Sciences and at the University of North Carolina at Chapel Hill.

Dean, College of Pharmacy

David Bearden, Pharm.D. is dean, OSU College of Pharmacy. Dr. Bearden previously served as interim dean of the College of Pharmacy from December 2020 until he was appointed dean in May 2023. He has held key roles at the college over the last two decades, including associate dean of academic integration and clinical advancement based at the college's Portland location, and chair of the Department of Pharmacy Practice. In his role as dean, Dr. Bearden is the chief administrative officer for the college that includes faculty, staff, and students based both at OSU's main campus in Corvallis, and the OHSU campus in Portland. This position provides overall leadership for the College's academic, research, and outreach programs, stewards its financial resources, and serves as its principal representative with internal and external stakeholders.

Senior Associate Dean for Education, School of Medicine

Kelly Caverzagie, M.D., was appointed senior associate dean for education effective July 2024 at OHSU's School of Medicine. Dr. Caverzagie previously served as associate dean for educational strategy and the learning environment and associate dean of continuing medical education at the University of Nebraska Medical Center College of Medicine for 10 years, as well as vice president for education at Nebraska Medicine. In his role as senior associate dean for education, Dr. Caverzagie oversees all academic programs in the School of Medicine (including the Medical Doctorate program and certificate, master's and doctoral programs within Graduate Studies) as well as Graduate Medical Education.

Regional Associate Dean, Klamath Falls

Cole Puffer, M.D., serves as the regional associate dean – Klamath Falls, as part of the Campus for Rural Health since December 30, 2024. This position reports to OHSU Provost Marie Chisholm-Burns. Dr. Puffer is responsible for the education, research, and outreach activities associated with the Klamath Falls clinical and educational Campus for Rural Health. This role includes close collaboration with leaders and administrative staff across various schools and programs and working in partnership with the other regional associate deans (Northeast Oregon and South Coast) to ensure the adoption of best practices and consistent policies and procedures across all clinical hubs. In addition, he works with the OHSU Office of Learner Placement and Housing on the operations of the site. This role oversees the recruitment and retention of clinical placement sites, recruitment of clinical preceptors, and preceptor relations and development.

Interim Vice Provost for Student Affairs

Britt Hoover, M.Ed., was appointed as interim vice provost for student affairs in July 2025 while a national search is being conducted. Ms. Hoover earned a Master of Education degree in College Student Services Administration from Oregon State University and has worked in higher education since 2007. She served in a variety of roles in the Pacific Northwest at Oregon State University, Evergreen State College, and Reed College before joining OHSU in 2022. Ms. Hoover takes over from Dr. Michael Walsh who served as vice provost for student affairs from June 2022 until July 11, 2025. A national search is currently underway to identify a successor for Dr. Walsh.

Associate Vice Provost for the Center for Learner Diversity and Inclusion

Marcus R. Langford, Ph.D., M.S, M.Ed., was appointed the inaugural associate vice provost for the Center for Learner Diversity and Inclusion[9] in July 2024. He previously served as dean of students for the University of Oregon. Dr. Langford has more than 20 years of progressive leadership experience in higher education. He possesses a wealth of knowledge and a proven track record in enhancing the student experience, improving student success, and serving as a catalyst to interrogate institutional policies, practices, and procedures particularly from the lens of advancing responsiveness, equity, belonging, and access.

Assistant Vice Provost for Workforce Capacity Development

Denise G. Dallmann, N.D., M.S., was appointed OHSU's first assistant vice provost for workforce capacity development in June 2023. Dr. Dallmann earned her doctorate in naturopathic medicine from the National University of Natural Medicine, and her Master of Science in educational leadership and policy with a concentration in post-secondary, adult and continuing education and a graduate certificate in student affairs from Portland State University (PSU). She has 20 years of experience in higher education including more than 15 years as a senior administrator. Dr. Dallmann's previous roles include dean, Center for Teaching and Learning for the University of Western States (UWS), where she led the institution's instructional support services, faculty development, instructional design, educational technology, and academic assessment initiatives and chief academic officer for the American College of Healthcare Sciences, where she co-developed and

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9   https://www.ohsu.edu/diversity-equity-inclusion-belonging/center-learner-diversity-and-inclusion

administered the institution's strategic plan, led the development and implementation of new degree programs, and successfully facilitated the institution through accreditation renewal.

Assistant Vice Provost for Institutional Research and Effectiveness

Elias Cohen, Ph.D., is OHSU's first assistant vice provost for institutional research and effectiveness, appointed in August 2023. OHSU's increased expectation for data-informed decision making and continuous improvement efforts necessitated the creation of the Office of Institutional Research and Effectiveness. This office improves OHSU's analysis of internal and external environments, including OHSU's identified peer institutions. Cohen has 20 years of higher education experience in basic and institutional research roles. Before joining OHSU, he served as assistant vice chancellor for institutional effectiveness at WSU-Vancouver, where he served as co-lead for the institution's strategic plan. Cohen originally earned a doctorate in Cognitive Psychology from Rutgers University, with an emphasis on human visual perception.

Assistant Vice Provost for Educational Technology and Innovation

Cheryl Miller, Ed.D., M.A., began her role as OHSU's first assistant vice provost for educational technology and innovation in April 2024. Miller oversees the critical functions of technology and innovation to support learner success at OHSU, including the operations of the Educational Classroom and Multimedia Services team. She earned her doctorate of education with a specialization in leadership innovation and continuous improvement from Concordia University – Wisconsin, and her Master of Arts in applied psychology – higher education administration from Massachusetts School of Professional Psychology. Miller has 25 years of experience and has held leadership roles including dean of students, Title IX coordinator, vice president of institutional effectiveness, and chief academic officer. Most recently, she served as dean of learning support at Portland Community College, providing oversight and spearheading initiatives to bolster student achievement. She has also participated in the Northwest Commission on Colleges and Universities as a peer evaluator and site visit chair, contributing to the enhancement of educational standards and practices.

Assistant Vice Provost for Education Outreach and Collaboration

Jarrod Lockhart, Ed.D. MSc.Ed., leads statewide K-16 STEM education initiatives, overseeing OHSU's Office of Science Education Opportunities (SEO)[10] as of January 2025. He fosters partnerships with schools, universities, and industry leaders to enhance health science pathways and develop strategic, scalable programs that prepare students for high-impact careers. His efforts include supporting educators with professional development opportunities and resources to strengthen STEM instruction, ensuring students receive high-quality, hands-on learning experiences. Additionally, he champions initiatives that translate OHSU's cutting-edge scientific and healthcare research into accessible community education, bridging the gap between discovery and public understanding. His work extends to shaping policy recommendations, securing funding, and integrating innovative outreach models that connect education, research, and workforce development.

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[10] https://www.ohsu.edu/education/explore-science-education

University Librarian

After serving as interim university librarian since July 2022, Robin Champieux, M.L.I.S., accepted the role of university librarian in 2023. Ms. Champieux joined OHSU in 2011 as a scholarly communication librarian. She has served in a number of roles at the OHSU Library, including research engagement and open science librarian from October 2017 to January 2019, and director of digital scholarship and research engagement from January 2019 to May 2020. From January 2019 to June 2022, she served as director of education, research and clinical outreach. Her leadership in supporting the education, research, and health care missions at OHSU provides the institution a valuable asset in an increasingly complex landscape where research and information play crucial roles in advancing healing, teaching, and discovery.

Executive Director, OHSU Simulation

Robin Stillwell, M.B.A., was selected as the inaugural executive director for OHSU simulation, effective July 1, 2024. She leads OHSU Simulation as it aims to advance excellence in interprofessional patient care through innovative, simulation-based education, training, and research. Her previous experiences include serving as the facility/operations manager for the University of California - Davis veterinary medicine simulation laboratory for six years before relocating to the Portland area to serve as the Regional Operations Director for Amerivet Veterinary Partners. During her time at Amerivet, she oversaw strategic planning, budgeting, and operations for ten veterinary hospitals across three states.

The most recent OHSU organizational chart is provided publicly on OHSU's Leadership site[11].

Additional Institutional Changes

In addition to leadership changes, initiatives noteworthy for their impact and alignment with OHSU's mission, vision, and values include:

OHSU 30-30-30 Initiative

As Oregon's only academic health center, with trainees across the entire state, OHSU is uniquely positioned to help the state of Oregon recruit, educate, and train learners in the health professions through funding from the OHSU 30-30-30 Initiative. This initiative reflects OHSU's long-term commitment to workforce development through the following:

- Increasing the number of OHSU graduates in certain health professions programs (e.g., nursing, physician assistant, medical physics, and public health) by at least 30% by 2030.

- Increasing the diversity of OHSU's student body to at least 30% by 2030 (a broad definition of diversity is utilized).

This $45 million investment, the largest appropriation made to an individual higher education institution in the 2022 state legislative session, is helping OHSU and the State of Oregon address some of the most pressing health care workforce needs that were identified and exacerbated by the COVID-19 pandemic.

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[11] https://www.ohsu.edu/about/ohsu-leadership

This state investment includes two parts, the first of which is an annual direct state appropriation of $20 million to support the 30-30-30 Initiative. Currently, this investment allows OHSU to meet the goals of the 30-30-30 Initiative through a number of efforts including, but not limited to, scholarships, student recruitment and retention, student support services, faculty recruitment and retention, and learner pathway programs[12], for example, the Oregon Consortium of Nursing Education (OCNE)[13], Wy'east Nursing[14], and Wy'east Dentistry[15] programs of the Northwest Native American Center of Excellence (NNACoE), and *OnTrack OHSU![16]*. Funding for institutional tracking and analysis of collected student data information, including disaggregated information, was used to establish the Office of Institutional Research and Effectiveness which also provides key reports to the Office of the Provost.

The second part of the investment is one-time funding of $25 million, which the OHSU Foundation matched with philanthropic donations to create a $50 million OHSU Opportunity Fund. This fund provides scholarships and resources to help recruit and retain more students to address workforce shortage constraints.

OHSU provost Chisholm-Burns, along with dean Bakewell-Sachs of the OHSU School of Nursing, and assistant vice provost for workforce capacity development Dallmann, provided the OHSU Board of Directors an update on the status of the 30-30-30 Initiative at the September 2024 Board meeting[17]. This update provided highlights of how OHSU is progressing in meeting the goals of 30-30-30.

OHSU Hospital Expansion Project

OHSU's hospital inpatient expansion project is nearing completion with an expected April 2026 opening date. This 14-story building, called Vista Pavilion, will increase OHSU's inpatient capacity by 128 new hospital beds, with the potential for an additional 64 beds, which will increase OHSU's total capacity to 750 beds. This expansion project will enhance OHSU's mission to provide healthcare, facilitate research, and increase educational opportunities for its students.

OHSU Graduation Core Competency Review

OHSU's Assessment Council convened a task force in 2023, to refine the OHSU Graduation Core Competencies[18] using data-informed decision making with input from key participants in program and institutional assessment. The data gathered and the analysis performed were used to make recommendations and better align the core competency definitions across the institution for all programs and service units involved in student assessment. The task force proposed that competency refinement would improve clarity, guide program alignment, and assist in competency attainment. The task force also made recommendations to simplify the process, provide examples of measurement, improve OHSU's assessment efforts to align with external bodies, including

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12 https://www.ohsu.edu/school-of-medicine/diversity-equity/pre-health-pathways
13 https://www.ohsu.edu/school-of-nursing/bachelor-science-degree
14 https://www.nnacoe.org/wyeast-nursing
15 https://www.nnacoe.org/wyeast-dentistry
16 https://www.ohsu.edu/education/track-ohsu
17 https://www.ohsu.edu/sites/default/files/custom/OHSU-Public-BOD-9-27-24-Final-optimized.pdf
18 https://www.ohsu.edu/education/academic-assessment

accreditation agencies, as well as developing and providing additional resources for programmatic assessment at OHSU.

OHSU Specialized Accreditation Updates since 2022

The OHSU-Oregon Tech doctor of physical therapy program (DPT)[19] met the requirements of accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE)[20] and was granted "Candidate for Accreditation" status. This joint program was approved by NWCCU in 2022. The DPT program will ensure graduates develop competence in the diagnosis and treatment of patients with health or medical conditions that may affect movement and mobility.

The OHSU clinical psychology Ph.D. program[21] met the requirements of accreditation by the American Psychological Association (APA)[22] in April 2023. The clinical psychology program is the only one in Oregon that is sponsored and primarily housed within an academic medical center, and as such, this placement facilitates students' learning opportunities within the program's three key areas of health psychology, neuroscience of mental health disorders, and intervention development and evaluation.

OHSU's School of Nursing baccalaureate, master's level, and doctorate level programs were awarded 10 year accreditation extensions to 2033 by the Commission on Collegiate Nursing Education[23] (CCNE) in November 2023. Additionally, the Accreditation Commission for Midwifery Education[24] (ACME) continued accreditation for 10 years to 2033, for the Nurse-Midwifery Education Program in the School of Nursing, determining that the program is in full compliance.

The OHSU-PSU School of Public Health was reaccredited by the Council on Education for Public Health[25] (CEPH), an independent agency recognized by the U.S. Department of Education to accredit schools and programs of public health. CEPH accreditation indicates the School of Public Health meets or exceeds criteria for the delivery of high-quality public health education. The current accreditation cycle extends to December 31st, 2029.

The Commission on Accreditation for Health Informatics and Information Management Education[26] (CAHIIM) awarded continuing accreditation for seven years to the Health Informatics Master of Science degree program at OHSU to 2030-2031.

OHSU's School of Dentistry advanced dental education programs in endodontics, periodontics, and orthodontics were granted the accreditation status of approval without reporting requirements,

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19   https://www.oit.edu/academics/degrees/physical-therapy
20   https://www.capteonline.org/
21   https://www.ohsu.edu/school-of-medicine/clinical-psychology
22   https://accreditation.apa.org/
23   https://www.aacnnursing.org/ccne-accreditation
24   https://theacme.org/
25   https://ceph.org/
26   https://www.cahiim.org/

while the D.M.D. program was approved with reporting requirements by the [Commission on Dental Accreditation](url)[27] (CODA) through 2031.

The OHSU-PSU Healthcare Management M.B.A. was reaffirmed by the [Association to Advance Collegiate Schools of Business](url)[28] (AACSB) through 2030-2031.

OHSU makes the accreditation status of its programs publicly available at: [https://www.ohsu.edu/education/specialized-accreditation](url)[29]

Distinguished Faculty Awards Interim OHSU President Steve Stadum (pictured right), Executive Vice President, Provost and J.S. Reinschmidt Endowed Professor Marie Chisholm-Burns (left), and OHSU Foundation President Kate Azizi (second from right) recognize the accomplishments of OHSU's faculty leaders and innovators.

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[27] https://coda.ada.org/

[28] https://www.aacsb.edu/

[29] https://www.ohsu.edu/education/specialized-accreditation

Part I: Mission Fulfillment

OHSU has a long-established (approved by the OHSU Board of Directors in 2005), widely circulated mission[30] that is tied directly to the institution's vision and values. OHSU strives for excellence in education, research and scholarship, clinical practice, and community service (NWCCU Standard 1.A.1). 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 innovative 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, partnership, and outreach.

OHSU continuously monitors and evaluates its educational and student service programs, student learning, and achievements through a rigorous institutional assessment[31] process, academic program review[32], examination of OHSU's indicators of effectiveness[33], peer review through compliance with specialized accreditation[34] requirements, and an annual peer comparator initiative[35]. (Eligibility Requirement 4, 5, and 6, NWCCU Standard One – Student Success, and Institutional Mission and Effectiveness).

The Vision of OHSU is the Plan

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.

OHSU's strategic plan, OHSU 2025[36], establishes six aspirational goals developed from OHSU's vision and mission that help guide the university in project development and initiatives. The goals are:

1. Building a diverse, equitable environment where all can thrive and excel.

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[30] https://www.ohsu.edu/about/ohsu-vision-mission-and-values

[31] https://www.ohsu.edu/education/academic-assessment

[32] https://www.ohsu.edu/education/academic-program-review

[33] https://www.ohsu.edu/education/institutional-effectiveness

[34] https://www.ohsu.edu/education/specialized-accreditation

[35] *OHSU Peer Institution Comparison Report* (5/24/2024) is provided in the NWCCU Mid-Cycle box folder and available on site.

[36] https://www.ohsu.edu/about/strategic-plan

2. Being the destination for transformational learning.

3. Enhancing health and health care in every community.

4. Discovering and innovating to advance science and optimize health worldwide.

5. Partnering with communities for a better world.

6. Ensuring a sustainable foundational infrastructure.

The objectives[37] and tactics of OHSU 2025 are divided into OHSU mission areas and managed by the leaders in the areas of education, healthcare, infrastructure, and research.

The education mission area has completed its four objectives of OHSU 2025 – academic career success, learner success, learner placement, and simulation. Investment of OHSU 2025 funds established the office of Mentorship and Career Design[38] as a resource for career success. The expansion of the Office of Student Affairs[39], also supplemented by 30-30-30, has improved the quality of OHSU's student resources and support networks including housing, tutoring, writing support, and food assistance under the leadership of the vice provost for student affairs. Additionally, the Office of Learner Placement and Housing[40] was established to support educational experiences for students and trainees in community-based rotations, to promote OHSU's statewide mission, and to improve efficiencies through coordinated housing placements across OHSU's schools and programs. OHSU also expanded its simulation operations to now include two centers to support trainings and advance interprofessional education through OHSU Simulation[41]. These completed objectives have been incorporated into the portfolio of activities in the Office of the Provost.

OHSU 2025 is implemented through an OHSU 2025 Coordinating Council that is accountable to the OHSU president. The OHSU Board of Directors has been provided with regular updates on the status of OHSU 2025. The OHSU Board of Directors was presented a status update on the progress of OHSU 2025 at the April 19, 2023 board meeting[42]. President Elnahal will lead the university as OHSU embarks on the next version of a strategic plan.

Mission Alignment to Goals, Objectives, and Indicators of Effectiveness

OHSU has developed meaningful objectives and indicators of effectiveness which align with the OHSU mission and OHSU 2025 (Image 1) and are publicly available on the Office of Institutional Research and Effectiveness webpage[43]. These indicators are aligned to institutional objectives and are enduring metrics that measure the overall institutional effectiveness of OHSU's mission in education, research, and health care. Further, the indicators provide meaningful measures of OHSU's

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[37] https://www.ohsu.edu/sites/default/files/2022-05/OHSU-2025-refresh-placemat.pdf

[38] https://www.ohsu.edu/education/mentorship-and-career-design

[39] https://www.ohsu.edu/education/student-support

[40] See Housing for students and trainees at: https://www.ohsu.edu/education/student-housing

[41] https://www.ohsu.edu/simulation

[42] https://www.ohsu.edu/sites/default/files/2023-05/OHSU%202025%20-%20April%202023%20Board%20
Presentation.pdf

[43] https://www.ohsu.edu/education/institutional-effectiveness

overall institutional effectiveness, with intentional emphasis on the effectiveness of student learning and student achievement including student support services (NWCCU Standard 1.B.1). With the implementation of the NWCCU 2020 Standards of Accreditation, OHSU elaborated and expanded on its institutional effectiveness by examining meaningful objectives and indicators, with intentional emphasis on student learning effectiveness, student achievement effectiveness, disaggregation of key indicators and the comparison of key indicators against national data and against specific regional and peer institutions.

Image 1: OHSU Mission, Goals, Objectives and Indicator Alignment

Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.
SLI 1.1-1.3

Building a diverse, equitable environment where all can thrive and excel.

Provide a supportive, diverse, and inclusive learning and work environment for students, faculty and staff.
IIE 2.1-2.5

Ensuring a sustainable foundational infrastructure.

Being the destination for transformational learning

Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards
SAI 1.1-1.15

OHSU's Mission

Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.
IIE 1.1-1.3

Partnering with communities for a better world

Enhancing health and healthcare in every community.

Expand OHSU's prominence as a research university.
IIE 3.1-3.3

Discovering and innovating to advance science and optimize health worldwide.

Provide access to healthcare for patients across Oregon.
IIE 4.1-4.3

Key:
IIE: Institutional Indicators of Effectiveness
SAI: Student Achievement Indicators of Effectiveness
SLI: Student Learning Indicators for Effectiveness

Each indicator is reviewed against a target, and annual results are monitored over time to examine trends and evaluate efforts towards continuous improvement. Target levels are established after a performance review of a metric or compared to national benchmarks. Input on target levels is also provided by institutional experts when addressing research, health care, assessment, and professional examinations. These institutional effectiveness (IIE), student learning (SLI), and student achievement (SAI) indicators are used as the basis for determining mission fulfillment at OHSU and

provide valuable information on OHSU's progress as an inclusive and diverse institution, OHSU's prominence as a research institution, access to health care services provided by OHSU, and the quality and improvement of student learning and student achievement.

These indicators and thresholds are monitored annually by the Office of the Provost, made publicly and readily available through the Office of Institutional Research and Effectiveness website, and communicated to the president, the executive vice president and provost, and OHSU executive leaders. Action plans are established when necessary, and resources are allocated as appropriate to ensure continued institutional effectiveness. There are additional internal and external avenues where the effectiveness of OHSU is evaluated and recognized[44] (e.g. OHSU is designated a Magnet hospital by the American Nurses Credentialing Center). OHSU's institutional indicators of effectiveness provide an overall dashboard for determining OHSU's success in delivering on its mission to its students, patients, and community, with intentional emphasis on monitoring student learning, student achievement, and student support as well as with attention to peers and external environments.

Monitoring the indicators of institutional effectiveness allows OHSU to measure its mission fulfillment as well as track and improve its effectiveness. As part of the ongoing cycle of quality and continuous improvement, OHSU defines its mission fulfillment as achieving the expectations contained in its indicators for institutional effectiveness, student learning, and student achievement. This achievement is measured annually by determining whether the combined total of the indicators that have exceeded or are within an acceptable range of the target is >90%.

OHSU continues to utilize a 3-color symbol assignment system from previous accreditation reports to help all stakeholders visually identify progress and trends on the indicators of institutional effectiveness. This tri-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 1 below.

Table 1: Color Symbol Assignment for Indicators of Institutional Effectiveness

Score	Description
■ (green)	Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.
▲ (yellow)	Difference between the target and the result is ≤ 20%; continued monitoring and effort needed to reach target. Results are within 80-99% of target and are considered to be within an acceptable range.
✗ (red)	Difference between the target and the result is >20% and immediate action is required. Results are < 80% of the target and are not considered to be within an acceptable range.

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[44] https://www.ohsu.edu/health/ohsu-health-care-awards-and-recognition

A green square indicates that the stretch target for that specific indicator has been met or exceeded. A yellow triangle means OHSU is performing within an acceptable range for that indicator, but improvement is still needed (results are within 80-99% of the established target). A red X signals the indicator performance is below the acceptable threshold (less than 80% of the target) and is not considered to be within an acceptable range.

As stated above, mission fulfillment for OHSU is then determined by whether the combined total of the indicators that have exceeded or are within an acceptable range of the target is >90%. OHSU is meeting its definition of mission fulfillment, as all of its indicators of effectiveness are being achieved or are within the acceptable threshold.

In the cycle of continuous improvement, OHSU annually reviews the objectives, indicators, target threshold levels, and results. Indicators that transition down to the "acceptable threshold" (yellow triangle) level or to the "below acceptable threshold" (red X) level are monitored and addressed. If an effectiveness indicator falls below the acceptable threshold (red X) for two consecutive years, a corrective remediation plan is established by the Office of the Provost, in alignment with the educational decision-making process[45].

OHSU provost Chisholm-Burns, along with the vice provost for educational improvement and innovation, the vice provost for enrollment management and academic programs, and the assistant vice provost for institutional research and effectiveness, provides updates to the OHSU Board of Directors annually in the September meeting[46] on the goals and accomplishments of OHSU's assessment activities, indicators of institutional effectiveness, and mission fulfillment. When new indicators of institutional effectiveness are proposed or targets revised, plans are provided to the Office of the Provost for endorsement, and resources are allocated as appropriate. If an indicator level falls below the 80% threshold for two consecutive years (in the red), the item is identified and raised with the executive vice provost and provost. After consultation with appropriate OHSU leadership, a remediation plan is established, and applicable resources are allocated to address progress while the performance toward improvement is monitored.

Updates to the Indicators of Institutional Effectiveness

In assessing and revising the indicators of institutional effectiveness, OHSU added an institutional effectiveness indicator to obtain a measure of faculty and staff engagement with the organization derived from a Press Ganey annual survey score (IIE 2.5). OHSU also recently increased its OnTrack OHSU! target (IIE 1.2) as that program has expanded into the Parkrose School District, as a result of 30-30-30 funds, and is closely monitoring its impact on student interest and engagement. OHSU also has reduced the target for the percentage of nursing B.S. graduates educated outside the Portland campus (IIE 1.3) to align with increased enrollment in Portland, while still emphasizing the commitment to online and regional locations. In addition, OHSU expanded its on-time completion indicator from one combined indicator for all OHSU degree and certificate programs to five separate on-time completion indicators, based on credential level (SAI 1.3 – 1.7). Moreover, given

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[45] https://www.ohsu.edu/sites/default/files/2022-08/OHSU%20Educational%20Decision-Making%20Process_Final_access.pdf

[46] https://www.ohsu.edu/about/board-directors

enrollment trend data, OHSU reduced the target for the total number of degrees and certificates awarded (SAI 1.13) to a more accurate target, while still holding target expectations higher than the minimum requirement for OHSU imposed by the state. Finally, as OHSU's assessment activities have become more developed, the OHSU Assessment Council recommended revised student learning indicators (SLI 1.1 – SLI 1.3). OHSU's assessment efforts have progressed beyond just mapping against OHSU's Core Competencies in planning and reporting to the demonstration of data usage and implementation of OHSU Assessment Council feedback to ensure continuous improvements and sustainability of assessment activities within the academic programs and student support units.

Selected indicators of student achievement are disaggregated to enable the institution to identify academic excellence or success for our student learners. OHSU also compares certain indicators, such as its 3-Year Official Cohort Default Rate (SAI 1.15) and first-time pass rates on national board (credentialling) exams (SAI 1.9 – SAI 1.12), to national rates for benchmarking purposes. As stated above, OHSU previously had a single completion metric analyzing all degrees and certificates combined into an institutional rate. To obtain a clearer understanding of completion rates at each credential level (bachelor's degrees, master's degrees, professional doctoral degrees, research doctoral degrees, and graduate certificates), this single indicator was divided into SAI 1.3 – SAI 1.7, with a separate indicator for each credential level. A retrospective examination of each credential completion rate applied to the newly established credential target levels enables OHSU to examine historical data and trends and address any evident issues.

OHSU, through the Office of Institutional Research and Effectiveness[47], has also developed a student and graduate success dashboard which is publicly accessible on the office's webpage. This modifiable instrument provides a glossary of defined terms used for the specific student outcomes of completion, retention, persistence, and post-graduation success. Outcomes are disaggregated by college, degree type, major, and program and by several student demographic dimensions and includes a five-year institutional average. Funding from the 30-30-30 Initiative also established the Office of Institutional Research and Effectiveness, which provides institutional tracking and analysis of collected student information, including disaggregated information, as well as institutional comparator information to be used in data-driven decision making.

OHSU is satisfied with the integration of its mission, goals, objectives, and indicators, 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 they are significant, meaningful, and aspirational.

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[47] https://www.ohsu.edu/education/institutional-effectiveness

Part II: Student Achievement

OHSU Student Achievement Measures

To meet the objective of *produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards,* OHSU has selected fifteen measures of student achievement. These Student Achievement Indicators of Effectiveness (SAIs) are published in the annual *OHSU Indicators of Effectiveness report* and are publicly available on the Office of Institutional Research and Effectiveness webpage. These SAIs provide a historical perspective of progress based on established internal targets and several indicators are disaggregated to provide an equity framework for selected groups. Disaggregated SAIs include measures of retention from year 1 to year 2, persistence from Fall to Spring quarter, completion rates within 100% program time (separated by credential level), and post-graduation success for graduating students.

Multiple OHSU indicators of institutional effectiveness (IIE) and student achievement (SAI) have closely aligned metrics with data publicly available for peer institutions. OHSU has identified five IIEs and seven SAIs to compare to peer institutions or national scores, including:

- Professional credentialing examination pass rates
- Degrees awarded
- M.D. graduates matching to residency program rates and
- OHSU's 3-Year Official Cohort Default Rate

These indicators fulfill NWCCU Eligibility Requirement 6 and align with NWCCU Standards 1.D.2 and 1.D.3.

OHSU disaggregates four SAIs to examine equity gaps or perceived equity gaps, in the areas of:

- retention
- persistence
- on-time degree completion
- post-graduation success

This detailed information is included in the annual *OHSU Indicators of Effectiveness report*. OHSU also makes this student achievement disaggregated data publicly available through the newly created student outcomes dashboard on the Institutional Effectiveness webpage where reports on five-year average measures can also be analyzed (Eligibility Requirement 6). The disaggregated data provides a unique perspective into the make-up of OHSU's student data from various lenses and is divided into groups examining age, legal sex, race/ethnicity, expected family contribution, and first-generation status. The degree completion measure is examined at the credential level based on 100% time to degree, which provides OHSU a deeper introspection on barriers to success for students.

Additionally, OHSU conducts a comparison of five IIE and seven SAI to selected peer institutions and, in some cases, against national averages. OHSU examines and compares the following to its identified peers: student enrollment racial and ethnic profiles; full-time instructional staff racial

and ethnic profiles; its number of degrees and certificates awarded in clinical and translational research; its official cohort default rate; and the institution's research productivity, comparing NIH total sponsored project revenue and number of new inventions disclosed. OHSU also annually benchmarks its students passing senior-level credentialing examination on the first attempt to the national average to address student preparedness in becoming healthcare professionals. This allows OHSU to monitor its curriculum relevance and student preparedness in the schools of nursing (B.S), dentistry (D.M.D.), medicine (M.D.) as well as the Pharm.D. degree programs.

OHSU Student Achievement by Addressing Financial Burdens

An important way OHSU is addressing the SAI objective – *produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards* – is to ease the financial burden for students while increasing student support resources. 30-30-30 Initiative funds have enabled OHSU to increase student scholarship[48] dollars. Three strategic scholarships have received considerable investments, including:

- **Provost Excellence Scholarship:** Covers half of tuition and fees for the entire program length for a range of programs including graduate and undergraduate nursing, dentistry, physician assistant, public health, nutrition, radiation therapy, and medical physics for qualifying students. Established in the 2023-24 academic year, this scholarship aims to attract students and reduce financial barriers, with over $400,000 disbursed in FY24, over $2.1 million disbursed in FY25, and an estimated $4.5 million allotted to be disbursed in FY26. Importantly, these scholarships are allocated for entire program lengths, not just one academic year, and the total amount allocated for students who started through the 2025-26 year is projected to be nearly $12 million.

- **Provost Workforce Development Scholarship:** Awards ranging from $2,000 - $12,000 to all new students in certain nursing and public health programs to address workforce shortages. Programs include the R.N. to B.S. in Nursing, M.P.H. in Public Health Practice, and undergraduate nursing programs in Ashland and Monmouth, with $215,000 disbursed in FY25 and $976,000 allotted to be spent in FY26 through FY28.

- **Provost Medical Physics Scholarship:** Awards $20,000 to all new Medical Physics students starting in fall 2025 and fall 2026, supporting program growth and addressing workforce needs, with $240,000 total funds allocated through FY28.

Through these financial resource investments in its students, OHSU is addressing the costs associated with higher education, while also striving to improve student retention, persistence, and graduation rates. (NWCCU Standard 1.B.3)

OHSU Regional and National Peer Comparator Institutions for Effectiveness and Student Achievement

In preparation for OHSU's 2022 *Year Seven Evaluation of Institutional Effectiveness* submission to NWCCU, OHSU's Office of the President in consultation with the Office of the Provost and OHSU

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[48] https://www.ohsu.edu/education/financial-aid-and-scholarship-information

Deans Council selected peer institutions at both a regional and national level. These selections were based on similar missions and values related to leadership, education, research, engagement, and the advancement of health care initiatives. In 2023, OHSU provost Chisholm-Burns requested select programs identify their own peer and aspirational comparators to examine tuition rates, graduation rates, credentialing exam pass rates, and race/ethnicity percentages. This exercise and subsequent report[49] informed discussions that guided OHSU's expansion of its selected peer institutions for accreditation. To ensure compliance with the NWCCU guidelines around peer institutions (NWCCU Standards 1.D.2 and 1.D.3), OHSU added both an additional regional peer institution and a national peer institution, to bring the total number to six peer comparators.

OHSU Regional Peers

University of California San Francisco[50]

The University of Utah[51]

The University of Washington[52]

National Peers

The University of Texas Health Science Center at Houston[53]

Medical University of South Carolina[54]

SUNY Downstate Health Sciences University[55]

These institutions are determined as peers of OHSU by the Integrated Postsecondary Education Data System (IPEDS). The University of California San Francisco (UCSF), the University of Texas Health Science Center at Houston, SUNY Downstate Health Sciences University, and the Medical University of South Carolina, match OHSU's Carnegie Classification as a Special Focus: Medical Schools and Centers[56], with the same size category, while the University of Utah and the University of Washington are classified as Mixed Undergraduate/Graduate/Doctoral Large with much larger size categories of enrollments, nearly 40,000 and 60,000 respectively. IPEDS provides limited annual information on the comparison group as a context for interpreting OHSU's indicators in relation to other similar institutions. Additionally, OHSU uses professional accreditation[57] organizations, national credentialing examination results, and other oversights to provide independent external assurances of quality and to benchmark targets for comparisons.

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[49] *OHSU Peer Institution Comparison Report* (5/24/2024) is provided in the NWCCU Mid-Cycle box folder and available on site

[50] https://www.ucsf.edu/

[51] https://www.utah.edu/

[52] https://www.washington.edu/

[53] https://www.uth.edu/

[54] https://web.musc.edu/

[55] https://www.downstate.edu/

[56] https://carnegieclassifications.acenet.edu/institution/oregon-health-science-university/#

[57] https://www.ohsu.edu/education/specialized-accreditation

Part III: Institutional Assessment

OHSU Assessment Council

The OHSU Assessment Council[58] is a standing committee of OHSU's Academic and Student Affairs Council (ASAC) and is charged with promoting campus-wide assessment activities to improve student learning outcomes and to align the outcomes with OHSU's mission, strategic goals, and core competencies. The assessment council's work is established through OHSU Policy 02-50-030 – Student Learning Outcomes and Assessment[59]. The policy defines the assessment activities at OHSU, identifies responsible parties in the assessment process, and defines the oversight role of assessment activities involving academic programs and student services units. OHSU Policy 02-50-030 undergoes periodic review and revision, when necessary, with the most recent revision occurring in 2022.

The council ensures ongoing academic assessment and accountability are institutional priorities *"through an effective system of assessment to evaluate the quality of learning in its programs"* (NWCCU Standard 1.C.5). The OHSU Assessment Council contributes to an institutional culture that stimulates the spirit of inquiry, innovation and cooperation among students, faculty members and staff to educate health care professionals, scientists, and campus leaders in top-tier positions. Chaired by the vice provost of educational improvement and innovation, the council maintains broad institutional participation[60] and plays a vital role in improving and strengthening the assessment of student learning outcomes to address the Commission's expectations while working to establish a "culture of assessment" at OHSU. The council provides an annual report on assessment[61] to ASAC on achievements and initiatives to ensure institutional awareness of assessment development and activities. The OHSU Assessment Council's process, resources and supports, and assessment awards recipient information is publicly available on the OHSU Academic Assessment website.

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[58] https://www.ohsu.edu/education/academic-assessment

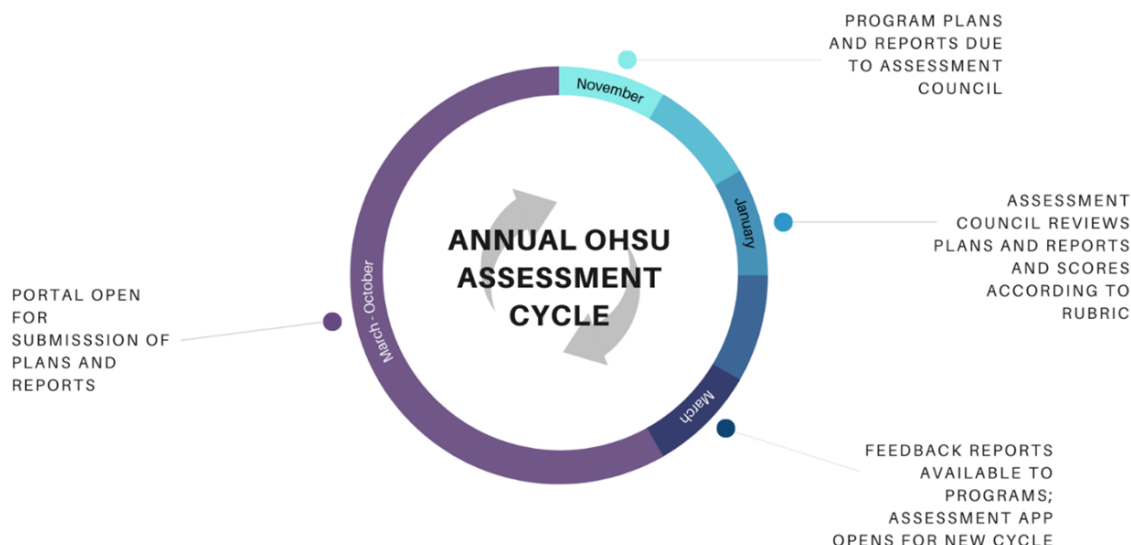[59] https://ohsu.ellucid.com/documents/view/20887/?security=7f078b9d2804159e38297c9df1f41a759df12dc6

[60] See Appendix 1 for 2024-25 OHSU Assessment Council membership

[61] An example of the OHSU Assessment Council annual report is provided in the NWCCU box and available on site.

Image 2: OHSU Annual Assessment Cycle

Assessment Planning and Reporting Process[62]

Identified in OHSU Policy 02-50-030 is the requirement that all academic programs and student services units articulate an assessment plan and report. Image 2 identifies OHSU's internal annual process for assessment planning, reporting, review, and support for academic programs. The assessment council has also developed an annual timeline (Image 3) to ensure compliance with NWCCU's accreditation expectations and serves as a reminder to the OHSU community about OHSU's activities for accreditation compliance.

OHSU utilizes an internal application[63] for the review and tracking of assessment plans and reports. The application confirms program information including program leadership, program's assessment coordinator, program website, and webpages where student learning outcomes[64] are readily available. Historical assessment information and feedback by the assessment council is available to track program progression, development, and elements where improvement has been recommended. For the OHSU annual assessment process, the assessment council has identified expected elements of student learning outcomes which include the planning criteria of:

1. Clearly written student learning outcomes

2. Communication of student learning outcomes to learners

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[62] Assessment plans, reports, and feedback for two identified programs, MPH in Epidemiology and DNP in Adult Gerontology Acute Care Nurse Practitioner are provided in the NWCCU Mid-Cycle box folder and available on site.

[63] https://echo360.org/media/536e0de6-bff5-4927-9b73-cf01309d36d6/public – provides a video of the application used for assessment planning, reporting, feedback, and Closing the Loop.

[64] https://www.ohsu.edu/education/student-learning-outcomes

3. Progression/Differentiation of student learning outcomes between degree/certificate levels

4. Clear alignment of student learning outcomes to OHSU Core Competencies[65]

5. Evidence and alignment to OHSU's [Evidence of Learning and Impact Framework][66]

Assessment plans are entered into an internal assessment application by each program and evaluated annually against a rubric[67] to ensure compliance with all criteria and to identify aspects of assessment plans where further development and improvements can be made. OHSU's assessment planning process meets multiple elements of NWCCU's Standard One – Student Learning.

Image 3: OHSU's Assessment Timeline aligned with NWCCU's Accreditation Cycle

OHSU ASSESSMENT TIMELINE

| 2022-2023 7 Year Site Visit October 2022 | 2023-2024 | 2024-2025 | 2025-2026 Mid-Cycle Site Visit Fall 2025 | 2026-2027 | 2027-2028 | 2028-2029 Policies, Regulations, Financial Review - Fall 2028 Start 7 Year Report | 2029-2030 7 Year Site Visit Fall 2029 |

- - - *Plans and Reports due annually on November 1* - - -

Assessment Data Collection and Reporting

OHSU aligns both its planning and reporting processes within the annual assessment cycle. Programs confirm, review and update plans as necessary. Assessment data is then analyzed and reported including activity reports on:

1. Updating/Revising student learning outcomes[68]

2. The alignment of a program's student learning outcomes to the OHSU Core Competencies

3. Assessment by outcome levels[69] – Evidence of Learning and Impact Framework

4. Assessment by methods[70]

5. Closing the Loop (continuous improvement)

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[65] All programs are required to align at least one of their Student Learning Outcomes with each of the seven (six if non-clinical) OHSU core competencies.

[66] Learner's impact and assessment frameworks are analyzed in: Tucker, C., Jacobs, S., & Moreno, K. (2024). [Branches from the same tree: A scoping review of learning outcomes frameworks.](#) *Intersection: A Journal at the Intersection of Assessment and Learning*, 5(4), 53-82.

[67] Appendix 2 – Assessment Planning and Reporting Rubrics (*2024 Assessment Handbook*, pg. 35-37)

[67] Can be revised by multiple factors including programmatic curriculum revisions, recommendations from specialized accreditation entities, and/or feedback from OHSU Assessment Council's annual review.

[68] Appendix 3 - OHSU has identified multiple outcome levels including – knowledge, application, performance, impact of learning on self, impact of learning on others (*2024 Assessment Handbook*, pg. 43-45)

[69] A number of assessment methods to assist in the diversity of data collected can be found in the *2024 Assessment Handbook*, pg. 19-20. Available in the NWCCU box folder and on site.

Instrumental to the establishment or revision of student learning outcomes are the:

1. Description of learning activity
2. Assessment category
3. Method of assessment for the student learning outcome
4. Establishment of an expected target level for the student learning outcome

Programs have a specific obligation to demonstrate efforts of continuous improvement by incorporating assessment council feedback through the "Closing the Loop" section. Not only does this component seek clarification and elaboration on a program's improvement efforts, but also requests programs include stakeholder engagement. Stakeholder engagement (Image 4) provides academic programs the opportunity to obtain valuable internal feedback from faculty, staff, and students as well as external input from alumni, field employees and others with advisory roles. The components of the Closing the Loop include:

1. Stakeholder Engagement[71]
2. Course improvement
3. Program improvement
4. Response to OHSU Assessment Council feedback from previous cycles
5. Improvement through an equity lens (pilot phase of data collection in 2024)

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[71] Programs report on type of stakeholders engaged, the method and level of engagement, and frequency of interactions with stakeholders.

Image 4: OHSU Stakeholder Engagement Framework

Purpose: Using this framework can ensure stakeholder engagement with assessment is integrated and undertaken in a coordinated manner.

How to use: Choose stakeholders, engagement levels, and engagement tools based on goals for the engagement.

Keep in mind: Successful stakeholder engagement is purposeful, relevant, open, inclusive, and responsive.
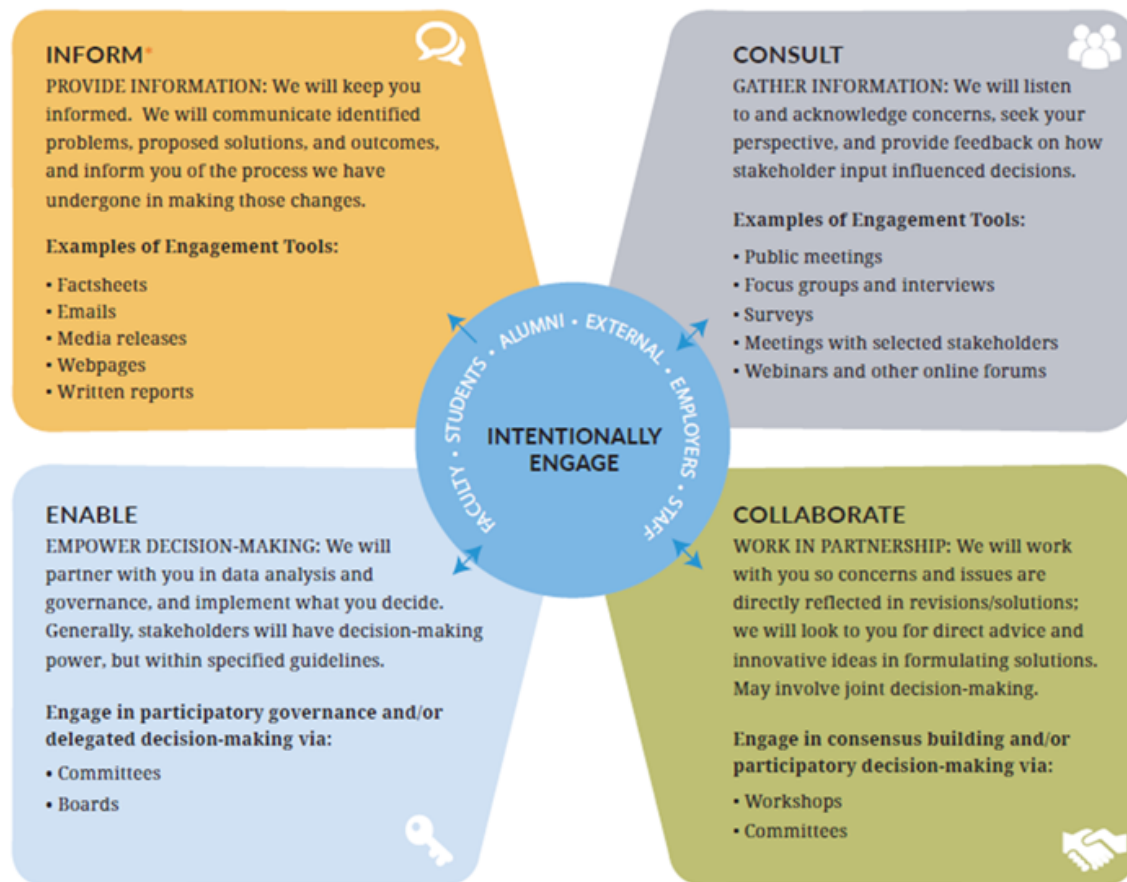
Adapted from Australian Midwifery and Nursing Accreditation Council

The OHSU Assessment Council conducts a norming exercise during the annual plan and report review, which occurs over multiple days in January. The council then discusses the results as a group to ensure consistent feedback and alignment among reviewers. Upon the conclusion of the norming exercise, the committee members of the assessment council begin the review and scoring of assessment plans and reports, utilizing an agreed upon scoring rubric[72]. The feedback for each program and student support service is cataloged in a database and assessment council reports for each program are subsequently created.

Beginning in 2024 and coinciding with the annual assessment cycle, an equity self-reflective component was introduced to the assessment application to begin a meaningful process of collecting programmatic data to improve equitable outcomes. In an ongoing effort to address NWCCU Eligibility Requirement 6 and Standard 1.D.4, each academic program is now expected to make use of disaggregated student outcome data as well as other measures of equity to examine potential inequities in admissions, student learning, the student experience, completion, and post-graduate outcomes. The Office of Institutional Research and Effectiveness is collecting information to establish a baseline for evaluating program efforts to address and eliminate inequities.

Assessment Feedback and Improvement Efforts

Upon completion of the assessment council's review of student learning outcomes, assessment plans and reports, feedback and recommendations are readily available to each program[73] through a feedback tab. The reporting features include scoring dimensions for both plans and reports as well as detailed comments for areas of improvement from the assessment council. The review also identifies components of the plans and reports that the assessment council will expect programs to address in the next planning/reporting cycle. Components of the plan requiring attention are marked with a red icon, to be easily identifiable to the program (NWCCU Standard 1.C.7).

OHSU's Teaching and Learning Center (TLC)[74] compiles the program assessments scores into a table and engages in outreach to programs with lagging scores.

Recognition of OHSU Assessment Work

Recognizing programs that excel and take the lead in assessment is essential to building and sustaining a culture of assessment at OHSU. Recognition, both current and historical award winners, is given through the Provost Assessment Awards[75]. These annual awards honor Excellence in Program Assessment, Stakeholder and Data Engagement, Assessment Transparency, Assessment Scholarship, Equity in Assessment, and for student services units, the Excellence in Student Services Assessment. Each year the OHSU Assessment Council awards assessment badges to those programs

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[72] Appendix 2 – Assessment Planning and Reporting Rubrics (*2024 Assessment Handbook*, pg. 35-37)

[73] Assessment plans, reports, and feedback for two identified programs, MPH in Epidemiology and DNP in Adult Gerontology Acute Care Nurse Practitioner are provided in the NWCCU Mid-Cycle box folder and a vailable on site.

[74] https://www.ohsu.edu/education/teaching-and-learning-center

[75] https://www.ohsu.edu/education/provost-assessment-awards

which demonstrate thoughtful, innovative, and excellent assessment work and these programs can post this recognition on their websites. Assessment award winners are also acknowledged at the annual institutional-wide ceremony (Symposium on Educational Excellence).

The 2025 Symposium on Educational Excellence celebrates the recipients of the Provost Assessment Awards presented by Executive Vice President, Provost and J.S. Reinschmidt Endowed Professor Chisholm-Burns and Vice Provost Education Improvement & Innovation and OHSU Assessment Council chair Tucker. credit Q. Harshman

Assessment Support and Development

The TLC provides multiple resources to support assessment at OHSU. The TLC provides specialized consultations, targeted outreach to programs that need extra support, and trainings for faculty, programs, and administrators involved with the annual assessment process. Throughout the year, the TLC offers ongoing trainings to help build capacity in the broader OHSU community on identified assessment topics related to teaching and learning strategies (Train Your Brain and Assessment Academy), curriculum mapping, and alignment using Quality Matters and other review processes. The TLC also provides leadership in programmatic assessment, including continual iterative process improvement, including helping in the development of the institutionally created assessment app to facilitate annual planning and reporting.

Part IV: Continuous Improvement Efforts by Two Academic Programs[76]

Two programs that represent the efforts of the assessment council for ongoing continuous improvement are the Master of Public Health (M.P.H.) in Epidemiology and the Doctor of Nursing Practice (D.N.P.) in Adult Gerontology Acute Care Nurse Practitioner. These two programs each provide a programmatic approach to the utilization of OHSU Assessment Council feedback, Closing the Loop, to enact improvement for student learning outcomes. Both examples demonstrate how the feedback from the assessment council is communicated back to the program for curricular improvements. These programs were identified by the OHSU Assessment Council chair and endorsed by the executive vice provost to be representative of institutional efforts around assessment and continuous improvement.

M.P.H in Epidemiology

The M.P.H. in Epidemiology[77] is housed within the OHSU-PSU School of Public Health (SPH). The program seeks to equip students to advance the health of entire populations. The School of Public Health holds specialized accreditation through the Council of Education for Public Health (CEPH). As documented in the SPH Assessment Calendar[78], the SPH maintains an internal process to evaluate student learning that aligns with the annual assessment cycle and processes as established by the OHSU Assessment Council.

Program level competencies are developed in compliance with CEPH criteria and OHSU's Core Competencies. Program competencies are mapped directly to identified courses and key course assignments in the curriculum planning process and guide assessment planning. The SPH assessment plans are reviewed and renewed annually each September. Assessment planning includes a review of program competencies/learning outcomes, curricular alignment, assessment activity, targets, and OHSU Assessment Council feedback. A finalized assessment plan is reported to the OHSU Assessment Council by the November 1 deadline. Assessment activities are implemented within the curriculum throughout the academic year. Results of the assessment activities are collected by the SPH director of assessment and evaluation at the end of the quarter and collated for faculty review. Assessment data is collectively reviewed, and action steps are developed by a select team of program faculty annually at the SPH Assessment Day in May. Assessment findings and action steps are documented and reported to the OHSU Assessment Council the following November[79].

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[76] Assessment plans, reports, and feedback for two identified programs, MPH in Epidemiology and DNP in Adult Gerontology Acute Care Nurse Practitioner are provided in the NWCCU Mid-Cycle box folder and available on site.

[77] https://ohsu-psu-sph.org/degree-programs/master-public-health/mph-epidemiology/

[78] Appendix 4: School of Public Health: Academic Program Assessment Calendar AY 2024-25

[79] See Appendices 2 and 4 for planning, reporting and School of Public Health assessment activities

Equity is central to the M.P.H. Epidemiology program's assessment process, as highlighted in the 2023-24 Assessment Report[80]. In response to student feedback, faculty dialogue, and findings from a graduate student's integrative project[81], course revisions have focused on content, delivery, and assessment strategies. Notably, EPI 514: Epidemiology III, introduced a flexible final assessment to better support diverse learning styles based on qualitative feedback provided to the course instructor. Traditionally requiring a synthesis paper, the course now allows students to demonstrate their learning through alternative formats such as recorded presentations or podcast episodes. Grounded in universal design principles, this shift aims to reduce barriers for students from non-traditional backgrounds, including English language learners and neurodivergent students. Students welcomed this flexibility, with several reporting reduced anxiety and improved engagement. One student shared: *"The entire model of this course was VERY beneficial for my learning...I appreciated having the flexibility to complete the final project in a format that matched my student needs and learning strengths."* These updates reflect the program's ongoing commitment to equitable and effective assessment practices.

D.N.P. in Adult Gerontology Acute Care Nurse Practitioner

The Adult Gerontology Acute Care Nurse Practitioner (AGACNP) D.N.P. program[82] is the only advanced practice acute care program in the state of Oregon. The program aims to educate and train acute care nurse practitioners to serve vulnerable populations, wherever they may be located. As part of the program's commitment to educational excellence and adherence to OHSU's policies, the D.N.P. program participates in the annual institutional assessment process and the five-year academic program review process. It actively incorporates key stakeholder feedback to drive meaningful programmatic change.

The AGACNP program assessment feedback reports include Closing the Loop responses from students, alumni, faculty, preceptors, and community partners. Feedback is reviewed thematically to identify common trends, which are then evaluated during the School of Nursing advanced practice biannual retreats. These evaluative discussions inform decisions to change teaching strategies, precepting models, assignment rubrics, or curricular needs. Student feedback, through course evaluations, faculty reviews, exit surveys, and advising sessions is also considered for potential curricular changes or improvements. The degree and the program student learning outcomes[83] underscores the program's core commitment to training and preparing future clinician colleagues.

The AGACNP program has continuously evolved and is currently undergoing a curriculum revision to ensure the program's offerings are current, rigorous, and relevant. This curriculum revision

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[80] MPH in Epidemiology assessment plans, reports, and feedback for are provided in the NWCCU Mid-Cycle box folder and available on site. The 2023-24 MPH Feedback Report, Closing the Loop Responses, articulated EPI 514 revisions.

[81] Yarnold. (2023). Does SPH Curricula promote 'Health Equity', Reproduce Injustice, or both? Integrative Project paper available on site.

[82] https://www.ohsu.edu/school-of-nursing/acute-care-nurse-practitioner-adult-gerontology

[83] https://www.ohsu.edu/school-of-nursing/adult-gerontology-acute-care-nurse-practitioner-program-classes-and-requirements

incorporates the last three years of assessment council and stakeholder feedback, as well as upcoming needs for teaching and assessment. Based on professional feedback from hospital systems and alumni survey data, the AGACNP program will be altering its didactic and clinical schedules to accommodate both learners and our healthcare system partners. In addition, recognizing the trend and critical need for palliative care education as well as formal transition to practice seminar, the program will create two new courses to address these needs. These combined changes will ensure the program continues to meet the needs of our current and future learners as well as our community partners and produce exemplary clinicians to care for vulnerable populations.

Part V: Academic Program Review

Integration of Assessment and Academic Program Review

Complimenting the assessment process, OHSU's Academic Program Review (APR)[84] ensures all OHSU degree and certificate programs are systematically reviewed for quality and effectiveness every five years (as required by NWCCU Eligibility Requirement 4). The APR expectation, responsibilities and procedures are defined by OHSU Policy 02-50-005 – Academic Program Review[85]. The APR review process occurs on a 5-year cycle designed to assist academic programs in conducting a critical and comprehensive evaluation of their current activities and program-level data, identifying specific strengths, equity gaps and areas for improvement, and facilitating meaningful and productive strategic planning. Programs with specialized accreditation are not exempt from the process and must also comply with guidelines outlined in the policy. In addition to the internal review, an external review of an academic program may be undertaken as needed for an additional evaluation (NWCCU Standard 1.B.4). The outcome of the review should enhance understanding of an academic program's quality of education, research, clinical service, and community engagement.

Image 5: OHSU Academic Program Review Cycle
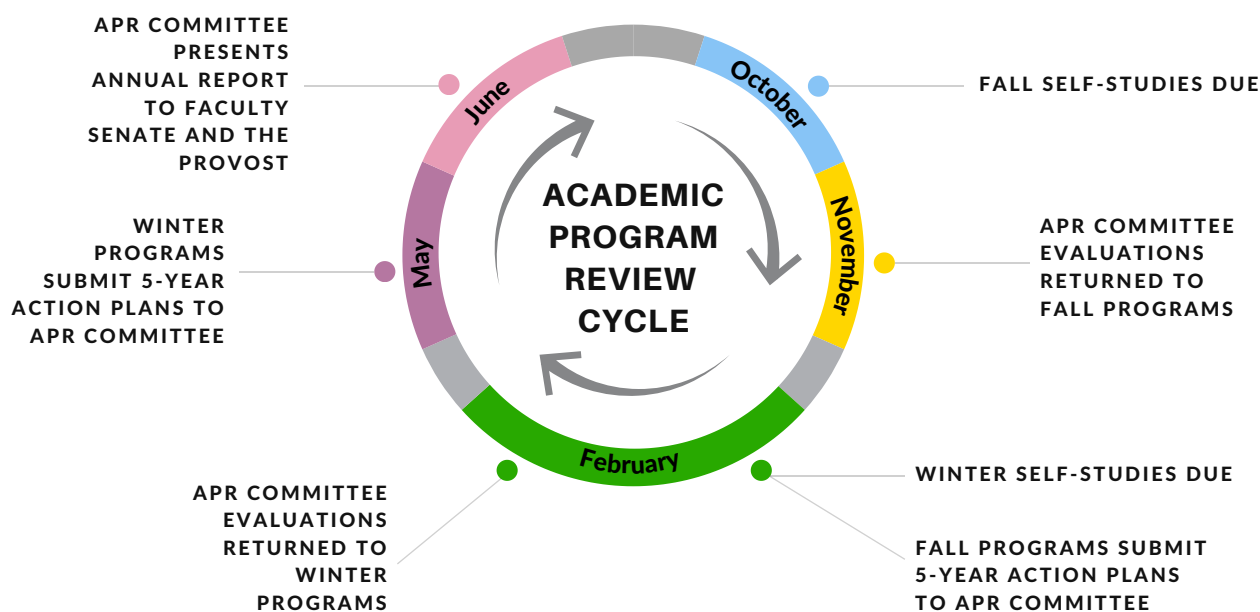
Note: This visualization does not include the APR process orientation that each program participates in, which occurs at least one year before the program's self-study is due.

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84 https://www.ohsu.edu/education/academic-program-review
85 https://ohsu.ellucid.com/documents/view/20883/?security=45d8d998dc490bd958df229b35d8f639da1563c8

The Academic Program Review Committee meets regularly (image 5) to review and guide the APR process including offering assistance through the process with an annual handbook[86] and supporting forms. The APR Committee is comprised of faculty representation from across OHSU, including OHSU Assessment Council members to ensure collaboration, and reports annually to the OHSU Faculty Senate and the Office of the Provost. Although operating on different timelines, the APR Committee and the OHSU Assessment Council collaborate to share information (Image 6). OHSU Assessment Council reports are made available to academic programs for inclusion in a program's APR reports.

Image 6: OHSU Reporting Structure for Assessment Council and Academic Program Review
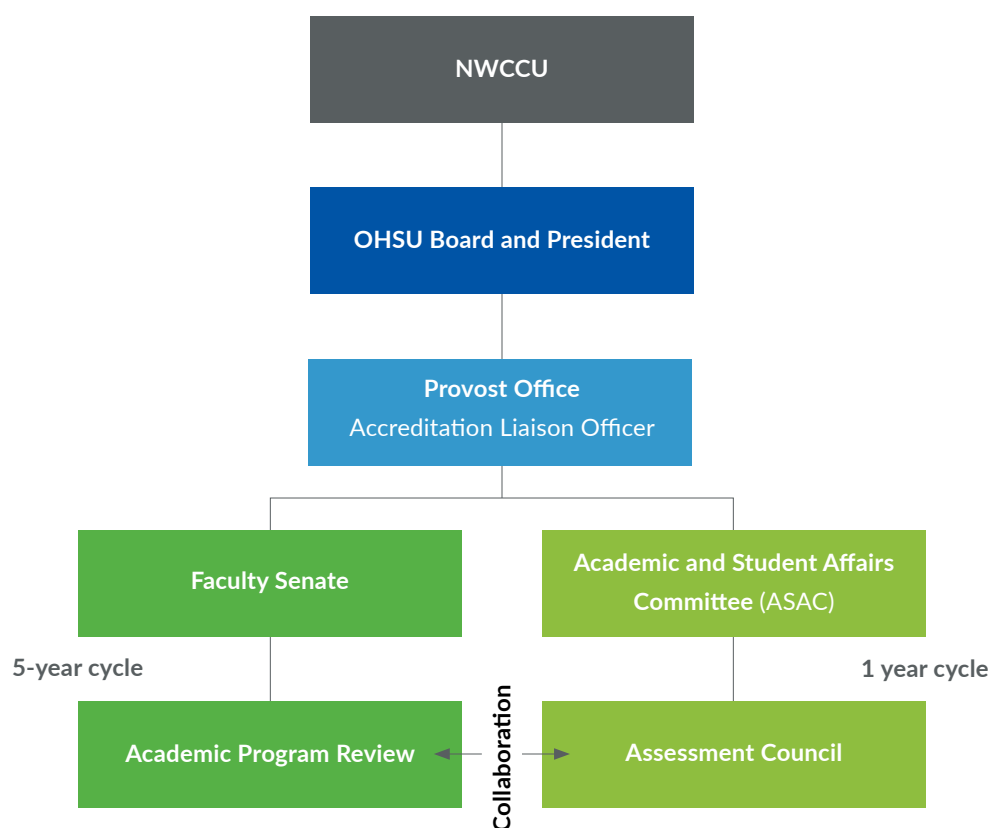
After the APR Committee[87] reviews the report and provides feedback, leadership at the school or college level responds with any needed revisions to correct factual inaccuracies. Academic programs also draft an action plan of goals, steps, and measures of progress, in response to the review team's recommendations. All action plans are submitted to the Office of the Provost for review and should establish a clear pathway for program improvement. Effective action plans will:

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[86]   https://www.ohsu.edu/sites/default/files/2024-10/APR-Handbook-2025-26.docx

[87]   APR materials for the MPH in Epidemiology and DNP in Adult Gerontology Acute Care Nurse Practitioner are provided in the NWCCU Mid-Cycle box folder and available on site.

- Complement the mission, purpose, and goals of OHSU

- Be based on the informed, evidence-based inquiry of the program review

- Recognize the limited availability of new resources and strive to make program improvements considering current and future resources

- Reflect findings and recommendations of the APR final report

- Remain active until goals are achieved (a reevaluation of goals is initiated as determined by school leadership, or when the next academic program review begins)

Deans and program directors monitor action planning goals and progress towards achievements. Programs are required to update goal satisfaction and utilization of resources during subsequent APR planning and reporting processes.

Part VI: Student Services Assessment

Student Services Assessment Planning

In 2022, the Office of Student Affairs, led by the vice provost for student affairs, addressed ongoing concerns raised by some student support units[88] that existing program review was not well-suited for the nature of student services provided. The result was to establish a distinct student services assessment planning and reporting process more closely aligned with student services professional expectations. Through the development of a distinct functional area framework, the OHSU student support services units now develop assessment plans tailored to their specific unit functions, guided by student learning outcomes or professional standards. Each unit determined its focus and direction based on its internal assessment of activities and informed by the National Association of Student Personnel Administrators[89] (NASPA) assessment framework.

Initially, student service units complete and submit an annual unit summary[90] for a specific year identifying the unit's mission, vision, values, and responsible individual(s) for completing the assessment materials. Unit summaries are then reviewed and revised to ensure relevancy. Student service units are divided into reporting designation groups with either student learning outcomes or departmental outcomes mapped to professional standards to enhance improvement efforts and performance.

Student service units that align to student learning outcomes are:

- Student Health and Wellness
- Student Life (OHSU's interprofessional social, recreational, and cultural activities programs)
- Academic Success Center
- Office for Student Access
- Confidential Advocacy Program
- Center for Learner Diversity and Inclusion
- Mentorship and Career Design
- Educational Debt Counseling and Financial Management
- OHSU Library

Student service units that align to departmental outcomes mapped to professional standards include:

- Office of the Registrar
- Financial Aid Office
- Student Accounts Receivables

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[88] https://www.ohsu.edu/education/students
[89] https://www.naspa.org/home
[90] Appendix 5: Student Affairs and Student Services Unit Summary Template

Both planning templates[91] identify student learning outcomes competencies or professional standards mapping, assessment measures, and data to collect. Planning templates also consider targets, stakeholder engagement, equity, and needed support. While not formatted like academic programmatic assessment or incorporated into the institutionally created app, these templates are consistent with OHSU's programmatic assessment reporting process. Unit plans are submitted each July for the upcoming academic year.

Student Services Assessment Reporting

Units in Student Services complete reports[92] consisting of mapping unit activities to institutional priorities, analyzing collected data against target levels, articulating stakeholder engagement, addressing equity concerns, and addressing support concerns. Reports are uploaded to a secure SharePoint drive, for initial review by the vice provost for student affairs. The OHSU Assessment Council, as part of the regular review process, conducts a student affairs and services review providing additional feedback to the vice provost for student affairs. All student services units participate in a fall meeting to conduct a peer review of assessment plans and reports, with shared feedback among all units. The fall meeting also provides an opportunity for units to raise assessment support and resource concerns as action plans are developed for the upcoming academic year. A summative report, *Student Services Assessment Reporting 2022-2024[93],* was prepared to provide updates and progress to the Office of the Provost and to the interim vice provost for student affairs, including program report summaries.

Student Services Continuous Improvement

At the conclusion of the fall meeting, student services units create action plans to address areas of improvement for the upcoming academic year. These action plans are reviewed and endorsed by the vice provost for student affairs. Student services action plans are also presented to the All-Hill Student Council, OHSU's student government body, and other institutional stakeholders. At one-on-one leadership meetings with the vice provost for student affairs, student service unit leaders can provide updates on continuous improvement efforts or discuss topics that may raise to the level of a concern. Ongoing training activities occur as needed in the Student Services Workgroup monthly meetings.

Obtaining direct learner feedback through student surveys about the encompassing educational experience at OHSU, provides another perspective and opportunity for student services units to engage in continuous improvement efforts. A February 2025 *Student Wellness and Basic Needs at OHSU[94]* report identified five key findings which impact students across the institution, including:

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[91] Student Services Assessment Planning Templates and supporting materials are provided in the NWCCU Mid-Cycle box folder and available on site.

[92] Appendix 6: Student Services Assessment Reporting Templates

[93] *Student Services Assessment Reporting 2022-2024* is available in the NWCCU Box folder and on site.

[94] *Student Wellness and Basic Needs at OHSU,* Executive Summary is provided in the NWCCU Mid-Cycle box folder and available on site.

1. OHSU students reported many positive and protective factors.

2. OHSU students are significantly impacted by their health and wellness, sometimes in ways that interfere with their academic performance.

3. Financial insecurity and basic needs posed significant challenges for almost half of students.

4. Students' academic requirements and health-related needs can conflict, posing challenges for students' ability to care for themselves and succeed academically.

5. Students reported experiencing significant benefits from utilizing Student Health and Wellness and Student Affairs resources and would benefit from greater awareness of resources available.

The Student Health and Wellness Center[95] is the lead student services unit to initiate steps to address the key findings. Additionally, six recommendations from the report have been presented to the Office of the Provost, to lead improvement efforts.

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[95] https://www.ohsu.edu/education/student-health-and-wellness

Part V: Conclusion – Progress Toward Year Seven

As OHSU continues to progress toward its *2029 NWCCU 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 planning efforts and its indicators of effectiveness. OHSU's objectives and indicators are still focused and meaningful in attaining its goals and expectations.

OHSU will continue to track progress toward mission fulfillment through the indicators of effectiveness, providing guidance on areas requiring monitoring and improvement. Ongoing review of the relevance and significance of the objectives and indicators by executive leadership will ensure meaningful progress toward the institution's intended outcomes and mission fulfillment, as managed by the Office of Institutional Research and Effectiveness. Areas for OHSU to focus on include:

Learning Opportunities and Environment

- The opening of the Vista Pavilion, part of the OHSU Hospital expansion project, will provide additional and more advanced educational and clinical opportunities for students
- Advancing OHSU's rural health initiatives to better serve the healthcare needs of all Oregonians
- Continue advancing educational financial support opportunities for its students through the 30-30-30 Initiative
- Regularly monitor educational and workplace environment satisfaction
- Track and respond to external trends impacting healthcare education needs across Oregon

Clinical and Translational Research

- Advance OHSU's prominence as a destination for clinical and translational research
- Safeguard and elevate research excellence at OHSU while adapting to unprecedented external pressures to funding and operations

Student Learning

- Continue to advance and refine OHSU's assessment activities for continuous improvement
- Monitor curricular processes to guarantee leading-edge educational programs
- Ensure all programs align to OHSU's updated Graduation Core Competencies

Student Achievement

- Continue to improve retention and on-time graduation rates for all programs
- Continue ongoing support for credentialing exams for all programs
- Further utilize the Office of Institutional Research and Effectiveness to identify areas of improvement compared to OHSU's regional and national peers

OHSU has a strong history of student learning and achievement demonstrated through exceptional retention and on-time graduation rates, first-time pass rates on national exams, and residency placement rates. The institution maintains close ties with local and regional government agencies, employers, businesses, other universities, and health care entities to address Oregon's health care

needs, especially the workforce demand for health care professionals. These strengths ensure OHSU is in a strong position to continue to fulfill its mission and vision through the evaluation of identified objectives and indicators.

OHSU's Office of the Provost – Academic leadership.

Appendicies

Appendix 1: Contributors to the NWCCU 2025 *Mid-Cycle Self-Evaluation*

OHSU NWCCU Standards Committee

Elias Cohen, assistant vice provost, Institutional Research and Effectiveness

Robert Halstead, assistant vice provost, Accreditation

Cherie Honnell, vice provost, Enrollment Management and Academic Programs

Britt Hoover, interim vice provost, Student Affairs

Lisa Huynh, senior advisor, Office of the Provost

Andrew Stickel, senior systems application analyst, Institutional Research and Effectiveness

Anna Teske, associate vice provost, Academic Affairs

Constance Tucker, vice provost, Educational Improvement and Innovation

Michael Walsh, vice provost, Student Affairs[96]

2024-25 OHSU Assessment Council

Adjoa Manu, Student Representative

Alex Breiding, School of Medicine, Graduate Programs

Alex Shuford, School of Medicine, Undergraduate Medical Education

Amy Miner Ross, School of Nursing

Allison Fryer, School of Medicine, Graduate Programs

Amber Sanchez, Student Representative

Cherie Honnell, Office of the Provost, Enrollment Management

Constance Tucker, Office of the Provost – Educational Improvement and Innovation (Chair)

Crystal Paredes, School of Dentistry

Deb Messecar, School of Nursing

Elias Cohen, Office of the Provost, Institutional Research and Effectiveness

Erinne Lubisich, School of Dentistry

Jessica Walter, School of Medicine, Management

Julia Sniegowski, Teaching and Learning Center

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[96] Dr. Michael Walsh who served as vice provost for student affairs from June 2022 until July 11, 2025, provided valuable contributions to *OHSU's 2025 Mid-Cycle Report* and upon his departure was replaced by interim vice provost Ms. Britt Hoover on the NWCCU Standards Committee.

Julie McGuire, School of Medicine, Human Nutrition

Kelsi Nagle-Rowe, School of Medicine, Graduate Programs

Kevin Nguyen, Student Representative

Lawrence Williams, Teaching and Learning Center

Lina Gomaa, Teaching and Learning Center

Lydia Gillespie, OHSU-PSU School of Public Health

Maria Thompson, School of Medicine, Radiation Therapy

Mark Rivera, Educational Improvement and Innovation

Michael Walsh, Office of the Provost, Student Affairs

Quiana Harshman, Educational Improvement and Innovation

Robert Halstead, Office of the Provost, Accreditation

Robin Champieux, University Library

Ryan Patterson, Teaching and Learning Center, Academic Program Review

Sarah Drummond, School of Medicine - Physician Assistant Program

Sarah Jacobs, Teaching and Learning Center

Theresa Filtz, College of Pharmacy

Tracy Bumsted, School of Medicine

Yi Cao, School of Nursing

OHSU Faculty Review

Sue Aicher, School of Medicine

Sudhir Isharwal, School of Medicine

Kirsten Lampi, School of Medicine

Amanda McCullough, Oregon Institute of Occupational Health Sciences

Amy Miller-Juve, School of Medicine

Amy Miner Ross, School of Nursing

Lawrence Williams, Teaching and Learning Center

Additional Contributors

Sarah Andrea, OHSU-PSU School of Public Health

Marie Chisholm-Burns, Office of the Provost

Denise G. Dallmann, Academic Affairs

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Robin Miller, School of Nursing

Mark Rivera, Educational Improvement and Innovation

David Robinson, Office of the Provost

Christina Spivey, Office of the Provost

Appendix 2: Assessment Planning and Reporting Rubrics

Assessment Council Rubrics

Plan Rubric

Dimension	Exemplary Definition	Scoring Instructions
Communication of SLOs	Accurate student learning outcomes statements should be prominently posted on the program or department website and made available to students.	4 = Accurate SLOs are publicly available 1 = SLOs are publicly available but incorrect or incomplete 0 = No SLOs are provided
Progression/ Differentiation (if applicable)	The difference between unique degree/certificate levels should be clearly defined in the SLOs. (i.e. there should be clear progression from a certificate to a terminal degree) or the program does not have multiple levels.	4 = Plan reflects appropriate and clear differentiation between degree/certificate levels. 4 = Program does not have multiple levels (N/A) 2 = Plan reflects limited or unclear differences between unique degree/certificate levels 0 = No evidence provided or plan reflects no difference between unique degree/certificate levels.
Clearly Written SLOs	SLOs should be clearly written (e.g., a non-expert can understand what the learner will learn in the program)	5 = All SLOs are clearly written (i.e., a non-expert can understand what the learner will learn in the program) 5 = SLO is not malleable (N/A) 3 = SLOs are provided, but a few may be unclear, vague, or difficult for a non-expert to understand. 1 = SLOs are provided but many are unclear, vague or difficult for a non-expert to understand. 0 = no evidence is provided or the evidence provided does not address the practice at all

Clear Alignment of SLOs to Core Competencies	The program should demonstrate clear alignment of SLOs to each of the OHSU Core Competencies.	1 point for every "yes": • This program has at least one SLO that clearly aligns to Professional Knowledge and Skills (yes/no) • This program has at least one SLO that clearly aligns to Professional Identity and Ethical Behavior (yes/no) • This program has at least one SLO that clearly aligns to Information Literacy (yes/no) • This program has at least one SLO that clearly aligns to Communication (yes/no) • This program has at least one SLO that clearly aligns to Teamwork (yes/no) • This program has at least one SLO that clearly aligns to Community Engagement, Social Justice, and Equity (yes/no) • Clinical Only: This program has at least one SLO that clearly aligns to Patient-Centered Care (yes/no/not a clinical program)
Evidence of Learning and Impact Framework Alignment	Evidence Framework Levels should be appropriately aligned to assessment activities.	5 = Most assessment activities are appropriately aligned with the Evidence Framework levels. 3 = Approximately half of the assessment activities are appropriately aligned with the Evidence Framework levels. 1 = Few of the assessment activities are appropriately aligned with the Evidence Framework levels. 0 = What the program provided is so unclear it isn't possible to score this item.

Report Rubric

Dimension	Definition of Excellence	Questions to Guide Scoring	Scoring Instructions
Targets Met/Not Met	The program should report on the status of all targets.		• Program met all of their targets • Program met 75-99% of their targets • Program met 50-74% of their targets • Program met 25-49% of their targets • Program met 1-24% of their targets • No evidence is provided or the evidence provided does not address the practice at all • N/A (e.g., no students enrolled; too few students and cannot de-identify data, etc.)
Interpretation of Targets Not Met	Program should demonstrate 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.		5 = All of the responses demonstrate reflection on targets which were either partially, or not, met by providing possible explanations and what changes will be made as a result (if appropriate) 5 = NA - all targets were met 3 = More than half the responses demonstrate reflection on targets which were either partially, or not, met by providing possible explanations and what changes will be made as a result (if appropriate). 1 = Less than half the responses demonstrate reflection on targets which were either partially, or not, met by providing possible explanations and what changes will be made as a result (if appropriate). 0 = No answers provided for partially met or not met targets. 0 = N/A (e.g., no students enrolled)

Engagement of Stakeholders in Program Assessment Planning & Review	Representatives from at least five of the following groups should be engaged regularly in program assessment planning and review: a) faculty; b) staff; c) students; d) alumni; e) external stakeholders; f) employers	How many stakeholder groups were engaged at level of consult, collaborate, or enable?	5 = engaged 5-6 stakeholder groups at least once/year 4 = engaged 4 stakeholder groups at least once/year 3 = engaged 3 stakeholder groups at least once/year 2 = engaged 2 stakeholder groups at least once/year 1 = engaged 1 stakeholder group at least once/year 0 = did not engage any stakeholder groups 0 = N/A (e.g., no students enrolled)
Closing the Loop: Course Improvement or Course Evaluation Feedback	There should be evidence that the program collected, analyzed, and used course level assessment data, not limited to course evaluation data, to inform student learning improvement.		5 = There is clear evidence that the program collected, analyzed, and used course level assessment data to inform student learning improvement. All aspects are clearly described (data, analysis, and lessons learned/improvements made). 3 = The program told a learning improvement story, but is missing one required aspect (data, analysis, or lessons learned/improvements made). 1 = The program told a learning improvement story but story was unclear or incomplete (missing 2 or more required aspects: data, analysis, lesson learned/improvements made) 0 = No evidence is provided or the evidence provided does not address the practice at all. 0 = N/A (e.g., program closing)

Closing the Loop: Program Improvement	There should be evidence that the program collected, analyzed, and used program level assessment data to inform student learning improvement.		5 = There is clear evidence that the program collected, analyzed, and used course level assessment data to inform student learning improvement. All aspects are clearly described (data, analysis, and lessons learned/ improvements made). 3 = The program told a learning improvement story, but is missing one required aspect (data, analysis, or lessons learned/improvements made). 1 = Program told a learning improvement story but story was unclear or incomplete (missing 2 or more required aspects: data, analysis, lesson learned/improvements made) 0 = No response provided or response is verbatim copy of previous year or one of the other closing the loop questions. 0 = N/A (e.g. program closing)
Closing the Loop: Address Assessment Council Feedback	Program should respond to committee's required feedback from previous assessment cycle and no further required changes are necessary.		5 = Responded to all required feedback or provides a plan to address required feedback in the future if needed. 5 = N/A (no required feedback) 3 = Responded to some, but not all, of the Assessment Council feedback. 0 = Did not address any of Assessment Council's required feedback.
Inclusion of Sample Rubric	Program submitted a sample assessment method (e.g., rubric) which is well aligned with an OHSU Core Competency.		• Yes/No (no score) • Rubric is provided and meets the exemplary definition. • Sample method is provided. • No Evidence Provided. • N/A

Appendix 3: Evidence of Learning and Impact Framework: Framing Questions

Evidence of Learning and Impact Framework: Framing Questions

In lieu of definitions for each level, we have developed a set of framing questions which can be used to determine which level might fit your assessment, or how to think about assessment at each level. We provide a set of questions for educators and one for learners, at each level.

<u>Knowledge</u>: **Knowledge of, about, how, and why**

Framing Questions for Educators

- *To what extent do learners demonstrate comprehension of concepts they are learning?*
- *To what extent do learners demonstrate understanding of the why and how of what they are learning?*

Framing Questions for Learners

- *How do I show that I understand key concepts in what I am learning?*
- *Do I understand the field broadly and how different concepts within the field are related to each other?*
- *Do I have the background information and knowledge I need to be ready to practice new skills?*

<u>Application</u>: **Application of learning to discrete tasks; often in a classroom setting or in controlled contexts; may rely on formulas or scripts; practicing of skills**

Framing Questions for Educators

- *To what extent do learners show they can apply knowledge or develop a new skill*
- *To what extent do learners transfer knowledge in controlled, formulaic, prescribed, and/or simulated situations/settings?*

Framing Questions for Learners

- *How am I showing that I can apply what I have learned?*
- *How am I demonstrating I have developed distinct skills?*
- *Am I able to reliably use formulas, set procedures, scripts, and other tools to aid in applying my knowledge to tasks or problems?*

Performance: Authentic, contextualized demonstration of learning; often in complex or novel contexts. Usually seen in experiential learning settings that require navigating the situation as a whole by using knowledge/skills from different domains.

Framing Questions for Educators

- *To what extent do learners integrate their learning and demonstrate their depth and breadth of knowledge and skills as they navigate complex tasks and/or situations?*

- *To what extent do learners navigate unexpected challenges as they apply their learning? Do they transfer knowledge in messy situations?*

Framing Questions for Learners

- *How do I show that I am able to thoughtfully apply knowledge and skills in complex ways under real constraints and conditions? Am I able to move beyond the script or formula? How am I adapting to new or conflicting information?*

- *How do I draw on knowledge and skills from disparate subject areas?*

- *How am I using what I've learned to make decisions based on multiple inputs and with various audiences and goals in mind?*

- *How do I integrate technical skill with creative expression to demonstrate learning and accomplish objectives?*

Impact of Learning on Self

Framing Questions for Educators

- *To what extent do learners demonstrate awareness of their whole selves or their purpose? (By whole selves we mean: an integration of learner mental, intellectual, physical, spiritual, and/or emotional self in learning).*

- *To what extent do learners reflect on the impact and value of learning on their development as well as the impact and value of learning from others?*

  Note to Educators: Aligning to this level requires you to reflect on your own practice: to what extent do you give learners space to bring their unique skills, perspectives, and/or identities to their learning?

Framing Questions for Learners

- *In what ways am I able to direct my own learning and use my life experiences and identities as a resource?*

- *How are my values and/or beliefs shifting as I learn?*

- *How can I consider my own well-being while navigating being a life-long learner and/or change agent? In what ways, if any, am I already doing this?*

- *How am I giving myself grace and/or space to be less than perfect as I am learning?*

- *In my learning, how am I exploring my emotions and attitudes such as hope, anger, curiosity, belonging, failure, etc?*

Impact of Learning on Others

Framing Questions for Educators

- *To what extent are learners moving knowledge into real-world practice by impacting behaviors, communicating ideas to a broad audience, changing procedures or policies in ways that impact the community, or contributing to scholarship?*

- *To what extent are learners raising alternative viewpoints that shape the ideas and behaviors of others, including enabling other people to perceive the world around them in new ways?*

Framing Questions for Learners

- *How could I use my learning to sustain that which is working well or change my community or the world for the better? How have I done this?*

- *How can or do I show, individually, that my learning has impacted others? What role did collaboration play in this?*

- *In what ways am I asking for feedback and responding to a community's needs and input? If not currently, how could I engage in this work?*

- *How does/could my expression or creative work influence the social or built world?*

Final Evidence of Learning and Impact Framework (2023 onward)
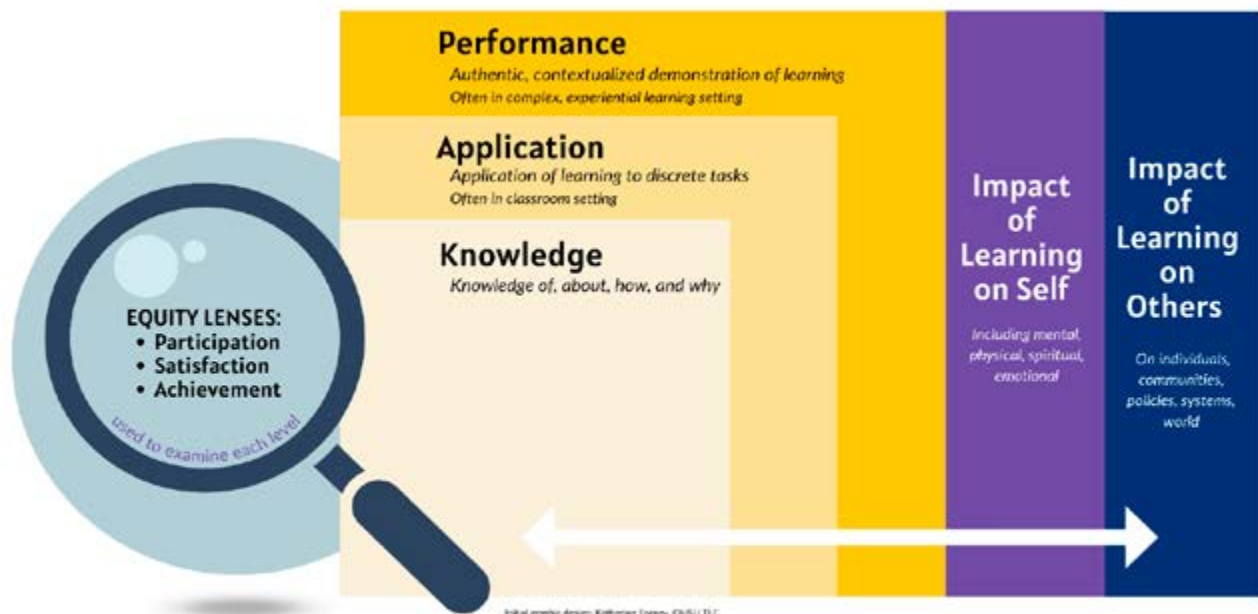
Appendix 4: School of Public Health: Academic Program Assessment Calendar AY 2024-25

Time frame	Assessment Process	Assessment Activity	Responsible individuals	Due Date
September – October 2024	Review and Renew Assessment Plans	**Review reflection/findings from various constituents** • Review prior year's assessment report to address findings/action items • Review the most recent OHSU and PSU feedback to address concerns • Review the most recent accreditation feedback report regarding curriculum improvements needed **Review Program Learning Outcomes, Competencies, and Course Objectives** • Review, update, and align program learning outcomes, competencies, and course learning outcomes considering program goals, institutional outcomes, strategic initiatives, and accreditation requirements. **Review Assessment Measures** • Review, update, and align assessment measures to program learning outcome and competencies • Ensure a minimum of one direct assessment measure. If one measure cannot fully measure each program learning/competency, please include the minimum number necessary to do so. **Review Assessment Measure Targets** • Review and update assessment measure targets that define success for student learning • Avoid using course or assignment grades • Rubric scores or exam scores are best	**Program Directors, Director of Assessment and Evaluation**	**Fall Assessment Workshop** **September 25**

October 2024	Submit Assessment Plans	**Confirm assessment plan elements including:** • Program Learning Outcomes • Competencies • Assessment Measures • Assessment Measure Targets	**Program Directors**	**Submit confirmation/ changes via email to gillesly@ohsu. edu October 1**
October 2024	DAE Review	**Review and provide feedback on Assessment Plans** • DAE reviews the assessment plan and provides feedback to PD • Program Directors address feedback and update the assessment plan	**Director of Assessment and Evaluation, Program Directors**	**October 15**
October 2024 – July 2025	Collect Data	**Implement the assessment plan to collect student learning data** • Plan and implement assessment measures and tools to measure outcomes • Quarterly, collect assessment data • Input assessment results into Qualtrics	**Program Directors, Director of Assessment and Evaluation, Research Analysis Faculty**	**SUM: Oct 1 FALL: Jan 1 WIN: Apr 1 SPR: Jul 1**
November 2024	Submit Assessment Reports to OHSU	**Submit assessment report Information annually to the OHSU Center for Teaching Learning, and Assessment** • Submit assessment data from AY 2023-24 (previous year) • Submit assessment plan for AY 2024-25 (current year)	**Director of Assessment and Evaluation**	**November 1**

March 2025 (OHSU) Varies (PSU)	Review of Submitted Assessment Reports	**Institutional academic affairs offices evaluate and provide feedback based on approved rubrics.** • PSU and OHSU offices provide feedback on Assessment Reports • DAE assists in the distribution of feedback to Program Directors • Program Directors review feedback and incorporate it into programmatic planning efforts to improve the assessment plan for the next academic year	**OHSU Center for Teaching, Learning, and Assessment, PSU Office of Academic innovation, Director of Assessment and Evaluation, Program Directors**	**March 1 (OHSU)** **Varies (PSU)**
May – June 2025	**Analyze Results and Make Improvements** **Submit Assessment Reports to SPH DAE**	**Analyze collected data and plan for student learning improvement** • Perform analysis of assessment data to determine if the target is met Special emphasis should be placed on student learning achievement of in student learning. • Program directors and faculty review data and analysis to strategize continuous improvement efforts for student learning. • Where achievements are not met, a plan of action is required • Upon analysis and discussion of data, enter comprehensive finding details and action steps into Qualtrics	**Program Directors, Director of Assessment and Evaluation, Faculty**	**Assessment Reporting Day May 15** **Submit final details of report via Qualtrics July 1**
November 2025	**Submit Assessment Reports to OHSU**	Submit assessment report information annually to the OHSU Center for Teaching, Learning, and Assessment • Submit assessment data from AY 2024-25 (previous year) • Submit assessment data for AY 2025-26 (current year)	**Director of Assessment and Evaluation**	**November 1**
Have assessment or evaluation questions? Please reach our to Lydia Gillespie, Director of Assessment and Evaluation (gillesly@ohsu edu)				

Appendix 5: Student Affairs and Student Services Unit Summary Template

Unit Summary	
Academic Year	
Student Services Unit Name	
Who is involved in filling out your assessment documents?	
Assessment Point of Contact for Unit	
Mission Statement (primary function{s) of unit; how are students impacted by the services?)	
Vision Statement	
Values informing vision and mission	

List your Unit's Program Outcomes (at least 1-5 Program Outcomes):

Each unit should have Program Outcomes, which are operationally-focused and generally stable (but can be revised).

List your Unit's Learning Outcomes (if applicable):

Each unit that impacts student leaning and development should have at least 1 Student Learning Outcome aligned to an OHSU Graduation Core Competency.

Appendix 6: Student Services Assessment Reporting Templates

Program Outcomes (Assessment Report) (Everyone!)

Copy and paste the Program Outcomes, Measures, and Targets that you identified in the previous year's PLAN in the blue section. Fill out the rest of the white columns on the next page to REPORT on Findings and Actions that emerged during the course of this past year. You only need to investigate two of your Program Outcomes or Critical Questions each year, but you may address more than two if desired.

Program Outcomes List the Program Outcome(s) and/or Critical Question(s) your unit focused on better understanding this past year. Add more lines as needed.	Assessment Measures Please include the measure for each Program Outcome or Critical Question.	Targets Please include the target for each Program Outcome. Was the target met? If not, please reflect on why not and share below.
Program Outcomes 1:		
Program Outcomes 2:		
Program Outcomes 3:		
Critical Question 1:		
Critical Question 2:		

OHSU Student Service Workgroup would like to acknowledge Virginia Tech's Analytics Institution Effectiveness office; much of this template is adapted from VT's Administrative Unit Assessment materials. Other source materials include the OHSU Academic Assessment Handbook, University of Iowa's Student Affairs Assessment Handbook, and Portland State's Student Affairs Assessment Handbook.

Program Outcomes (Assessment Report) (Everyone!)

Copy and paste the Program Outcomes, Measures, and Targets that you identified in the previous year's PLAN in the blue section. Fill out the rest of the white columns to REPORT on Findings and Action that emerged during the course of this past year. You only need to investigate two of your Program Outcomes or Critical Questions each year, but you may address more than two if desired.

	Findings Please include quantitative and/or qualitative findings for each Program Outcome measured this year, including representative quotes if relevant.	Reflecting on Findings For each Program Outcome measured: What do these finding mean to your unit? When do you plan to measure the outcome again?	Action Taken or Planned Has the unit taken or is it planning any changes or other improvements based on these findings? An action plan should be included for all Program Outcomes with unmet targets. *Note: If you did not finish investigating this Outcome or Question this cycle, you can add it again to you new PLAN*	Reflecting on Equity Broadly, are there any equity-related insights gained from looking at your Program Outcome data this year?
Program Outcomes #1:				
Program Outcomes #2:				
Program Outcomes #3:				
Critical Question #1:				
Critical Question #2:				

Student Learning Outcome (SLO) (REPORT) – if applicable

Copy and paste the Program Outcomes, Measures, and Targets that you identified in the previous year's PLAN in the green section. Fill out the rest of the white columns on the next page to REPORT on Findings and Actions that emerged during the course of this past year.

Student Learning Outcomes (SLO) Please include the SLOs you focused on measuring this year.	Assessment Measures Please include the measure for each SLO.	Targets Please include the target for each SLO. Was the target met? If not, please reflect on why not and share below.
SLO #1:		
SLO #2:		
SLO #3:		
SLO #4:		
SLO #5:		

OHSU Student Service Workgroup would like to acknowledge Virginia Tech's Analytics Institution Effectiveness office; much of this template is adapted from VT's Administrative Unit Assessment materials. Other source materials include the OHSU Academic Assessment Handbook, University of Iowa's Student Affairs Assessment Handbook, and Portland State's Student Affairs Assessment Handbook.

Student Learning Outcome (SLO) (REPORT) – if applicable

Copy and paste the Program Outcomes, Measures, and Targets that you identified in the previous year's PLAN in the green section. Fill out the rest of the white columns on the next page to REPORT on Findings and Actions that emerged during the course of this past year.

	Findings Please include quantitative and/or qualitative findings for each SLO measured this year, including representative quotes if relevant.	Reflecting on Findings For each SLO measured: What do these finding mean to your unit? When do you plan to measure the outcome again?	Action Planning Has the unit taken or is it planning any changes or other improvements based on these findings? An action plan should be included for all SLO's with unmet targets.	Reflecting on Equity Broadly, are there any equity-related insights from looking at student learning outcomes data?
SLO #1:				
SLO #2:				
SLOs #3:				
SLO #1:				
SLO #2:				

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