This document shows just a small selection of the types of improvements, changes, and decisions informed by assessment data at OHSU during the 2018-2019 school year.
Changes are categorized as impacting individual courses (green table) or impacting programs as a whole (yellow table).

DECISIONS INFORMED BY ASSESSMENT DATA: COURSE-LEVEL   2019

Identified Area of Need	Improvement(s)	Data source	School/Program
Qualifying preparation course does not meet needs.	Decided to offer the course yearly, added more examples, and more faculty feedback.	Student feedback	Biomedical Engineering, PhD
Curricular content was not adequately addressing concepts of racism.	Faculty added concepts of diversity and inclusion into the Populations course.	Student feedback on course evaluations.	Nursing/Undergraduate
Students requested instruction on statistical methods alongside study design, content that was being taught in separate courses.	Integrated content in first year clinical research design series via a team teaching, interdisciplinary approach so students can learn how core concepts in the field are approached with different lenses.	Student focus groups and course evaluations	Human Investigations Program
Within community nutrition education, students need more exposure to nutrition policy	Expanded nutrition policy content by adding a policy research paper and in class policy debates focused on nutrition "hot topics"	Course evaluations	Graduate Programs in Human Nutrition
Some assessment strategies being used were not adequately identifying student learning gaps in a timely and detailed manner.	Simulation benchmark SLOs were added to specific courses, so student learning needs are identified quickly and accurately. These benchmarks help to create a plan for success.	Predictor exams, NCLEX 1st time pass rates	Nursing/Undergraduate
Increase standardization of learning across students and sites. Preceptors requested more guidance on rotation activities to fulfill supervised practice competencies	Created and required completion of 17 pre-scripted learning activities to address core competencies in supervised practice	Specialized accreditor visit Preceptor feedback	Graduate Programs in Human Nutrition

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DECISIONS INFORMED BY ASSESSMENT DATA: PROGRAM-LEVEL   2019

Identified Area of Need	Improvement(s)	Data source	School/Program
Students indicated lack of imaging course focused on humans.	Worked with imaging faculty to develop an introductory human imaging course.	Course Evaluations	Behavioral Neuroscience, PhD
Online discussion forum expectations were unclear.	Started using rubric for evaluating online forum discussions across all courses – this rubric has continued to be evaluated and improved.	Student feedback on course evaluations	Nursing/RNBS
Program wanted to increase student stakeholder engagement in course evaluation.	Students engage in focus groups to explicate aggregate course evaluation data and receive feedback. These discussions are then brought to the curriculum committee meetings by student representatives. These discussions have resulted in curricular improvements, and provide context to students regarding curricular decisions. The focus groups demonstrate the value the program places on student engagement in the assessment process encouraging survey responses and improving feedback quality and utility.	Student course evaluation. Focus groups.	Physician Assistant Studies, MPAS
Students need more opportunities to expand professionalism	Developed and required professional development sessions on topics like email etiquette, resumes and cover letters, informational interviews, job interviews, negotiating.	Feedback from students, preceptors, and faculty	Graduate Programs in Human Nutrition
Students not adequately prepared to address causation/association	Implemented process to better track capstone project process to catch these gaps earlier, and added additional discussion about causality in HP 511.	Faculty observations	Human Investigations Program
Pre-packaged standardized exam questions provide inaccurate information about what students are learning (or not learning)	Linked one of the core clinical experience's learning objectives to "no stakes" quizzes in order to test performance of newly developed questions. Improved the linkage between what is being thoughtfully and intentionally taught in the core to what is being assessed.	Core Clinical Experience exams	Medical Doctor, MD
Multiple versions of rubrics for SOAP notes were being used, which resulted in inconsistent communication of expectations to students and also in grading.	Faculty task force created a standardized SOAP Note Rubric with a clear set of definitions and required components to be used in all Pharmacy Practice courses. This standardized, progressive rubric allows faculty to weight certain elements based on where students are in the curriculum.	P3 PAR Block SOAP note assessment	Pharmacy, PharmD (OSU)
Tool preceptors use to evaluate students' clinical performance didn't yield the data needed.	Identified new tool, based on Quality Safety Education for Nurses competencies, piloted it, got feedback, added a fourth competency based on feedback, and have been using revised tool to improve evaluation of students in clinical settings.	OCNE Research and Evaluation Committee feedback	Nursing/Undergraduate
Data related to preparation in patient care/ patient education was weaker than other curricular areas	The RT Program implemented a Capstone project related to patient care and patient education, as well as added two credits and strengthened the patient care curriculum. Some student capstone projects are used for patient education in the clinical setting. One YouTube patient education video has over 11,000 views in less than 2 years.	Student exit and alumni surveys	Radiation Therapy, BS
The PA program wanted to verify compliance with multiple externally and locally mandated evolving competencies and standards, and improve the tracking of student progress by competency.	The program mapped their student learning outcomes to the OHSU core competencies for NWCCU, the ARC-PA standards, the PANCE task and content areas, and the PA competencies developed by four PA organizations ARC-PA, AAPA, NCCPA, and PAEA. The program developed systems using the competencies to tag exams, OSCEs, and assessments to improve tracking and reporting of student progress through the program.	Specialized and local accreditation organizations' and national organizations' mandates and competencies. Faculty and staff focus groups.	Physician Assistant Studies, MPAS

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