This document shows just a small selection of the types of improvements, changes, and decisions informed by assessment data at OHSU during the 2019-2020 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   2020

Identified Area of Need	Improvement(s)	Data source	School/Program
New Data Analytics course too business-oriented for students' needs	Added instructors and assignments who could provide more research- and informatics-focus on data analytics.	Course evaluations	Bioinformatics Computation Biomed, PhD
Clinical assignments not aligning with actual learning experience	Provided clearer written instructions in syllabus and in assignment directions to facilitate better alignment.	Course evaluations, Exit surveys	Nursing, undergraduate
Students find applying knowledge in clinical setting to be difficult	Over period of three years reviewed and restructured course to focus more on application of content. Also evolved to hybrid model of some flipped classroom time focused on clinical application and critical thinking skills.	Course evaluations	Nursing, undergraduate
Curriculum drift identified in two Pharmacy courses	Reviewed approved and enacted SLOs and made corrections so courses teach to appropriate outcomes.	Course evaluations	Pharmacy
Students reported that a pilot attempt at dividing Anatomy into two terms increased student stress due to significant course load during second of those terms	Reverted to previous schedule of one summer course for the entirety of Anatomy.	Course evaluations	Physician Assistant
Students have difficulty with dosage calculations	After literature review, implemented low-stakes testing throughout term paired with remediation opportunities. Also introduced medication and dosage lab early in program for time set aside to learn and practice.	Summative assessments, Exit surveys	Nursing, undergraduate
Requiring students to return to campus after every month-long clinical for assessment resulted in them missing valuable clinic time.	Designed quizzes for each rotation course that could be proctored remotely and comply with OHSU policy, thus releasing students from requirement to return to Portland every four weeks.	Focus groups with students	Physician Assistant
Students did not meet senior research paper/project benchmarks.	Addition of short oral presentation prior to submitting paper, which assists students with overall project and integration of knowledge. Also implemented milestones to assess student progress throughout year-long project. Benchmark was met this past year.	Senior paper grades

Student feedback | Radiation Therapy |

Promoting and advancing reflective, scholarly, and innovative teaching and assessment at OHSU. June 2020

OHSU

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DECISIONS INFORMED BY ASSESSMENT DATA: PROGRAM-LEVEL   2020

Identified Area of Need	Improvement(s)	Data source	School/Program
Program did not align SLOs to all nine core comps. Difference between degree levels was not clear in the SLOs	Met with Asst Director of TLC to revise SLOs, align to core comps, and show progression.	Assessment Council feedback	Bioinformatics Computational Biomed, PhD
Students who continue to the MS from the DI certificate program report feeling behind the current cohort and unaware of program policies, schedules, and capstone/thesis procedures	Added an orientation session in fall for 2nd year continuing MS and MSDI students. In this orientation, faculty review program and Graduate Studies policies, advising information, course schedules, examples of past projects, and resources for the development and execution of thesis and capstone projects.	Exit interviews Student feedback	Human Nutrition
Both students and community clinical partners found variability in the weekly schedules from term to term make it hard to know what to expect	Created a consistent weekly schedule for lectures and clinical times. Increased communications around scheduling expectations to major clinical partners.	External stakeholder feedback Student feedback, Exit surveys	Nursing, undergraduate
Student's written reflections were not up to desired standards	Reviewed how and when reflective writing was assessed. Wove a reflective practice throughout all courses that was developed by the Northern Ireland Practice and Education Council for Nursing. Now students are provided with more opportunities to practice reflecting on their learning and experiences and receive detailed feedback from faculty more often as they progress. This change is also reflected in the revised SLOs.	Faculty feedback Rubric scores	Nursing, undergraduate
Applicants feel they aren't able to express in enough detail their personal motivation for pursuing nursing careers	Implemented a more holistic admission process that includes group interviews and essay writing during face-to-face admissions day. Preliminary data suggests applicants appreciate more chance to share about themselves with admissions committee.	Applicant feedback	Nursing, undergraduate
Students self-reported lack of confidence in oral health	Applied for and were awarded an education mini-grant for an interprofessional education project to increase Physician Assistant students' knowledge of oral health and dental students' knowledge of primary care medicine.	Student feedback	Physician Assistant
Need a wider variety of ways to assess learning beyond traditional assessments	Added three additional progressive clinical assessments. Incorporated more teach backs to assess learner knowledge. (Ex: students filmed themselves performing a laceration repair on a sponge.)	Faculty feedback	Nurse Midwifery