



# Student Services Assessment

REPORTING 2019-2020





INSTITUTIONAL  
STUDENT SERVICES

# Student Services Assessment 2019–2020

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**Figure 1:**

Percentage of OHSU  
Student Population by  
Degree Type

N=3,006 students enrolled

**BS: 26%**



**DMD: 10%**



**DNP: 3%**



**Masters: 22%**



**MD: 21%**



**MPAS: 3%**



**Other: 4%**



**PhD: 11%**



This report is intended to highlight a snapshot of work that has occurred across campus to support students and learning. The work of student services for this report reflects on fourteen institutional units that provide critical services to OHSU students who collaborate with academic programs, engage in educator development, draw on regional, national, international compliance expectations, and some of whom participate in scholarly activities. When the campus transitioned abruptly to remote learning in March of 2020, the work of student services increased in scope and challenged our capacity.

Before the start of the COVID-19 pandemic, and OHSU's modified operations, student serving units facilitated many different types of in-person interactions between employees and students, including seminars, lectures, one-on-one sessions. One of the key types of interactions was the meet and greets, which initiated connections between student services offices and OHSU's community enriching retention efforts.

COVID-19 and OHSU's modified operations had a profound impact in reducing the number of in-person interactions as staff transitioned to supporting students remotely. Some of the activities began transitioning to remote sessions, but not all. Our student services units transformed the meet and greet format into virtual recorded "Lunch and Learn" sessions, which were popular and provided access to students on demand. Despite the drawbacks presented by the pandemic, student service connectivity was extended to OHSU's regional sites.

During the pandemic, students were still able to make academic progress, were awarded degrees, continued to register for courses, disability accommodations were still addressed, and student interest group registration continued. However, demands on student services offices increased as students expected/needed assistance navigating the educational bureaucracy/paperwork, required additional assistance with emotional supports, experienced food insecurity in greater numbers, required shelter assistance, technology support, and assistance with financial stressors, demands that exceeded available OHSU resources.

Student services provided support to OHSU students in crisis, and many offices found this work very stressful, time-intensive and taxing as even more students than usual needed support. This report is an opportunity to reflect on improvement, and to recognize the student services staff, faculty, and 3,006 learners for their work every single day.

Thank you to OHSU student services offices and learners for supporting this journey!

**Constance Tucker, M.A., Ph.D.**

CHAIR, STUDENT SERVICES WORKGROUP OF THE ACADEMIC & STUDENT AFFAIRS COUNCIL  
VICE PROVOST, EDUCATIONAL IMPROVEMENT AND INNOVATION

# Assessment Process

Twelve of fourteen OHSU's Institutional Student Services submitted a 2019–2020 assessment report that included sharing data on services and outreach, reflecting on student learning outcomes each office supports, and changes they have made based on data.

Shortly after report submission the Assessment Council met in January 2021 to review the reports and provide feedback and reflective questions in written format to the student services offices.

The Ombudsperson and March Wellness units did not complete the assessment reports due to staffing restrictions.

Three members of the Assessment Council and Student Services Workgroup also scheduled 1:1 consultations with each of the offices to further discuss the feedback they received, provide encouragement, and answer questions. These consultations were completed in March, April, May, and June 2021.

The student services offices will spend Summer/Fall 2021 preparing for the next round of reporting due December 2021 on the 2020–2021 school year.

## 2019

### Formation of Student Services Workgroup

- Campus wide student survey (2018) and action plan (2019)
- Student learning outcomes for student services
- Student central web page

## 2020

### Student Services Assessment Plan developed

- Student services survey development and launch
- Review of campus climate survey 2018 and school level student affairs data
- Assessment Plans: What do you want to know about your service?  
Research question, why does it matter, how will you find out, what will you do with the data and when?

## 2021

### Student Services Plan Distribution: We heard from you

- Hire VP for Student Affairs
- Focus group with students about core competency achievement in and out the classroom (Spring)
- Each unit collect assessment data on satisfaction, quality, and/or effectiveness

## 2022

### Student Services Reporting

- Student Service Report
- Student services survey
- NWCCU Site Visit
- Assessment Plans: What do you want to know about your service?  
Research question, why does it matter, how will you find out, what will you do with the data and when?

## 2023

### Student Services Plan Distribution: We heard from you

- Focus group with students about core competency achievement in and out the classroom
- Each unit collect assessment data on satisfaction, quality, and/or effectiveness

# 2019–2020 Office Listing

OHSU's Central Student Services represents 14 areas:

## 1. Center for Diversity and Inclusion

The Center for Diversity and Inclusion<sup>1</sup> is instrumental in building an environment where students from historically underrepresented populations can thrive and maximize their potential in a collaborative manner connecting and networking with other Student Interest Groups.

**460 students served**      **1 full-time staff member in Retention and Recruitment**  
**4 presentations**  
**4 workshops**  
**16 diverse student interest groups representing the School of Medicine, PA School, School of Nursing, and Graduate programs.**

## 2. Confidential Advocacy Program

The Confidential Advocacy Program<sup>2</sup> provides confidential support services to OHSU employees, students, and volunteers who have experienced any form of sexual misconduct, including sexual harassment, sexual assault, intimate partner violence, stalking, relationship/dating violence, and other forms—whether at OHSU or outside of the university.

**41 students served**      **2 full-time staff members**

*"Without the CAP program, there is no way I would be safe today. I am alive today because of CAP. They saved my life."*

## 3. Financial Aid

Financial Aid<sup>3</sup> provides students with the ability to access educational programs at OHSU by administering student financial aid funding sources that are used to meet the costs of attending OHSU.

**7,060 financial aid applications received**  
**2019-2020**

## 4. Student Health and Wellness Center (SHW)

The Student Health and Wellness Center<sup>4</sup> is dedicated to providing exceptional and confidential primary care, behavioral health, integrative medicine, and wellness services to support the health and well-being of students and postdoctoral scholars during their time at OHSU.

**1,636 unique patients seen**      **20 full-time staff members**  
**247 Wellness Group Series participants**

*"SHW has been an incredible service to me during my time at OHSU. Having SHW as my primary care provider gives me a sense of security related to my health—I know I can get the care I need at SHW."*

*"I am extremely satisfied with SHW services, they are the reason I am still in school."*

## 5. March Wellness and Fitness Center

The March Wellness and Fitness Center<sup>5</sup> offers health and fitness programs, based on science, that are designed to strengthen and nurture all aspects of students' daily life—no matter what their state of health or stage of life—in a safe, supportive and motivating environment.

**\*No report submitted**

1 <https://www.ohsu.edu/center-for-diversity-inclusion>

2 <https://www.ohsu.edu/affirmative-action-and-equal-opportunity/confidential-advocacy-program>

3 <https://www.ohsu.edu/education/financial-aid>

4 <https://www.ohsu.edu/education/student-health-and-wellness-center>

5 <https://www.ohsu.edu/march-wellness/about-us>

\*Data is current as of June 30, 2020

## 6. Library

The Library<sup>6</sup> is the largest health sciences library in Oregon, serving the OHSU community, as well as students, health professionals, and residents of Oregon and surrounding areas.

**777\*** information and support requests      **28** full-time staff members

**588** unique student users requested

**2,848** items from our Get It For Me service

**432** consultation appointments with librarians

**153** group sessions

**22** student-initiated suggest a purchase requests

## 7. Ombudsperson

The Ombudsperson<sup>7</sup> provides services to all faculty, staff, administrators, students, post-doctoral fellows, trainees, and volunteers by offering a safe, confidential place to discuss campus-related issues and explore possibilities for informally addressing concerns. \*Vacant until February 2021

**1** full-time staff member

## 8. Office of International Affairs (OIA)

The Office of International Affairs<sup>8</sup> supports OHSU's international community, programs, and activities. The OIA provides a full range of immigration advice and processing, learning opportunities, resource coordination, and transition support for international employees, postdocs, residents, students, and visitors.

**700+** interactions with **60** students      **2.6** full-time staff members

The words most commonly used in learner communications at the end of an engagement, "Thank you!"

## 9. Office of Student Access

The Office of Student Access<sup>9</sup> determines and facilitates the implementation of reasonable accommodations to address documented disabilities; this may include academic adjustments, auxiliary aids, and/or program modifications. Reasonable accommodations enable students with disabilities to have an equal opportunity to participate in an academic program or activity by providing alternative ways to accomplish the course requirements that eliminate or reduce disability-related barriers.

**114** unique student consultations      **2** full-time staff members

**3** student presentations

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6 <https://www.ohsu.edu/library>

7 <https://www.ohsu.edu/ombudsman>

8 <https://www.ohsu.edu/international-affairs>

9 <https://www.ohsu.edu/education/academic-accommodations-disabilities>

## 10. Office of the Registrar

The Office of the Registrar<sup>10</sup> maintains the official academic record for all OHSU students and provides academic and student services in the areas of registration, grading, transcript processing, enrollment verification, and degree audits.

**1,078 Degrees Awarded** (not including joint degrees evaluated at the partner institution) **7.5 full-time staff members**

**36,020 Registered Courses** (registered statuses, audits, and withdrawals)

## 11. Student Academic Support Services

Student Academic Support Services<sup>11</sup> supports students as they adapt their study and personal habits to the demands of being a student at OHSU.

**109 individual students** for a total of **342 appointments** during the 2019-2020 academic year, averaging about **3 appointments** per student. **1 full-time staff member**

**23 learning skills workshops**

## 12. Student Accounts Receivable

Student Accounts Receivable<sup>12</sup> assesses and collects student tuition and fees, and provides accurate and timely billing, student loan services, and collection of past-due student accounts.

**1 full-time staff member**

## 13. Educational Debt Counseling and Financial Management

Educational Debt Counseling and Financial Management<sup>13</sup> assists students and alumni to create a personalized educational debt management plan to provide a better understanding of financial obligations and options after graduation. Also provides financial counseling to students in the areas of budgeting and financial literacy.

**600 individual student appointments** **1 full-time staff member**

**50 student-focused presentations**

## 14. Office of Student Life

The Office of Student Life<sup>14</sup> sponsors a variety of services, programs, and events (i.e. new student orientation, All-Hill Student Council, intramural sports, student interest groups) to educate, social, recreational, and cultural activities help expand students' ability to become well-balanced research and health care professionals.

**2637 student visits** to the student center

**50 individuals, 315 individual visits, Student Spouse Access to Student Center amenities**

**Student Interest Group registration: engaged with 103 student leaders to process registration information and provide guidelines to faculty advisors.**

**615 student participants** for Fall, Winter, and Spring leagues

**280 student participants** for Java with Jacobs (Coffee talk with President Jacobs)

**Orientation Total – 925 new students, Convocation 550 students**

**2 full-time staff members**

<sup>10</sup> <https://www.ohsu.edu/education/office-registrar>

<sup>11</sup> [https://sakai.ohsu.edu/portal/site/Student\\_Support](https://sakai.ohsu.edu/portal/site/Student_Support)

<sup>12</sup> <https://www.ohsu.edu/education/accounts-receivable>

<sup>13</sup> <https://www.ohsu.edu/education/personal-finance-and-debt-counseling>

<sup>14</sup> <https://www.ohsu.edu/education/student-life>





## Alignment With OHSU Graduation Core Competencies<sup>1</sup>

OHSU's Student Support services are closely aligned with OHSU's Graduation Core Competencies as evidenced by the narratives provided in the 2019–2020 assessment reports. Multiple student serving offices interact with the OHSU community reinforcing the competencies of information literacy, communication, and teamwork. Many students demonstrate their ability to articulate and address their needs, as well as play a central role in advocating for themselves and others inside and outside of the institution. In addition to advocating for students, student services offices educate students on several topics including financial planning and management, navigating federal organizations and systems, and international administrative processes. Below are a few examples of how the student services support core competency development in our students:

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<sup>1</sup> <https://www.ohsu.edu/sites/default/files/2020-12/OHSU-Graduation-Core-Competencies-with-narrative.pdf>

## Community Engagement, Social Justice, and Equity

### Confidential Advocacy Program

Students can volunteer with CAP. CAP's mission is to center the voices of those who have experienced sexual misconduct through education, advocacy, empowerment, connection, and support. A student who volunteers with CAP actively engages in social justice and equity, actively promoting a culture free from sexual misconduct at OHSU. In addition, CAP student volunteers learn to communicate effectively by learning active listening and how to respond to disclosures of sexual misconduct.

### Information Literacy

#### Educational Debt Counseling and Financial Management

*"A 3rd-year medical student who came to me in financial crisis. Despite having a partner who earns a very high salary, the couple was drowning in consumer debt and the student was extremely anxious and fearful of the long-term impacts upon graduation and the added burden of loan repayment. We have met 3 times, and through the course of our work, the student became educated, engaged, and motivated to change the behavior/attitude towards spending. Over the course of a year, the couple successfully eliminated over 90% of their revolving debt, paying off close to \$30,000 in credit card debts. This is a great success in the student and their partner embracing the opportunity to deepen their financial literacy in the context of their challenges, and motivate to take that knowledge to foster personal growth."*

### Library

Students develop competency with information literacy through working with librarians on how to access, use and evaluate information resources in services one-on-one consultations, in curriculum-instructional activities, and through non-curricular programming.

## Professional Knowledge and Skills

### Student Academic Support Services

SASS introduces students to skills and strategies which impact their ability to adapt to medical learning and improves their confidence in their ability to attain the core knowledge and skills of their discipline.

*"I just wanted to reach out and thank you again for everything you've done to help me find my groove in dental school! Since I talked to you, I have passed ALL of my exams this term! Also, not just passed, I've been consistently scoring in the high 80s/90s range! I have been much better with my time management, I've been taking better care of myself and have been giving my brain time to process, and most importantly, I have found a study strategy that works with a ton of output. All of this has in turn started to help me conquer test anxiety and I see progress every day! I hope you know you are amazing and such a wonderful and valuable resource to us students."*

### Confidential Advocacy Program

*"I didn't know much about safety planning or services in the area. I also didn't know how to navigate being a student with the danger I was facing in my personal life on a daily basis. I didn't know that I even had any right to continue my education with Title IX accommodations. Without the CAP program, there is no way I would be able to complete my degree."*

## Professional Identity, Ethical Behavior, and Teamwork

### Office of Student Life

While enrolled at OHSU, students have the opportunity to become involved with the All-Hill Student Council and immerse themselves in community and service. This activity supports the student learning outcome of developing leadership skills and a personal code of ethics to strengthen their organizations and communities at OHSU and beyond.

*"The most important gift I receive from leading on All-Hill Student Council is the experience it has given me to define my leadership vision. Leadership means setting an example for others to follow. Leaders develop a vision based on optimism for the future. Their vision is formed purely by the people they serve. They carefully learn what is vital to the community around them. They display that vision in the ways they act, not just the words they say. As president of the All-Hill Student Council, I faced a community response that required me to set a leadership example. Over the summer of 2020, the murder of George Floyd caused our OHSU campus to reflect on the ways we could be more inclusive and participate in the national conversation on racial disparities in American society. My response was to gather student leaders to discuss how to create a more inclusive environment. I took courses from structural competency educators that examined the social, economic, and legal structures that affect America's health care. I became involved with Students for Structural Change—an active student interest group at OHSU—and worked with student leaders to organize health disparity efforts across campus. In collaboration with student groups, I helped coordinate a session on racism at OHSU that allowed students to question our administration's practices. While I am new to this work, I am committed to passing its importance to future generations of student leaders."*

—Student Body President, Doug Rice

## Communication

Students who work with the Office of Student Access (OSA) are required to demonstrate effective communication skills to request and receive their accommodations. Additionally, students must engage in teamwork with their faculty, Program Accommodation Liaison, and the Office for Student Access to engage with the accommodation process.

Efforts in the 2020–2021 academic year, will continue to support schools and programs in educating students and reinforcing the OHSU Graduation Core Competencies through the current ways in which offices promote and educate students about available services - orientations, outreach presentations, email, and in-person announcements to various student interest groups at their student meetings. Student Service offices will continue to work across the institution to identify and initiate opportunities to collaborate with diverse populations and in interprofessional environments. Many services hope their efforts to enhance communication mediums will expand outreach and messaging to engage more students in the Community Engagement, Social Justice, and Equity competency. Additional efforts to increase information literacy to provide students access to materials and resources in making informed decisions are also a goal of many student services.

Data collected from the 2019–2020 Student Services Assessment Survey reflects the diversity of support functions provided to OHSU's community and the profound impact on students. Student services assist in establishing a welcoming environment to OHSU, seek to educate OHSU's students, and ease student stress and anxiety.

## Enriching and Diverse, Equitable, and Inclusive Learning Environment

All OHSU's student services support and advocate for a safe and inclusive campus community for all learners. Some noteworthy examples are the Center for Diversity and Inclusion which elevates OHSU's anti-racism educational activities and supplements those activities with training, seminars, counseling, and resource materials. In addition, the Office of Student Life also sponsors a variety of services, programs, and events to educate students and teach advocacy skills (or plays an advocacy role for students). Through its dynamic interdisciplinary environment that stimulates inquiry, initiative, and cooperation, OHSU's student-centered programming cultivates a sense of community and interprofessionalism that is unique to OHSU.

## Preparation for Future Practice

Financial counseling through workshops, one-on-one sessions, is provided by several services including Educational Debt Counseling and Financial Management and the Office of Financial Aid which oversees the disbursement of over \$90 million in aid to students while complying with state and federal policies and regulations.

In addition, the OHSU Library teaches literacy skills that are critical to our health professionals and scientific learners throughout their education, and also after they graduate.

## Fostering Academic Student Success

A key role of student services is to assist OHSU in establishing a welcoming educational environment for its constituents.

The Office of International Affairs assists international students in navigating the applications and paperwork for education in the United States.

The Office for Student Access makes determinations and collaborates with academic programs to implement academic adjustments, auxiliary aids, and/or program modifications, also known as reasonable accommodations for students so those students with disabilities are provided equal access to all academic programs at OHSU.

The Registrar's Office is a critical component of maintaining and ensuring an effective educational environment for OHSU's students, staff, and faculty. The Registrar's Office is responsible for necessary baseline University functions such as student record keeping, creation of the academic calendar, creating and publishing each term's course schedule, maintaining the registration system, required Title IV reporting, coordinating faculty grading, maintaining and producing student transcripts, verifying degree requirements and awarding completed degrees, verifying educational records and producing transcripts/diplomas, and long-term records maintenance for all graduates and former students.

Student Academic Support Services provides students with strategies and tools for academic success, assisting students to improve their time management, study strategies, focus, test-taking strategies, motivation, and other areas of academic concern.

## Student Wellness

Health and wellness resources at OHSU have a far-reaching impact and serve as a very valuable resource to the OHSU community. The Student Health and Wellness Center is an integrated clinic that cares for Portland-based OHSU students, their adult dependents, and postdoctoral fellows. The Center strives to preserve and enhance the physical, emotional, and behavioral health of the wide range of students and postdoctoral fellows, as well as to provide high-quality health care in a professional, confidential and compassionate environment. Additionally, the Center support students and postdoctoral fellows in their professional development by providing a wide range of primary care, behavioral health, integrative medicine, wellness, and prevention services in an easily accessible and affordable manner. Student Health and Wellness continues to advocate for inclusive and supportive learning environments in their hiring practices and advocacy of resources such as a student food pantry.

The Confidential Advocacy Program provides advocacy services to OHSU members who are survivors of sexual misconduct (sexual harassment, sexual assault, relationship violence, and stalking). CAP advocates on behalf of students, coordinates the implementation of Title IX supportive measures, helps with safety planning, provides emotional support, assists with navigating reporting systems, and provides emergency financial support and relocation services.



# Office Reflections on Institutional Opportunities for Improvement

To align the work of student services and upcoming requests for funding, the student services are focusing on three areas in which to target improvement. The following is a summary of the desired efforts and actions.

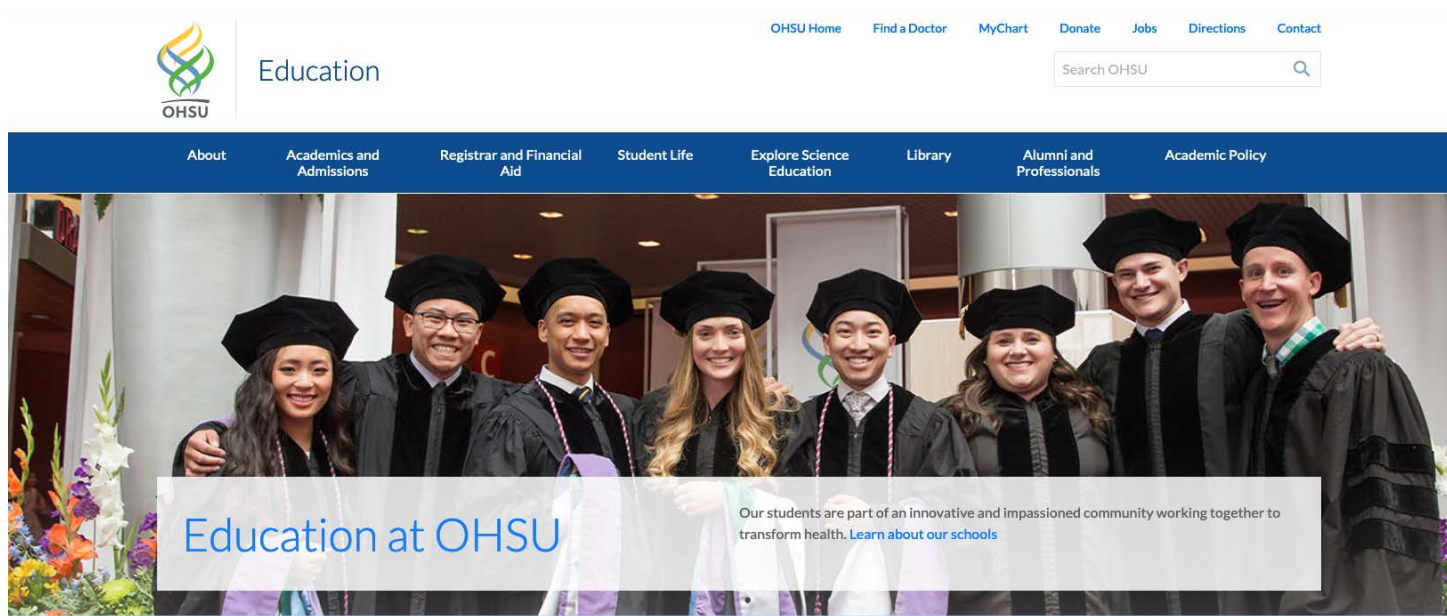
## Student services data management

Student services offices underscored that it is difficult to accurately track individuals served or participation in multiple student events. Technical difficulties were identified in all offices including the desire for improved database management and tracking tools to assist with timely follow-up with individuals. Many student services offices identified the need for improved tracking which will assist in follow-up, engagement, and hopefully student satisfaction. Some offices were very precise while others were vague in the data they reported, some offices tabulated individual contacts while others counted different metrics (i.e. applications received, course registrations). The Student Health and Wellness Center tracked scheduled visits through records in EPIC. And some offices had only rudimentary tracking processes in place.

All offices desired institutional effectiveness support in determining clear goals of expectations and also to determine if the offices are meeting/exceeding their missions. Some student services offices interact with nearly every student each quarter—the Registrar's Office maintains records and registration efforts for all enrolled students and Financial Aid processed applications and awarded funds. This student count also does not include indirect support of students by way of supporting individual programs and departments with their student operations and needs. The Office of Student Life provided the most varied counts with knitters, athletes, carolers, student club meetings, and other student interest group sessions. While providing outreach and services to the academic program in Portland, the Student Services offices also provide services to the OHSU regional campuses both through remote and face-to-face sessions. Additionally, some services, (Office of International Affairs, Registrar's Office, Financial Aid) are provided to students as they transition their educational path to OHSU.

A significant opportunity exists for the student services office to align with institutional effectiveness principles and best practices if supported in doing so. If this alignment is prioritized, offices would be able to better articulate their need for increases in support or resources by benchmarking institutional peers for comparator data.





## Communications and website design

Another consideration that arose both from student services offices themselves and our student focus groups includes the improved information dissemination and/or student awareness on the types of services available to the OHSU community. Increased visibility through revamped websites, enhanced web presence, and outreach to students and academic programs directly, has shown some improvements in awareness of services provided. Offices have been creative in “getting the word out” around group sessions, trainings, and workshops. Not only do some websites need to be revamped, but the connections between different offices and information on other OHSU web pages, both public and the intranet, need to be improved.

In addition, clear documentation and alignment of services at the program level and institutional level would help educators and learners with digital and physical way finding at OHSU. There was a sense that when programmatic and institutional resources are not well aligned it created confusion about where students should turn for support.

## Access and scheduling

Some common themes for improvements were articulated from student feedback. Students want more access to services. Access to expand the types of programs and services offered to beyond Marquam Hill to the Southwest Waterfront, RLSB, CHH, and our regional campuses. Improved parking and transportation options would also assist in access to the services.

Expanding the times when offices are available to students would also improve access which could also be managed by a centralized scheduling system. Offices also have improved “how-to” and self-service guides making them more user-friendly so individuals will have access to manuals and resources on procedures when offices are closed. Finally, several offices indicated that they are, and have historically been, under-resourced and have trouble meeting the current expectations of students, so expanding access or services without additional resources may not be possible.

# Achievements

## SCHOLARLY ACTIVITY

### Opportunity to Spread the Word

The 2019–2020 Student Services Assessment report identified three offices engaged in scholarly presentations or publications over the past two years: Student Health and Wellness, Student Access, and the University Library.

#### Gossett, J. (2020)

The Office of Student Access presented at the 2019 Fall Oregon Association of Higher Education and Disability Conference, “Where ADA and Title IX Meet: Best Practices for Accommodating and Supporting Student Survivors”

#### Jodi DeMunter, Rebecca Rdesinski, Andrea Vintro, and Patricia A. Carney, (2021)

Food Insecurity Among Students in Six Health Professions’ Training Programs, *Journal of Student Affairs Research and Practice*, 58:4, 372–387, DOI: [10.1080/19496591.2020.1796690](https://doi.org/10.1080/19496591.2020.1796690)

#### Messecar, D.C., Tanner, C.A., and Delawska-Elliott, B.

Evidence-based practice (in press). In: Joel, L.A. *Advanced Practice Nursing: Essentials for Role Development* (5th ed.). Philadelphia: F.A. Davis.

#### Duckworth, S.

When the Community is You: Institutional Outreach Through Archival Exhibits. *OLA Quarterly*. 2020 Sept. 14;26(1):40-45. [doi:10.5399/osu/1093-7374.26.01.09](https://doi.org/10.5399/osu/1093-7374.26.01.09).

#### Pierce, P. and Kortemeier, S.

Outside the Frame: Reflective Writing and Critical Librarianship in Medical Education. Critical Librarianship and Pedagogy Symposium Virtual Conference. September 2, 2020.

Whitehead, S., Delawska-Elliott, B., Eldredge, D., and Halm, M.

Focusing on success: Librarian support of a collaborative multi-institutional nursing evidence-based practice fellowship. Medical Library Association Annual Meeting (virtual), August 12, 2020.

Pepper, C., Thormodson, K., Zeigen, L., Hamilton, A., Alpi, K., and Carrigan, E. (2020).

Is the Future in Focus for EBM? An Observational Study of EPA7 Instruction in Clinical Clerkships. Poster, Medical Library Association Annual Meeting (virtual), August 2020

Pepper, C., Hamilton, A., Thormodson, K., Alpi, K., and Carrigan, E.

Best practices in teaching evidence-based medicine: An observational study of entrustable professional activities (EPA) 7 in clinical clerkships. Medical Library Association Annual Meeting (virtual), August 12, 2020.

Felver, L. and Pierce, P. (2020, accepted for presentation on April 18; conference converted to virtual due to COVID-19).

OHSU Educational Use Photo Diversity Repository: Increasing Diverse Representation, podium presentation, Western Institute of Nursing Conference, Portland, Oregon.

Hinrichs, R.J., Bakker, C.J., Brigham, T.J., Ginier, E.C., Stevens, G.A., and Alpi, K.M.

Exploring interprofessional collaboration and attitudes of health sciences librarians. *Journal of the Medical Library Association*, 2020;108(3):440-49. <https://dx.doi.org/10.5195/jmla.2020.804>

Pierce, P. and Felver, L.

Increasing the Diversity of Images Used in Teaching: Educational Use Photo Diversity Repository Project. American Association of Colleges of Nursing Baccalaureate Education Conference, Orlando, Florida. [Poster presentation]. November 21-23, 2019.

Johnson J., Alpi K.M., and Langford M.

Taking history and vital signs: characterizing the history of medicine efforts at academic medical centers. Pacific Northwest Chapter/MLA Annual Meeting, Boise, ID, October 29, 2019. <https://digitalcommons.psjhealth.org/pncmla/2019/Tuesday/3/>

Zeigen, L. (2019).

Point of Learning: Teaching Point of Care Tools at the Stage of Determination. Lightning talk, Pacific Northwest Chapter/Medical Library Association (PNC/MLA) Boise, ID, October 28, 2019.

Duckworth, S.

From data to discovery: Identifying teaching opportunities for STEM archives. Poster presented at Northwest Archivists Annual Meeting; 2019 May 16; Bozeman, MT. <https://doi.org/10.6083/w3763745z>

Pierce, P., Duckworth, S., and Clemmons, M.

Diversifying institutional archives through community engagement. Panel presented at Gender Studies Symposium, Lewis and Clark College; 2019 Mar 14; Portland, Oregon.

## Additional with some relevance to services:

**Alpi, K.M.** and Evans, J.J.

Distinguishing Case Study as a Research Method from Case Reports as a Publication Type. *Journal of the Medical Library Association*, 2019;107(1):1-5. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6300237/>

**Alpi, K.M., Johnson, T.,** and Moberly, H.K.

All for One...Health for All: The Role of Open Access, Evidence-Based Information to Improve Health for All Species. *NLM Musings from the Mezzanine*, October 13, 2020. <https://nlmdirector.nlm.nih.gov/2020/10/13/all-for-one-health-for-all-the-role-of-open-access-evidence-based-information-to-improve-health-for-all-species/>

**Alpi, K.M.,** and **Johnson, T.**

Health questions for all species. Oregon Reference Summit (virtual), September 22, 2020. [https://drive.google.com/file/d/1KkcfK-alkW0HWDT8qo7RK\\_77rTDax-F6/view](https://drive.google.com/file/d/1KkcfK-alkW0HWDT8qo7RK_77rTDax-F6/view)

**Alpi, K.M.,** and **Meyer, E.**

Lightning Talk: Researching ILL/DD usage by health sciences libraries during the COVID-19 pandemic. Northwest Interlibrary Loan and Resource Sharing Conference (virtual), September 11, 2020.

**Alpi, K.M.,** Stafford, E., Swift, E.M., Danehower, S., Paxson, H.I., and Davidson, G.

Mapping the literature of veterinary pharmacy and pharmacology. *American Journal of Pharmaceutical Education*, 2020;84(10) ajpe7314. <https://doi.org/10.5688/ajpe7314>

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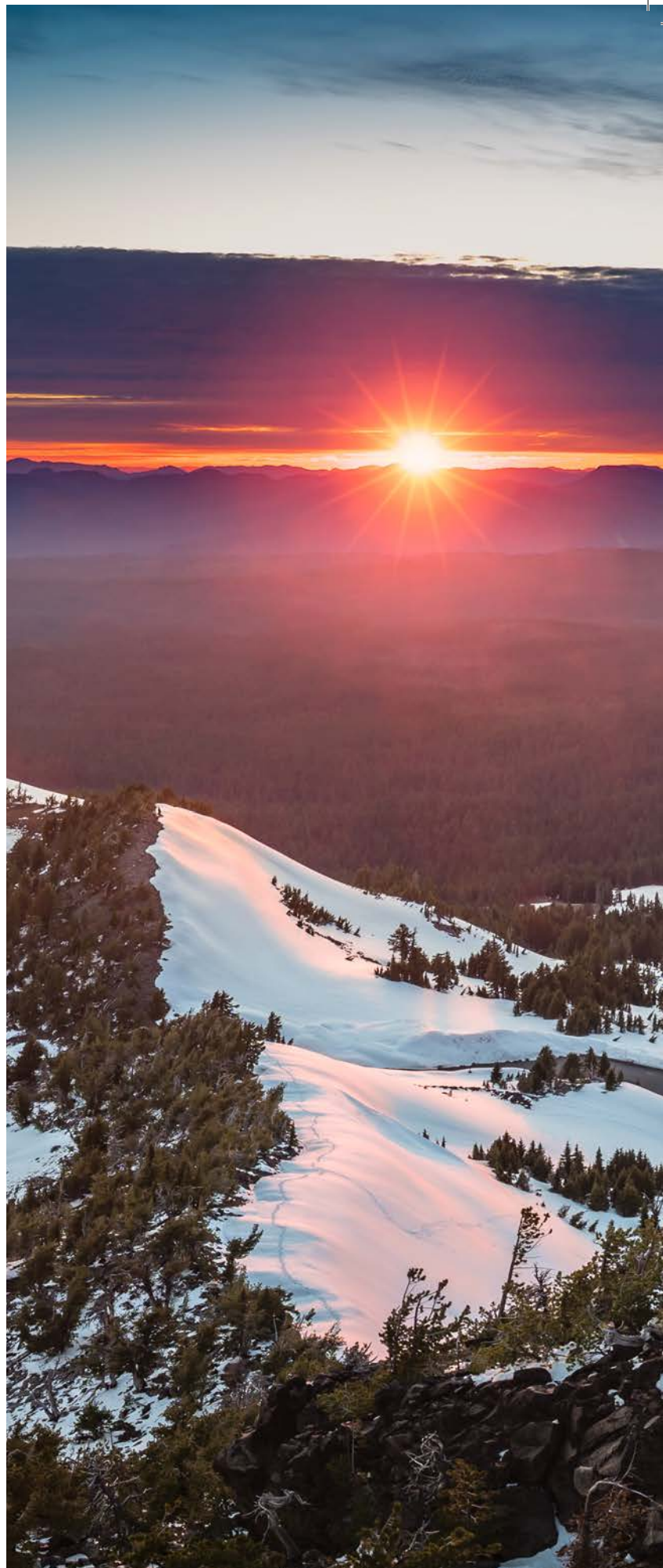
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