



Oregon Health & Science University

Indicators of Effectiveness

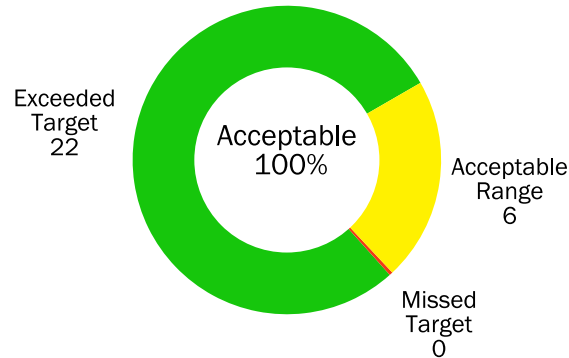
08/04/2022

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Indicators of Effectiveness - Mission Fulfillment

Indicator Count By Status



Score	Description
✓	Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.
⚠	Difference between the target and the result is $\leq 20\%$; continued monitoring and effort needed to reach target. Results are within 80-99% of target and are considered to be within an acceptable range.
✗	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.

As part of the ongoing cycle of continuous improvement, OHSU defines its mission fulfillment as achieving the expectation of its indicators for institutional effectiveness, student learning, and student achievement.

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 $\geq 90\%$. OHSU is meeting its definition of mission fulfillment as all of its indicators of effectiveness are being achieved or are within the acceptable threshold.

Institutional Indicators of Effectiveness (IIE)

Objective: Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.

Indicator		Target	Actual	Result
IIE 1.1	Percentage of underrepresented minority students enrolled at OHSU, of total enrolled students.	17%	24%	✓
IIE 1.2	As a result of their involvement in OnTrack OHSU! High School participants will report increases in interest and engagement in a Health or Science field.	80%	82%	✓
IIE 1.3	Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.	66%	63%	⚠

Objective: Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.

Indicator		Target	Actual	Result
IIE 2.1	Percentage of courses evaluated that have an average student rating on the diversity of the curriculum as ≥ 5 on a 6-point scale.	70%	71%	✓
IIE 2.2	Percentage of minority faculty at OHSU.	20%	21%	✓
IIE 2.3	Percentage of student respondents reporting that as a result of their IPE Foundations course, they have an increased appreciation of other health care professionals.	75%	76%	✓
IIE 2.4	Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.	70%	78%	✓

Objective: Expand OHSU's prominence as a research university.

Indicator		Target	Actual	Result
IIE 3.1	Number of degrees and certificates awarded in clinical and translational research training.	25	52	✓
IIE 3.2	Total sponsored project revenue in a given year.	\$400M	\$587M	✓
IIE 3.3	Number of new inventions disclosed in a given year.	115	100	⚠

Objective: Provide access to healthcare for patients across Oregon.

Indicator		Target	Actual	Result
IIE 4.1	Hospital occupancy rate in a given year.	80%	80%	✓
IIE 4.2	Total ambulatory patient visits in a given year.	950K	1.10M	✓
IIE 4.3	Percentage of hospital and clinic patient visits by Oregon counties other than Multnomah.	60%	60%	✓

Student Learning Indicators of Effectiveness (SLI)

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

Indicator		Target	Actual	Result
SLI 1.1	Percentage of academic programs that demonstrate alignment of the OHSU Graduation Core Competencies to their student learning objectives, activities, and assessments.	90%	82%	⚠
SLI 1.2	Percentage of academic programs that use available OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.	60%	71%	✓
SLI 1.3	Percentage of academic programs that use assessment data to improve the achievement of student learning outcomes.	60%	71%	✓
SLI 1.4	Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.	70%	92%	✓

✓ = Exceeded target












⚠ = 80-99% of target

✗ = 0-79% of target


*Some of the metrics exclude students enrolled in the joint Pharm.D. degree with Oregon State University, the joint degrees with Oregon Institute of Technology as well as the School of Public Health joint degree students registered by Portland State University.


Student Achievement Indicators of Effectiveness (SAI)

Objective: Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

Indicator		Target	Actual	Result
SAI 1.1	Percentage of entering degree/certificate seeking students that are retained to their second year. See disaggregation	95%	93%	
SAI 1.2	Percentage of all degree/certificate seeking students that persist from Fall to Spring. See disaggregation	95%	94%	
SAI 1.3	Percentage of students completing degrees/certificates within 100% of usual program time. See disaggregation	80%	80%	
SAI 1.4	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study). See disaggregation	70%	81%	
SAI 1.5	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.	87%	92%	
SAI 1.6	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.	92%	98%	
SAI 1.7	Percent of M.D. students passing senior-level credentialing examinations on the first attempt.	99%	98%	
SAI 1.8	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.	88%	95%	
SAI 1.9	Number of degrees and certificates awarded each academic year.	1520	1591	
SAI 1.10	Percentage of M.D. graduates matching to a Residency Program.	95%	100%	
SAI 1.11	Official OHSU Fiscal Year Cohort Default Rate as published by the U.S. Department of Education.	1.0%	0.1%	

 = Exceeded target

 = 80-99% of target

 = 0-79% of target

*Some of the metrics exclude students enrolled in the joint Pharm.D. degree with Oregon State University, the joint degrees with Oregon Institute of Technology as well as the School of Public Health joint degree students registered by Portland State University.

INDICATOR

Institutional Indicators of Effectiveness 1.1

Percentage of underrepresented minority students enrolled at OHSU, of total enrolled students.

OBJECTIVE

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

DETAILS

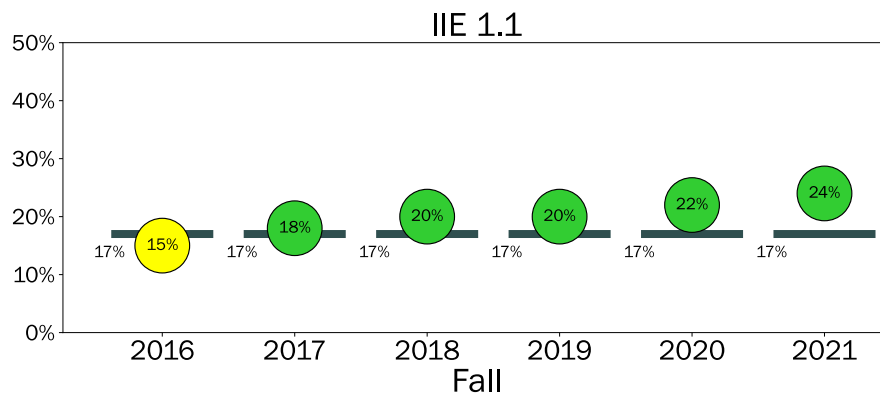
In its efforts to address diversity, equity, and inclusion, OHSU monitors and evaluates its percentage of underrepresented minority students enrolled in OHSU academic programs.

[See comparison](#)

CURRENT SCORE

SCORE TREND

Target:	17%
Score:	24%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 1.2

As a result of their involvement in OnTrack OHSU! High School participants will report increases in interest and engagement in a Health or Science field.

OBJECTIVE

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

DETAILS

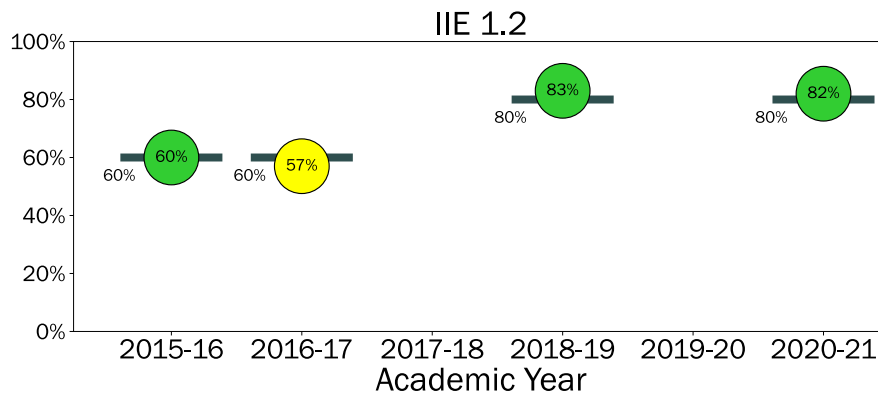
The pathway program [OnTrack OHSU!](#) works with Oregon middle and high schools to increase the number of students from underrepresented minority backgrounds in the health sciences and to increase students' engagement in the sciences. OnTrack OHSU! administers an annual effectiveness survey to assess the impact of the program on its participants and to improve program engagement.

From 2013 to 2017, OnTrack OHSU! surveyed students participants on "identity and resilience" in the STEM fields then in 2017-18, the OnTrack OHSU! annual survey was assessed to address engagement. The survey was paused in 2017-18 while the survey instrument was revised to capture a better understanding of the impact on "interest and engagement." The 2019-20 survey was not administered because of COVID-19 closures and its impact on the schools.

CURRENT SCORE

Target:	80%
Score:	82%
Results:	<input checked="" type="checkbox"/>

SCORE TREND



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INDICATOR

Institutional Indicators of Effectiveness 1.3

Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.

OBJECTIVE

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

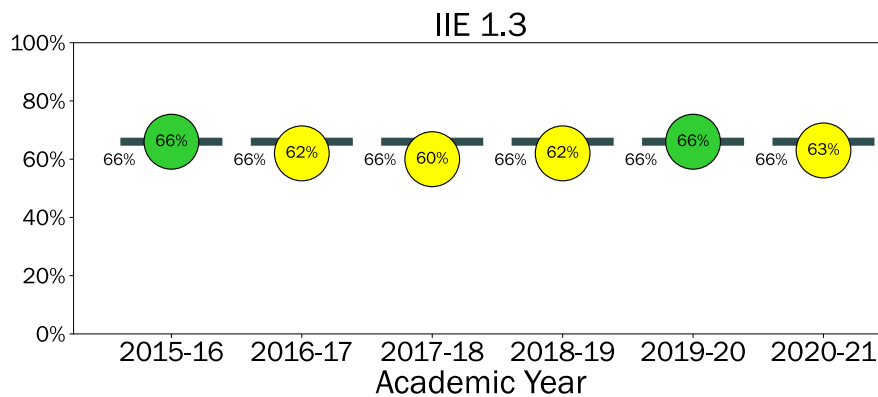
DETAILS

OHSU is committed to addressing the nursing workforce shortage across the state of Oregon. This indicator demonstrates OHSU's impact across the state by measuring the number of Bachelor of Science in Nursing graduates at the regional locations of Ashland, Monmouth, Klamath Falls, and La Grande who are most likely to work in the areas in which they received their degrees.

CURRENT SCORE

SCORE TREND

Target:	66%
Score:	63%
Results:	▲



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INDICATOR

Institutional Indicators of Effectiveness 2.1

Percentage of courses evaluated that have an average student rating on the diversity of the curriculum as ≥ 5 on a 6-point scale.

OBJECTIVE

Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.

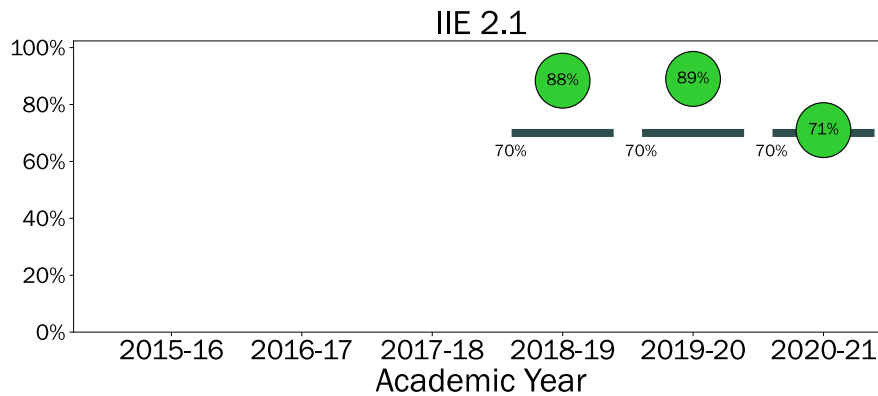
DETAILS

Beginning in 2018, the Office of the Provost and the Office of Educational Improvement and Innovation began assessing the climate of diversity and inclusion from a student perspective by adding a survey question on course evaluations. Ongoing and consistent monitoring of the student perspective of how OHSU is addressing diversity across the curriculum is a key initiative for the Office of the Provost as part of the Fostering Respectful and Equitable Education [F.R.E.E.](#) initiative.

CURRENT SCORE

SCORE TREND

Target:	70%
Score:	71%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 2.2

Percentage of minority faculty at OHSU.

OBJECTIVE

Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.

DETAILS

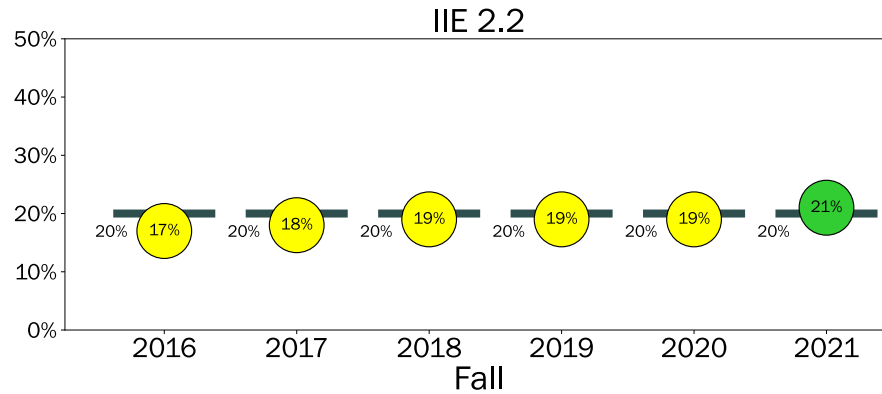
OHSU values a diverse workforce and seeks to hire the most qualified individuals for positions of employment. OHSU is committed to providing equal opportunity in employment through non-discriminatory open recruitment and hiring practices. In its efforts to address diversity, OHSU monitors and evaluates its percentage of minority faculty members.

[See comparison](#)

CURRENT SCORE

SCORE TREND

Target:	20%
Score:	21%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 2.3

Percentage of student repondents reporting that as a result of their IPE Foundations course, they have an increased appreciation of other health care professionals.

OBJECTIVE

Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.

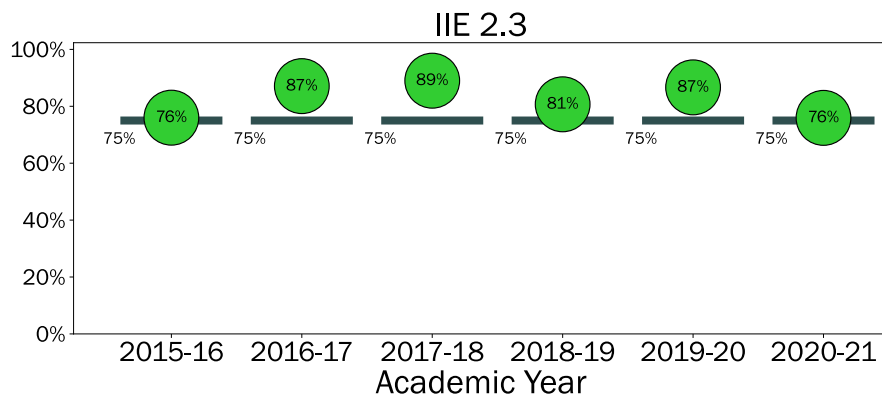
DETAILS

Interprofessional Education (**IPE**) is core to ensuring future health care providers operate efficiently and safely in health care teams. Students are asked a specific question on their IPE Foundations course evaluation if the interdisciplinary course supported "learning about, from, and with" students from other professions.

CURRENT SCORE

Target:	75%
Score:	76%
Results:	<input checked="" type="checkbox"/>

SCORE TREND



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INDICATOR

Institutional Indicators of Effectiveness 2.4

Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.

OBJECTIVE

Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.

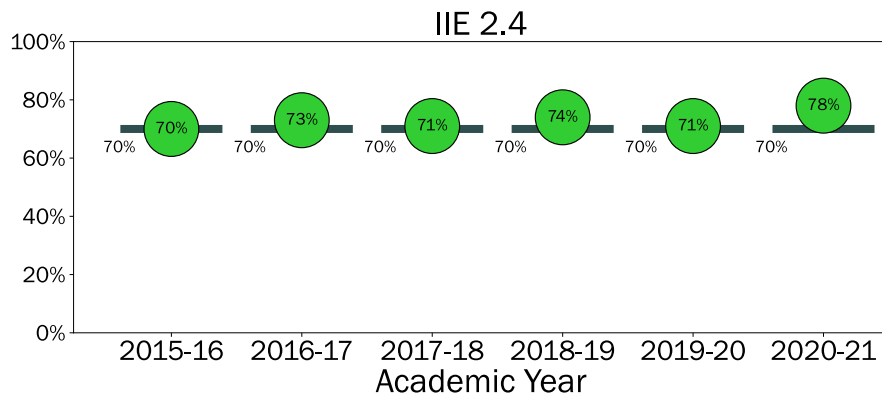
DETAILS

OHSU's Teaching and Learning Center ([TLC](#)) tracks course quality based on student course evaluations and feedback to improve OHSU students' educational experience. Course evaluation data is provided to academic leaders across all OHSU programs.

CURRENT SCORE

SCORE TREND

Target:	70%
Score:	78%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 3.1

Number of degrees and certificates awarded in clinical and translational research training.

OBJECTIVE

Expand OHSU's prominence as a research university.

DETAILS

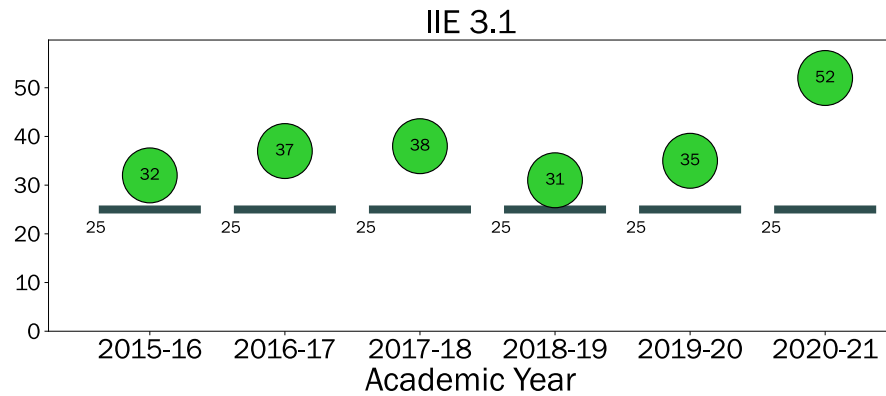
OHSU measures productivity in training scientists in clinical and translational research through the annual awarding of Master of Clinical Research degrees and Graduate Certificates in Human Investigations. These programs focus on formal training for clinicians and scientists who desire to make clinical or translational research either their predominant focus or a substantial part of their long-term career goal. The main objectives are to prepare trained investigators who will be able to successfully compete for federal, foundation, and industry funding and to conduct research and publish their findings.

[See comparison](#)

CURRENT SCORE

SCORE TREND

Target:	25
Score:	52
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 3.2

Total sponsored project revenue in a given year.

OBJECTIVE

Expand OHSU's prominence as a research university.

DETAILS

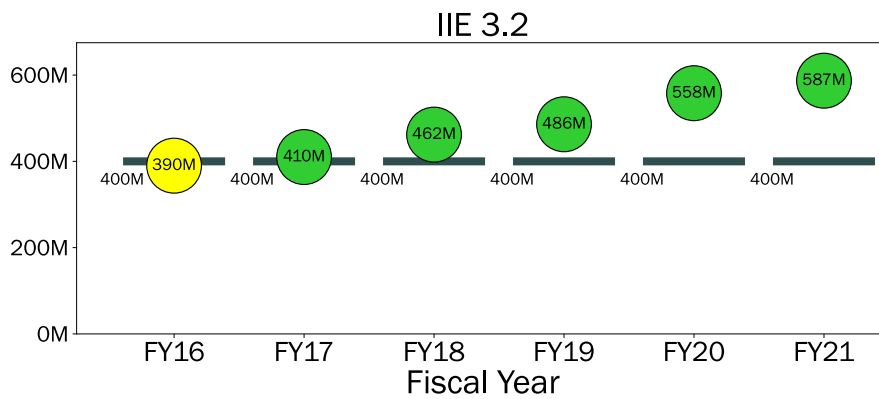
OHSU measures productivity as a research university through the Office of Proposal & Award Management ([OPAM](#)) sponsored project activities (research, clinical trials, instruction) and annual awards for research and innovation.

[See comparison](#)

CURRENT SCORE

SCORE TREND

Target:	\$400M
Score:	\$587M
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 3.3

Number of new inventions disclosed in a given year.

OBJECTIVE

Expand OHSU's prominence as a research university.

DETAILS

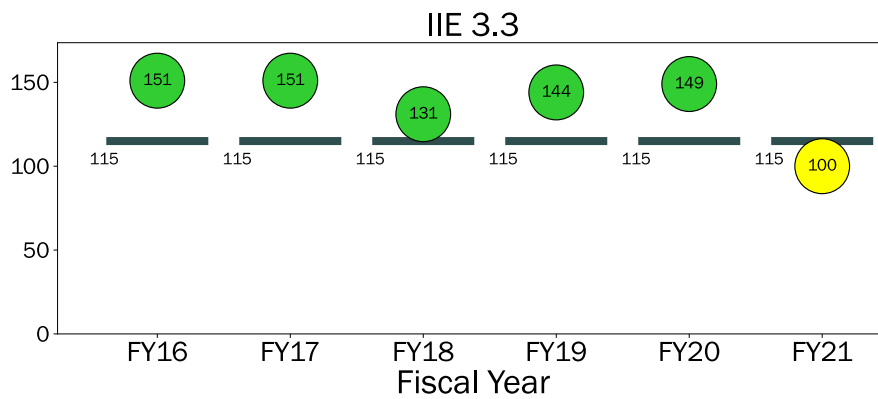
OHSU's [Office of Technology Transfer](#) monitors innovation and commercialization productivity including the number of new inventions disclosed annually.

[See comparison](#)

CURRENT SCORE

SCORE TREND

Target:	115
Score:	100
Results:	▲



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INDICATOR

Institutional Indicators of Effectiveness 4.1

Hospital occupancy rate in a given year.

OBJECTIVE

Provide access to healthcare for patients across Oregon.

DETAILS

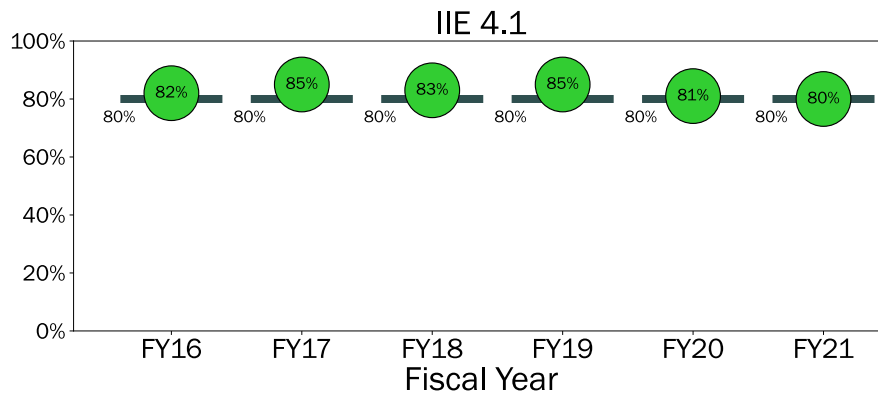
Consistent with the institutional mission, OHSU delivers excellence in healthcare and serving Oregon by monitoring its hospital occupancy rate.

As OHSU's occupancy rate is consistently over 80%, the institution is initiating the hospital expansion to increase hospital capacity.

CURRENT SCORE

SCORE TREND

Target:	80%
Score:	80%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 4.2

Total ambulatory patient visits in a given year.

OBJECTIVE

Provide access to healthcare for patients across Oregon.

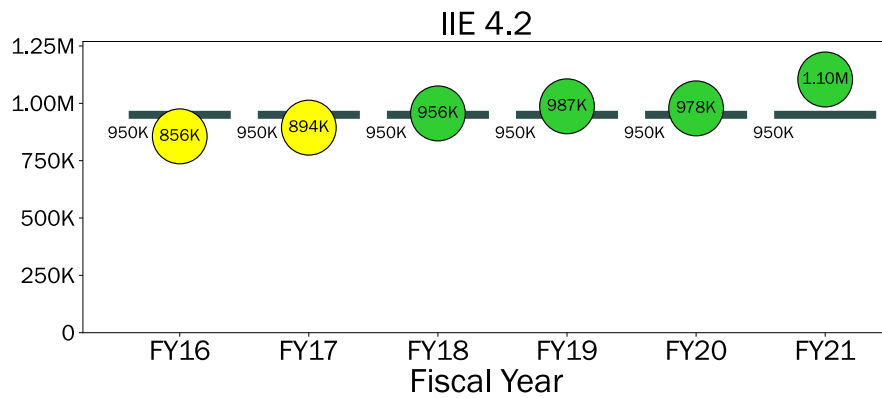
DETAILS

Consistent with the institutional mission, OHSU delivers excellence in healthcare and serving Oregon by tracking ambulatory visits annually.

CURRENT SCORE

SCORE TREND

Target:	950K
Score:	1.10M
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Institutional Indicators of Effectiveness 4.3

Percentage of hospital and clinic patient visits by Oregon counties other than Multnomah.

OBJECTIVE

Provide access to healthcare for patients across Oregon.

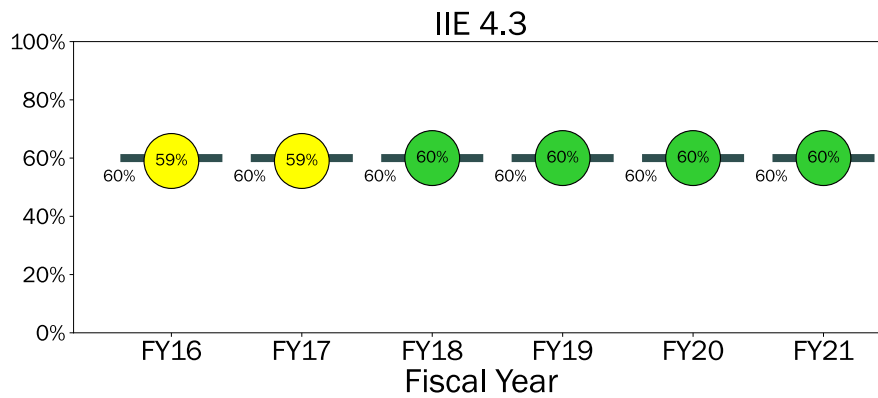
DETAILS

Consistent with the institutional mission, OHSU delivers excellence in healthcare and monitors OHSU's impact by providing quality healthcare to the entirety of the state of Oregon, beyond Multnomah County, the county where the city of Portland is located.

CURRENT SCORE

SCORE TREND

Target:	60%
Score:	60%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Student Learning Indicators of Effectiveness 1.1

Percentage of academic programs that demonstrate alignment of the OHSU Graduation Core Competencies to their student learning objectives, activities, and assessments.

OBJECTIVE

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

DETAILS

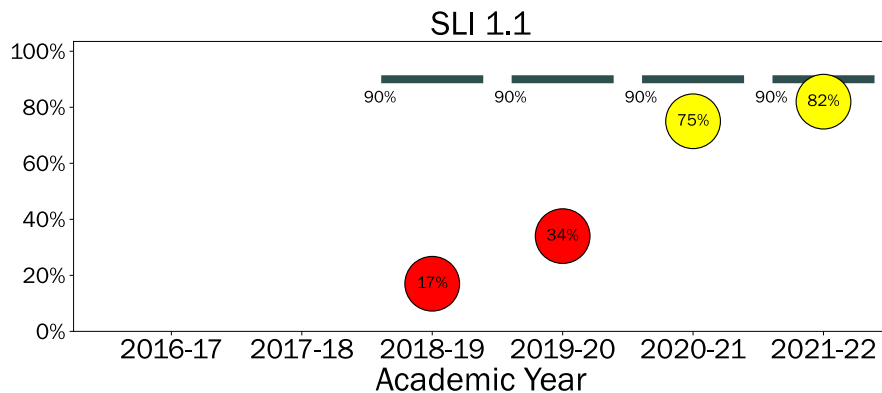
OHSU revised its [Graduation Core Competencies](#) in 2020 and the OHSU Assessment Council reviews assessment plans and reports of all OHSU academic programs to ensure alignment among the Graduation Core Competencies, student learning outcomes, and assessment activities is clear and transparent to faculty, staff, and learners.

The OHSU Assessment Council adjusted its planning and reporting expectations to ensure a closer alignment between assessment plans and the OHSU Graduation Core Competencies beginning in 2018 and during the revision of the Graduation Core Competencies.

CURRENT SCORE

SCORE TREND

Target:	90%
Score:	82%
Results:	▲



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INDICATOR

Student Learning Indicators of Effectiveness 1.2

Percentage of academic programs that use available OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.

OBJECTIVE

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

DETAILS

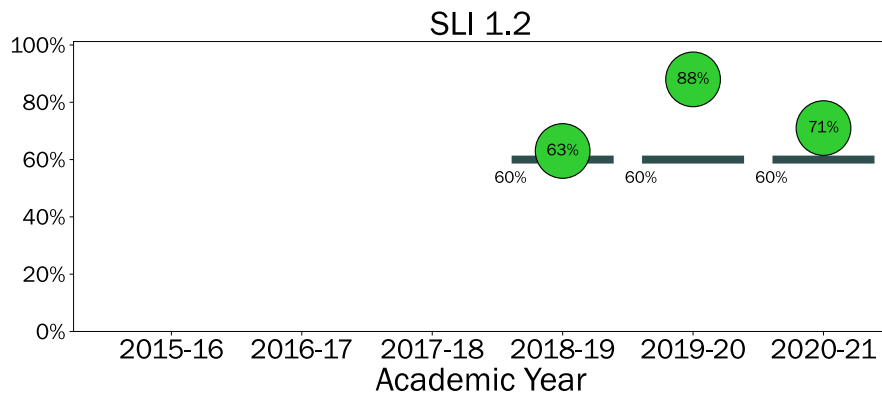
A key role of the OHSU Assessment Council is to provide feedback on assessment plans and reports to aid in continuous improvement for the institution's academic programs. By using annual feedback and suggested recommendations from the OHSU Assessment Council, OHSU's academic programs demonstrate how they use data to inform changes at the course level.

From 2015-2018, the OHSU Assessment Council focused on ensuring programs had comprehensive plans, appropriate student learning outcomes, and thorough reporting structures in place. Beginning in 2018, the OHSU Assessment Council began expecting programs to demonstrate how they were using feedback to "close the loop".

CURRENT SCORE

SCORE TREND

Target:	60%
Score:	71%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Student Learning Indicators of Effectiveness 1.3

Percentage of academic programs that use assessment data to improve the achievement of student learning outcomes.

OBJECTIVE

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

DETAILS

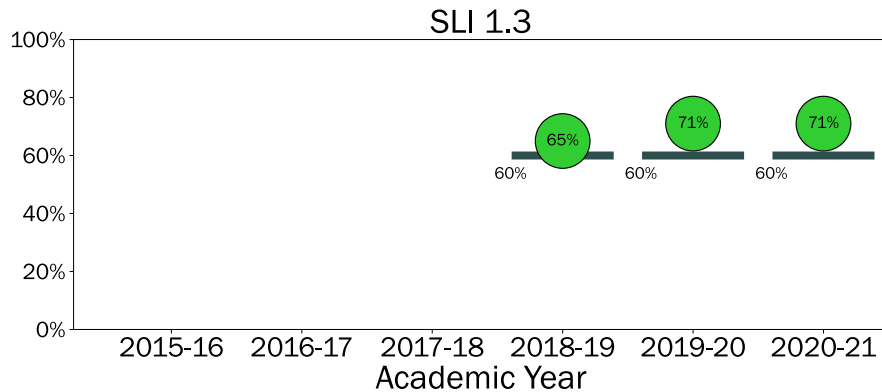
The OHSU Assessment Council, as part of the annual reporting cycle, requests programs provide detailed improvements both on a course and program level. These activities ensure the programs demonstrate how they use data to inform changes at the program level.

From 2015-2018, the OHSU Assessment Council focused on ensuring programs had comprehensive plans, appropriate student learning outcomes, and thorough reporting structures in place. Beginning in 2018, the OHSU Assessment Council began expecting programs to demonstrate how they were using feedback to "close the loop" as part of the assessment process, with revised reporting requirements, which included providing details on how the program was documenting course and program level improvements.

CURRENT SCORE

SCORE TREND

Target:	60%
Score:	71%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Student Learning Indicators of Effectiveness 1.4

Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.

OBJECTIVE

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

DETAILS

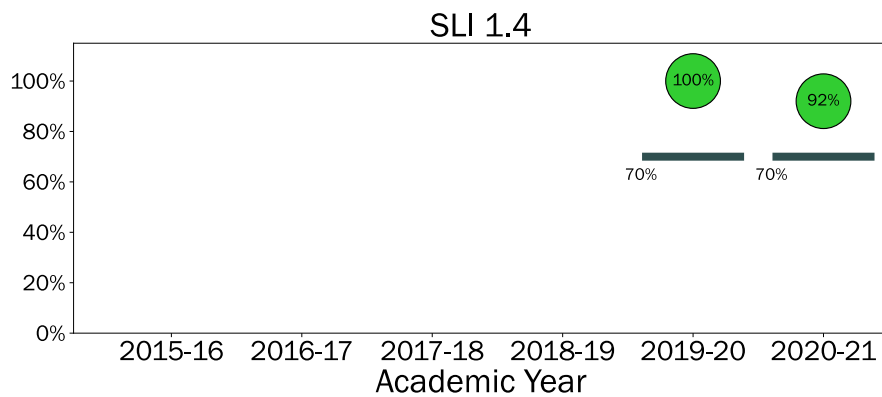
Assessment of student support services is integrated into the regular annual assessment cycle. The OHSU Assessment Council reviews and provides feedback on the assessment plans and reports for OHSU's student support services to ensure alignment with OHSU's Graduation Core Competencies.

In the fall 2018, OHSU instituted an annual survey of all centralized student services, which serves as a consistent reporting tool and encourages alignment with OHSU's Graduation Core Competencies.

CURRENT SCORE

SCORE TREND

Target:	70%
Score:	92%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Student Achievement Indicators of Effectiveness 1.1

Percentage of entering degree/certificate seeking students that are retained to their second year.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

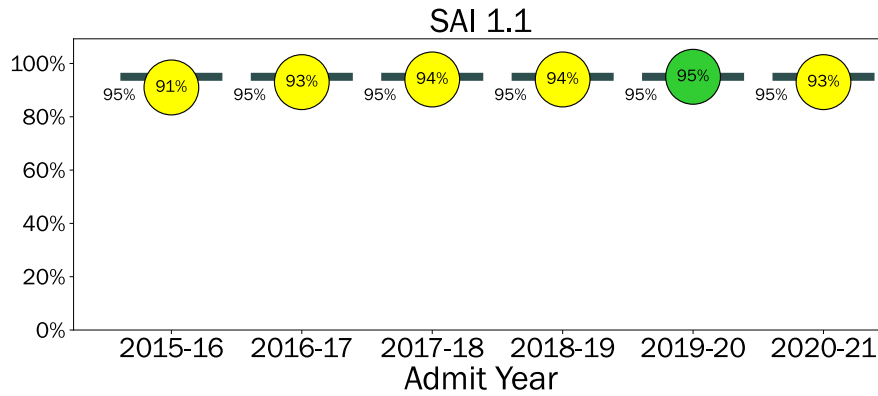
A key metric for student achievement is for OHSU to retain its admitted degree-seeking students from their first to their second year. This data is disaggregated to promote student achievement and close barriers to academic success.

[See disaggregation](#)

CURRENT SCORE

SCORE TREND

Target:	95%
Score:	93%
Results:	▲



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INDICATOR

Student Achievement Indicators of Effectiveness 1.2

Percentage of all degree/certificate seeking students that persist from Fall to Spring.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

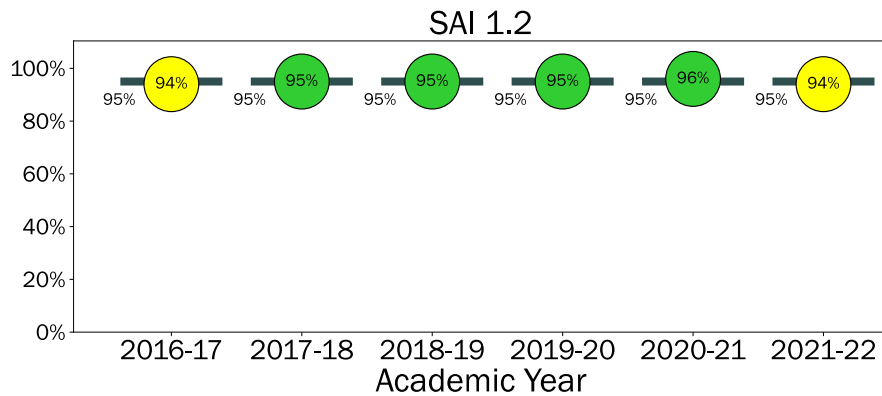
Along with the retention rate from year one to year two, OHSU measures all degree-seeking students persisting in their educational programs. This data is disaggregated to promote student achievement and close barriers to academic success.

[See disaggregation](#)

CURRENT SCORE

Target:	95%
Score:	94%
Results:	▲

SCORE TREND



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INDICATOR

Student Achievement Indicators of Effectiveness 1.3

Percentage of students completing degrees/certificates within 100% of usual program time.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

OHSU tracks the completion rate of its students. OHSU has programs of varying length and the degree/certificate completion rate is tracked at the 100% time to degree with the data disaggregated to promote student achievement and close barriers to academic success.

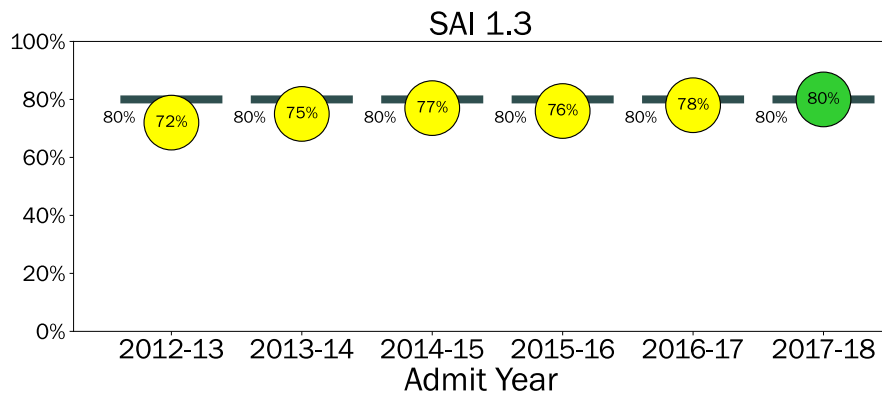
Completion rates are calculated for each cohort based on their admission year. Reported rates lag by 4 years to allow each cohort time to complete their programs.

[See disaggregation](#)

CURRENT SCORE

SCORE TREND

Target:	80%
Score:	80%
Results:	<input checked="" type="checkbox"/>



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INDICATOR

Student Achievement Indicators of Effectiveness 1.4

Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

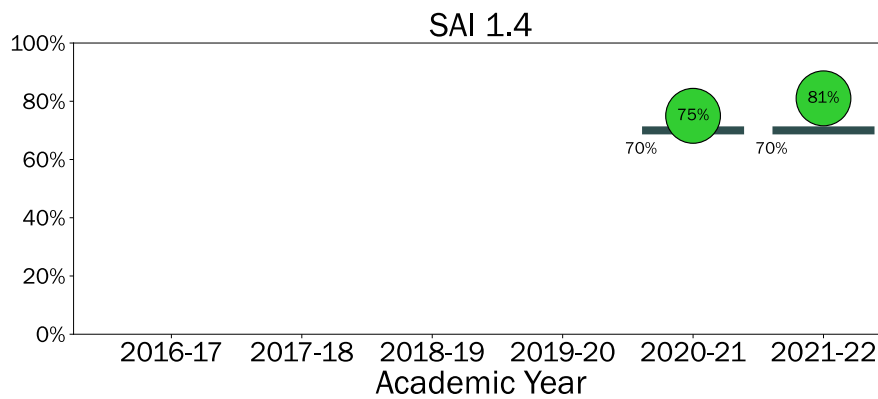
OHSU measures post-graduation success by asking graduates about their post-graduation activities, including if graduates are continuing educational pursuits, entering into a residency program or have obtained employment. This data is disaggregated to promote student achievement and close barriers to academic success.

[See disaggregation](#)

CURRENT SCORE

Target:	70%
Score:	81%
Results:	<input checked="" type="checkbox"/>

SCORE TREND



[Back to summary](#)

INDICATOR

Student Achievement Indicators of Effectiveness 1.5

Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

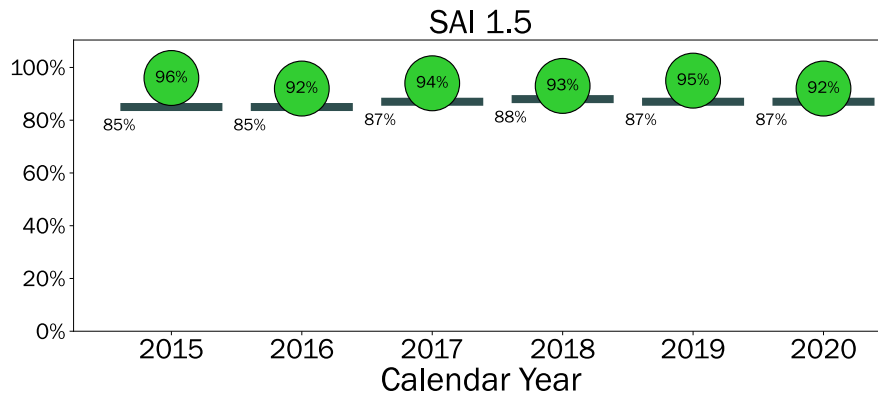
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the B.S. Nursing Students - National Council Licensure Exam (NCLEX) are tracked to ensure graduates are adequately prepared to become healthcare professionals.

[See comparison](#)

CURRENT SCORE

Target:	87%
Score:	92%
Results:	<input checked="" type="checkbox"/>

SCORE TREND



[Back to summary](#)

INDICATOR

Student Achievement Indicators of Effectiveness 1.6

Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

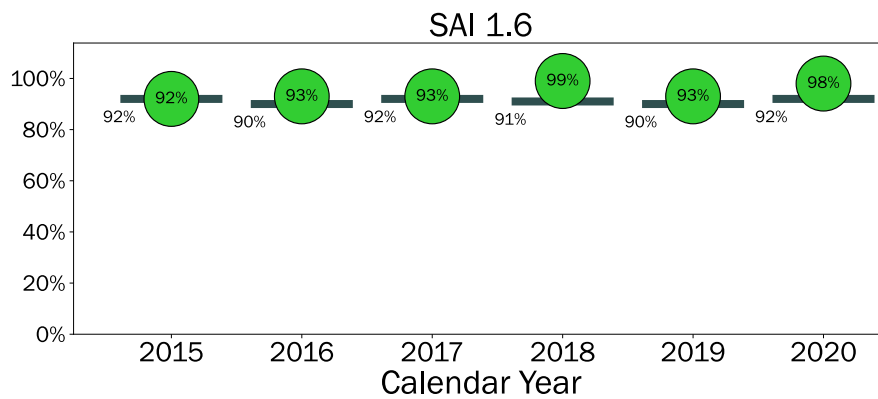
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the D.M.D. Students - National Board Dental Part II Exam are tracked to ensure graduates are adequately prepared to become healthcare professionals.

[See comparison](#)

CURRENT SCORE

Target:	92%
Score:	98%
Results:	<input checked="" type="checkbox"/>

SCORE TREND



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INDICATOR

Student Achievement Indicators of Effectiveness 1.7

Percent of M.D. students passing senior-level credentialing examinations on the first attempt.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

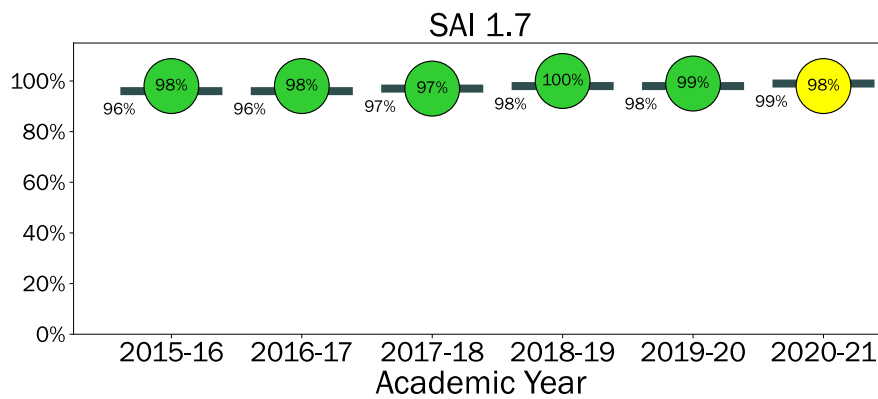
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the M.D. Students - USMLE Step II Clinical Knowledge Exam are tracked to ensure graduates are adequately prepared to become healthcare professionals.

[See comparison](#)

CURRENT SCORE

SCORE TREND

Target:	99%
Score:	98%
Results:	▲



[Back to summary](#)

INDICATOR

Student Achievement Indicators of Effectiveness 1.8

Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the PharmD Students - North American Pharmacist Licensure Examination (NAPLEX) are tracked to ensure graduates are adequately prepared to become healthcare professionals.

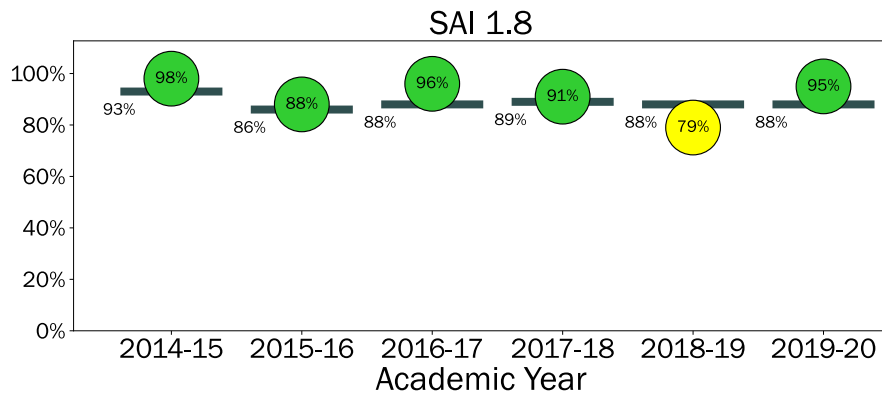
To address the 2019 NAPLEX result shortcoming, the College of Pharmacy surveyed students to determine preference for materials or activities they would find (or would have found) supportive in their NAPLEX preparation, as well as preferred timing and format for the delivery of a Board Review course. Overwhelmingly students preferred receiving a NAPLEX review book early in the P4 year, followed by simulated comprehensive exams and online delivery of sample questions and exams later in the P4 year.

[See comparison](#)

CURRENT SCORE

Target:	88%
Score:	95%
Results:	<input checked="" type="checkbox"/>

SCORE TREND



[Back to summary](#)

INDICATOR

Student Achievement Indicators of Effectiveness 1.9

Number of degrees and certificates awarded each academic year.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

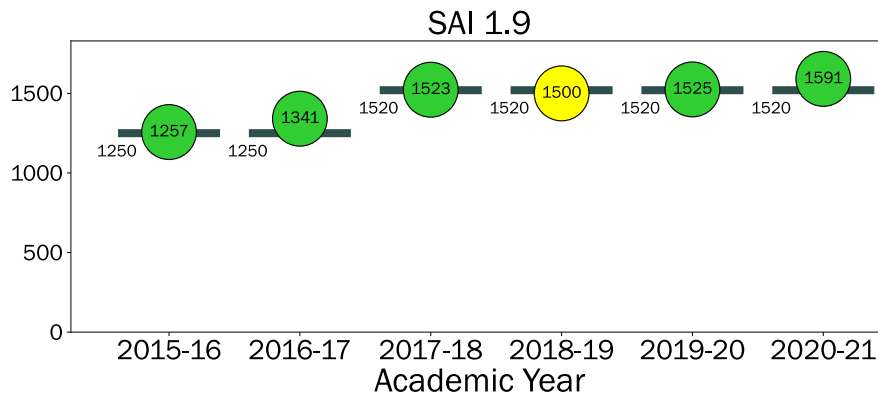
Another key student achievement metric is the total number of degrees and certificates awarded each academic year. Maintaining a consistent supply of trained healthcare professionals and scientists assists in addressing workforce shortages.

[See comparison](#)

CURRENT SCORE

Target:	1520
Score:	1591
Results:	<input checked="" type="checkbox"/>

SCORE TREND



[Back to summary](#)

INDICATOR

Student Achievement Indicators of Effectiveness 1.10

Percentage of M.D. graduates matching to a Residency Program.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

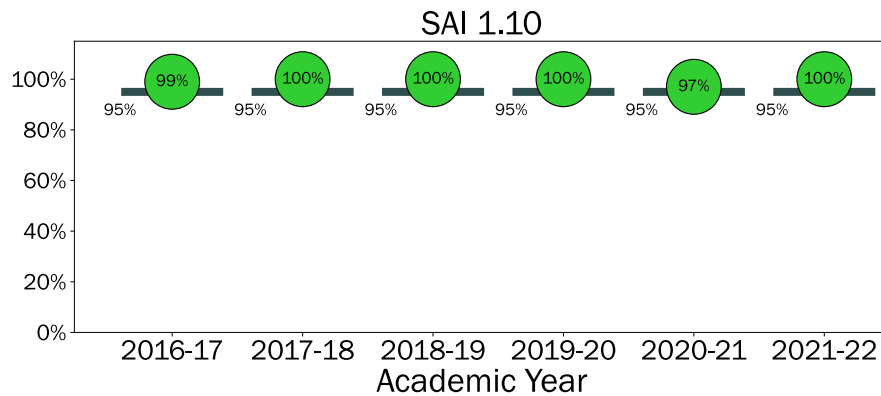
OHSU tracks and compares the percentage of M.D. graduates who match to a medical residency program. This student achievement and persistence metric tracks the success of M.D. students in continuing their medical training. Run by the National Resident Matching Program, fourth-year medical students learn whether and where they will spend the next three to five years as resident-physicians, persist with their professional pursuits, and where some of them will ultimately stay on to practice medicine. Ensuring a high percentage of M.D. graduates match to a residency program assists in addressing workforce shortages.

[See comparison](#)

CURRENT SCORE

SCORE TREND

Target:	95%
Score:	100%
Results:	<input checked="" type="checkbox"/>



[Back to summary](#)

INDICATOR

Student Achievement Indicators of Effectiveness 1.11

Official OHSU Fiscal Year Cohort Default Rate as published by the U.S. Department of Education.

OBJECTIVE

Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

DETAILS

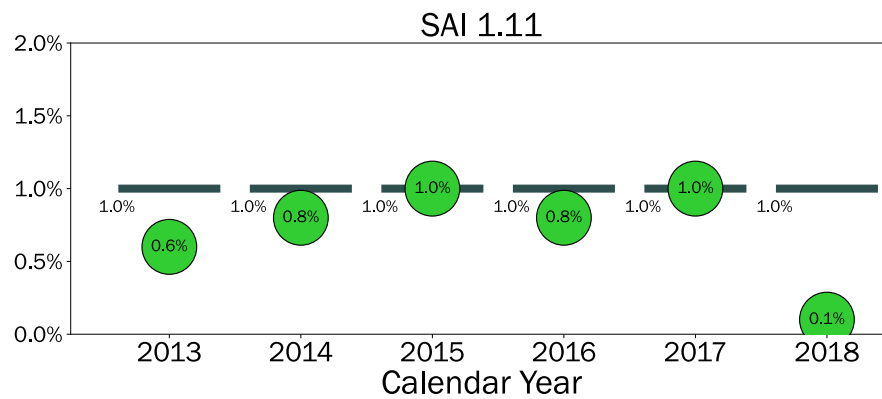
OHSU monitors and reports, annually to NWCCU and publicly on its Financial Aid website, its 3-Year Official Cohort Default Rate as determined by the U.S. Department of Education and reported in the National Student Loan Database System (NSLDS). Success in loan repayment, as identified by a low default rate, demonstrates an individual's ability to repay their student loans and is a measure of post-graduation success.

[See comparison](#)

CURRENT SCORE

Target:	1.0%
Score:	0.1%
Results:	<input checked="" type="checkbox"/>

SCORE TREND



[Back to summary](#)

Disaggregation

Indicators

This report disaggregates the historical performance of the following indicators:

Indicator	Details
SAI 1.1	Percentage of entering degree/certificate seeking students that are retained to their second year.
SAI 1.2	Percentage of all degree/certificate seeking students that persist from Fall to Spring.
SAI 1.3	Percentage of students completing degrees/certificates within 100% of usual program time.
SAI 1.4	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study)

Disaggregated Groups

Group	Details
Age Group	Age ranges grouped in alignment with the ranges reported in IPEDS. Each student's age is calculated by comparing their date of birth to the date of the start of their admission term.
Degree Type	Type of degree offered by the program to which the student is admitted.
Expected Family Contribution	EFC as determined through the Free Application for Federal Student Aid (FAFSA). Pell Eligibility is evaluated by comparing EFC to eligibility criteria by year of admission. EFC data is not available in the Student Information System until the 2017-18 admit year.
Gender	Male, Female, and Non-Reported options for gender.
Parent Education	Highest educational attainment reported for the student's mother or father. Parent education data is not available in the Student Information System until the 2017-18 admit year.
Race/ Ethnicity	Race and Ethnicity are defined by the IPEDS categorization. See here for more details about the IPEDS methodology. OHSU's disaggregation further differentiates these categories, defining Underrepresented Minorities as those students who identify themselves as at least one of the following: Korean, Vietnamese, American Indian or Alaska Native, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander.
School	School/College of the program to which the student is admitted.

Retention Disaggregated

Definition

Retention is defined as the percent of eligible students admitted in a given year who are retained for their second year.

Students are considered eligible if:

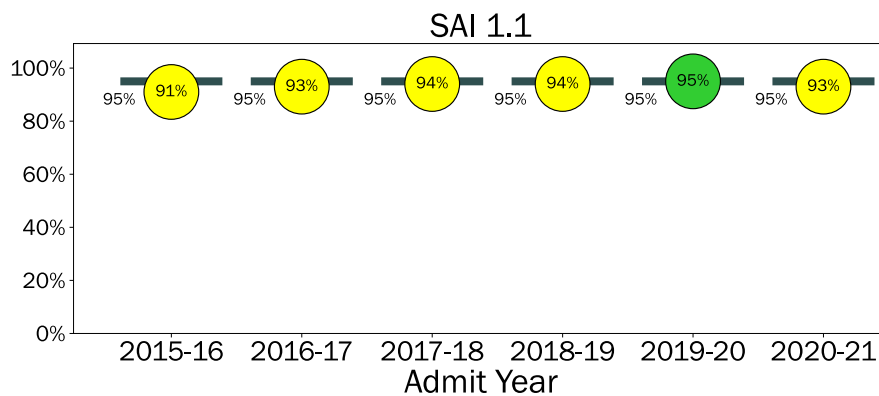
- They are admitted as a degree/certificate-seeking student to a program that is longer than one year
- They attempt at least 1 credit in their first full year (starting from their admission term)
- They did not graduate within their first year.

Students are considered retained if:

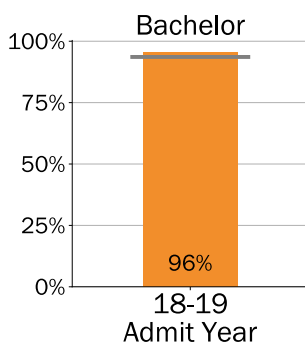
- They attempt at least 1 credit in their second full year

Indicator

SAI 1.1: Percentage of entering degree/certificate seeking students that are retained to their second year.

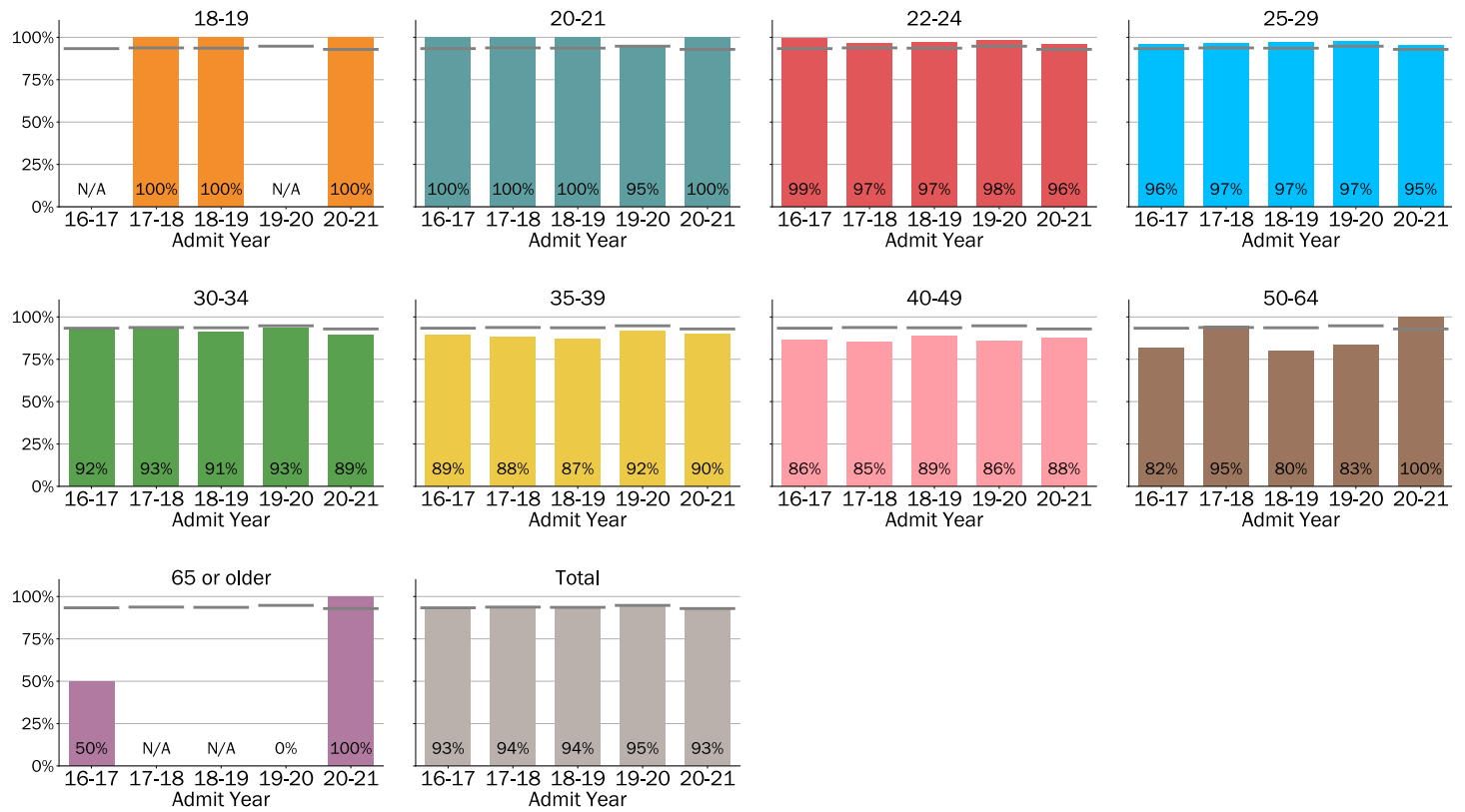


Guide to Interpreting the Disaggregation Graphs



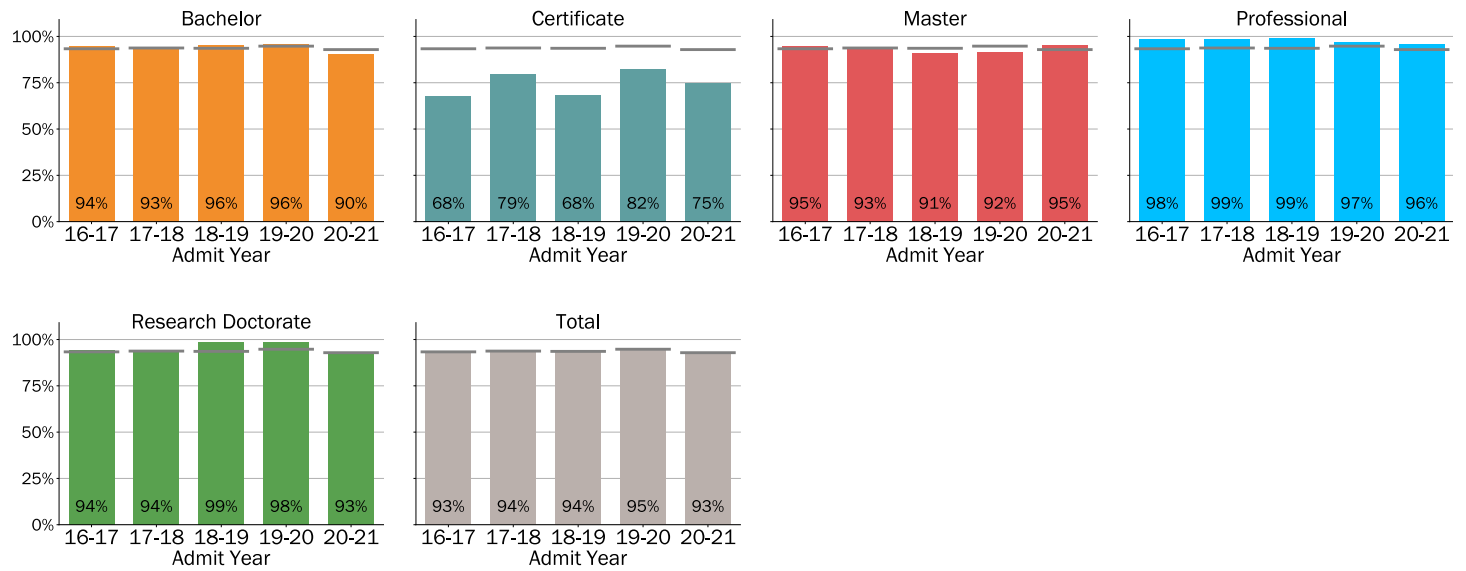
Among degree/certificate-seeking students admitted in 2018-19 to a program longer than one year and who did not graduate in their first year, 96% of students admitted to a "Bachelor" program were still enrolled in their second year. This Retention Rate is compared to the overall population rate of 95% (gray bar).

Retention by Age Group



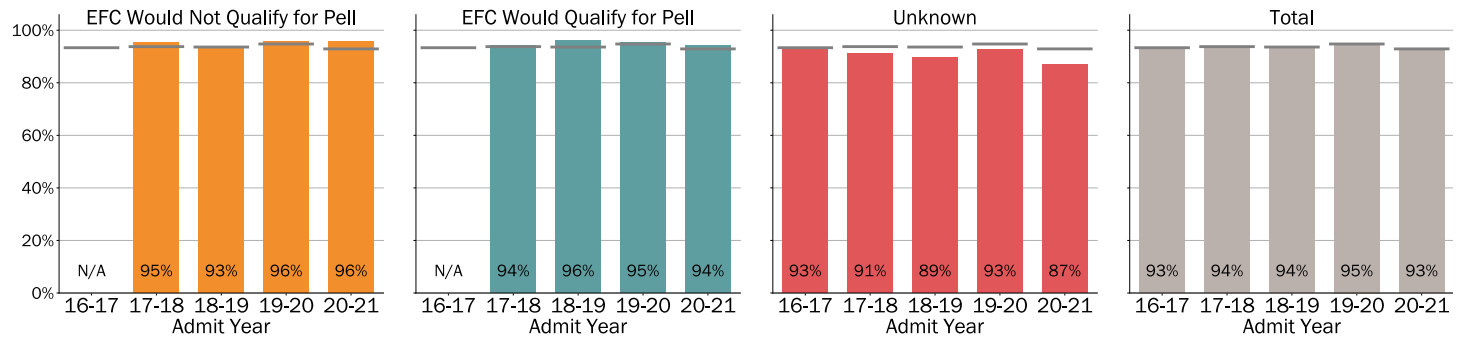
Five Year Averages for Retention				
Age Group	Eligible	Count	Rate	Gap vs Total
18-19	<1	<1	100%	+6.3%
20-21	21	20	99%	+5.4%
22-24	193	188	97%	+3.7%
25-29	374	360	96%	+2.7%
30-34	222	203	92%	-1.9%
35-39	117	104	89%	-4.6%
40-49	102	88	87%	-7.0%
50-64	20	17	86%	-7.8%
65 or older	<1	<1	50%	-43.7%
Total	1049	983	94%	0.0%

Retention by Degree Type



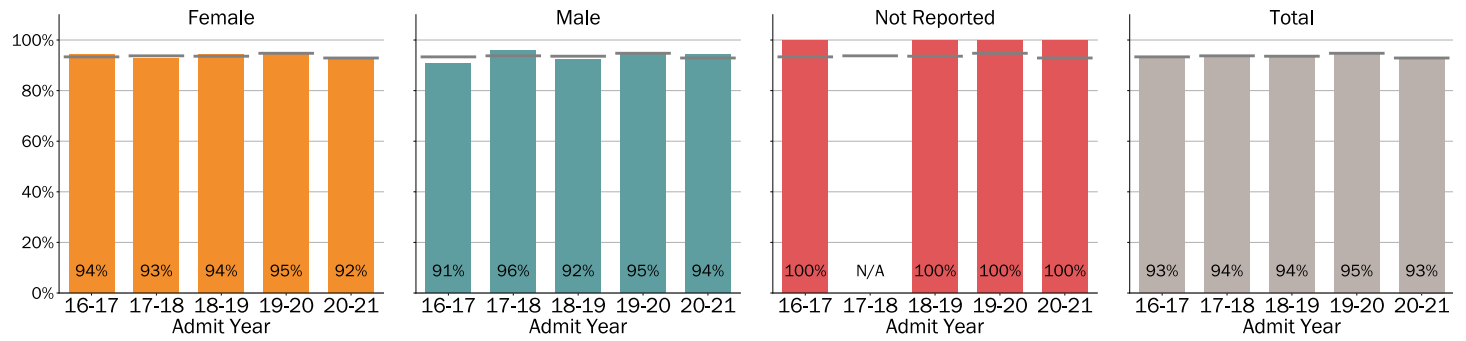
Degree Type	Five Year Averages for Retention			
	Eligible Count	Count	Rate	Gap vs Total
Bachelor	353	331	94%	+0.2%
Certificate	58	43	74%	-20.1%
Master	302	281	93%	-0.5%
Professional	276	269	98%	+4.1%
Research Doctorate	61	58	96%	+2.0%
Total	1049	983	94%	0.0%

Retention by Expected Family Contribution (EFC)



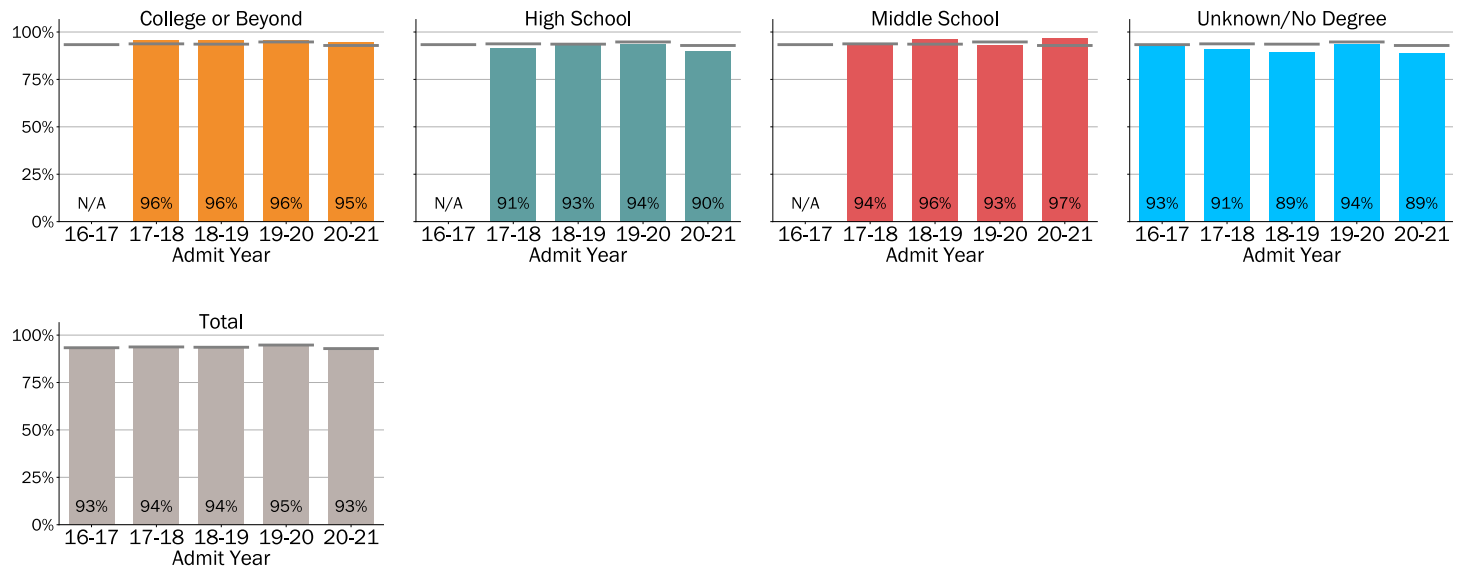
Five Year Averages for Retention				
Expected Family Contribution (EFC)	Eligible Count	Rate	Gap vs Total	
EFC Would Not Qualify for Pell	272	258	95%	+1.4%
EFC Would Qualify for Pell	359	341	95%	+1.3%
Unknown	418	383	92%	-2.0%
Total	1049	983	94%	0.0%

Retention by Gender



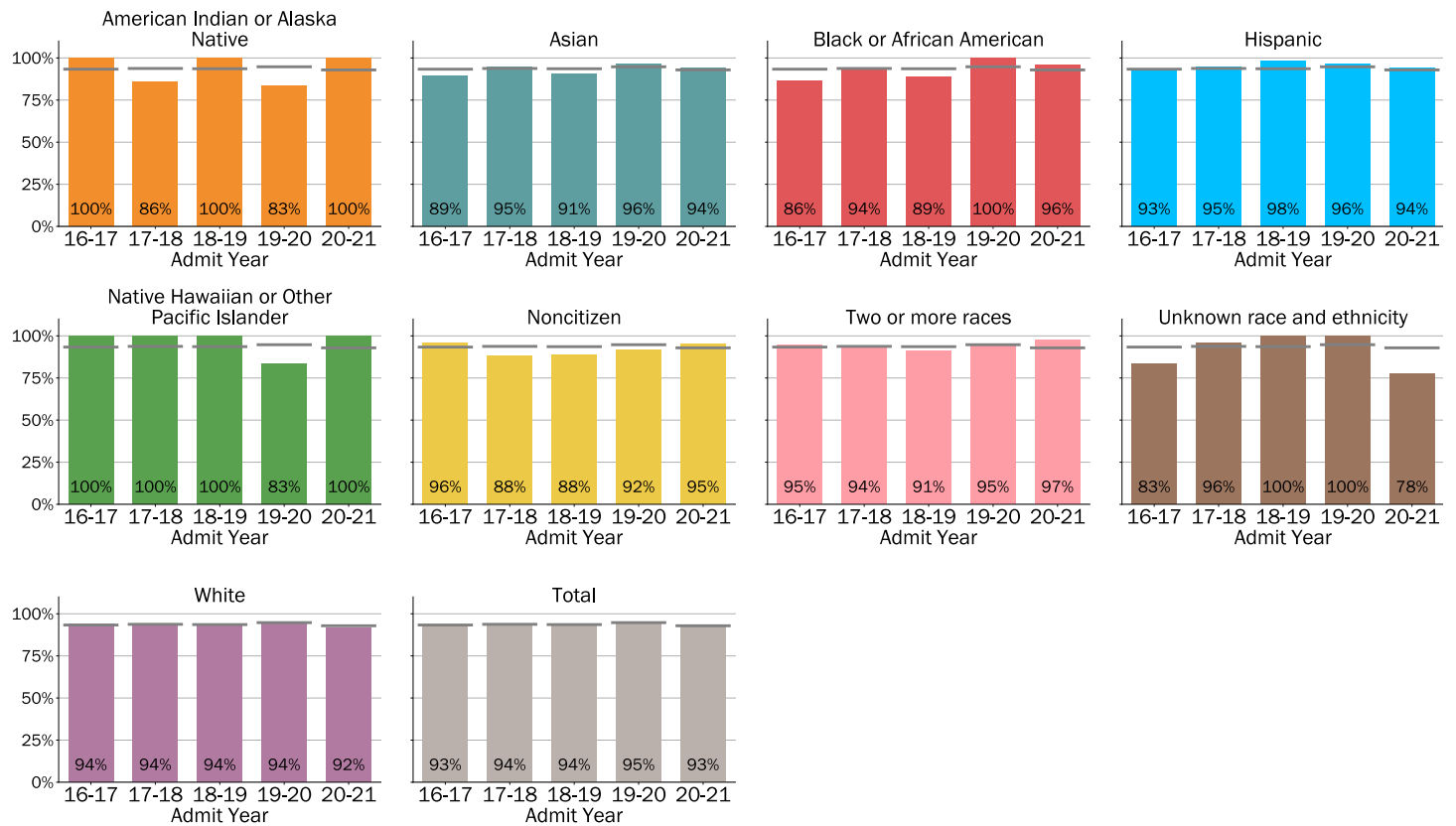
Five Year Averages for Retention				
Gender	Eligible Count	Count	Rate	Gap vs Total
Female	733	686	94%	-0.0%
Male	315	295	94%	-0.0%
Not Reported	2	2	100%	+6.3%
Total	1049	983	94%	0.0%

Retention by Parent Education



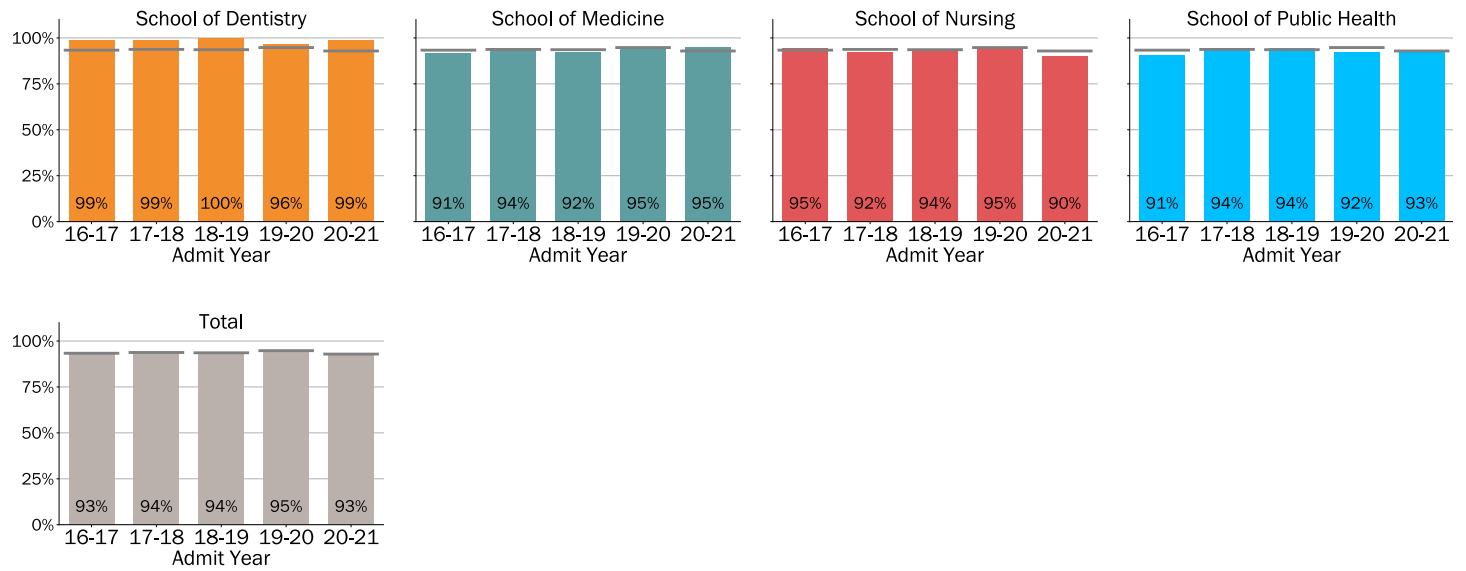
Parent Education	Five Year Averages for Retention			
	Eligible Count	Count	Rate	Gap vs Total
College or Beyond	463	443	96%	+1.9%
High School	164	151	92%	-1.6%
Middle School	24	23	95%	+1.4%
Unknown/No Degree	398	366	92%	-1.6%
Total	1049	983	94%	0.0%

Retention by Race/Ethnicity



Race/Ethnicity	Five Year Averages for Retention			
	Eligible Count	Rate	Gap vs Total	
American Indian or Alaska Native	6	6	93%	-0.3%
Asian	111	103	93%	-0.7%
Black or African American	20	19	93%	-0.6%
Hispanic	103	98	95%	+1.7%
Native Hawaiian or Other Pacific Islander	3	3	94%	+0.1%
Noncitizen	26	24	92%	-2.1%
Two or more races	64	61	94%	+0.7%
Unknown race and ethnicity	17	16	92%	-1.8%
White	699	654	94%	-0.1%
Total	1049	983	94%	0.0%

Retention by School



School	Five Year Averages for Retention			
	Eligible Count	Rate	Gap vs Total	
School of Dentistry	84	83	99%	+4.9%
School of Medicine	420	393	94%	-0.1%
School of Nursing	459	427	93%	-0.7%
School of Public Health	86	80	93%	-0.6%
Total	1049	983	94%	0.0%

Persistence Disaggregated

Definition

Persistence is defined as the percent of eligible students enrolled in Fall of a given year who persisted to the following Spring.

Students are considered eligible if:

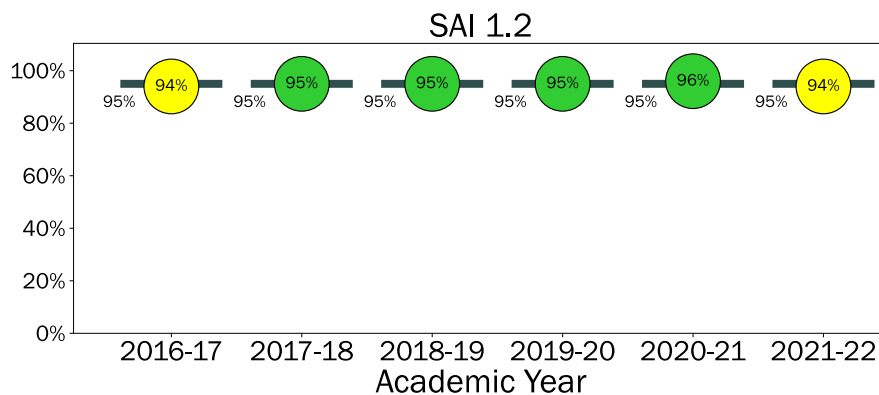
- They are admitted as a degree/certificate-seeking student to a program that is longer than one year
- They attempt at least 1 credit in Fall
- They did not graduate before Spring.

Students are considered to persist if:

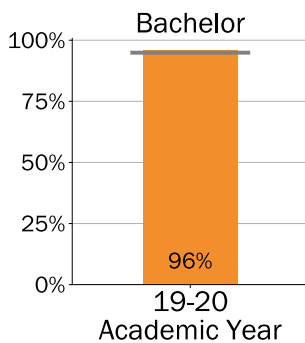
- They attempt at least 1 credit in Spring

Indicator

SAI 1.2: Percentage of all degree/certificate seeking students that persist from Fall to Spring.

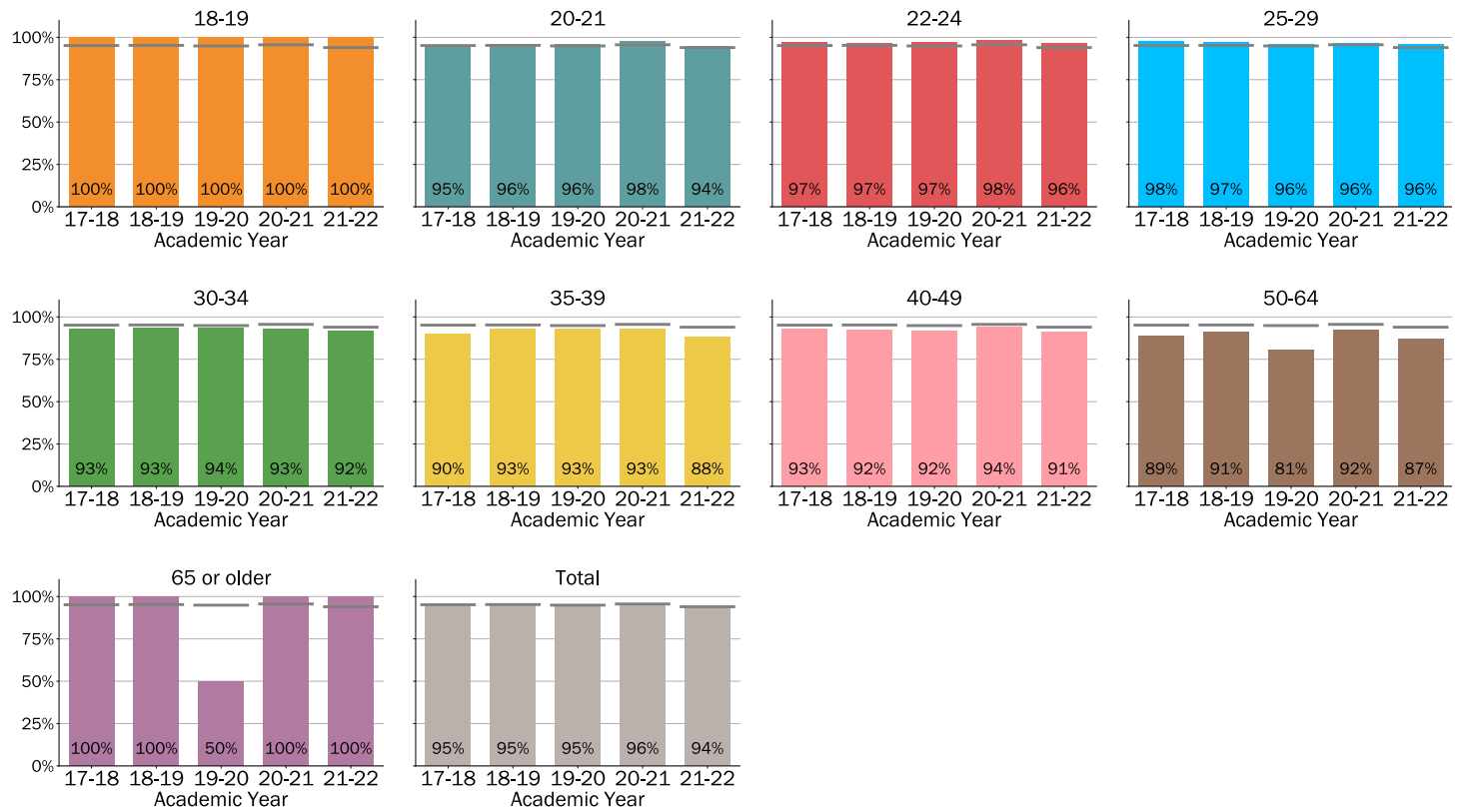


Guide to Interpreting the Disaggregation Graphs



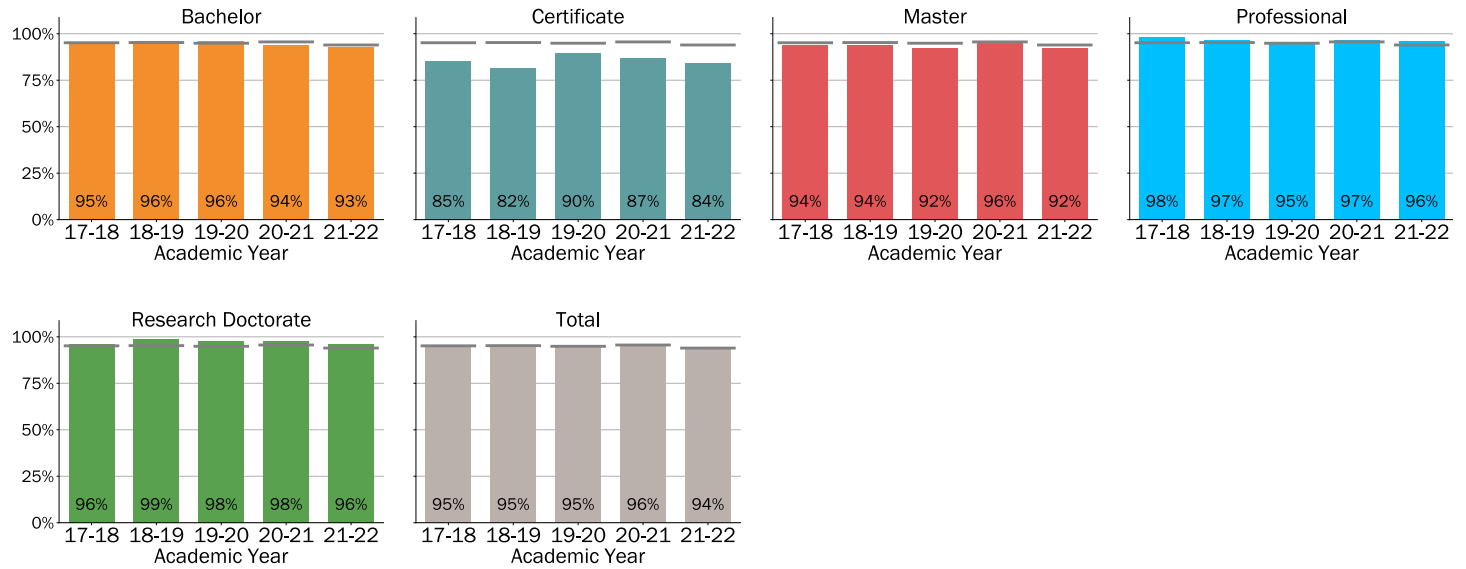
Among degree/certificate-seeking students enrolled in Fall 2019 who had not yet graduated by Spring 2020, 96% of students admitted to a "Bachelor" program enrolled again in Spring 2020. This Persistence Rate is compared to the overall population rate of 95% (gray bar).

Persistence by Age Group



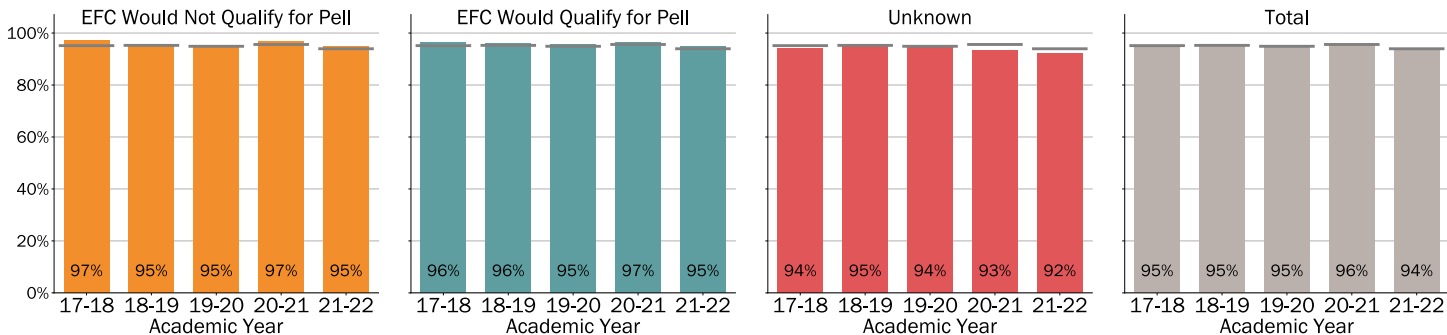
Five Year Averages for Persistence				
Age Group	Eligible	Count	Rate	Gap vs Total
18-19	1	1	100%	+5.0%
20-21	43	41	96%	+0.8%
22-24	467	452	97%	+1.9%
25-29	861	832	97%	+1.6%
30-34	406	378	93%	-2.0%
35-39	212	193	91%	-3.7%
40-49	175	161	92%	-2.7%
50-64	33	29	88%	-7.2%
65 or older	1	1	83%	-11.6%
Total	2199	2089	95%	0.0%

Persistence by Degree Type



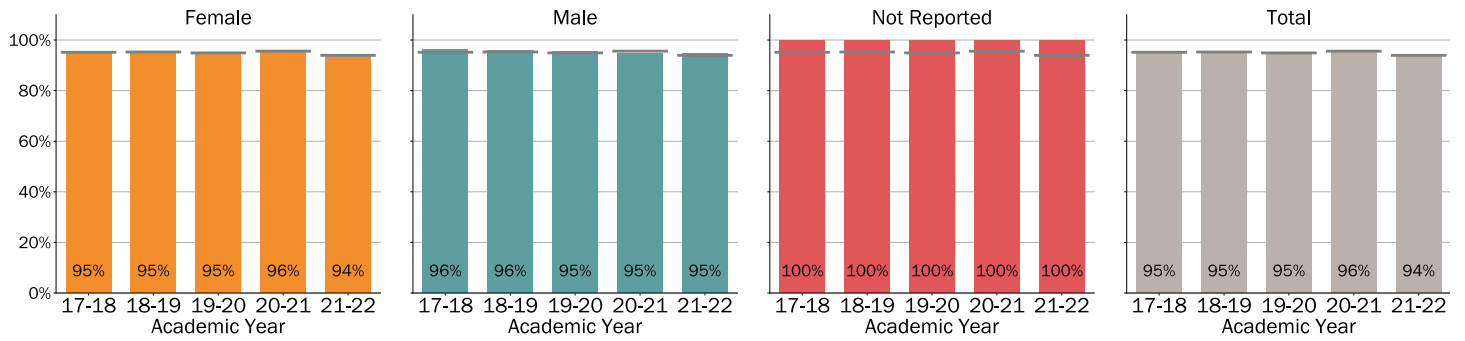
Five Year Averages for Persistence				
Degree Type	Eligible	Count	Rate	Gap vs Total
Bachelor	559	529	95%	-0.4%
Certificate	100	85	85%	-9.6%
Master	479	448	94%	-1.4%
Professional	799	771	97%	+1.5%
Research Doctorate	263	256	97%	+2.4%
Total	2199	2089	95%	0.0%

Persistence by Expected Family Contribution (EFC)



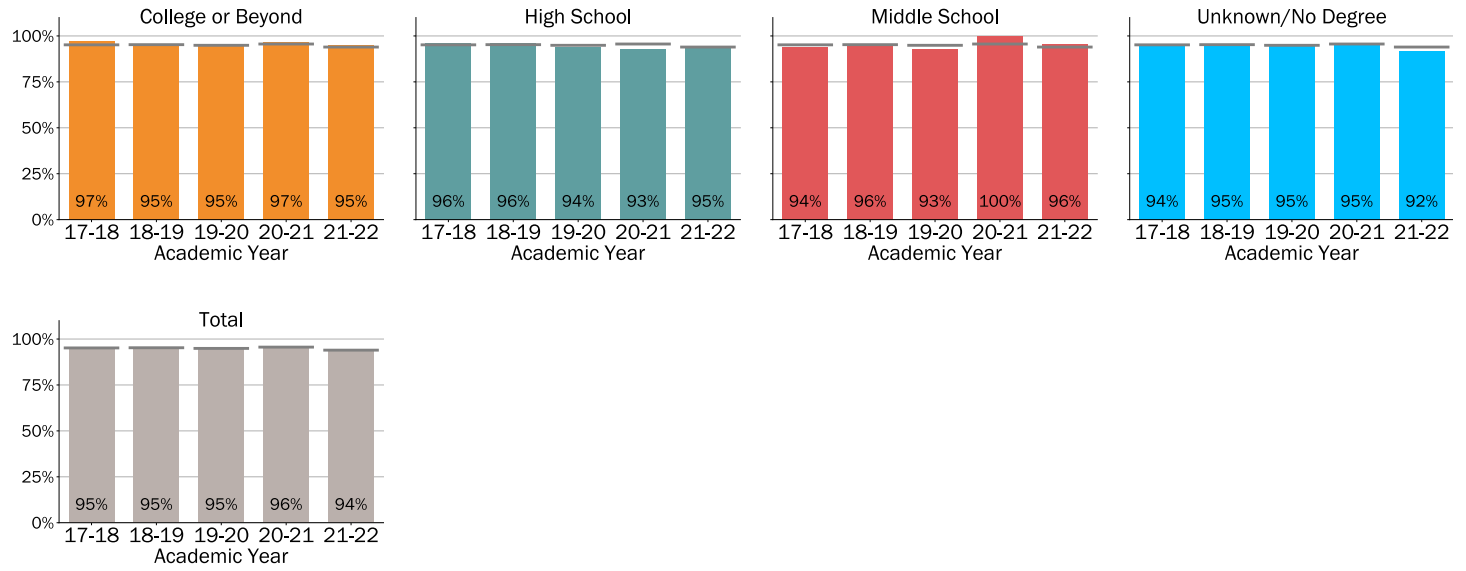
Five Year Averages for Persistence				
Expected Family Contribution (EFC)	Eligible	Count	Rate	Gap vs Total
EFC Would Not Qualify for Pell	550	526	96%	+0.6%
EFC Would Qualify for Pell	805	770	96%	+0.7%
Unknown	844	793	94%	-1.1%
Total	2199	2089	95%	0.0%

Persistence by Gender



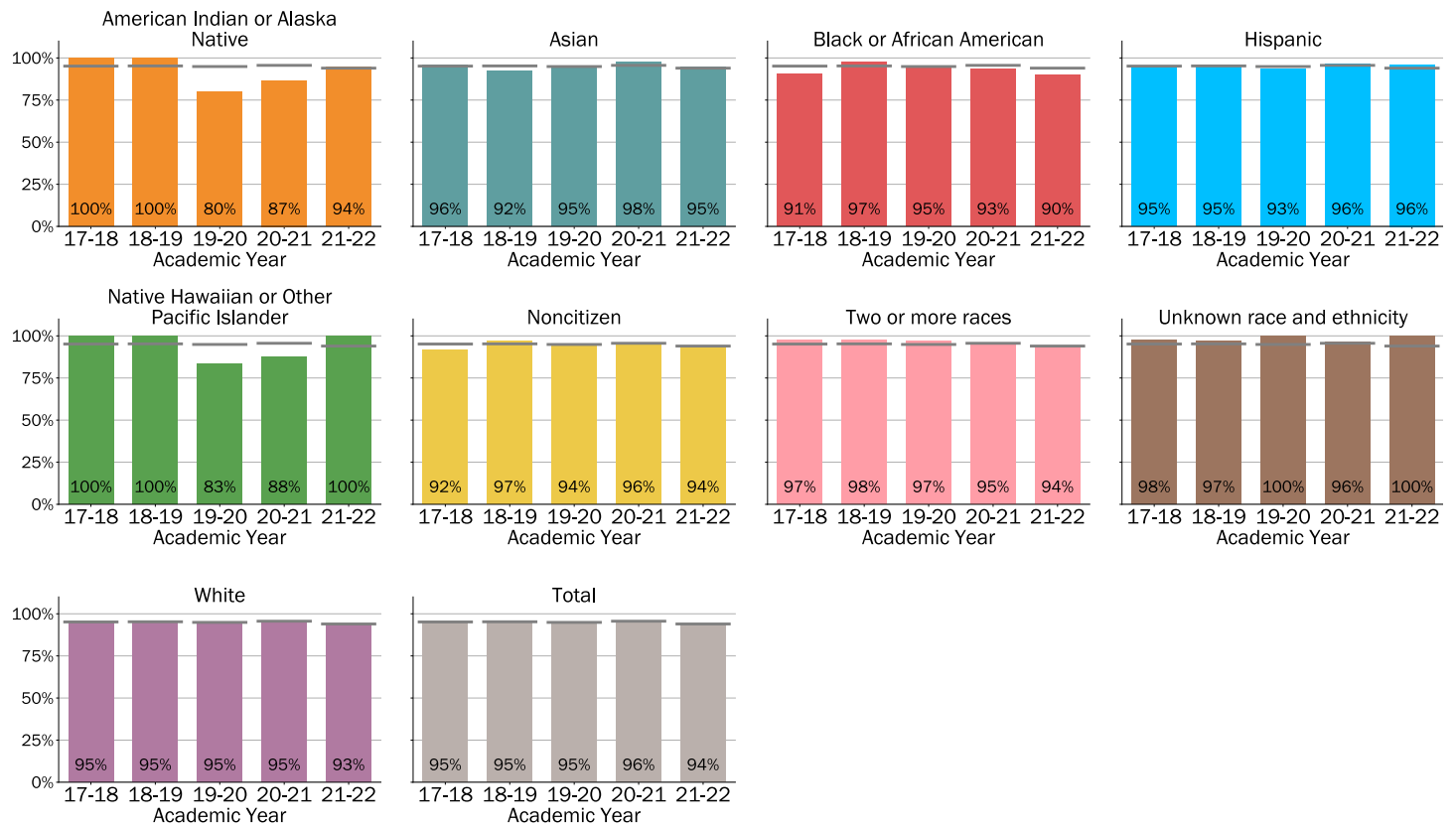
Five Year Averages for Persistence				
Gender	Eligible	Count	Rate	Gap vs Total
Female	1460	1383	95%	-0.2%
Male	736	702	95%	+0.4%
Not Reported	4	4	100%	+5.0%
Total	2199	2089	95%	0.0%

Persistence by Parent Education



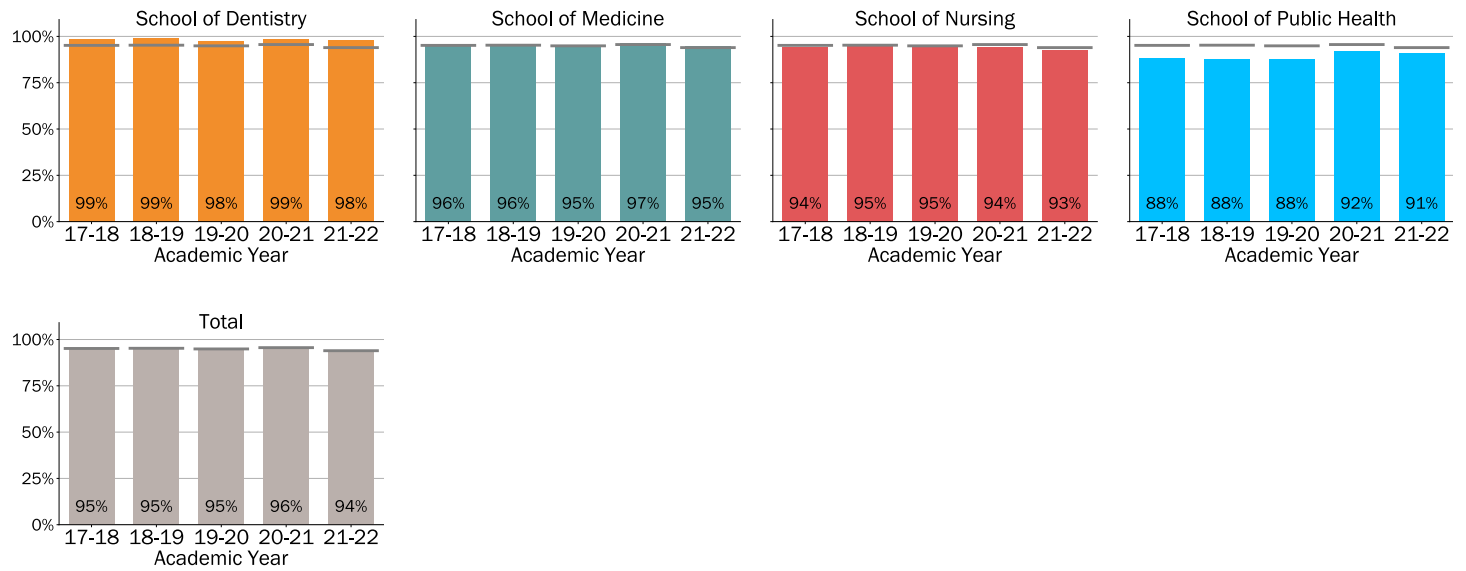
Parent Education	Five Year Averages for Persistence			
	Eligible	Count	Rate	Gap vs Total
College or Beyond	1007	964	96%	+0.7%
High School	333	315	95%	-0.4%
Middle School	51	49	96%	+0.7%
Unknown/No Degree	807	761	94%	-0.8%
Total	2199	2089	95%	0.0%

Persistence by Race/Ethnicity



Race/Ethnicity	Five Year Averages for Persistence			
	Eligible	Count	Rate	Gap vs Total
American Indian or Alaska Native	12	11	92%	-3.3%
Asian	263	250	95%	+0.0%
Black or African American	46	43	93%	-1.9%
Hispanic	214	204	95%	+0.3%
Native Hawaiian or Other Pacific Islander	5	5	93%	-2.4%
Noncitizen	67	63	95%	-0.3%
Two or more races	132	127	96%	+1.1%
Unknown race and ethnicity	29	28	98%	+3.0%
White	1430	1357	95%	-0.1%
Total	2199	2089	95%	0.0%

Persistence by School



School	Five Year Averages for Persistence			
	Eligible	Count	Rate	Gap vs Total
School of Dentistry	242	238	98%	+3.5%
School of Medicine	1055	1009	96%	+0.6%
School of Nursing	718	676	94%	-0.7%
School of Public Health	184	165	90%	-5.3%
Total	2199	2089	95%	0.0%

Completion Within 100% of Program Length Disaggregated

Definition

Completion Within 100% is defined as the percent of eligible students admitted in a given year who complete their admission program with 100% of their program's official length.

Students are considered eligible if:

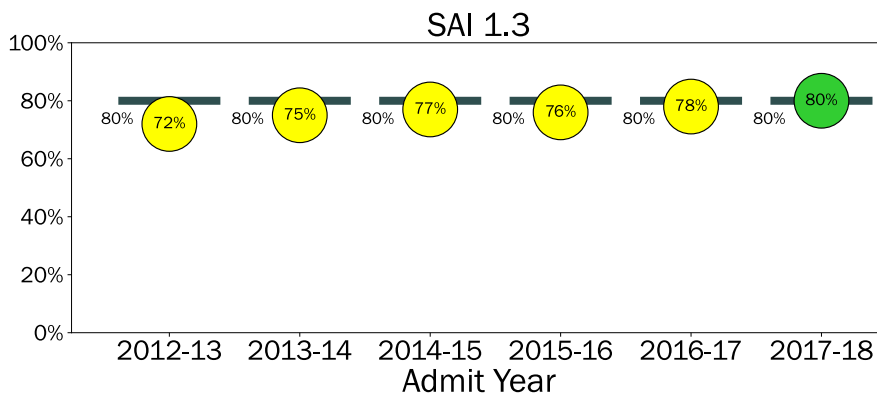
- They are admitted as a degree/certificate-seeking student
- They attempt at least 1 credit after being admitted
- They have been enrolled for at least as long as their program's official length

Students are considered to have completed if:

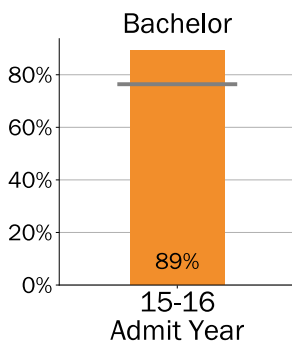
- They graduate within 100% of their program's official length
- They received a degree of the same type as the degree to which they were admitted

Indicator

SAI 1.3: Percentage of students completing degrees/certificates within 100% of usual program time.

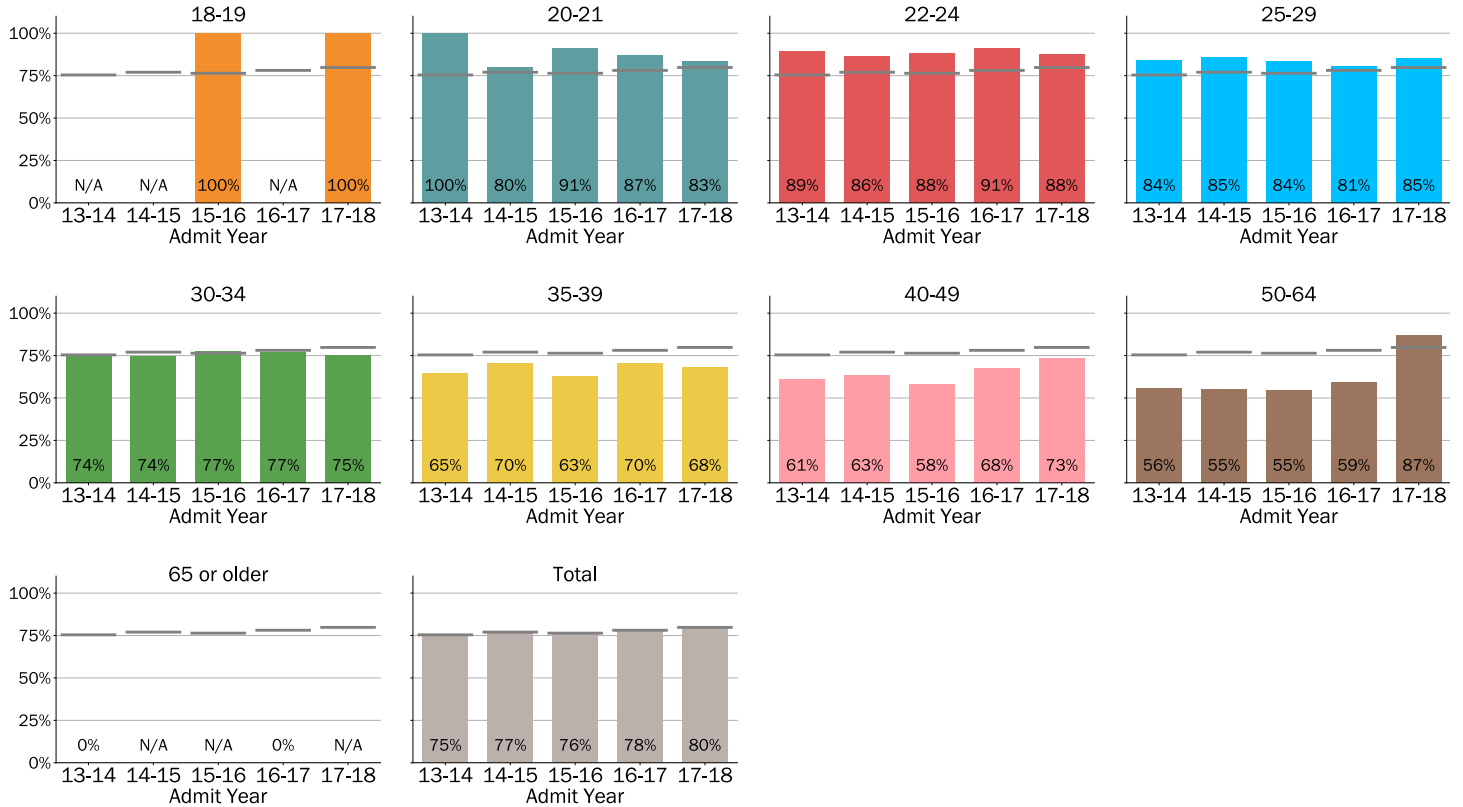


Guide to Interpreting the Disaggregation Graphs



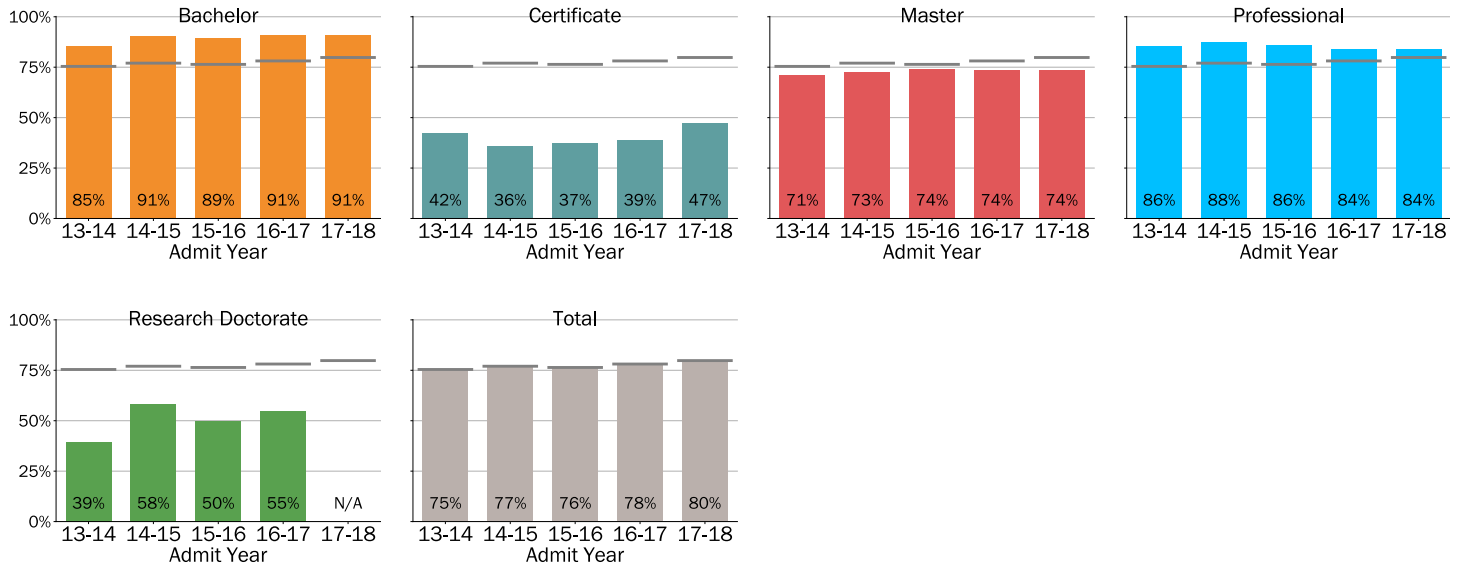
Among degree/certificate-seeking students admitted in 2015-16 who have been enrolled for at least 100% of their program length, 89% of students admitted to a "Bachelor" program graduated with a degree at their admission level within 100% of their program length. This Completion Rate is compared to the overall population rate of 76% (gray bar).

Completion Within 100% of Program Length by Age Group



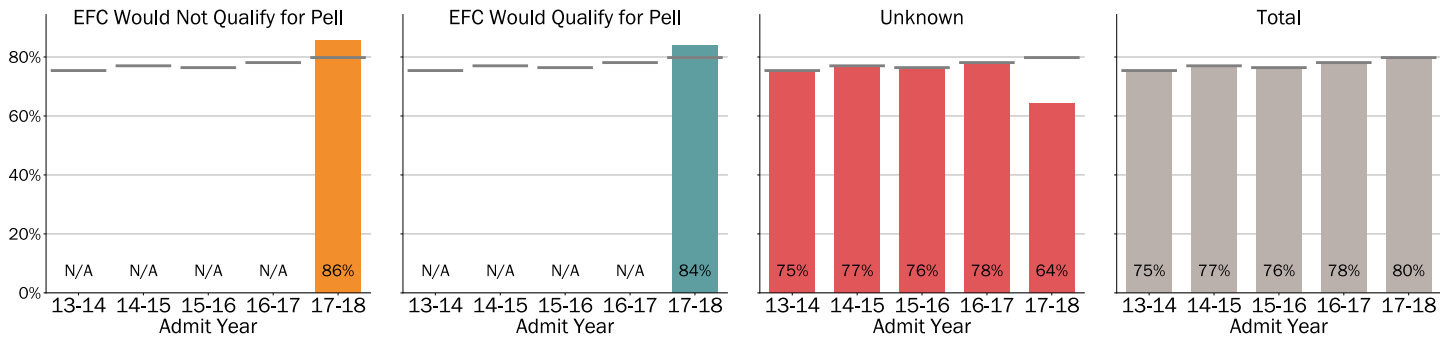
Five Year Averages for Completion Within 100pct				
Age Group	Eligible	Count	Rate	Gap vs Total
18-19	<1	<1	100%	+22.7%
20-21	17	15	87%	+9.7%
22-24	168	148	88%	+11.1%
25-29	371	311	84%	+6.4%
30-34	248	188	76%	-1.6%
35-39	137	92	67%	-10.2%
40-49	137	88	64%	-12.9%
50-64	44	26	59%	-18.1%
65 or older	<1	<1	0%	-77.3%
Total	1123	869	77%	0.0%

Completion Within 100% of Program Length by Degree Type



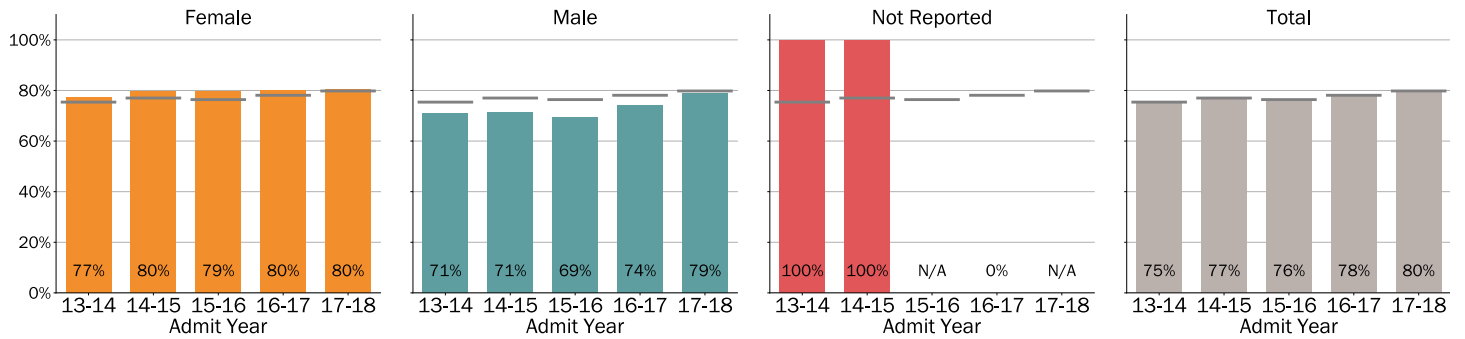
Five Year Averages for Completion Within 100pct				
Degree Type	Eligible	Count	Rate	Gap vs Total
Bachelor	412	368	89%	+12.0%
Certificate	131	52	40%	-37.4%
Master	306	223	73%	-4.3%
Professional	247	211	85%	+8.0%
Research Doctorate	28	14	51%	-26.6%
Total	1123	869	77%	0.0%

Completion Within 100% of Program Length by Expected Family Contribution (EFC)



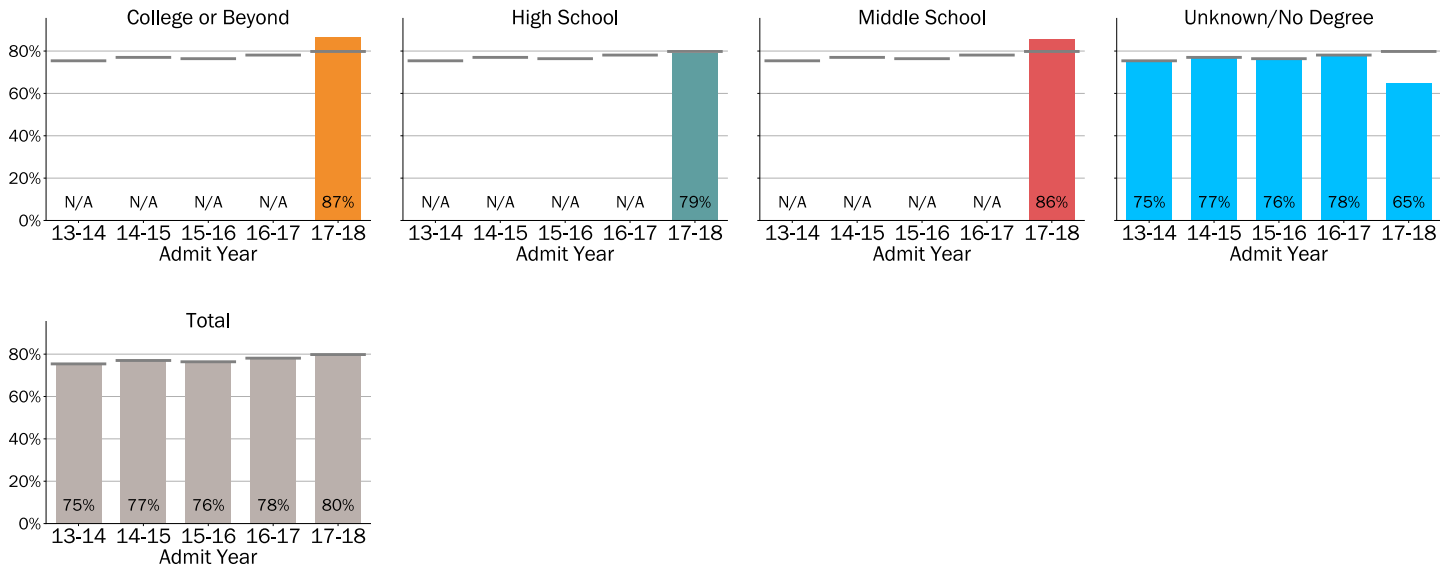
Five Year Averages for Completion Within 100pct				
Expected Family Contribution (EFC)	Eligible	Count	Rate	Gap vs Total
EFC Would Not Qualify for Pell	66	57	86%	+8.5%
EFC Would Qualify for Pell	104	88	84%	+6.8%
Unknown	953	724	76%	-1.3%
Total	1123	869	77%	0.0%

Completion Within 100% of Program Length by Gender



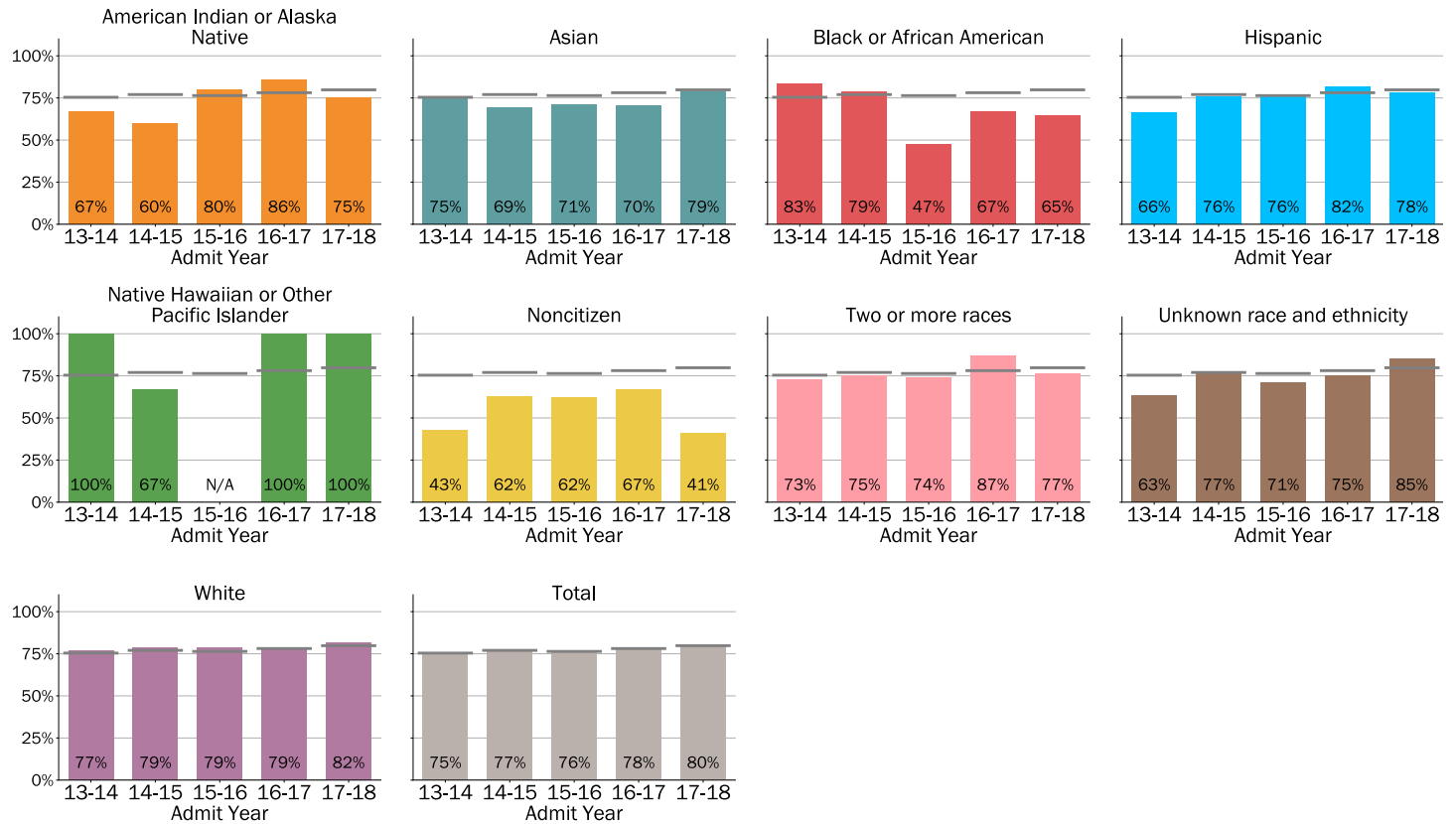
Five Year Averages for Completion Within 100pct				
Gender	Eligible	Count	Rate	Gap vs Total
Female	782	620	79%	+2.0%
Male	341	249	73%	-4.5%
Not Reported	<1	<1	67%	-10.7%
Total	1123	869	77%	0.0%

Completion Within 100% of Program Length by Parent Education



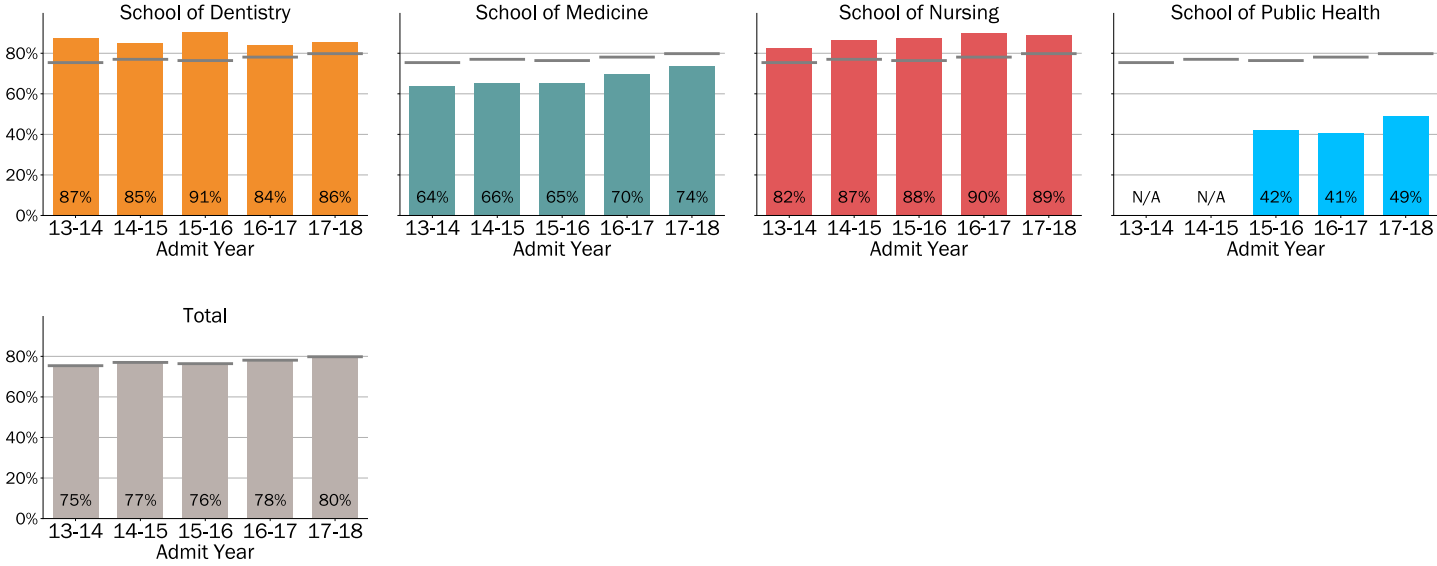
Five Year Averages for Completion Within 100pct				
Parent Education	Eligible	Count	Rate	Gap vs Total
College or Beyond	121	105	87%	+9.4%
High School	40	32	79%	+1.9%
Middle School	7	6	86%	+8.4%
Unknown/No Degree	955	726	76%	-1.3%
Total	1123	869	77%	0.0%

Completion Within 100% of Program Length by Race/Ethnicity



Race/Ethnicity	Five Year Averages for Completion Within 100pct			
	Eligible	Count	Rate	Gap vs Total
American Indian or Alaska Native	6	5	74%	-3.1%
Asian	108	79	73%	-4.3%
Black or African American	17	11	66%	-11.1%
Hispanic	78	60	76%	-0.9%
Native Hawaiian or Other Pacific Islander	2	1	87%	+10.2%
Noncitizen	20	11	56%	-21.5%
Two or more races	52	40	78%	+0.2%
Unknown race and ethnicity	36	26	74%	-3.7%
White	804	635	79%	+1.6%
Total	1123	869	77%	0.0%

Completion Within 100% of Program Length by School



School	Five Year Averages for Completion Within 100pct			
	Eligible	Count	Rate	Gap vs Total
School of Dentistry	86	74	86%	+9.1%
School of Medicine	463	313	68%	-9.8%
School of Nursing	532	463	87%	+9.7%
School of Public Health	42	19	44%	-33.1%
Total	1123	869	77%	0.0%

Post Graduation Success Disaggregated

Definition

Post Graduation Success is defined as the percent of eligible survey respondents in a given year who indicate that they are continuing their education/training or are employed.

Students are considered eligible if:

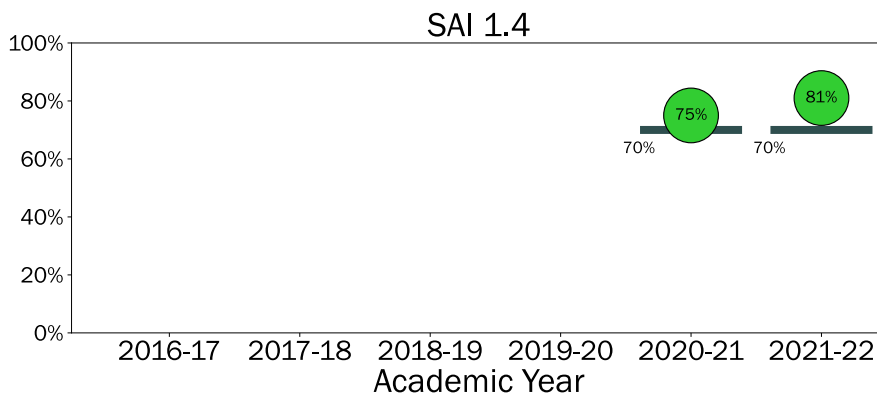
- They graduate from an OHSU program
- They respond to the Post Graduation Success survey sent to all OHSU graduates

Students are consider Post Graduation Successful if they indicate one of the following options:

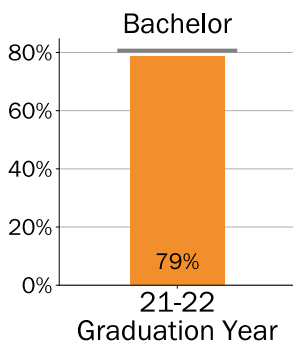
- I am currently employed, and will continue working for that organization or in that capacity.
- I will start a residency program.
- I have secured a position (including, but not limited to, post-doctoral fellowships) and will begin employment.
- I will continue my education and plan to enroll in another academic program within a year of graduating.

Indicator

SAI 1.4: Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).

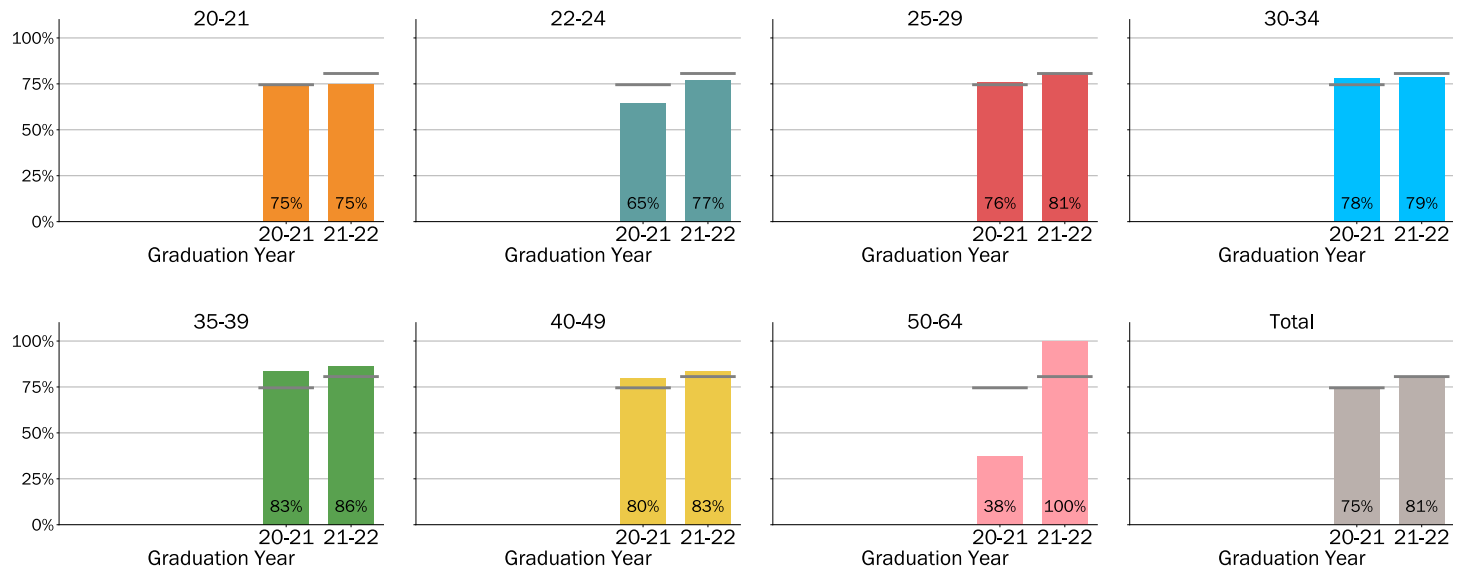


Guide to Interpreting the Disaggregation Graphs



Among 2021-22 graduates who responded to the Post Graduation Success survey, 77% of respondents who graduated from a "Bachelor" program indicated they are continuing educational pursuits, entering into a residency program or have obtained employment. This Post Graduation Success Rate is compared to the overall population rate of 80% (gray bar).

Post Graduation Success by Age Group



Five Year Averages for Post Graduation Success

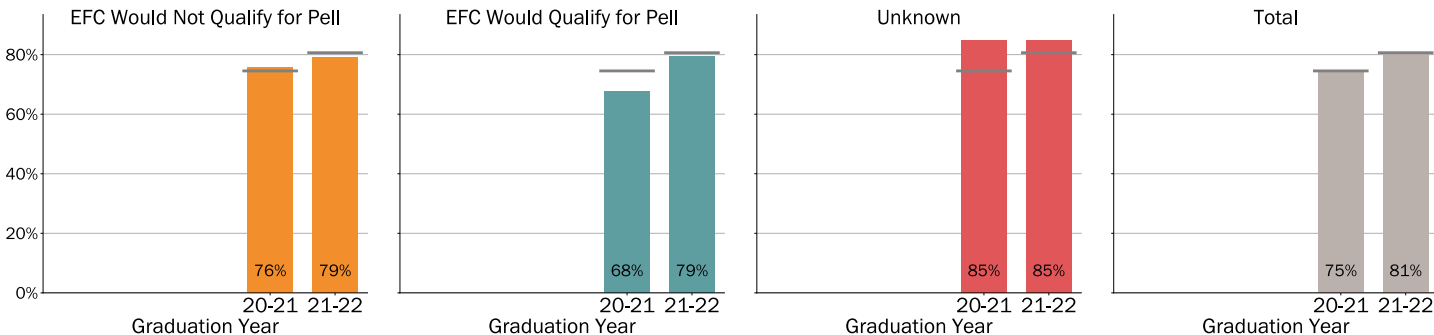
Age Group	Eligible	Count	Rate	Gap vs Total
20-21	12	9	75%	-3.0%
22-24	92	66	71%	-6.8%
25-29	175	138	79%	+0.9%
30-34	110	86	79%	+0.5%
35-39	50	42	85%	+7.0%
40-49	48	40	81%	+3.4%
50-64	8	6	71%	-7.4%
Total	496	386	78%	0.0%

Post Graduation Success by Degree Type



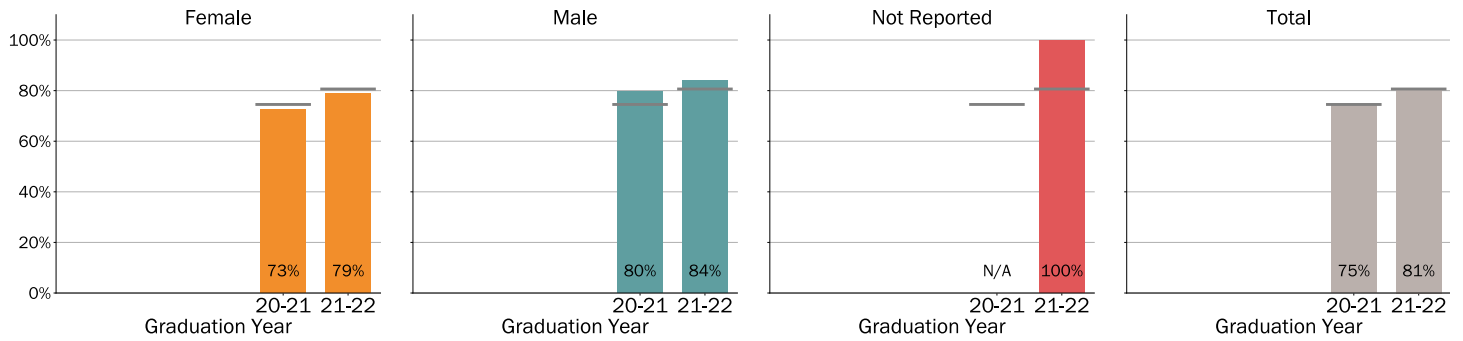
Five Year Averages for Post Graduation Success				
Degree Type	Eligible	Count	Rate	Gap vs Total
Bachelor	164	123	75%	-3.0%
Certificate	31	24	76%	-2.2%
Master	148	108	73%	-5.1%
Prof. Doctorate	124	107	86%	+7.9%
Research Doctorate	28	26	89%	+11.5%
Total	496	386	78%	0.0%

Post Graduation Success by Expected Family Contribution (EFC)



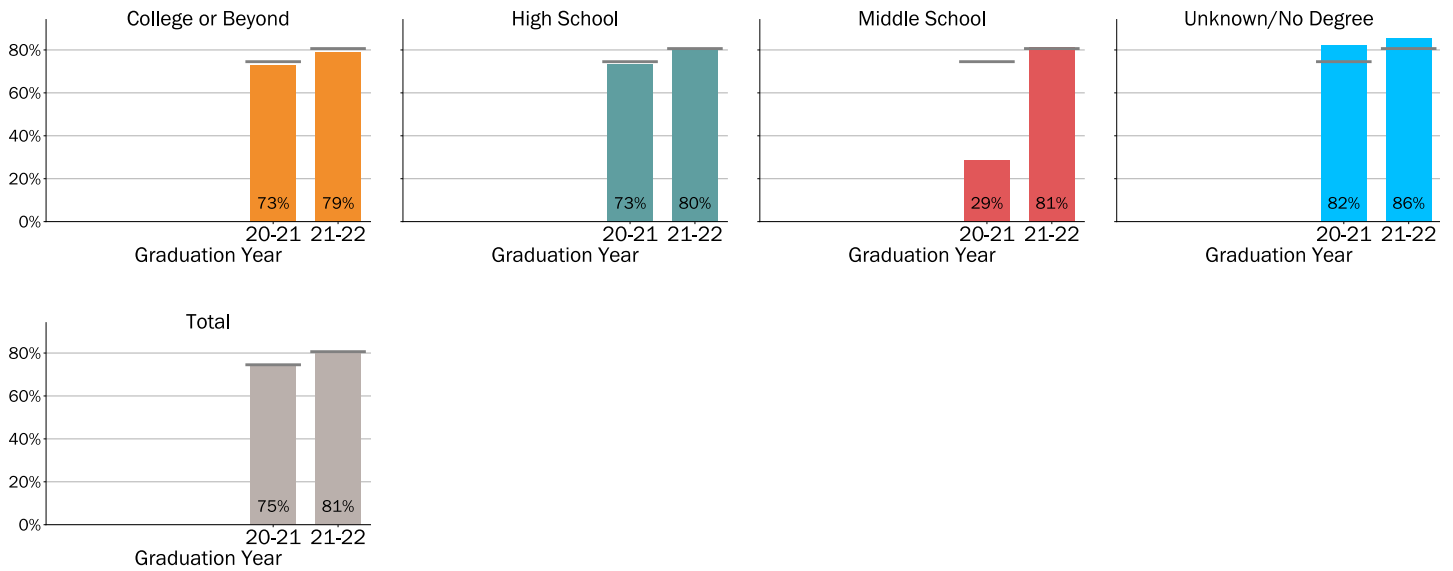
Five Year Averages for Post Graduation Success				
Expected Family Contribution (EFC)	Eligible	Count	Rate	Gap vs Total
EFC Would Not Qualify for Pell	162	126	78%	-0.2%
EFC Would Qualify for Pell	204	151	74%	-4.2%
Unknown	129	110	85%	+6.9%
Total	496	386	78%	0.0%

Post Graduation Success by Gender



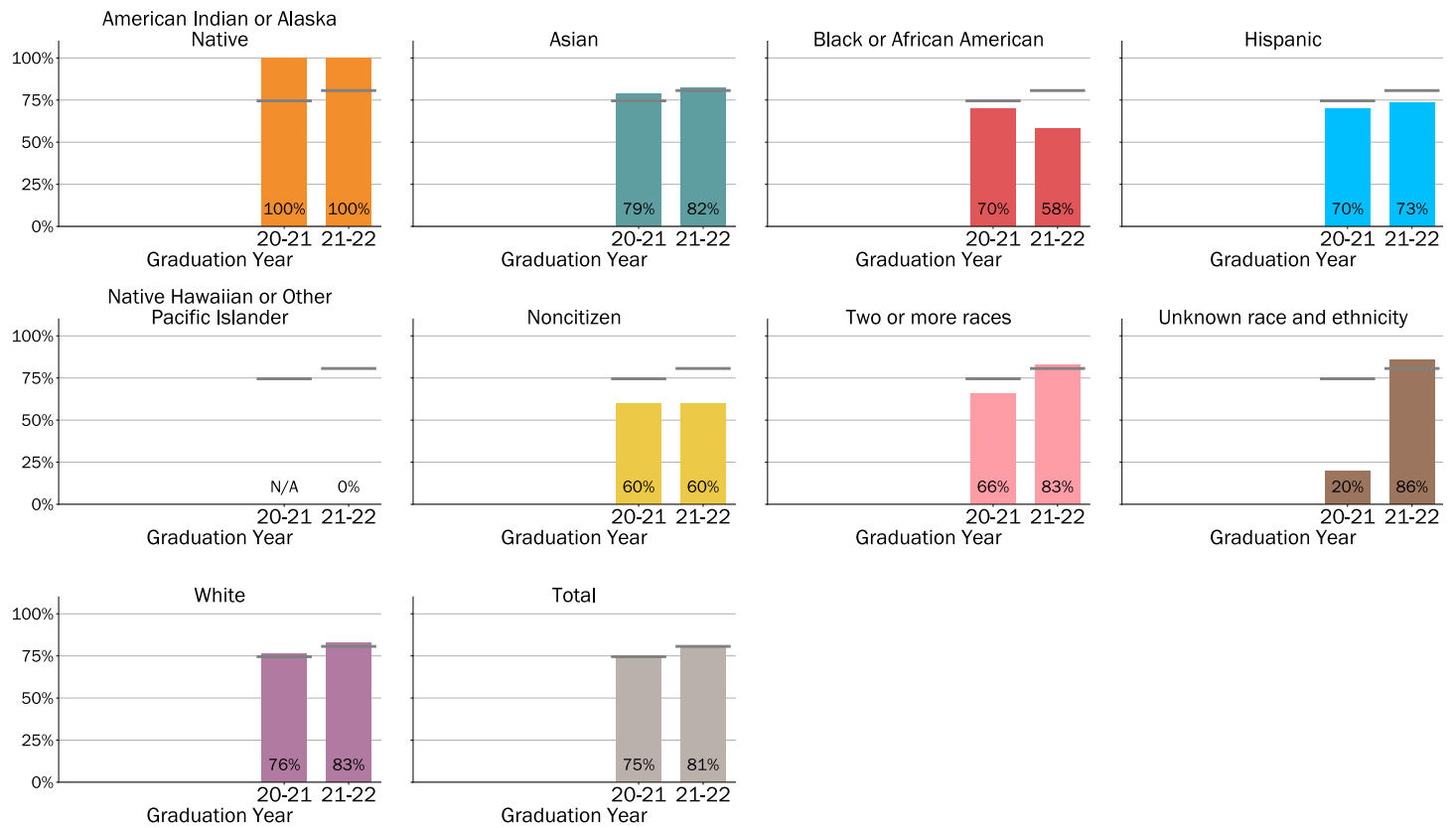
Five Year Averages for Post Graduation Success				
Gender	Eligible	Count	Rate	Gap vs Total
Female	340	258	76%	-2.0%
Male	154	127	82%	+4.2%
Not Reported	2	2	100%	+22.0%
Total	496	386	78%	0.0%

Post Graduation Success by Parent Education



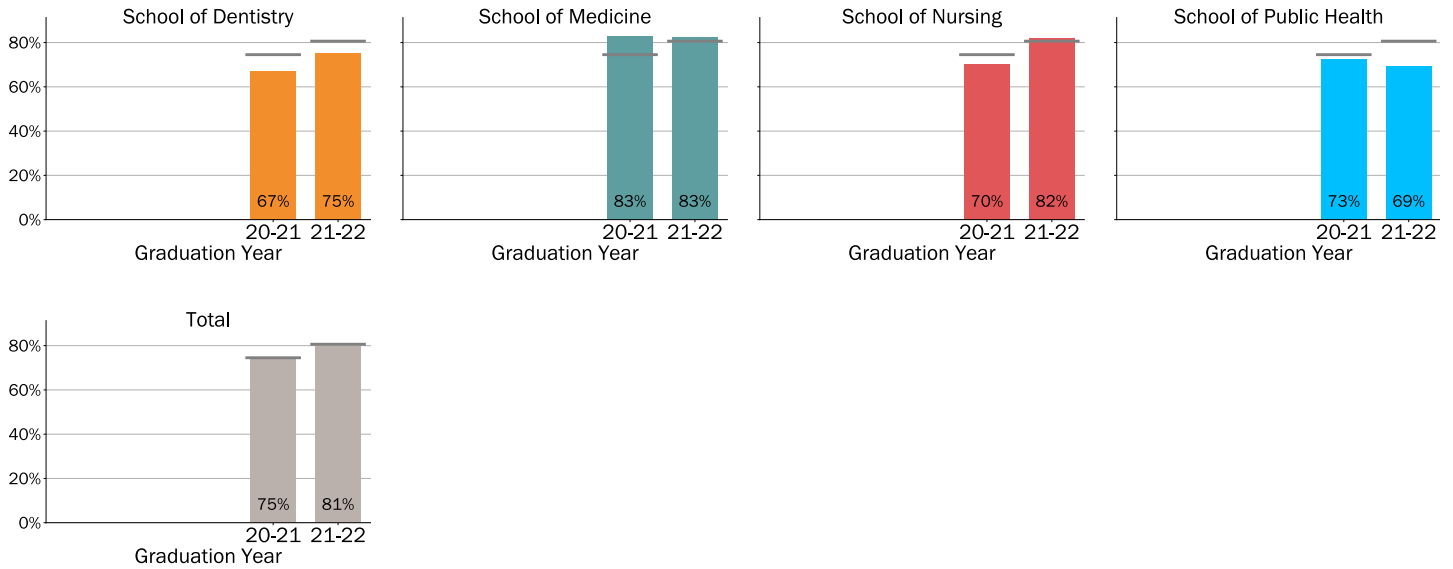
Five Year Averages for Post Graduation Success				
Parent Education	Eligible	Count	Rate	Gap vs Total
College or Beyond	282	215	76%	-1.6%
High School	86	66	77%	-1.1%
Middle School	12	8	65%	-12.8%
Unknown/No Degree	116	98	84%	+6.0%
Total	496	386	78%	0.0%

Post Graduation Success by Race/Ethnicity



Five Year Averages for Post Graduation Success				
Race/Ethnicity	Eligible	Count	Rate	Gap vs Total
American Indian or Alaska Native	2	2	100%	+22.0%
Asian	54	44	81%	+2.6%
Black or African American	11	7	64%	-14.4%
Hispanic	46	34	72%	-6.0%
Native Hawaiian or Other Pacific Islander	<1	<1	0%	-78.0%
Noncitizen	10	6	60%	-18.0%
Two or more races	32	24	75%	-3.0%
Unknown race and ethnicity	6	4	58%	-19.7%
White	333	266	80%	+2.0%
Total	496	386	78%	0.0%

Post Graduation Success by School



Five Year Averages for Post Graduation Success				
School	Eligible	Count	Rate	Gap vs Total
School of Dentistry	45	32	70%	-8.0%
School of Medicine	197	163	83%	+4.7%
School of Nursing	202	156	77%	-1.0%
School of Public Health	52	36	71%	-7.1%
Total	496	386	78%	0.0%

Institutional Comparisons

Comparable Indicators

Several OHSU indicators of effectiveness have closely aligned metrics with data publicly available for peer institutions. The following indicators and metrics are provided in this report:

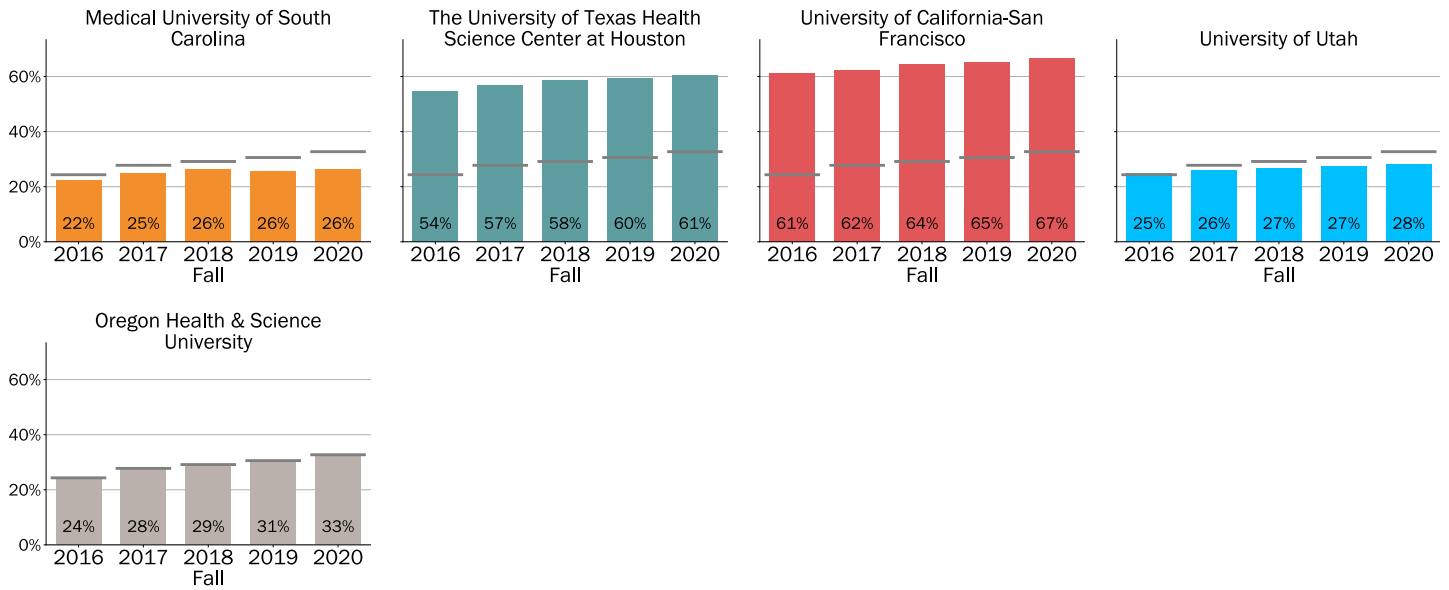
Indicator		Comparison Metric
IIE 1.1	Percentage of underrepresented minority students enrolled at OHSU, of total enrolled students.	Percentage of Minority Student Enrollment.
IIE 2.2	Percentage of minority faculty at OHSU.	Percentage of Minority Full-Time Instructional Staff.
IIE 3.1	Number of degrees and certificates awarded in clinical and translational research training.	Number of degrees and certificates awarded in clinical and translational research training.
IIE 3.2	Total sponsored project revenue in a given year.	NIH Total Sponsored Project Revenue.
IIE 3.3	Number of new inventions disclosed in a given year.	Number of new inventions disclosed in a given year.
SAI 1.11	Official OHSU Fiscal Year Cohort Default Rate as published by the U.S. Department of Education.	Official Fiscal Year Cohort Default Rate as published by the U.S. Department of Education.
SAI 1.5	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.
SAI 1.6	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.
SAI 1.7	Percent of M.D. students passing senior-level credentialing examinations on the first attempt.	Percent of M.D. students passing senior-level credentialing examinations on the first attempt.
SAI 1.8	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.
SAI 1.9	Number of degrees and certificates awarded each academic year.	Number of degrees and certificates awarded each academic year.
SAI 1.10	Percentage of M.D. graduates matching to a Residency Program.	Percentage of M.D. graduates initially matching to a residency program.

Peer Institutions

OHSU has selected the following institutions for comparison:

Institution	Carnegie Classification	Size Category	Med. Deg.?
Oregon Health & Science Univ.	Special Focus 4-Year: Med. Schools & Centers	1,000-4,999	Yes
Medical Univ. of South Carolina	Special Focus 4-Year: Med. Schools & Centers	1,000-4,999	Yes
The UT Health Sci. Center at Houston	Special Focus 4-Year: Med. Schools & Centers	5,000-9,999	Yes
Univ. of California-San Francisco	Special Focus 4-Year: Med. Schools & Centers	1,000-4,999	Yes
Univ. of Utah	Doctoral Univ.: Very High Research Activity	20,000+	Yes

Percentage Of Minority Student Enrollment



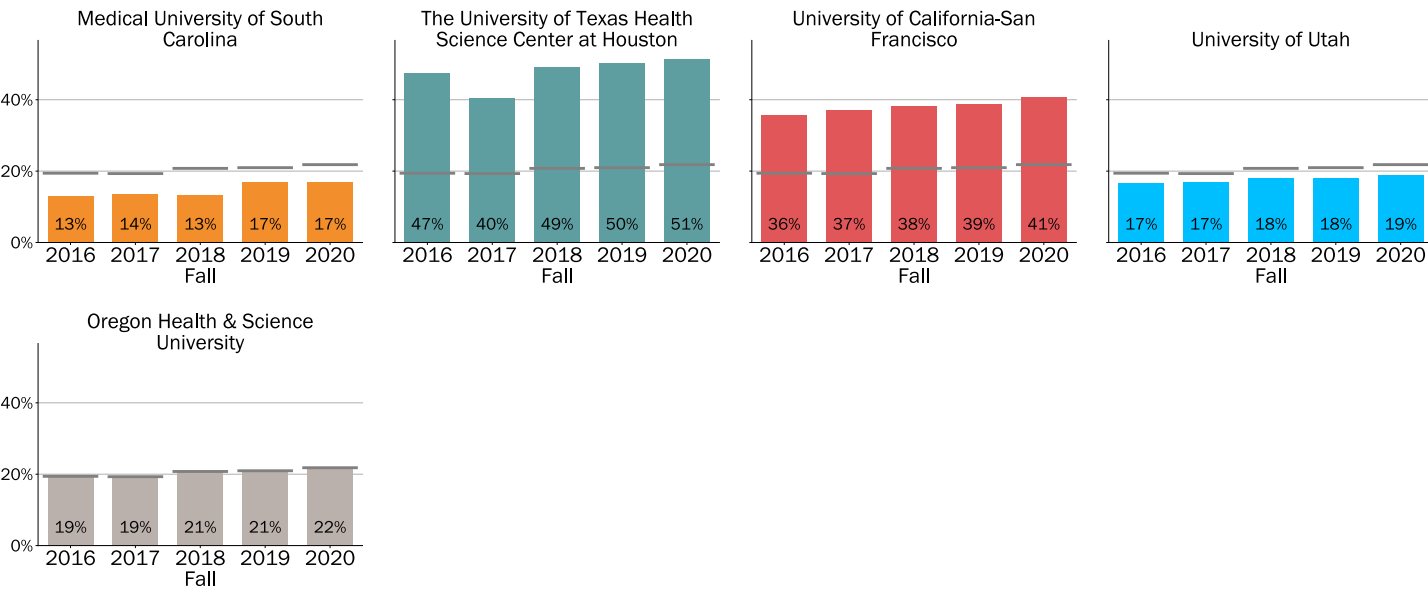
Source: IPEDS: Fall Enrollment - Race/ethnicity, gender, attendance status, and level of student

The percent of students enrolled in the Fall whose Race/Ethnicity category as reported to IPEDS includes the following:

Asian, American Indian or Alaska Native, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, Two or More Races.

Disaggregated IPEDS enrollment data is only available for minority categories. OHSU internal data can be disaggregated for underrepresented minority categories.

Percentage Of Minority Full-Time Instructional Staff

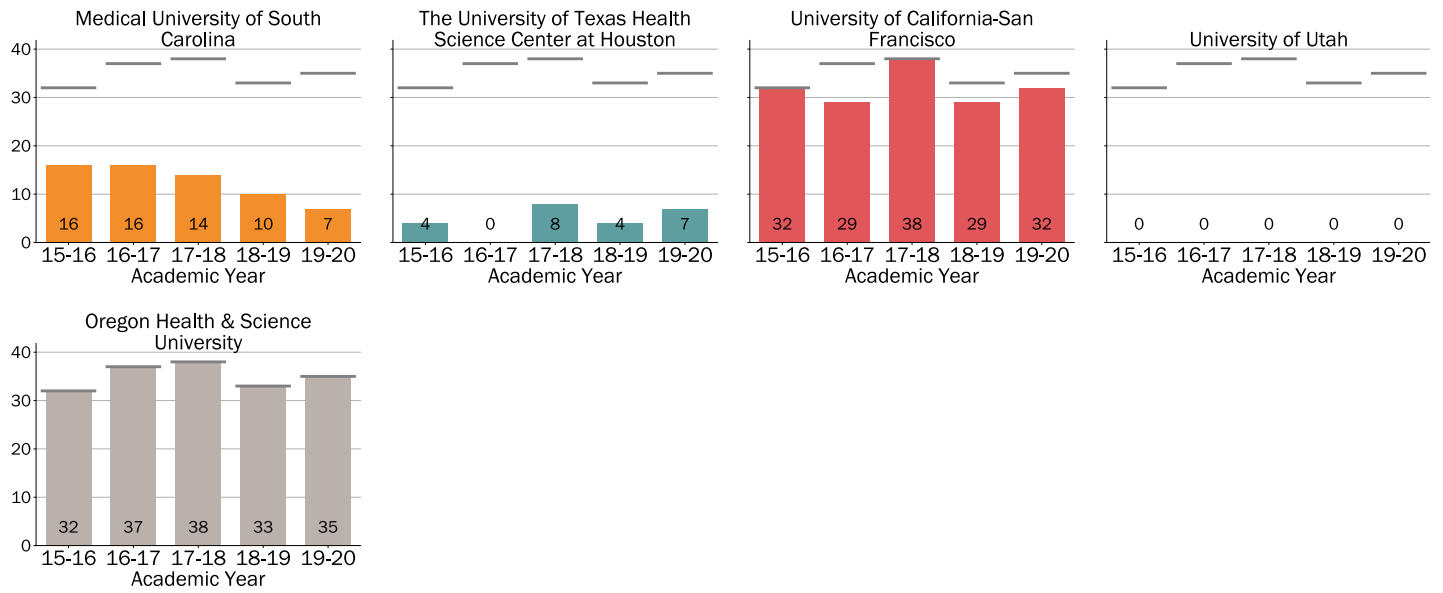


Source: IPEDS: Human Resources - Full-time instructional staff

The number of full-time instructional staff as of Nov. 1 of a given year.

Disaggregated IPEDS instructional staff data is only available for full-time staff. OHSU internal data can be disaggregated for all staff.

Number Of Degrees And Certificates Awarded In Clinical And Translational Research Training

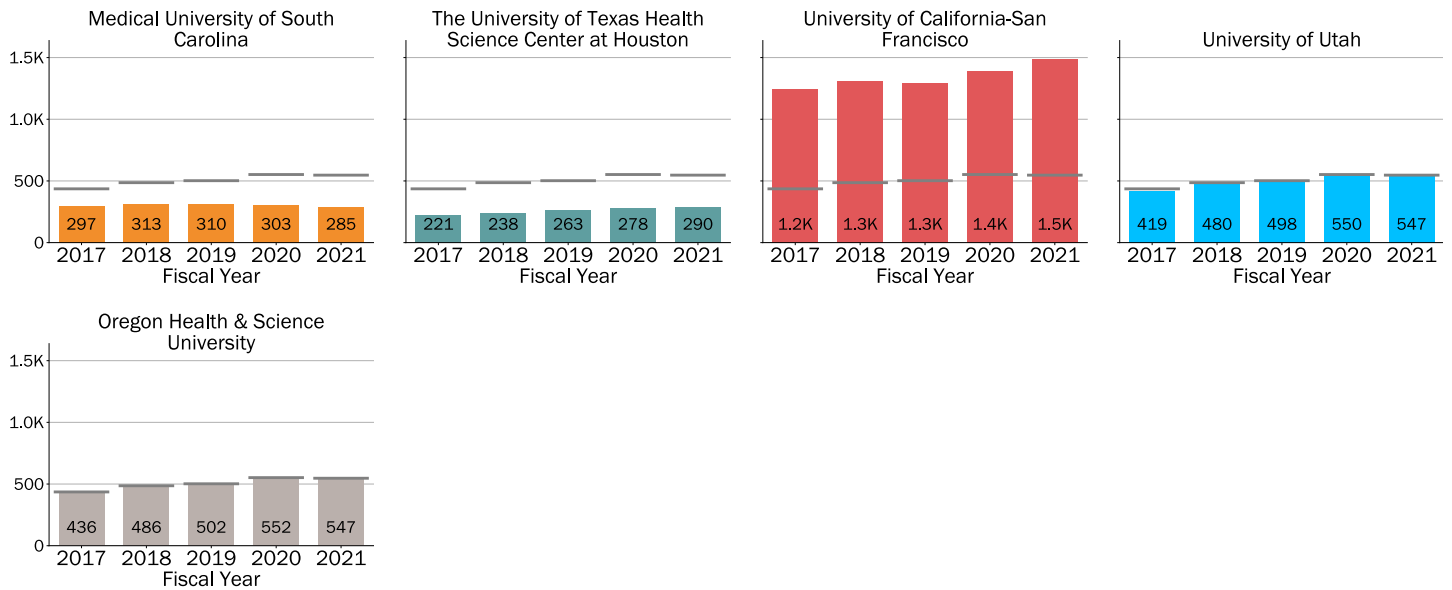


Source: IPEDS: Completions - Awards/degrees conferred by program

The number of degrees/certificates awarded in the CIP categories "Medical Clinical Sciences/Graduate Medical Studies" and "Health Professions and Related Clinical Sciences, Other".

Small differences in IPEDS reported number of degrees/certificates awarded and OHSU's internal reported numbers arise based on the difference of reporting by academic year versus reporting by date.

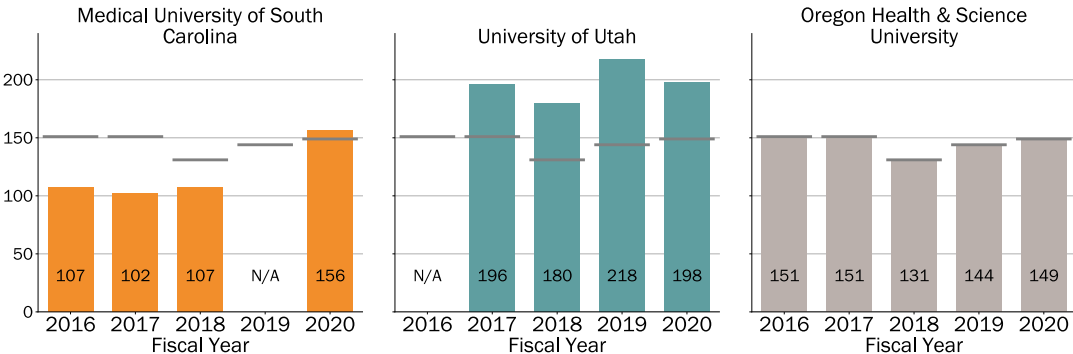
NIH Total Sponsored Project Revenue



Source: NIH RePORT: NIH Awards by Location & Organization

To expand OHSU's prominence as a research university, OHSU compares its total sponsored project revenue to its peer institutions through the the National Institutes of Health (NIH) award data pulled annually from the NIH Research Portfolio Online Reporting Tools ([NIH RePORT](#)).

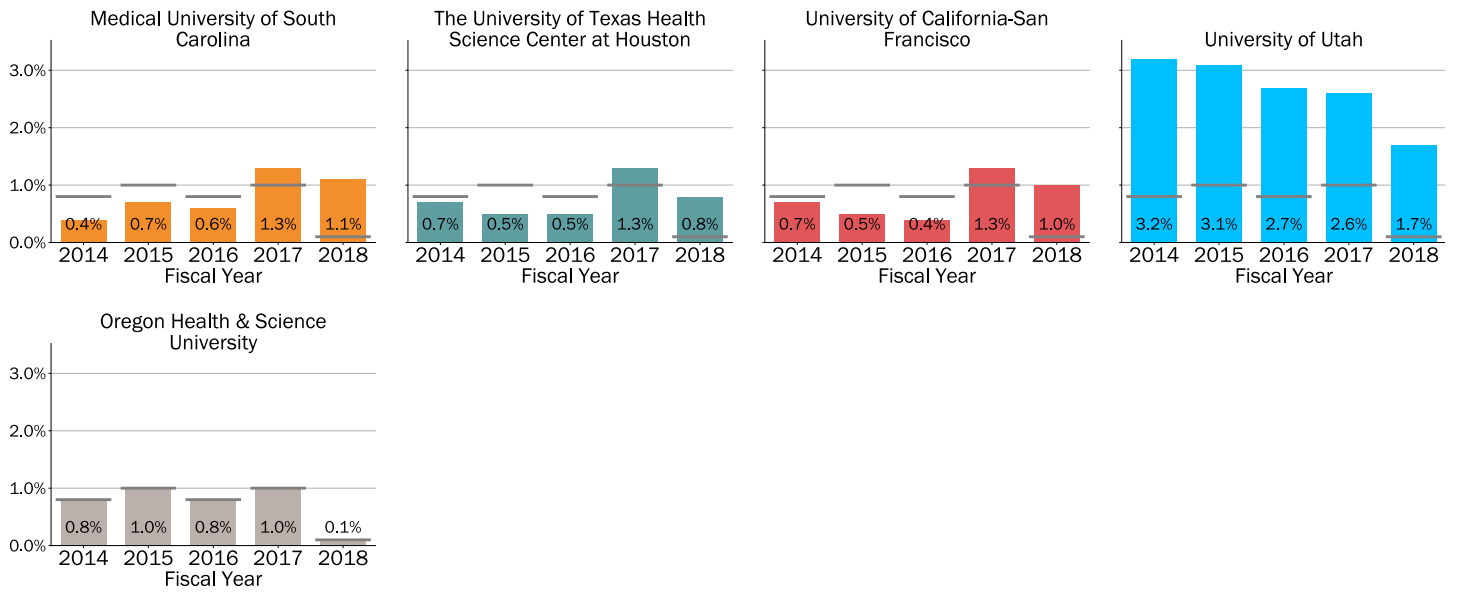
Number Of New Inventions Disclosed In A Given Year



Source: Association of University Technology Managers

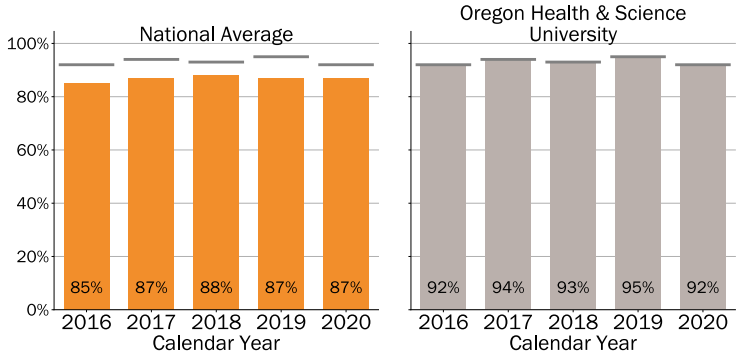
OHSU has identified peer institutions for accreditation purposes which include the University of Texas Health Science Center at Houston and University of California-San Francisco. However, the Association of University Technology Managers ([AUTM](#)) does not disaggregate invention disclosures for these institutions but instead reports the combined results for their entire university systems (University of Texas System and California University System), so these institutions have been omitted from the peer comparators.

Official Fiscal Year Cohort Default Rate As Published By The U.S. Department Of Education



Source: National Student Loan Data System (NSLDS): Official Cohort Default Rates for Schools

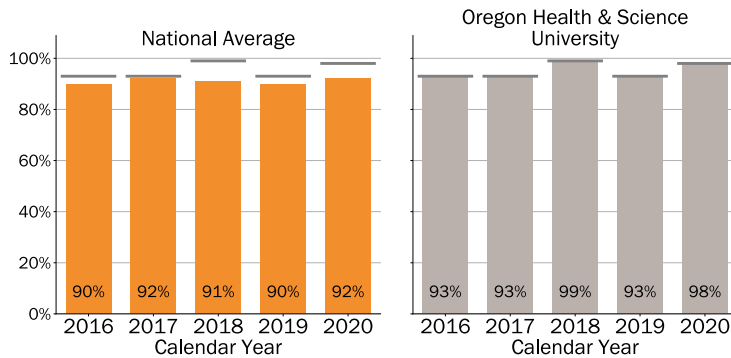
Percent Of B.S. Nursing Students Passing Senior-Level Credentialing Examinations On The First Attempt



Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt

OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the B.S. Nursing Students - National Council Licensure Exam (NCLEX) are tracked to ensure graduates are adequately prepared to become healthcare professionals.

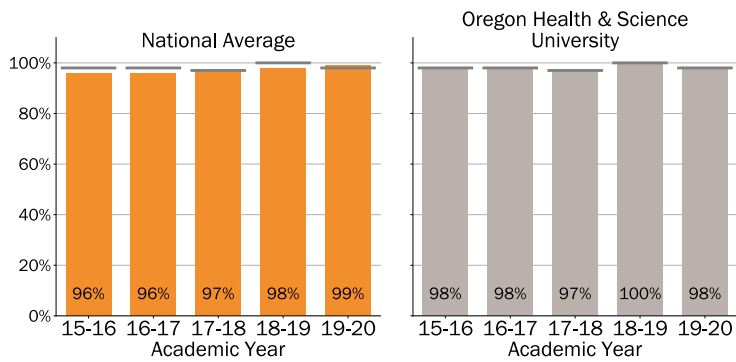
Percent Of D.M.D. Students Passing Senior-Level Credentialing Examinations On The First Attempt



Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt

OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the D.M.D. Students - National Board Dental Part II Exam are tracked to ensure graduates are adequately prepared to become healthcare professionals.

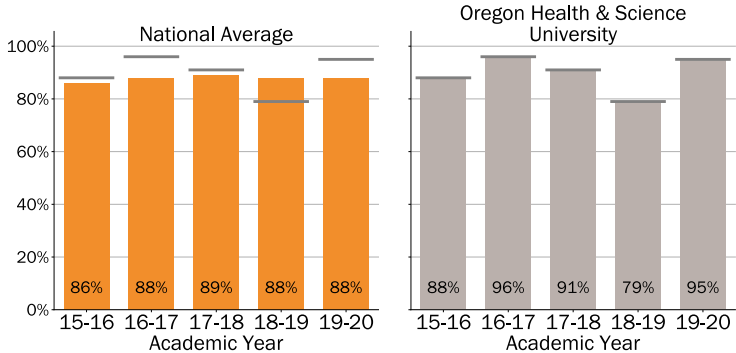
Percent Of M.D. Students Passing Senior-Level Credentialing Examinations On The First Attempt



Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt

OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the M.D. Students - USMLE Step II Clinical Knowledge Exam are tracked to ensure graduates are adequately prepared to become healthcare professionals.

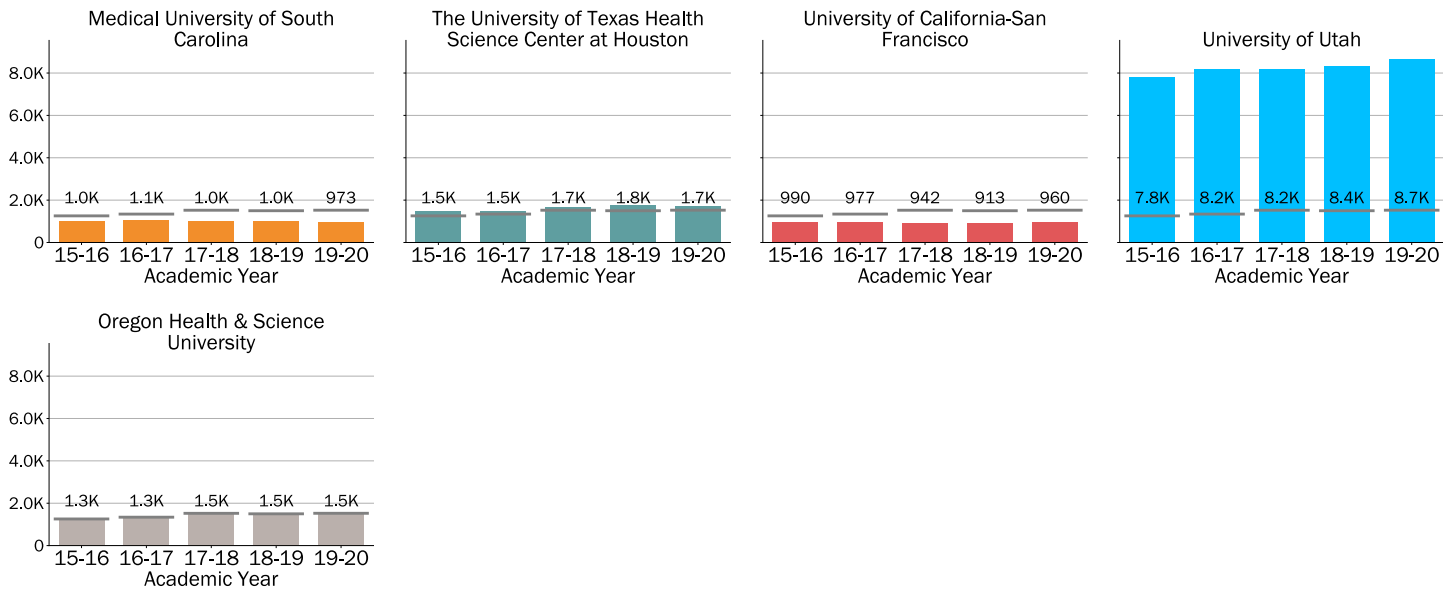
Percent Of Pharmacy Students Passing Senior-Level Credentialing Examinations On The First Attempt



Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt

OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the PharmD Students - North American Pharmacist Licensure Examination (NAPLEX) are tracked to ensure graduates are adequately prepared to become healthcare professionals.

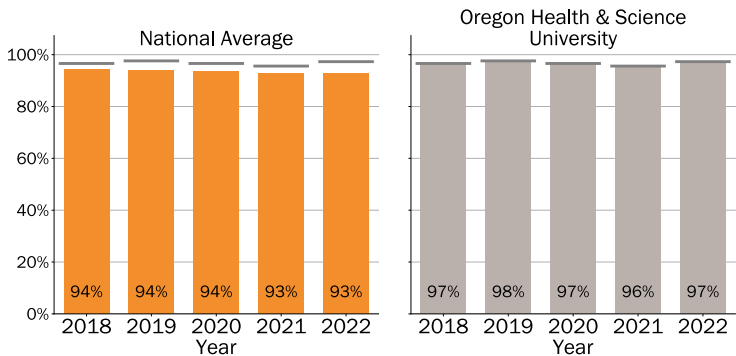
Number Of Degrees And Certificates Awarded Each Academic Year



Source: IPEDS: Completions - Number of students receiving awards/degrees. OHSU Factbook.

The number of degrees/certificates listed for OHSU includes the degrees awarded in the joint programs that are reported to IPEDS by OHSU's partner institutions.

Percentage Of M.D. Graduates Initially Matching To A Residency Program



Source: NRMP

OHSU tracks the pre-Supplemental Offer and Acceptance Program (pre-SOAP) percentage of M.D. graduates initially matching to a residency program and compares that to the national average as a way to demonstrate student achievement and student success. The comparison uses pre-SOAP rates as the national average rates are only available for the pre-SOAP, which represents the percent of initial matched applicants in relation to the total active applicants who participate in the National Residency Match Program ([NRMP](#)).

OHSU internal data can reflect post-Supplemental Offer and Acceptance Program (post-SOAP) rates, which provides for the percentage of all OHSU M.D. graduates matching to a residency program.