

OREGON HEALTH & SCIENCE UNIVERSITY

Year One Self-Evaluation Report

Prepared for the Northwest Commission
on Colleges and Universities
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INSTITUTIONAL OVERVIEW

Established in 1887, [Oregon Health & Science University](#) (OHSU) is the state's only academic health center: it is a place where healing, teaching and discovery converge. OHSU educates the health care professionals and scientists that Oregon communities need and provides care to those Oregonians with the most difficult health challenges.

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

- addressing health care workforce shortages by training and educating Oregon's future clinicians and scientists
- providing high-quality health care and specialty services available to Oregonians and beyond
- serving Oregon's communities statewide--in urban and rural areas, at large and small businesses, by working with the uninsured and the underinsured, by training other health care professionals
- successfully leveraging state resources to contribute to meeting the needs of all Oregonians
- aligning research scientists, physicians and others to conduct clinical trials on the cutting edge of medical advances

OHSU educates many of Oregon's future health professionals and scientists, and partners with other Oregon colleges and universities to educate pharmacists and other health professions practitioners. The university is the only institution in the state that grants doctoral degrees in both medicine and dentistry.

OHSU is a unique institution comprising:

- Schools of Dentistry, Medicine, Nursing, a OHSU-PSU School of Public Health, and a College of Pharmacy (the Pharm.D. degree is a joint program between OHSU and Oregon State University)
- two hospitals
- numerous clinical facilities
- dozens of [research institutes and centers](#)
- more than 200 community service programs that serve every county in the state

INSTITUTIONAL CONTEXT

Student enrollment. In Fall 2015, 3,395 students enrolled at OHSU (including 614 students enrolled in joint OHSU programs with Portland State University, Oregon State University and Oregon Institute of Technology). Of these 3,395 students, 71 percent are graduate and professional students.

Programs mostly offer advanced degrees. In 2015-16, OHSU awarded a total of 1,257 degrees and certificates including degrees co-awarded with other Oregon universities (Portland State University, Oregon State University and Oregon Institute of Technology). Of this total, 60 percent are graduate or professional degrees or certificates and 40 percent are undergraduate degrees.

Undergraduate general education not offered here. OHSU does not offer general education but does award Bachelor of Science degrees in Nursing and Radiation Therapy. These undergraduates enter as transfer students from another university or community college with either substantial undergraduate work completed or a bachelor's degree in another field and admission requirements specify that all general education requirements be met at another institution. OHSU also offers joint Bachelor of Science degrees with Oregon Institute of Technology and with Portland State University.

Regulated by professions. The content and competencies for many OHSU programs and students are regulated by the health care professions. First, specialized accreditation bodies identify the specific body of knowledge, attitudes, ethics, and skills needed to practice. Second, professional licensure examinations, board certifications and maintenance of these certifications, are administered by state and national bodies that verify individual competence, and in aggregate, program effectiveness and quality.

High completion rate. Nearly all OHSU students complete programs on time. Ninety seven percent of dental students completed the D.M.D. in four years; 81 percent of medical students completed the M.D. in 4 years; 91 percent of nursing students completed the B.S. in three years after transferring to OHSU; and 95 percent of physician assistant students completed the M.P.A.S. in 26 months. Some OHSU students enroll for longer than the normal program length in order to finish their degree requirements. Therefore, completion rates calculated at one and one half times the normal length of the program are typically higher than on time completion rates.

Personalized education. Of the 2,787 faculty members, 496 are professors, 462 associate professors, 1,060 assistant professors, and 672 instructors/lecturers. These numbers do not include the more than 2,500 volunteer faculty who work with students in clinical settings and teach course sections. These faculty:student ratios create a fertile environment in which faculty and students can learn together.

Diverse Educational Experience. The first goal of the [OHSU Vision 2020 \(v. 2013\)](#), strategic plan is to "Be a great organization, diverse in people and ideas". OHSU has made tremendous progress towards advancing diversity and inclusion at the institution. Highlights of the diversity achievements are detailed in the [OHSU Diversity Action Plan 2013](#).

Research emphasis. OHSU was awarded nearly \$376 million in research funding in fiscal year 2015; faculty engaged in research averaged over \$196,000 per faculty member designated as a "principal investigator." OHSU serves as a catalyst for the region's bioscience industry and is an incubator of discovery with 133 inventions disclosed, 84 U.S. patents filed, and 84 industry sponsored research agreements signed in fiscal year 2015, many of which opened new

markets, spun-off businesses, and created new opportunities. Faculty in the School of Medicine and the Institutes and Centers are the major contributors to this research productivity.

Health care emphasis. In fiscal year 2015, OHSU's hospitals and clinics had 924,527 inpatient and outpatient visits. OHSU staffs 564 hospital beds, with a 2015 average occupancy rate of 81 percent. In 2015, the average length of stay for OHSU inpatients was 5.8 days. These clinical environments provide rich opportunities for student learning and collaborative practice.

Community benefits. OHSU's clinical and university operations make substantial financial contributions to local community needs. In fiscal year 2015, OHSU reported \$369 million in total community benefits and provided \$166 million to care for the underserved.

Good financial outlook. With an operating budget of \$2.5 billion and 15,098 employees in fiscal year 2015, OHSU is the largest Portland area employer. The largest portion of this budget is derived from \$1.81 billion in patient service revenue, \$556 million in gifts, grants, and contracts; \$67 million in student tuition and fees; and \$35.5 million in state appropriations.

PREFACE

UPDATE ON INSTITUTIONAL CHANGES SINCE YEAR SEVEN SELF-EVALUATION REPORT

Since the *Year Seven Self-Evaluation Report* submitted in June 2015 and the *Addendum to the Year Seven Self-Evaluation Report* submitted in October 2015, the University changed in several important ways.

Leadership Changes

The University has made changes in school leadership since November 2015.

Vice President for Equity and Inclusion

Brian Gibbs, Ph.D., joined OHSU as Vice President for Equity and Inclusion on April 3, 2016. Diversity is one of OHSU's four core values, enshrined for the first time in the Code of Conduct, and embodied in goal one of the strategic plan: "Be a great organization, diverse in people and ideas." OHSU both wants and needs a culture that is equitable for all patients, students, faculty, staff and visitors, and that promotes inclusion as well as innovation through the meeting of minds and sharing of perspectives. Dr. Gibbs comes to OHSU from the University of New Mexico Health Sciences Center, where he was Associate Vice Chancellor for Diversity and a faculty member in Family and Community Medicine. He is a public health practitioner with more than 30 years of experience working to reduce health disparities, and will serve as a faculty member in the new OHSU-PSU School of Public Health.

Knight Cancer Institute – Center for Early Detection Research

Sadik Esener, Ph.D., began directing the institute's Center for Early Detection Research on July 1, 2016 and has been awarded the Wendt Family Endowed Chair in Early Cancer Detection. He has an extensive background in bringing together scientists and technology across disciplines to provide compelling solutions to previously unsolved challenges in biomedicine. He has a strong track record in innovation; technology he developed launched many start-up companies, including five from his labs in Southern California.

A Professor of Nanoengineering as well as Electrical and Computer Engineering at the Jacobs School of Engineering at the University of California San Diego, Esener served as director and principal investigator of several centers of excellence in the areas of photonics and cancer nanotechnologies. Most recently, he led the Cancer Nanotechnology Center of Excellence, funded by the National Cancer Institute, at UCSD's Moores Cancer Center to explore ways to use nanoscale devices to detect and target cancerous tumors.

Director – Vollum Institute

Marc Freeman, Ph.D., joined OHSU as Director of the Vollum Institute on July 1, 2016. The Vollum is a nationally recognized center of excellence focused on basic neuroscience research, with a focus on and unsurpassed expertise in the workings of the synapse. Vollum scientists have been pioneers in the study of cellular signaling, neuronal development, gene regulation and the neurobiology of disease. Dr. Freeman comes to OHSU from the University of Massachusetts Medical School, where he was Professor and Vice Chair of the Department of Neurobiology and directed a lab studying glia-neuron interactions in the healthy and diseased brain. He is currently a Howard Hughes Medical Investigator and recently received the

prestigious Javits Neuroscience Investigator Award from the National Institute of Neurological Disorders and Stroke.

OHSU-PSU School of Public Health Dean

Following a national search, David Bangsberg, M.D., M.P.H. has been named the founding Dean of the new [OHSU-PSU School of Public Health](#), beginning, September 16, 2016. As Dean, Bangsberg will establish the first urban school of public health in Oregon, a collaborative project that leverages the strengths of OHSU and Portland State University to meet evolving public health needs locally and nationwide. Bangsberg was the Director of the Massachusetts General Hospital (MGH) Center for Global Health, the largest teaching hospital of the Harvard Medical School. Under his leadership, the MGH Center for Global Health has transformed from a single program to an institution-wide global health initiative that now includes programs in medical technology innovation, global disaster response, cancer care, obstetrics/gynecology, radiology, pathology, infectious diseases, and community health. Dr. Bangsberg also served as a Professor of Medicine at Harvard School of Medicine and the Harvard T. H. Chan School of Public Health.

The most recent OHSU organizational chart is provided in Appendix 1.

Additional Institutional Changes

In addition to the changes in leadership at OHSU, developing partnerships and initiatives realized since the *2015 Year Seven Self-Evaluation Report* and the *Addendum to the Year Seven Self-Evaluation Report* to the Commission are noteworthy for their impact on OHSU and alignment with the vision, strategic goals, and core themes.

Strengthening Partnerships

Strengthening its partnership with Portland State University, through the establishment of an OHSU-PSU School of Public Health, and continuing its partnerships with Oregon State University, Western Oregon University, Eastern Oregon University, Oregon Institute of Technology, and Southern Oregon University demonstrates the statewide reach OHSU has on Oregon's health care issues. The development and progress of its institutes and centers enhances the university's fulfillment of its mission and core themes of Learning Environment, Interprofessional Education, Clinical and Translational Research, and Health System and Health Policy Leadership.

OHSU continues to participate in the Statewide Provosts' Council, which is charged with vetting academic programs and coordinating state-wide academic policy for the benefit of inter-institutional collaboration and in service to Oregonians and students.

OHSU-PSU School of Public Health

In July 2015, NWCCU approved the establishment of the OHSU-PSU School of Public Health. This joint School of Public Health is complimentary to each institution's mission and core themes with respect to education, community engagement, research and access to improve the livelihood of the constituents of the State of Oregon and the region. After four years of collaborative planning and building on a strong 22 year relationship, this OHSU-PSU School of Public Health has come to fruition.

OHSU Campus for Rural Health

The OHSU Campus for Rural Health, integrates students from OHSU programs and schools into the rural community, living and studying together in interprofessional teams. Dental,

nursing, medical, physician assistant, pharmacy and other providers will work interprofessionally to radically improve health in rural areas. Student projects will be linked to medical education, clinical research and community needs. By incorporating rural health into the OHSU curriculum, the institution strives to reduce health disparities over the long term, as well as learn from the communities it serves to become a better institution.

The OHSU Campus for Rural Health began training students in Klamath Falls and Coos Bay in Fall 2015, with the expectation to include other Oregon communities, to simultaneously address community needs on the ground and build an education and training model with national implications.

Membership in the National Council for State Authorization Reciprocity Agreements (NC-SARA)

In July 2015, OHSU became an approved NC-SARA institution and renewed its participation in May 2016. As a result, OHSU provides broader access to students and uses established comparable national standards for interstate offering of postsecondary distance education courses and programs through the *Interregional Guidelines for the Evaluation of Distance Education - C-RAC standards*. OHSU's participation in NC-SARA makes it easier for students to take OHSU's online courses and participate in clinical experiences from other NC-SARA member states.

Knight Cancer Research Building

A new building north of the Collaborative Life Sciences Building will provide research space for the Knight Cancer Institute. The \$1 billion Knight Cancer Challenge accelerated the need for the building, which will house top scientists and physicians working on transforming the early detection of cancer.

Gary and Christine Rood Family Pavilion

With a donation of \$12 million to OHSU to help provide temporary lodging for patients and family members who must travel long distances for specialized care at OHSU's Portland-area hospitals and clinics, The Gary and Christine Rood Family Pavilion will help meet a significant demand for comfortable guest housing close to OHSU. Nearly half of OHSU's adult and pediatric patients reside in rural Oregon or in neighboring states. Many of them struggle to find temporary and affordable housing when they need to travel to OHSU's Portland campus for complex treatments such as surgery, bone marrow transplants and clinical trials. OHSU currently attempts to meet these needs through means such as negotiating special rates with local hotels. But these methods only allow OHSU to meet a fraction of patient needs. The Pavilion is scheduled to open in 2018.

Student News

In January 2016, a new all student e-newsletter was initiated to keep all students at OHSU updated on institutional initiatives and endeavors. The *OHSU Student News* is sent to all OHSU students the third week of each month by the Office of the Provost. Keeping students updated and directing them to the Student Portal to obtain relevant resources, assists students in their programs and ensures all students receive necessary institutional information.

Last Review of Mission and Core Themes

OHSU last reviewed its mission and vision in January 2014 at the time the [OHSU Vision 2020 \(v. 2013\)](#) was reviewed and approved. The President's Council reviews the mission, vision and strategic goals appropriately at its meetings when necessary.

In preparation for the *Year One Self-Evaluation Report*, key stakeholders of the OHSU community reviewed, revised, and endorsed the institutional core themes, objectives, indicators, and threshold measures of achievement.

RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

ACTION AND PROGRESS ON RECOMMENDATIONS FROM YEAR SEVEN REPORT

OHSU received reaffirmation of accreditation on January 28, 2016, on the basis of the *Fall 2015 Year Seven Mission Fulfillment and Sustainability* evaluation. That evaluation resulted in the following two recommendations:

- 1. While the evaluation committee recognizes that the institution in recent years has made substantial progress toward developing an infrastructure that supports assessment of student learning, the committee recommends that the institution take steps necessary to ensure comprehensive assessment of student learning outcomes and use the resulting information to strengthen academic programs (Standard 4.A.3 and 4.B.2).**
- 2. The evaluation committee recommends that the institution address leadership issues for basic science departments in order to foster fulfillment of the institution's research and instructional mission (Standard 2.A.11).**

OHSU is required to submit an addendum to its Fall 2018 Mid-Cycle Self-Evaluation Report to address Recommendations 1 and 2, but would like to provide an update on progress to date on the recommendations.

Recommendation 1

The OHSU Assessment Council continued to make progress toward Recommendation 1 in the 2015-16 academic year. Those programs that were previously granted waivers in the Assessment Cycle are now being incorporated into the assessment planning processes. The previous waivers were conditional and temporary and were provided to programs that were either joint programs with other institutions or were working on specialized accreditation processes at that time. For example, the public health programs were in the process of completing the Council on Education for Public Health (CEPH) specialized accreditation self-study in preparation to become an accredited joint School of Public Health with Portland State University. During this development, the academic programs in public health were allowed to table the assessment activities but have since submitted student learning outcomes for review by the Assessment Council.

Additionally, the Five Year Academic Program Review Committee (APR) has developed an [*Academic Program Review: 2016 Handbook & Guidelines*](#) to assist programs undergoing Academic Program Review. Appendix B in the handbook is a copy of the APR self-study template, which requires programs to assess their quality and effectiveness through self-reflection and alignment with OHSU mission, purpose and goals. As part of this process programs explain why curricular decisions were made and identify the data used to support or frame the changes. Programs are also expected to summarize their assessment plans in the report, explain how the student learning outcomes are assessed, and inform program level decision making. Programs are also required to describe how student learning outcomes are communicated to faculty, students, and staff. As a component of the five year review process,

the evaluation of these student learning outcomes and assessment activities are ongoing and reviewed by faculty Review Teams, the full APR Committee, and the OHSU Faculty Senate with a final recommendation and report sent to the Provost.

Moreover, in late Summer 2016, OHSU launched the search for a Vice Provost for Educational Excellence and Innovation who will oversee all educational resources that support university-wide excellence in teaching, educational technology, program evaluation and assessment, faculty development, and educational research. In relation to Recommendation 1, the Vice Provost will lead the development of high quality, evidence-based evaluation and assessment practices (including competency-based assessment) that align with national best practices and inform curriculum decision making and quality improvement efforts. The Vice Provost will also be responsible for assuring appropriate program evaluation for the University. At the same time OHSU also launched a search for the Director of its Teaching and Learning Center (TLC), currently under interim leadership.

Recommendation 2

Since the November 2015 site visit, OHSU has made progress towards addressing Recommendation 2 and has hired two new department chairs following national searches. Bitu Moghaddam, Ph.D. will begin on January 1, 2017 as Chair of the Department of Behavioral Neurosciences and Carsten Schultz, Ph.D. will assume his role on October 1, 2016 as Chair of the Department of Physiology and Pharmacology. These two individuals replace interim chairs and will provide leadership and guidance in these departments. These new department chairs will also have a major impact on basic science and its directions. Additional recruitment efforts in other basic science departments are currently ongoing. By the Fall 2018 Mid-Cycle Self-Evaluation Report, OHSU will have additional scientific leadership at the highest level, in order to provide strategic direction for OHSU research.

CHAPTER ONE: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

OHSU is authorized to operate and award degrees as a higher education institution by the state of Oregon giving powers to the Board of Directors or university officials acting under the authority of the board. Among the expressed powers described in statute, the board, or university officials acting under the authority of the board, is authorized to “create, develop, supervise, control, and adopt academic programs, including standards, qualifications, policies or practices relating to admissions, curriculum, academic advancement, grading policy, student conduct, credits and scholarships and the granting of academic degrees, certificates and other forms of recognition.” ORS 353.050(11).

[Chapter 353](#) also outlines how OHSU will interact with the Higher Education Coordinating Commission (HECC) in exercising that authority. ORS 353.440 requires OHSU and the HECC to coordinate related and integrated academic programs and to advise the other of proposed changes to their academic programs.

ORS 353.440(3) also encourages the coordination of academic programs between OHSU and public universities within the State. Moreover, ORS 353.440(5) states “In order to further the coordination described by this section, Oregon Health and Science University officers shall maintain a role in the appropriate committees of the Higher Education Coordinating Commission.”

Eligibility Requirement 3: Mission and Core Themes

OHSU’s mission was revised by the board of directors in 2005. The mission and core themes are clearly defined and consistent with the legal authorization noted above and are appropriate for an academic health center. One of OHSU’s roles is to serve the educational interests of its students and to ensure its principal academic programs lead to degrees in several health professions and biomedical sciences. Given the complex and multifaceted mission of an academic health center, which includes a major research focus and a teaching hospital, OHSU allocates sufficient resources to support its missions (education, research, health care, and service) and its four core themes (Learning Environment, Interprofessional Education, Clinical and Translational Research, and Health System and Health Policy Leadership).

Standard 1.A Mission

Standard 1.A.1-The institution has a widely published mission statement - approved by its governing board - that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

OHSU Mission and Vision

The mission statement, approved by the OHSU Board of Directors in 2005 states:

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice, and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty and staff.

Setting the example for integrity, compassion and leadership, OHSU strives to:

- Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution. **[M1]**
- Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors. **[M2]**
- Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies. **[M3]**
- Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach. **[M4]**

The mission, vision, core themes and strategic goals are widely published throughout the university in its internal and external documents and articulated in the OHSU Strategic Plan - [OHSU Vision 2020 \(v. 2013\)](#) adopted by the board of directors in January 2014. The vision is:

OHSU will partner to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of all Oregonians and beyond.

This vision and mission are reflected in six strategic goals initially approved by the OHSU Board of Directors in December 2007 and revised slightly in January 2014:

- Be a great organization, diverse in people and ideas. **[SG1]**
- Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. **[SG2]**
- Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians. **[SG3]**
- Help meet Oregon's health and science workforce needs through innovative education strategies. **[SG4]**
- Align OHSU enterprises to support robust and sustainable innovation and research. **[SG5]**
- Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel. **[SG6]**

The [OHSU Vision 2020 \(v. 2013\)](#) reflects and reinforces the University's commitment to transparency, service excellence, diversity, and quality. OHSU administrative units have also developed unit-level mission statements that align with the institutional mission statement demonstrating a consistency in meeting the institution's goals. When faced with challenges, [OHSU Vision 2020 \(v. 2013\)](#) guides the University's decision-making and focuses efforts to help meet Oregon's health care workforce needs and improve the health and well-being of all Oregonians and beyond.

Since becoming a public corporation in 1995, OHSU has undergone tremendous growth and change. Today, OHSU serves more patients, educates more students, translates more research discoveries into health care innovations and bioscience companies, and provides more community service and state leadership than ever before.

Core Themes

The core themes selected by the university community in 2010 and reaffirmed in 2015, to align with the mission and the strategic goals within [*OHSU Vision 2020 \(v. 2013\)*](#), are:

- Learning Environment
- Interprofessional Education
- Clinical and Translational Research
- Health System and Health Policy Leadership

These core themes are essential elements of OHSU's mission, vision, and strategic planning process while uniting the administration, faculty, staff, and students in driving OHSU's common goals.

Standard 1.A.2 -The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Interpretation of Mission Fulfillment

OHSU's mission statement focuses on the purpose, characteristics and expectations for the entire university community and is aimed at specific outcomes. Through demonstrated leadership, compassion and integrity, OHSU educates future health care professionals in a diverse and interdisciplinary environment, engages in innovative research activities, and through partnerships, outreach, and community service is the leader in health care programs across the state.

Additionally the expectations for the university are to: address Oregon's workforce needs for health professionals, biomedical scientists and engineers, and produce leaders of health care organizations; increase research activity to find better ways to deliver health care more affordably to individuals and populations; improve the quality and safety of clinical care outcomes; and advance evidence-based health care in clinical settings around the state. At its essence, OHSU is concerned about promoting health care reform and improving the health, wellness and quality of life of all Oregonians and beyond.

Mission fulfillment at OHSU is defined as individually and collectively meeting an acceptable level of performance of the institution's four core themes—Learning Environment, Interprofessional Education, Clinical and Translational Research, and Health System and Health Policy Leadership. Each institutional core theme has one or more objectives supported by meaningful, assessable, verifiable, and aspirational indicators of achievement. Therefore, mission fulfillment is evaluated and assessed on four integrated levels—indicator, objective, each core theme individually, and the overall integration of all four core themes.

Core Theme Objective Selection

A Core Theme Objective and Indicator Committee was assembled to evaluate the relevance of the objectives based on feedback from the *NWCCU Year Seven Peer Evaluation Report*. The objectives were discussed at monthly meetings of this committee and shared with the Provost's Operations Team and then vetted by the OHSU NWCCU Accreditation Faculty Steering Committee. Most objectives were selected to be monitored through the next seven year accreditation cycle while some new objectives were adopted. Each of the core themes has a minimum of one objective, with the Learning Environment having three objectives.

Core Theme Indicator Selection

The Core Theme Objective and Indicator Committee also reviewed the indicators and made revisions based on feedback from the *NWCCU Year Seven Peer Evaluation Report*. Some valuable indicators were selected to be monitored through this next seven year accreditation cycle, since those indicators continued to reflect aspirational goals. Some indicators were modified to demonstrate improved relevance and a few new indicators were developed to replace those that were already completely accomplished or to more effectively demonstrate commitment to continuous improvement. Indicators were also established to monitor institutional initiatives such as the OHSU Campus for Rural Health and the OHSU-PSU School of Public Health. The indicators for each objective were vetted by the Provost's Operations Team as well as the OHSU NWCCU Accreditation Faculty Steering Committee and were selected based on whether: 1) the indicator is meaningful and can appropriately assess the objective; 2) it is a common measure frequently used to monitor performance in academic health universities; 3) significant historical data supporting the indicator exists and/or; 4) it is currently being reported to the Oregon State Legislature as a key performance indicator.

Targets of achievement for each core theme indicator were established to evaluate the University's performance on each indicator. In accordance with the *NWCCU Year Seven Peer Evaluation Report* page 28, the threshold levels were discussed and some of them were increased to levels that were more aspirational to drive institutional improvement. The targets and levels of achievement were discussed at monthly meetings of the Core Theme Objective and Indicator Committee, shared with the Provost's Operations Team and vetted by the OHSU NWCCU Accreditation Faculty Steering Committee. Information used in setting the indicator achievement targets were: state mandated key performance measures; historical trend and performance data; institutional expectations; and/or national benchmarks where applicable. When necessary, additional institutional experts were consulted in determining appropriate target levels.

Table 1 provides the Core Themes, Objectives and Indicators (with new indicators from what was listed in the *2015 Year Seven Self-Evaluation Report* identified with an asterisk).

Table 1: OHSU Core Themes, Objectives, and Indicators

Core Theme #1 – Learning Environment				
Objective 1.1 – Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results
1.1.1	Percentage of underrepresented minority students in OHSU programs, of total OHSU students.	≥17%	Fall 2015	14%
1.1.2 [*]	As a result of their involvement in On Track OHSU! participants will report increases in interest and engagement towards Science, Technology, Engineering, and Math (STEM).	≥60%	AY 2015-16	60%
1.1.3	Percentage of OHSU nursing BS graduates trained outside the Portland campus.	≥66%	AY 2015-16	66%
Objective 1.2 – Provide a supportive, diverse, and inclusive learning and work environment for students, faculty and staff.				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results
1.2.1	Percentage of students that are satisfied with OHSU climate for diversity and inclusion.	≥70%	2014	82%
1.2.2	Percentage of faculty and staff members that are satisfied with OHSU's climate for diversity and inclusion.	≥70%	2014	81%
1.2.3	Percentage of minority faculty at OHSU.	≥20%	Fall 2015	17%
Objective 1.3 – Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results
1.3.1	Percentage of graduates passing senior-level credentialing examinations on the first attempt.	≥90%	2015	DMD 94% MD 96% BS Nursing 96% Pharmacy 98%
1.3.2	Percentage of students in select clinical programs completing degrees within 100% of usual program time.	≥80%	AY 2015-16	DMD 97% MD 81% BS Nursing 91% PA 95%

1.3.3	Percentage of degree-seeking students that persist to second year.	≥95%	2014/15 – 2015/16	96%
1.3.4	Percentage of courses evaluated that have an average student rating of ≥5 on a 6-point scale.	≥70%	AY 2015-16	70%
Core Theme #2 – Interprofessional Education				
Objective 2.1 – Promote an institutional culture that enhances interprofessional practice and education (IPE).				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results
2.1.1 *	Percentage of facilitators rating the IPE Foundations Course as ≥5 on a six-point scale.	≥85%	AY 2015-16	82%
2.1.2 *	Percentage of clinical programs that have an IPE graduation requirement.	≥85%	AY 2015-16	46%
2.1.3 *	Percentage of students reporting that as a result of their IPE course or experience, they have an increased appreciation of other health care professionals.	≥75%	AY 2015-16	76%
2.1.4 *	Percentage of clinical programs that assess OHSU Graduation Core Competency #7 - Teamwork.	≥80%	AY 2015-16	0%
Core Theme #3 – Clinical and Translational Research				
Objective 3.1 – Promote research career development to provide a “career ready” biomedical science workforce.				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results
3.1.1 *	Annual submissions and success rate for Career Development Award (K Awards) applications to the National Institutes of Health.	≥60 ≥33%	FY 2015	31 submissions 73% success rate
3.1.2	Number of degrees and certificates awarded in clinical and translational research training.	≥25	AY 2015-16	32
3.1.3	Upon graduation, the percentage of OHSU Ph.D. graduates reporting definite post-graduation employment or definite postdoctoral study.	≥65%	2014	64%
Objective 3.2 – Expand OHSU’s prominence as a research university.				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results

3.2.1	Total sponsored project revenue in a given year.	≥\$400M	FY 2015	\$376M
3.2.2	Average annual sponsored project revenue per faculty with OHSU Principal Investigator status.	≥\$180K	FY 2015	\$196K
3.2.3	Number of new inventions disclosed in a given year.	≥115	FY 2015	133
Core Theme #4 - Health System and Health Policy Leadership				
Objective 4.1 – Prepare students for leadership roles in population health, health policy, and community practice.				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results
4.1.1 *	Number of graduate degrees and certificates awarded under the OHSU-PSU School of Public Health.	≥ 55	AY 2015-16	49
4.1.2 *	Increase the number of students participating in the OHSU Rural Community-based project by 50 students a year.	≥ 50 per year	AY 2015-16	76
Objective 4.2 – Champion innovation in public health practice through leadership in academic research and health policy.				
Indicator		Target by 2023	Time Period for Baseline Results	Baseline Results
4.2.1	Annual sponsored projects revenue specifically focusing on health systems, health services research or evidence-based policy.	≥\$30M	FY 2015	\$30M
4.2.2	Perception of Oregonians regarding OHSU's partnering with others to improve the health and well-being of the state's citizens is ≥7.0 on a ten-point scale.	≥7.0 on a ten-point scale	2014	7.5
4.2.3	Perception of Oregonians regarding OHSU's leading discussions on health care issues or health reform is ≥7.0 on a ten-point scale.	≥7.0 on a ten-point scale	2014	7.0




New indicator from what was listed in the *Year-Seven Self Evaluation Report

Articulation of an Acceptable Threshold of Mission Fulfillment

The University has adopted a three-color symbol assignment system to help all stakeholders visually depict progress on the core theme indicators. The status of the core theme indicators ties directly to the achievement of objectives then to the core themes to determine achievement of mission fulfillment. This color symbol system was designed intentionally to provide a graphic that conveyed the status of each indicator in a simple, transparent manner. A green dot indicates the stretch target for that specific core theme indicator has been met or exceeded. A yellow yield symbol means the university is performing within an acceptable range for that core theme indicator but improvement is still needed (results are within 80-99% of the target). A red octagon indicates the core theme indicator performance is below the acceptable threshold (less than 80% of the target) and is not considered to be within an acceptable range. Data for each indicator is collected annually, entered in the *OHSU Core Themes, Objectives, and Indicator* table as baseline results, evaluated against its set target, and published to the OHSU community in the annual [OHSU Fact Book](#).

The definition of mission fulfillment for each core theme indicator is determined by its performance based on the following symbol definitions explained in Table 2 below.

Table 2: Explanation of Color Symbol Assignment for Mission Fulfillment

core	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 within 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.

Indicators that transition downward from the “meets or exceeds” level to the acceptable threshold level or to the below acceptable threshold level, will need to be monitored and addressed. Annually, after the indicator data has been collected, the Assistant Vice Provost for Accreditation will convene a meeting of the indicator stakeholders and administrative officers to address the trending data. An agreed upon work plan will be prepared, provided to the Executive Vice Provost and the Provost for endorsement, and initiated to address any indicators that have a downward trajectory.

Core Theme Objective Achievement

To assess performance for each objective, the percentage of indicators that met or are within the acceptable threshold is calculated. The definition of mission fulfillment for each objective is determined by whether the percentage of its core theme indicators that either met the target or were within the acceptable range is $\geq 90\%$. For example, if an objective had a total of three indicators of which two of them met the target and one was within the acceptable threshold, then it would be determined that 100% of the indicators met the target or were within the acceptable range. Therefore, this objective would be classified as meeting the mission.

Core Theme Achievement

The method for determining the level of achievement on each core theme is to review the performance for all indicators supporting the core theme and to calculate the percentage of

indicators that met the target or were within an acceptable range. The definition of mission fulfillment for each core theme is determined by whether or not $\geq 90\%$ of its core theme indicators met the target or were within the acceptable range. If $\geq 90\%$ of all indicators either met the target or were within the acceptable range, then the core theme is determined to have been achieved.

Overall Mission Fulfillment for All Four Core Themes

To determine overall mission fulfillment, the achievement of the core themes is evaluated. For the institutional mission to be fulfilled, **all** the core themes must be achieved by 2023. In this *Year One Self-Evaluation Report*, OHSU created new indicators with aspirational targets, not only to reflect accomplishment of previous goals, but more importantly to reflect ambitious expectations through the next seven year accreditation cycle ending in 2023. This is particularly true for Core Theme #2 - Interprofessional Education. All of the indicators for this core theme are new and several of these indicators have been set with aspirational targets of achievement for which OHSU will accomplish during this next seven year accreditation cycle.

Since the indicators, objectives, core themes and mission are intricately connected, table 3 provides an example of the analysis of achievement for the indicators, objectives, and core themes.

Table 3: Example of Overall Analysis by Objective and Core Theme

Core Theme #1 – Learning Environment			
	Core Theme Indicator Results	Mission Fulfillment for Each Objective - <i>Did > 90% of the Indicators for the Objective meet or were within an acceptable range by 2023?</i>	Mission Fulfillment for Each Core Theme <i>Did > 90% of the Indicators for the Core Theme meet or were within an acceptable range by 2023?</i>
CTI 1.1.1	▼		
CTI 1.1.2	●		
CTI 1.1.3	●		
Objective 1.1		YES	
CTI 1.2.1	●		
CTI 1.2.2	●		
CTI 1.2.3	▼		
Objective 1.2		YES	
CTI 1.3.1	●		
CTI 1.3.2	●		
CTI 1.3.3	●		
CTI 1.3.4	●		
Objective 1.3		YES	
Mission Fulfillment for Learning Environment Core Theme			YES

Standard 1.B Core Themes

Standard 1.B.1 - The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

OHSU has articulated four core themes: Learning Environment, Interprofessional Education, Clinical and Translational Research, and Health System and Health Policy Leadership. These core themes individually manifest essential elements of OHSU's mission as well as collectively encompass the university's complex mission and five of [OHSU Vision 2020 \(v. 2013\)](#)'s six strategic goals. The sixth strategic goal, "Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel" runs through all core themes, mission elements, and strategic goals to emphasize the organizational importance of fiscal planning, sustainability, and the opportunity for the OHSU community to aspire for excellence.

Table 4 demonstrates the alignment, the synchronicity, and the close connection between the core themes to the mission and the strategic goals (see page 10). The core themes are closely integrated and can be found in the same components of the institutional mission. The Learning Environment core theme is utilized in conjunction with the Interprofessional Education core theme and both play a key role in the success of the Clinical and Translational Research and the Health System and Health Policy Leadership core themes as evident by the mission statement.

Table 4: OHSU's Core Themes Integrated with the Mission and Strategic Goals

Core Theme	OHSU Mission	Vision 2020 (v. 2013) Strategic Goal
Learning Environment	Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution. (M1)	Be a great organization, diverse in people and ideas. (SG1)
		Help meet Oregon's health and science workforce needs through innovative education strategies. (SG4)
	Explore new, basic, clinical, and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, whenever possible, into applications in the health and commercial sectors. (M2)	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)
		Generate and deploy OHSU resources to sustain an environment where faculty and staff committed to top performance can excel. (SG6)
Interprofessional Education	Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution. (M1)	Help meet Oregon's health and science workforce needs through innovative education strategies. (SG4)
	Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies. (M3)	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)

Clinical & Translational Research	Explore new, basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, whenever possible, into applications in the health and commercial sectors. (M2)	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)
		Align OHSU enterprises to support robust and sustainable innovation and research. (SG5)
Health System & Health Policy Leadership	Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach. (M4)	Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians. (SG3)
	Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies. (M3)	Develop and retain a faculty that will collaborate to drive excellence and innovation across OHSU. (SG2)

Standard 1.B.2 - The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

OHSU has articulated meaningful objectives for each of the core themes. Each objective has multiple indicators that are assessed, most annually, and each indicator plays a significant role in determining the achievement of the assigned objective. Emphasis has been placed on indicators that focus on outputs, results, or achievements rather than inputs or processes. As Oregon's only comprehensive academic health center, OHSU strives to be a state leader. Concurrent with this philosophy, OHSU aspires for improvement, so minimum achievement thresholds or levels are inconsistent to the goal of being a leader. So rather than setting minimal acceptable levels of compliance, OHSU has established aspirational and motivational targets to serve as goals of achievement to realize the institutional mission and drive its leadership role.

Core Theme #1: Learning Environment

As an academic health center, OHSU functions at the intersection of the health professions education, biomedical research, and patient care to improve the health and well-being of Oregonians and beyond. The health care sector is now, and will continue to be, a significant area of job creation in Oregon and the United States in the coming decades.

Supply and demand for health professionals and biomedical researchers include many demographic and socioeconomic forces. These include the increasing demand for health services due to the expansion of health care insurance (e.g., the Affordable Care Act) to

previously underserved populations, the aging population (baby boomers) requiring additional health services, the impending retirement of baby boomers working in the health professions, and new scientific discoveries and technology advances that are changing health care access, delivery, and quality.

These pressures call for changes in the delivery of health care and the education of health and science professionals. Racial and ethnic diversity as well as persons from underserved and disadvantaged backgrounds are significantly underrepresented among health professionals and scientists in Oregon and the United States. Some obstacles exist to creating the environment needed to increase the number of diverse, well-trained health professionals and scientists:

- Inadequate pre-college academic preparation in rigorous mathematics and science courses, especially for students from underrepresented minority populations;
- Many geographic areas and populations in Oregon need more health care professionals representing a broader scope of practice to meet the health care needs of the region or sub-population;
- The escalating cost of tuition impacts those students without significant financial support to pursue health professions.

Responding to these pressures, OHSU is focusing on a number of promising initiatives to transform the training of health professionals, the health care workforce, and ultimately the quality, cost and effectiveness of health care services. These key initiatives are represented in the meaningful indicators for the core theme of Learning Environment.

Objective 1.1: Develop student pipeline to meet the health needs of an increasingly diverse Oregon and nation.

Indicators (new indicators from the *Year Seven Self-Evaluation Report* are identified with an asterisk):

- 1.1.1 Percentage of underrepresented minority students in OHSU programs, of total OHSU students.
- 1.1.2* As a result of their involvement in *On Track OHSU!* participants will report increases in interest and engagement towards Science, Technology, Engineering, and Math (STEM).
- 1.1.3 Percentage of OHSU nursing BS graduates trained outside the Portland campus.

Objective Rationale:

As stated previously, the health care sector will be a dynamic career field with significant job creation and growth in Oregon and the United States in the coming decades. Meeting the needs of Oregonians is paramount to OHSU and to achieve this expectation, a consistent student enrollment is desired to achieve this goal. Not only is the educational stream important, but student diversity is crucial for new professionals working in an ever-changing complex workplace while also satisfying the expectations of Oregonians, including those in rural populations. This objective was selected to assist OHSU in tracking progress towards meeting the health care needs of current and future populations.

Indicator Rationale and Measurement:

A diverse workforce is crucial in addressing the needs of increasingly complex patients and communities, so tracking and striving to improve the percentage of underrepresented minority students will be a key indicator for OHSU. The first strategic goal of [*OHSU Vision 2020 \(v. 2013\)*](#),

“Be a great organization, diverse in people and ideas” emphasizes the importance of diversity to the mission of OHSU.

Another opportunity to raise awareness about the sciences and mathematics among underrepresented minority groups is *On Track OHSU!* This initiative encourages and supports more students to pursue sciences in high school and college, potentially preparing students for study in a healthcare field. *On Track OHSU!* is currently working with three communities and their students in Portland Public Schools, Woodburn School District, and the Jefferson County School District. An indicator is used to monitor the impact of this program on the pipeline for potential health care professionals.

A key healthcare workforce need in Oregon’s rural and underserved regions is in the nursing profession. An indicator is used to monitor the number of undergraduate nurses that are educated outside the Portland campus, as research indicates that students are more likely to return to the region or a similar region to the one they grew up in. In an effort to better serve these rural areas, expanding educational efforts outside the Portland campus is one initiative to both generate a pipeline of baccalaureate-educated nurses and to assist in healthcare profession shortages.

Target Establishment:

Aspirational goals and expectations were used in setting the targets for the underrepresented minority student percentage (1.1.1), the *On Track OHSU!* indicator (1.1.2) and the percentage of BS nursing graduates trained outside of the Portland campus (1.1.3). Targets for indicators 1.1.1 and 1.1.3 were increased from the *Year Seven Self-Evaluation Report* to encourage ongoing institutional improvements through the next seven year accreditation cycle (2023). Specifically the target for the percentage of underrepresented minority students (1.1.1) increased significantly to represent OHSU goals in this area. The target for the new *On Track OHSU!* indicator (1.1.2) was reviewed and input was provided by the Assistant Vice Provost for Education Outreach and Collaboration, the institutional expert under which *On Track OHSU!* resides. The target was created to establish an impact point on those students participating in *On Track OHSU!* The target for 1.1.3 was increased to 2/3 of the BS degrees awarded in nursing to be from areas outside of the Portland campus.

Objective 1.2: Provide a supportive, diverse, and inclusive learning and work environment for students, faculty and staff.

Indicators:

- 1.2.1 Percentage of students that are satisfied with OHSU’s climate for diversity and inclusion.
- 1.2.2 Percentage of faculty and staff members that are satisfied with OHSU’s climate for diversity and inclusion.
- 1.2.3 Percentage of minority faculty at OHSU.

Objective Rationale:

Promoting a supportive, diverse, and inclusive learning and working environment for students, faculty, and staff is critical to OHSU’s continued success and aids in recruiting the most talented, qualified and diverse individuals. Again, this objective echoes and reiterates the first strategic goal of [OHSU Vision 2020 \(v. 2013\)](#) “Be a great organization, diverse in people and ideas” and expands the foci to also include the work environment, which is an important aspect for the organization. Monitoring the learning and work environments to ensure high levels of satisfaction is one method to ensure OHSU is a great organization

Indicator Rationale and Measurement:

Conducting a satisfaction survey provides valuable information on OHSU's climate from the various perspectives – student, faculty and staff. Issues identified by the survey that may be impacting student learning can be raised and addressed by the institution's administration. Using the results of these assessments, the satisfaction for diversity and inclusion can be monitored to ensure the environment at OHSU is supportive.

A fundamental tenet of OHSU is the educational experience and knowledge gained from different viewpoints. Being an inclusive and respectful institution drives the leadership qualities of the organization. To ensure these attributes, OHSU monitors the percentage of minority faculty to ensure a diverse faculty body. Maintaining a diverse faculty open to expressing new ideas and concepts to the student body directly supports the core theme of an engaged and vibrant Learning Environment.

Target Establishment:

The targets were reviewed and determined to be challenging to the institution by the Core Theme Objective and Indicator Committee. The OHSU climate surveys are not completed annually and those targets (1.2.1 and 1.2.2) were continued from the *2015 Year Seven Self-Evaluation*. The target for the percentage of minority faculty (1.2.3) was increased from the *2015 Year Seven Self-Evaluation* as efforts and investments have been made to increase this percentage with the expectation that the percentage of minority faculty will reach 20% by 2023.

Objective 1.3: Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.

Indicators:

- 1.3.1 Percentage of graduates passing senior-level credentialing examinations on the first attempt.
- 1.3.2 Percentage of students in select clinical programs completing degrees within 100% of usual program time.
- 1.3.3 Percentage of degree-seeking students that persist to second year.
- 1.3.4 Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.

Objective Rationale:

At the heart of OHSU's mission is educating healthcare professionals to ensure they are appropriately qualified and prepared to join the workforce. This objective monitors the productivity of the educational experience. This objective not only examines on-time degree completion rates but also monitors the internal process of OHSU's retention efforts.

Indicator Rationale and Measurement:

Credentialing examination pass rates are common metrics used to determine programmatic and institutional effectiveness. The first indicator enables OHSU to monitor the percentage of graduates passing credentialing examinations on the first attempt. When an individual passes a credentialing examination, it indicates that predetermined qualifications of knowledge and competencies established by experts in their respective fields have been met. Credentialing examinations provide a form of quality assurance.

The OHSU Teaching & Learning Center and the increased use of simulation in the curriculum are designed to enhance learning outcomes to ensure graduates are appropriately prepared for clinical practice and research or progress to the next level of training (e.g., residency training). Monitoring completion rates directly ties into the objective for producing graduates.

Another mechanism for producing quality graduates is to monitor the retention rate of students from the first to the second year of their program. Ensuring students have the resources and support to continue in the academic program directly impacts the objective of producing graduates.

The use of a common course evaluation system is important to provide student feedback to program faculty regarding course and instructional effectiveness. The ability to assess course quality, content, and rigor ensures the content is applicable and communicated to the students appropriately through course syllabi.

Target Establishment:

By establishing demanding targets of $\geq 90\%$ on national credentialing exam rates, OHSU strives to make its graduates competitive in a demanding workforce environment. These target levels and results are also reported to the Oregon State Legislature as a Key Performance Measure. By expecting $\geq 95\%$ of degree-seeking students to persist to a second year and $\geq 80\%$ to complete clinical degree programs within usual program length, OHSU encourages students to progress through their academic careers and in a timely manner. Indicators 1.3.1 and 1.3.2 each have a single target level but multiple measures that are monitored and for these indicators to be attained $\geq 50\%$ of the measures need to meet the target. The target for 1.3.3 – Percentage of degree-seeking students that persist to the second year was increased from $\geq 80\%$ as listed in the *2015 Year Seven Self-Evaluation* to $\geq 95\%$ to further challenge the expectation of student retention. OHSU also examines the student ratings on its courses to obtain student input and satisfaction of the courses delivered at the institution.

The Learning Environment core theme has three meaningful objectives and 10 indicators that are monitored to ensure relevance to the mission and vision of OHSU. The rationale and target levels for each objective and each indicator have been provided to emphasize the appropriateness of each measure.

Core Theme #2: Interprofessional Education

As future members of a learned profession, students have traditionally adopted established roles, including those of nurse, physician, physician assistant, pharmacist, dentist, nutritionist, or scientist. Over the past decade, an international movement, including representation from each health profession, has recognized the need for interprofessional practice and education to meet the “Triple Aim” goals of: 1) improved health of populations; 2) improved patient experience; and 3) reduced trends in total per capita health care expenditures. The Institute of Medicine (IOM) called for focused attention on faculty preparation and reward structures, professional development, and instruction and learning of students. The IOM directed faculty, students and staff to develop additional skills related to working effectively as a member and leader of an interprofessional team, communicating effectively, developing cultural competency, and implementing systems-based quality improvements with the goal of providing collaborative, patient-centered care.

The OHSU Interprofessional Initiative engages faculty, students and staff—as well as patients and the community—to fulfill the goal of a safer and more effective patient-centered and community-orientated health system for Oregon and beyond. The objective of the Interprofessional Initiative is to identify and support opportunities for OHSU students to “learn with, from, and about” each other to prepare a collaborative, practice-ready health care workforce.

Objective 2.1. Promote an institutional culture that enhances interprofessional practice and education (IPE).

Indicators: (new indicators from the *Year Seven Self-Evaluation Report* are identified with an asterisk):

- 2.1.1* Percentage of facilitators rating the IPE Foundations Course ≥ 5 on a 6-point scale.
- 2.1.2* Percentage of clinical programs that have an IPE graduation requirement.
- 2.1.3* Percentage of students reporting that as a result of their IPE course or experience, they have an increased appreciation of other health care professionals.
- 2.1.4* Percentage of clinical programs that assess OHSU Graduation Core Competency #7 –Teamwork.

Objective Rationale:

Interprofessional education supports a new model of patient-centered, team-based care. Programmatic accrediting bodies (e.g., Liaison Committee on Medical Education, Commission of Dental Accreditation, and American Association of Colleges of Nursing) for health professions are increasing their expectations for interprofessional education as part of profession-specific learning experiences. OHSU endorses, supports, and encourages an interprofessional educational experience for its students. Through faculty leadership and curricular changes, OHSU will establish an institutional culture that supports and propels this objective.

Indicator Rationale and Measurement:

Completely new indicators were established with the assistance of the Interprofessional Initiative (IPI) Steering Committee to monitor the integration of interprofessional education and its effectiveness into the OHSU curriculum. Crucial to the overall success of this objective is faculty buy-in and support which is measured through indicator 2.1.1. The importance of interprofessional education across the curriculum is emphasized by the expectation that clinical programs will have a graduation requirement for IPE (2.1.2). Student increased appreciation of other health care professionals after participating in IPE courses and experiences is monitored in 2.1.3. Integration with the OHSU Graduation Core Competencies is demonstrated through the assessment of teamwork, which will provide important information on both IPE and that specific graduation competency (2.1.4).

Target Establishment:

The Provost's vision, commitment, and expectations have helped determine the targets for the Interprofessional Education Core Theme. Indicator 2.1.1 is a modification of an indicator from the *2015 Year Seven Self-Evaluation* and the target is an expectation that at least 85% of the IPE Foundation Course facilitators will rate the course as either a 5 or greater on a six-point scale. New indicator 2.1.2 will require integration of IPE into the curriculum with an expectation that by 2023 $\geq 85\%$ of clinical programs will have an IPE graduation requirement. A target of $\geq 75\%$ was set for new indicator 2.1.3 which tracks increased student appreciation of other health care professionals following completion of IPE courses or experiences. Establishing new indicator 2.1.4 with an expectation that by 2023 $\geq 80\%$ of clinical programs will assess the OHSU Graduation Core Competency on teamwork will enrich the university's assessment

activities. This OHSU Graduation Core Competency was recently revised and the IPI Steering Committee is currently drafting an assessment measure that will document the knowledge, skills, behaviors, and attitudes of teamwork.

The IPI Steering Committee provided input on and recommended the targets for the Interprofessional Education core theme as appropriate and aspirational. While the baseline results for two of the four new indicators under the Interprofessional Education core theme need to be addressed, these aspirational targets are fully expected to be within an acceptable range by the end of this next seven year accreditation cycle.

OHSU's dynamic long-term strategic plan, [OHSU Vision 2020 \(v. 2013\)](#), specifically includes strategies for interprofessional practice and education: 2.2 "Drive interprofessional collaboration and innovation across all missions"; 2.6 "Develop and reward faculty who lead interprofessional education and collaboration within and across missions"; and 4.2 "Educate a clinical and scientific workforce that creates new knowledge and address the health of populations in an interprofessional environment." These expectations and targets will be continually monitored through this core theme, objective, and indicators.

Core Theme #3: Clinical and Translational Research

OHSU integrates multiple departments with [research centers and institutes](#) to form the foundation of a diverse and vital research enterprise. Translational research at OHSU occurs within all of these entities and is characterized by a strong and vibrant scientific community; a vigorous research portfolio with rapid growth of funding; high value on collaboration among researchers; low barriers to intra-institutional research; recent expansion of physical facilities for research; and institutional research infrastructure, including well-established educational training programs in translational research methods.

OHSU has a long and successful history of collaborating with local, state, regional, national, and international partners to advance the research agenda, including extensive outreach into the community. The research portfolio spans the translational spectrum, from basic science investigations, through clinical research, early phase therapeutic trials, population-based studies, and finally to health systems research. All schools at OHSU participate in translational research activities.

To measure the progress toward the Clinical and Translational Research core theme, the university identified two core theme objectives and six indicators as follows:

Objective 3.1: Promote research career development to provide a "career ready" biomedical science workforce.

Indicators: (new indicators from the *Year Seven Self-Evaluation Report* are identified with an asterisk):

- 3.1.1* Annual submissions and success rate for Career Development Awards (K Awards) applications to the National Institutes of Health.
- 3.1.2 Number of degrees and certificates awarded in clinical and translational research training.
- 3.1.3 Upon graduation, the percentage of OHSU Ph.D. graduates reporting definite post-graduation employment or definite postdoctoral study.

Objective Rationale:

Key to the mission and vision of OHSU is the research element and the training of an appropriately prepared workforce. This objective measures how OHSU promotes, encourages, and supports its faculty and students in being ready to enter the workforce and contribute to society.

Indicator Rationale and Measurement:

By measuring the number of submissions as well as the success rate of K Awards as a percentage of awarded versus submitted, OHSU can compare its achievements on a national scale. Through the Master of Clinical Research (MCR) and Human Investigations Program (HIP), OHSU supports clinicians and scientists preparing to conduct research. By monitoring the number of degrees and certificates awarded in the MCR and HIP, the institution demonstrates the importance of research preparation to the organization. OHSU uses the National Science Foundation (NSF) *Survey of Earned Doctorates* as an independent resource for obtaining data regarding post-graduation plans of its research doctorate recipients. This instrument is administered immediately upon graduation and surveys whether graduates have already secured employment or post-doctoral studies. These indicators are accessible and meaningful for determining OHSU's impact on the development of a workforce with clinical and translational research competencies.

Target Establishment:

OHSU is striving to increase the number of applications while maintaining a high success rate for K Awards, therefore, indicator 3.1.1 was modified to track K Award submissions. While the number of submissions is readily available the success rate is a challenging metric to measure due to the NIH's awarding schedule often taking many years to finalize. However, a new target of ≥ 60 submissions annually has been established and a target of a $\geq 33\%$ success rate are appropriate measures for OHSU with the success rate target above the national average of 31% for 2015. The target for the number of degrees and certificates awarded in clinical and translational research (3.1.2) was increased from the *2015 Year Seven Self-Evaluation*. When establishing the target for indicator 3.1.3, percentage of graduates reporting definite post-graduation employment or definite postdoctoral study, comparisons to the "All Doctoral/Research Universities Other Institutions" in the *Survey of Earned Doctorates* was made and OHSU set its target above the "other institutions" percentage and above the target as listed in the *2015 Year Seven Self-Evaluation*.

Objective 3.2: Expand OHSU's prominence as a research university.**Indicators:**

- 3.2.1 Total sponsored project revenue in a given year.
- 3.2.2 Average annual sponsored project revenue per faculty with OHSU Principal Investigator status.
- 3.2.3 Number of new inventions disclosed in a given year.

Objective Rationale:

Expanding and enhancing the research component of OHSU is fundamental to the Core Theme - Clinical and Translational Research, the strategic vision, and the mission of the institution. OHSU supports its research and productivity endeavors by encouraging the research activities of its faculty.

Indicator Rationale and Measurement:

By analyzing the total institutional amount of sponsored revenue annually and the average annual sponsored project revenue per faculty with OHSU Principle Investigator status, a level of institutional and faculty productivity can be measured. A method to demonstrate that the research activities are translational is by measuring the number of new inventions disclosed annually. OHSU Innovation and Commercialization Productivity is tracked and published annually in the [OHSU Fact Book](#).

Target Establishment:

The target for total sponsored project revenue (3.2.1) was increased from \$350 million in the *2015 Year Seven Self-Evaluation* to \$400 million to reflect OHSU commitment in this area. Indicator 3.2.2 is another Key Performance Measure for the Oregon State Legislature, therefore, the Oregon State Legislature determined the target level for this measure. The appropriate target for the number of inventions disclosed annually was set with consideration to fluctuations of the number of inventions disclosed in previous years.

Core Theme #4: Health System and Health Policy Leadership

OHSU aspires to be the innovation leader in health care reform in the state. The education mission is inextricably linked with OHSU's clinical care operations. The clinical setting is a crucial part of the learning environment at OHSU. At the heart of current health care reform efforts is the pursuit of 1) improved population health, 2) improved patient experience and 3) reduced per capita health care costs, known as the "Triple Aim." Only by achieving all three of these goals can genuine improvements be realized in the health care system.

To measure the progress toward the Health System and Health Policy Leadership core theme, two core theme objectives and five indicators were identified as follows:

Objective 4.1: Prepare students for leadership roles in population health, health policy, and community practice.

Indicators: (new indicators from the *Year Seven Self-Evaluation Report* are identified with an asterisk):

- 4.1.1* Number of graduate degrees and certificates awarded under the OHSU-PSU School of Public Health.
- 4.1.2* Increase the number of students participating in the OHSU Rural Community based project by 50 students per year.

Objective Rationale:

With so many regulatory unknowns facing today's health care providers and the providers of the future, it is imperative that OHSU's graduates are prepared for the important issues and interests in the health policy arena. In addition to the health policy environment, OHSU's clinical settings represent opportunities for health care practitioners, scientists and students to learn from, with, and about one another and to further the university-wide value of collaboration. Improving the quality and safety of health care as well as patient outcomes is linked to health care providers working together, fulfilling their unique role on the team while also understanding the roles of all team members. Therefore, this objective was revised to concentrate on preparing students for leaderships roles in population health, health policy and community practice. New objective 4.1 focuses on OHSU's educational mission by complimenting the Learning Environment core

theme while emphasizing leadership roles in health policy and population health. As the educational leader for health care professionals in the region, it is OHSU's responsibility to prepare its graduates for leadership roles.

Indicator Rationale and Measurement:

In determining OHSU's role in educating and preparing graduates for leadership roles in population health, one new measure is to track the number of graduate degrees and certificates awarded under the OHSU-PSU School of Public Health. Student enrollment in OHSU's Rural Community-based project courses is also tracked to demonstrate student engagement with community partners. Through interprofessional teams, students develop, implement, and evaluate community projects that address local health issues and this new indicator measures the state-wide reach and impact of OHSU students while reinforcing the Interprofessional Education core theme.

Target Establishment:

The target for indicator 4.1.1 – graduate degrees and certificates awarded under the OHSU-PSU School of Public Health will be a closely monitored value. As the joint school evolves, the target of more than 55 degrees awarded will need to be increased as the enrollment within the school develops. Likewise the OHSU Rural Community-based project is a new initiative and the number of students participating in the project, indicator 4.1.2, will vary. Both the joint school and the Rural Community-based project will be expected to flourish over the next seven year accreditation cycle and these targets will be evaluated annually by OHSU administration to ensure importance and relevance.

Objective 4.2: Champion innovation in public health practice through leadership in academic research and health policy.

Indicators:

- 4.2.1 Annual sponsored projects revenue specifically focusing on health systems, health services research or evidence-based policy.
- 4.2.2 Perception of Oregonians regarding OHSU's partnering with others to improve the health and well-being of the state's citizens is greater than 7 on a ten-point scale.
- 4.2.3 Perception of Oregonians regarding OHSU's leading discussions on health care issues or health reform is greater than 7 on a ten-point scale.

Objective Rationale:

As the state's only academic health center, OHSU's role is further articulated in Objective 4.2 integrating leadership, research, and service to Oregonians. This new objective motivates the institution to "champion" new development in public health practice by leading, conducting academic research, and through health policy improvements.

Indicator Rationale and Measurement:

In order to demonstrate the integration of academic research, health policy, and public practice within OHSU, the review and tracking of sponsored project revenue focusing on health systems, health sciences research or evidence-based policy is measured annually. Gauging the perceptions of the community it serves provides OHSU with valuable information about its role and impact on the public. Indicators 4.2.2 and 4.2.3 provide insight on how Oregonians perceive OHSU in making an impact in health conditions and in maintaining a leadership role in health care issues and health reform. This Statewide Benchmark survey is administered by an external agency (Davis, Migdell, and Hibbits Research) and is statistically appropriate for the size of Oregon. These perceptions are obtained through an annual survey with a 10 point schedule.

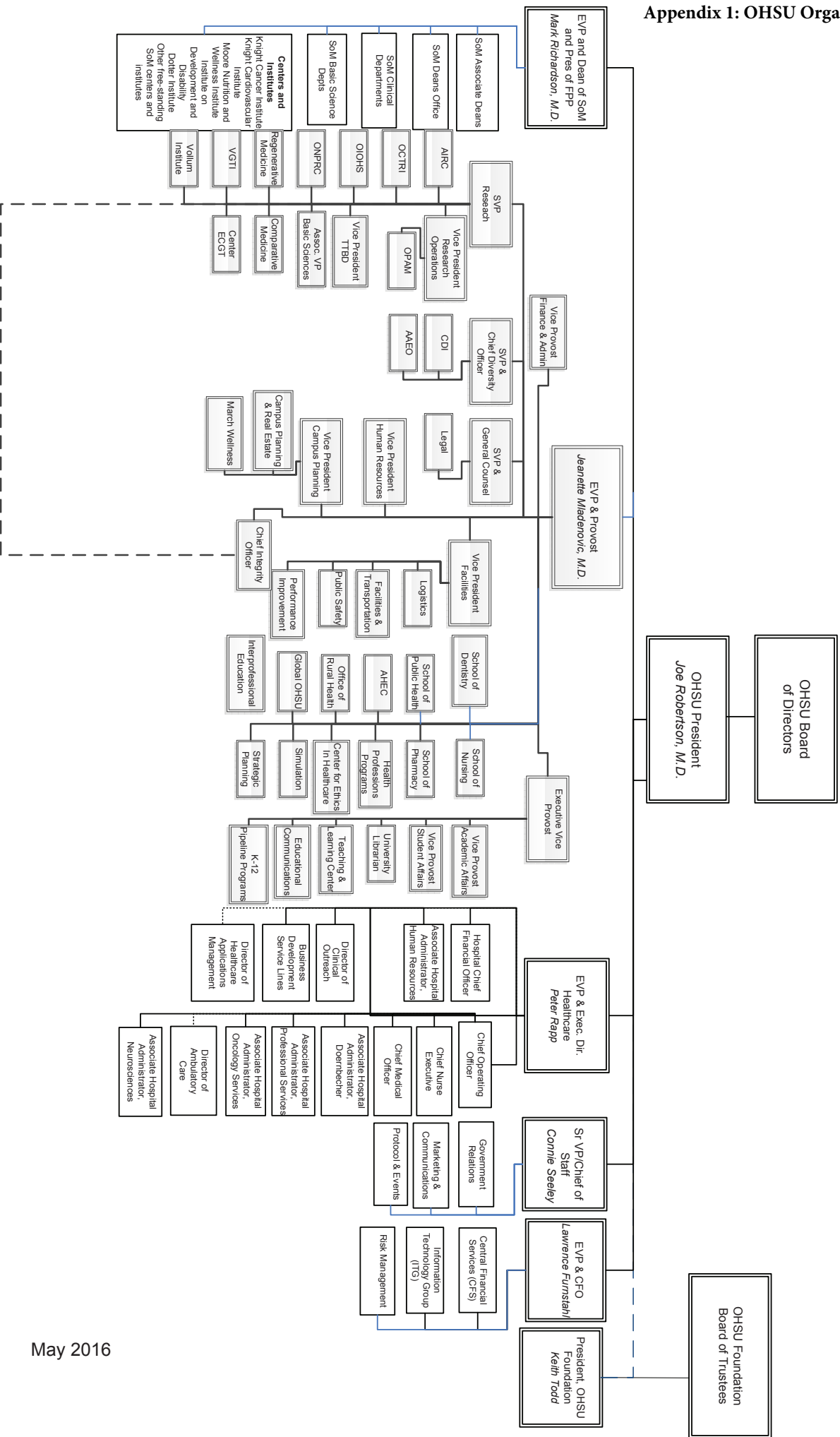
Target Establishment:

The target for the annual sponsored projects revenue was based on data from previous years with a greater than or equal to \$30 million annual award deemed as a challenging goal. In determining the targets for the perception indicators, OHSU expects results to be ≥ 7.0 on a 10.0 scale.

CONCLUSION

As Oregon's only academic health center, educating the next generation of healthcare professionals, conducting innovative research to improve and enhance scientific discovery, providing high-quality health care and specialty services and collaborating with community partners are fundamental tenets of the university. OHSU has a clearly defined, institutional board approved mission statement and an articulated strategic planning vision which reflect the essential core themes of the institution. These core themes of Learning Environment, Interprofessional Education, Clinical and Translational Research, and Health System and Health Policy Leadership guide the institution in the execution of its mission. OHSU has established objectives and aspirational indicators of achievement to monitor these core themes and motivate the institution to continually strive for improvement. This *Year One Self-Evaluation Report* establishes the strong reporting foundation for the institution as it continues its ongoing accreditation efforts by evaluating its educational resources and capacity for the Mid-Cycle Self-Evaluation Report.

APPENDICIES



Appendix 2: Contributors to the *Year One Self-Evaluation*

OHSU NWCCU Accreditation Faculty Steering Committee

Jeanette Mladenovic, Executive Vice President and Provost

David Robinson, Executive Vice Provost

Dana Director, Vice President, Office of Vice Provost for Research Operations and Student Affairs

Cherie Honnell, Vice Provost for Enrollment Management and Academic Programs

Jeffrey Stewart, Associate Professor, Oral Pathology

Bonnie Nagel, Associate Professor, Psychiatry and Behavioral Neuroscience

Catherine Morgans, Associate Professor, Physiology and Pharmacology

Charles Allen, Professor, Oregon Institute of Occupational Health Sciences

Christopher Lee, Associate Professor, School of Nursing

Helmi Lutsep, Professor, Neurology

Jennifer Pasko, Surgery Resident, School of Medicine

John Crabbe, Professor, Behavioral Neuroscience

Robert Halstead, Assistant Vice Provost for Accreditation

Core Theme, Objective, and Indicator Committee

David Robinson, Executive Vice Provost

Cherie Honnell, Vice Provost for Enrollment Management and Academic Programs

Alex Shuford, Interim Director, Teaching and Learning Center

Jeffrey Stewart, Associate Professor, Oral Pathology

Jennifer Boyd, Assistant Vice Provost for Strategic Planning and Interprofessional Initiatives

Cindy Morris, Professor, Medical Informatics and Clinical Epidemiology

David Ellison, Director, Oregon Clinical and Translational Research Institute, Assistant Vice President of Clinical and Translational Research

Dana Director, Vice President, Office of Vice Provost for Research Operations and Student Affairs

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Leslie McBride, Associate Dean for Academic Affairs, OHSU-PSU School of Public Health Initiative

Leslie Garcia, Assistant Chief Diversity Officer

Jeanne-Marie Guise, Professor, Obstetrics and Gynecology

Allison Fryer, Associate Dean for Graduate Studies, Pulmonary Critical Care

Susan Shugerman, Assistant Vice Provost for Education Outreach and Collaboration,

Jennifer Crosby, Director, Human Resources – Research and Academics

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- Judith Baggs, Professor, School of Nursing
- David Bearden, Assistant Director, College of Pharmacy
- Jennifer Boyd, Assistant Vice Provost for Strategic Planning and Interprofessional Initiatives, Academic Affairs
- Martha Driessnack, Associate Professor, School of Nursing
- Jonathan Hanisits, Administrative Coordinator, Academic Affairs
- Erica Mitchell, Professor, Vascular Surgery
- Molly Osborne, Professor, Academic Affairs
- Jeffery Stewart, Associate Professor, Oral Pathology

Rachel Dresbeck, Director, Research Development and Research and Academic Communications

Anna Teske, Assistant Vice Provost for Academic Program Approval and Policy