Oregon Health & Science University
Indicators of Effectiveness

4/2/2024

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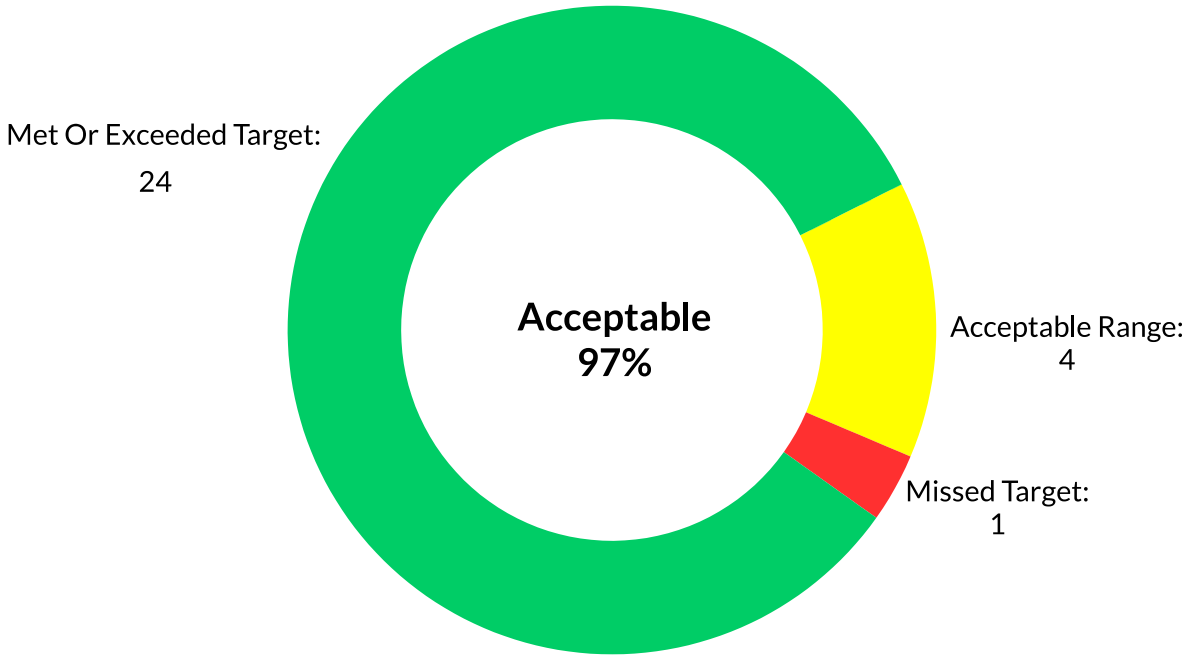
Indicators of Effectiveness - Mission Fulfillment

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 ≤ 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 ≥ 90%. OHSU is meeting its definition of mission fulfillment as all but one 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 ID	Indicator Details	Target	Actual	Result
IIE 1.1	Percentage of underrepresented minority students enrolled at OHSU, of total enrolled students.	17%	28%	✅
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%	95%	✅
IIE 1.3	Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.	66%	65%	⚠

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

Indicator ID	Indicator Details	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%	79%	✅
IIE 2.2	Percentage of minority faculty at OHSU.	20%	23%	✅
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%	75%	✅
IIE 2.5	OHSU faculty and staff respondent sense of engagement at OHSU, as demonstrated through the annual Press Ganey Engagement score.	4.00	3.81	⚠

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

Indicator ID	Indicator Details	Target	Actual	Result
IIE 3.1	Number of degrees and certificates awarded in clinical and translational research training.	25	32	✅
IIE 3.2	Total sponsored project revenue in a given year.	$400M	$596M	✅
IIE 3.3	Number of new inventions disclosed in a given year.	115	86	❌

Objective: Provide access to healthcare for patients across Oregon.

Indicator ID	Indicator Details	Target	Actual	Result

IIE 4.1	Hospital occupancy rate in a given year.	80%	87%	✅
IIE 4.2	Total ambulatory patient visits in a given year.	950K	1,139K	✅
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 ID	Indicator Details	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%	96%	✅
SLI 1.2	Percentage of academic programs that use available OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.	60%	85%	✅
SLI 1.3	Percentage of academic programs that use assessment data to improve the achievement of student learning outcomes.	60%	92%	✅
SLI 1.4	Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.	70%	100%	✅

Student Achievement Indicators of Effectiveness (SAI)

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

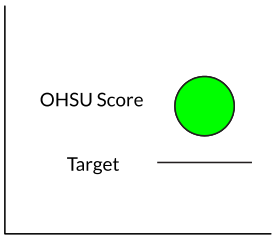
Indicator ID	Indicator Details	Target	Actual	Result
SAI 1.1	Percentage of entering degree/certificate seeking students that are retained to their second year.	95%	93%	⚠
SAI 1.2	Percentage of all degree/certificate seeking students that persist from Fall to Spring.	95%	95%	✅
SAI 1.3	Percentage of students completing degrees/certificates within 100% of usual program time.	80%	83%	✅
SAI 1.4	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).	70%	78%	✅
SAI 1.5	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.	80%	87%	✅
SAI 1.6	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.	86%	96%	✅
SAI 1.7	Percent of M.D. students passing senior-level credentialing	99%	99%	✅

	examinations on the first attempt.			
SAI 1.8	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.	80%	89%	✅
SAI 1.9	Number of degrees and certificates awarded each academic year.	1520	1482	⚠
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%	✅

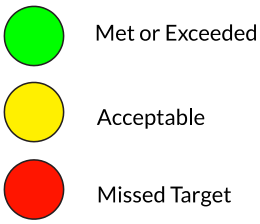
Some metrics exclude students enrolled in the joint Pharm.D. degree with Oregon State University, the joint degrees with Oregon Institute of Technology, as well as the School of Public Health joint degree students registered by Portland State University.

Guide to Interpreting Indicator Graphs

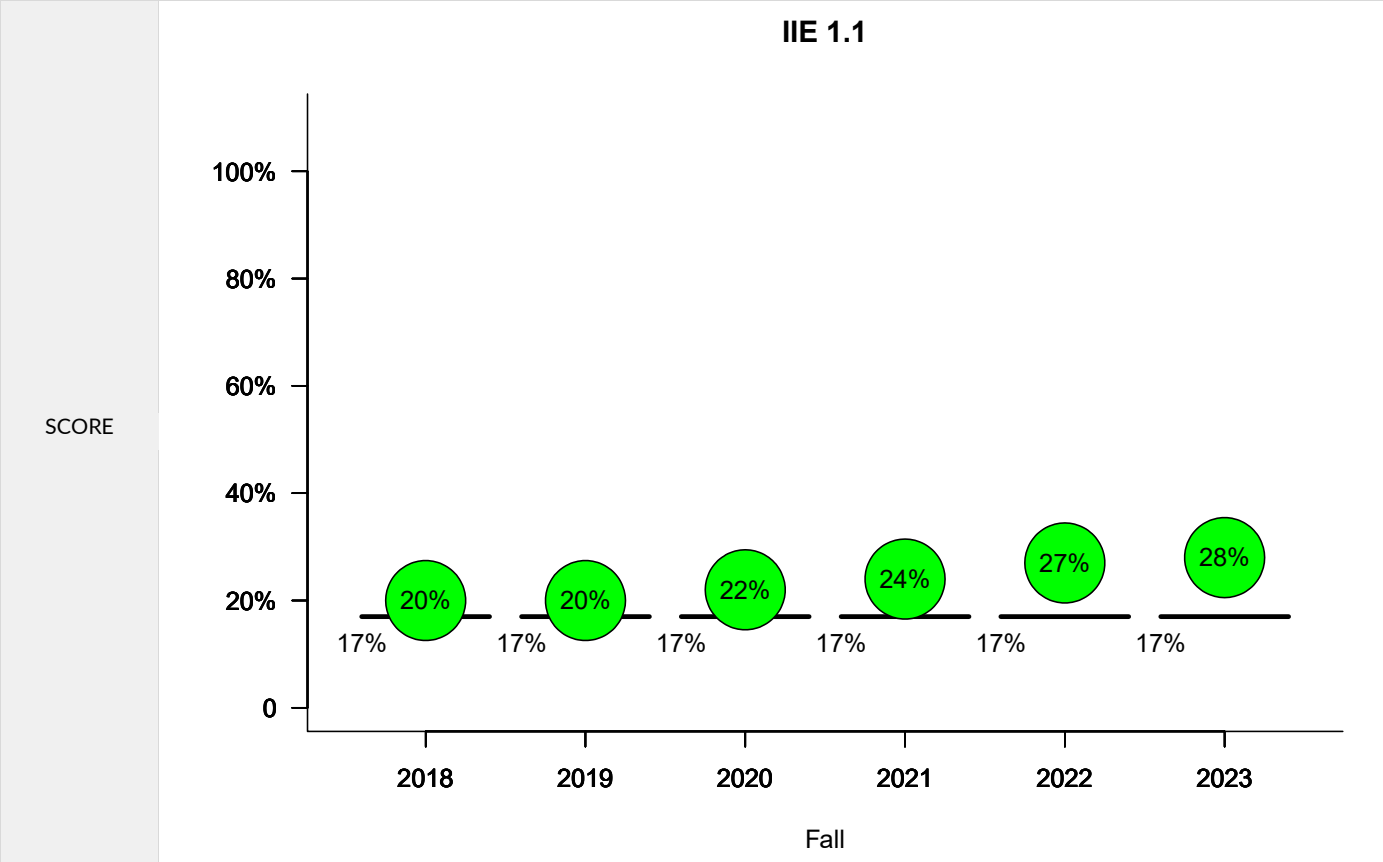
Graph Format

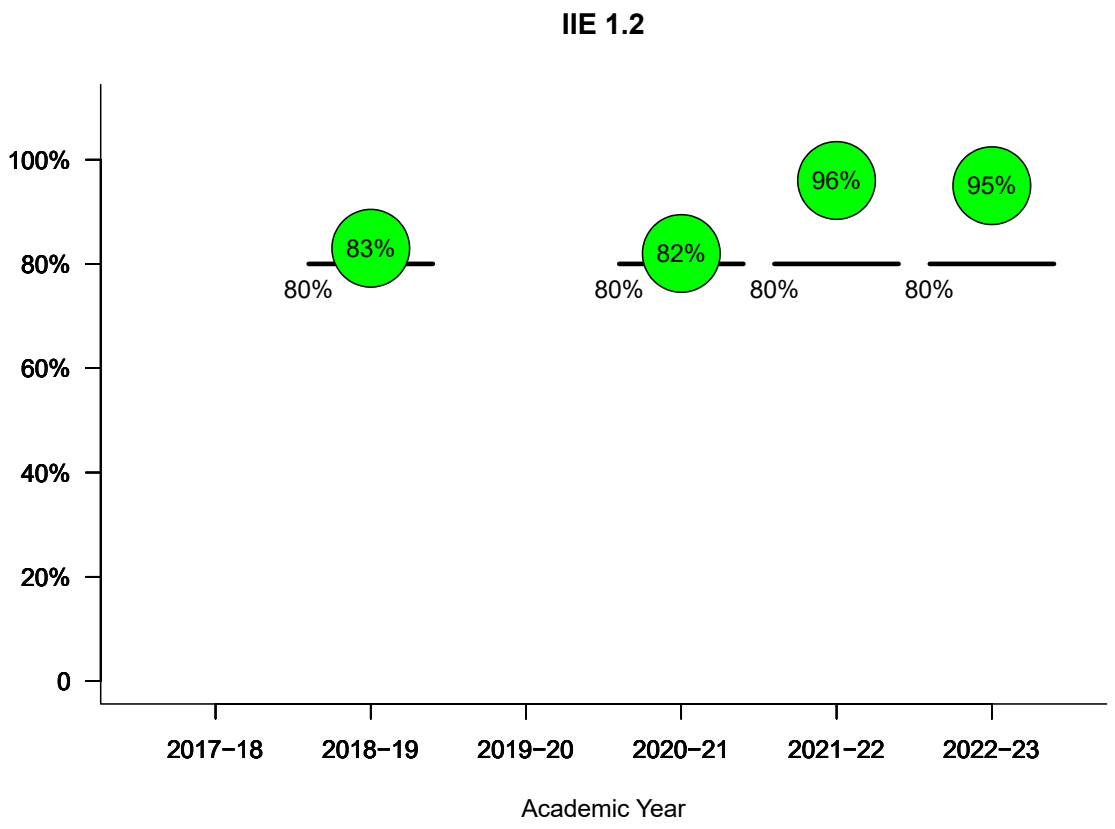


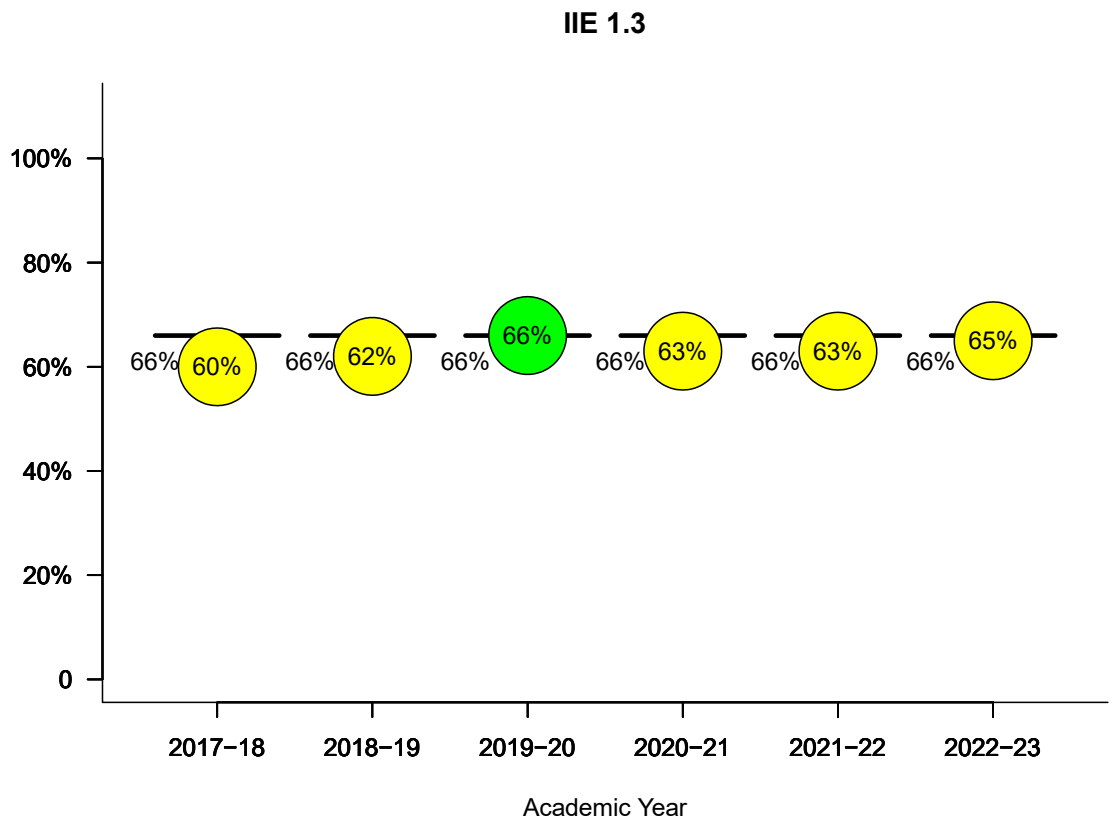
Color Guide

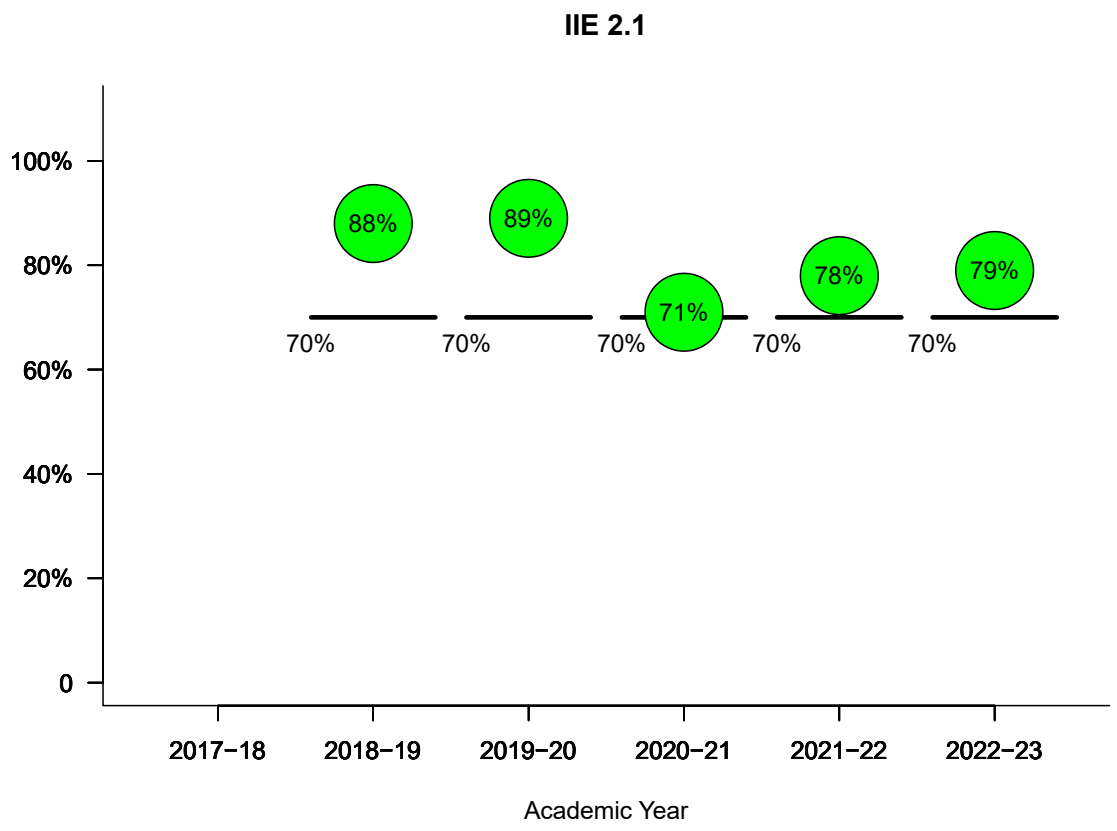


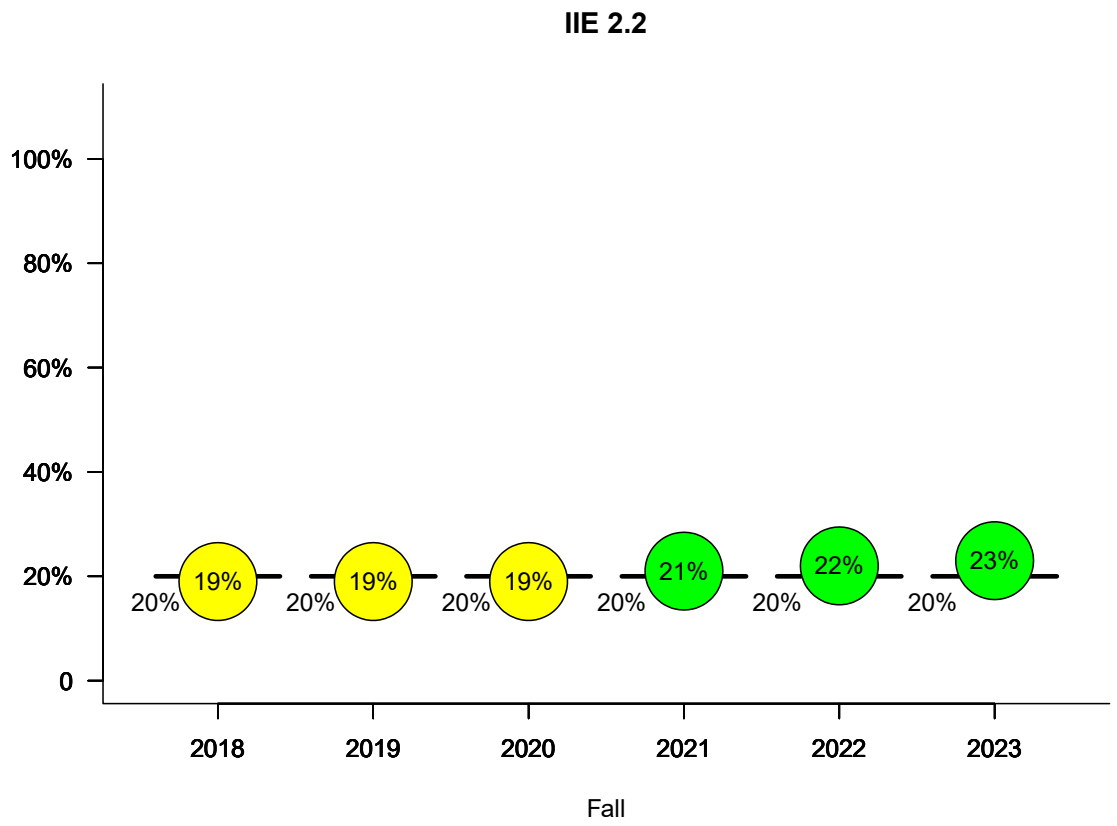
INDICATOR	**Institutional Indicators of Effectiveness - IIE 1.1**
DETAILS	Percentage of underrepresented minority students enrolled at OHSU, of total enrolled students.
OBJECTIVE	Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.
COMMENTS	In its efforts to address diversity, equity, and inclusion, OHSU monitors and evaluates its percentage of underrepresented minority students enrolled in OHSU academic programs.

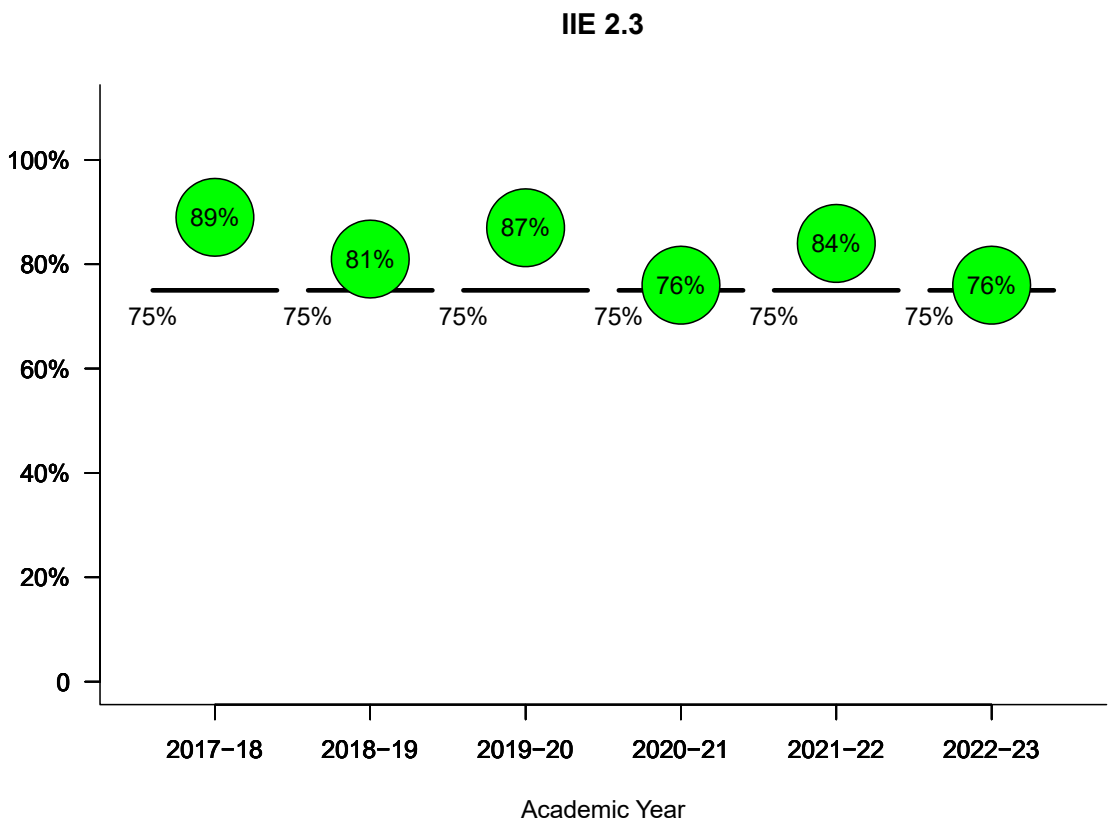

IIE 1.1
SCORE
100%
80%
60%
40%
20%
0
20%
20%
22%
24%
27%
28%
17%
17%
17%
17%
17%
17%
2018
2019
2020
2021
2022
2023
Fall

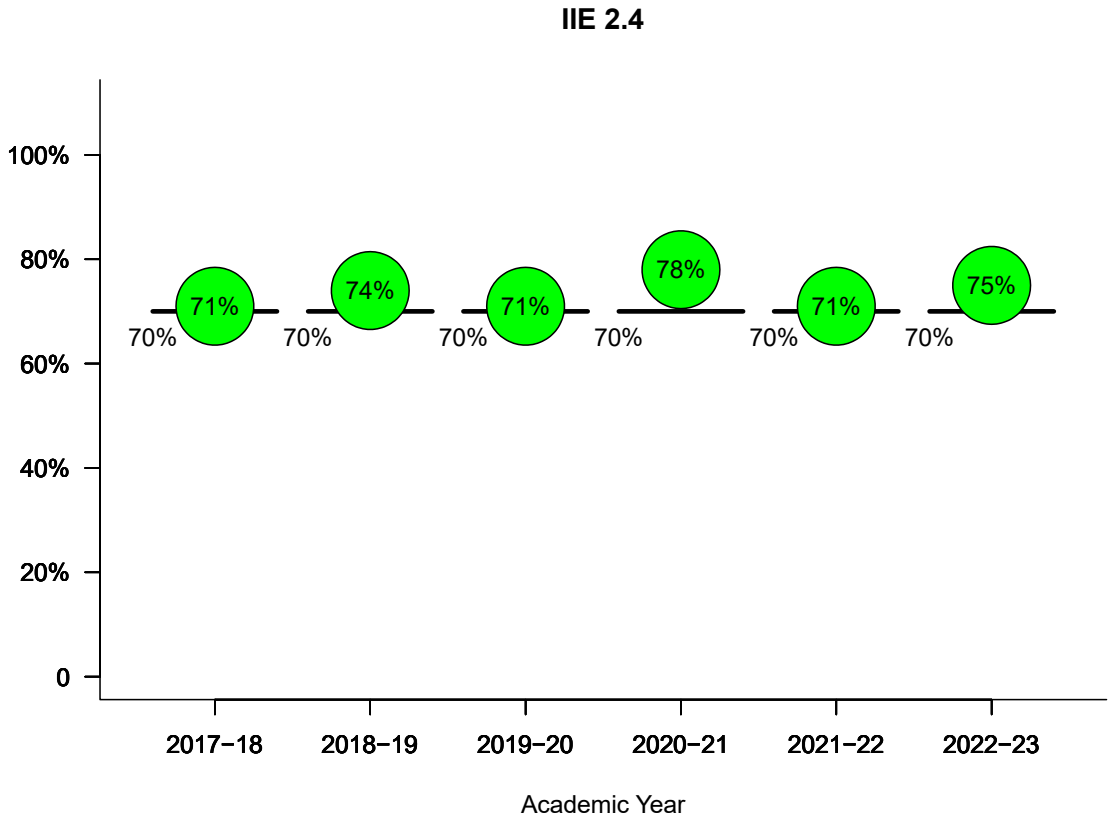
INDICATOR	**Institutional Indicators of Effectiveness - IIE 1.2**
DETAILS	As a result of their involvement in OnTrack OHSU! High School participants will report increases in interest and engagement in a Health or Science field.
OBJECTIVE	Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.
COMMENTS	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 student participants on “identity and resilience” in the STEM fields. In 2017-18, the OnTrack OHSU! annual survey was paused 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. Data for 2021-22 includes students from the initial programs Woodburn, Jefferson, and Madras while expanding to include the added Chiloquin school.
SCORE	

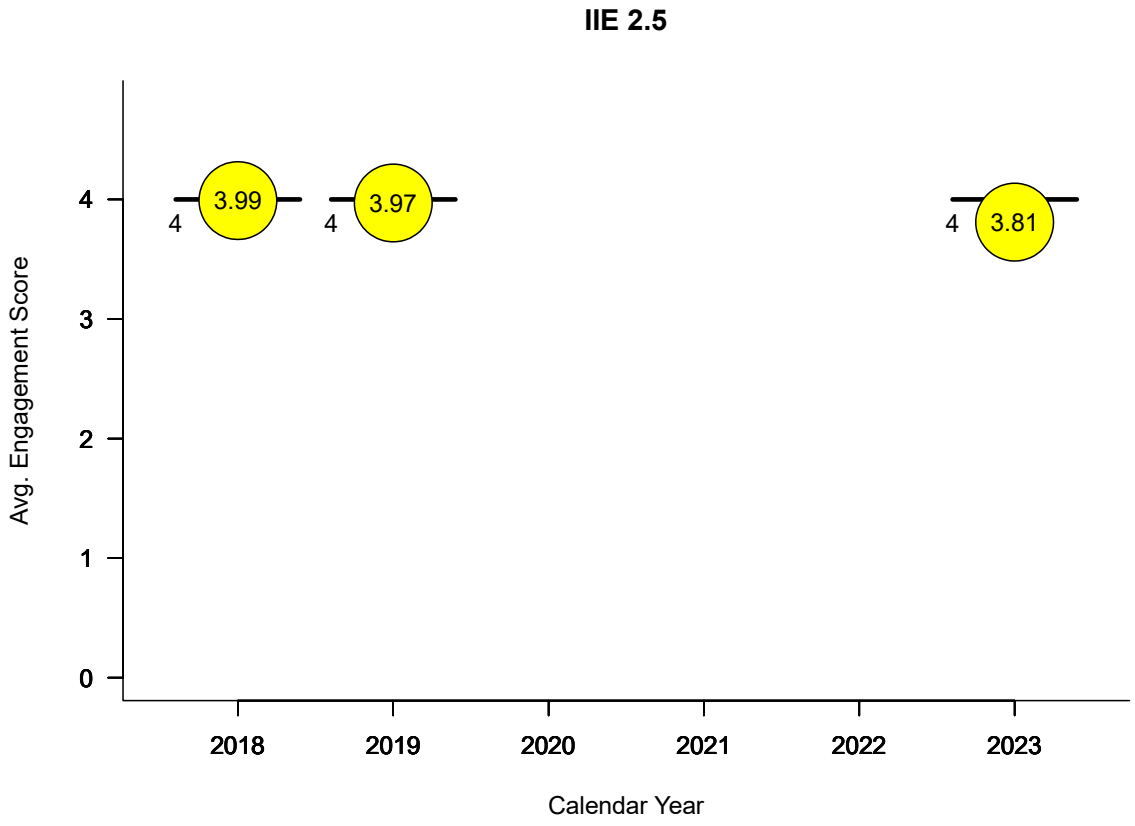
INDICATOR	**Institutional Indicators of Effectiveness - IIE 1.3**
DETAILS	Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.
OBJECTIVE	Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.
COMMENTS	OHSU is committed to addressing 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.
SCORE	

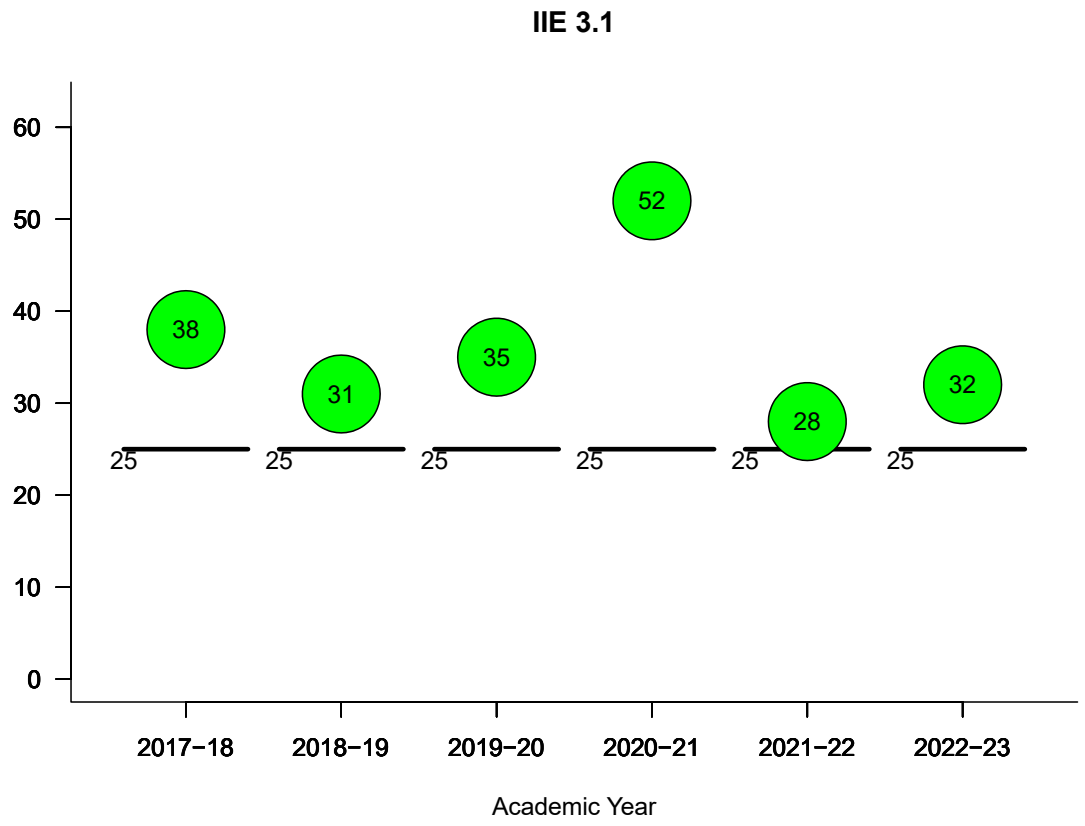
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.1**
DETAILS	Percentage of courses evaluated that have an average student rating on the diversity of the curriculum as ≥ 5 on a 6-point scale.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.
COMMENTS	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.
SCORE	

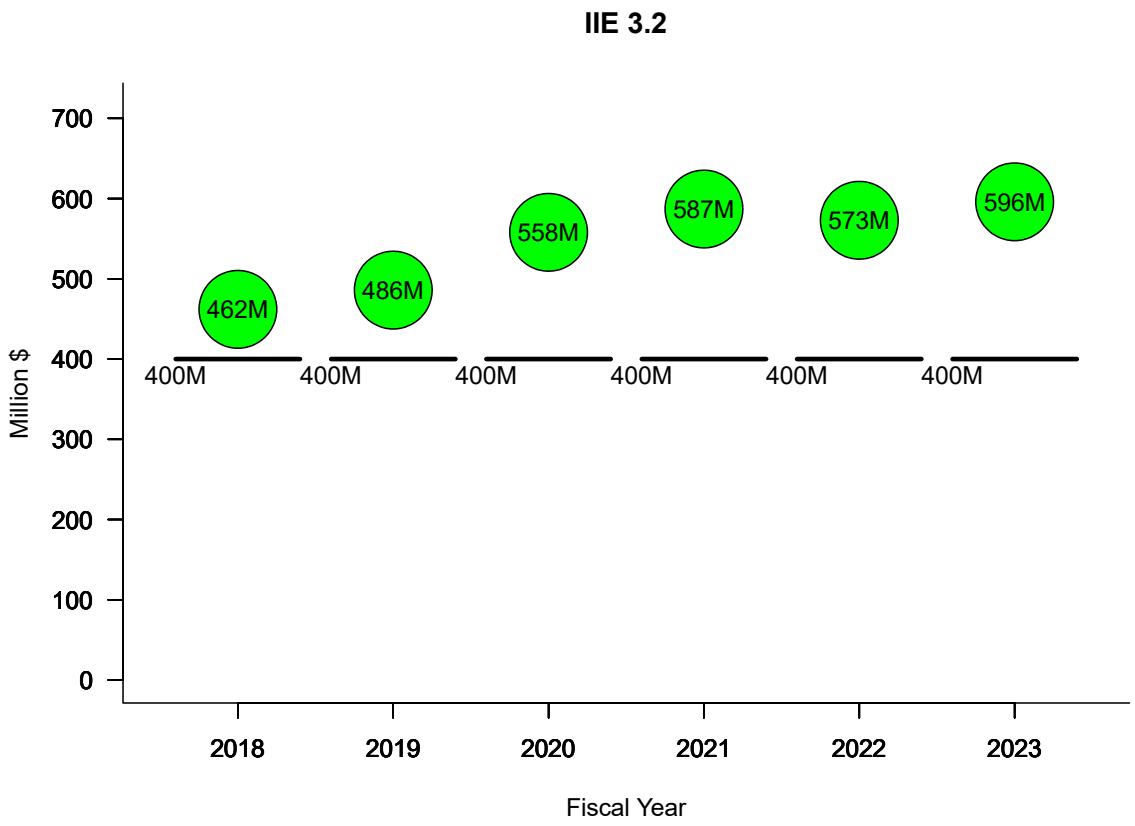
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.2**
DETAILS	Percentage of minority faculty at OHSU.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.
COMMENTS	OHSU values a diverse workforce and seeks to hire the most 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.
SCORE	

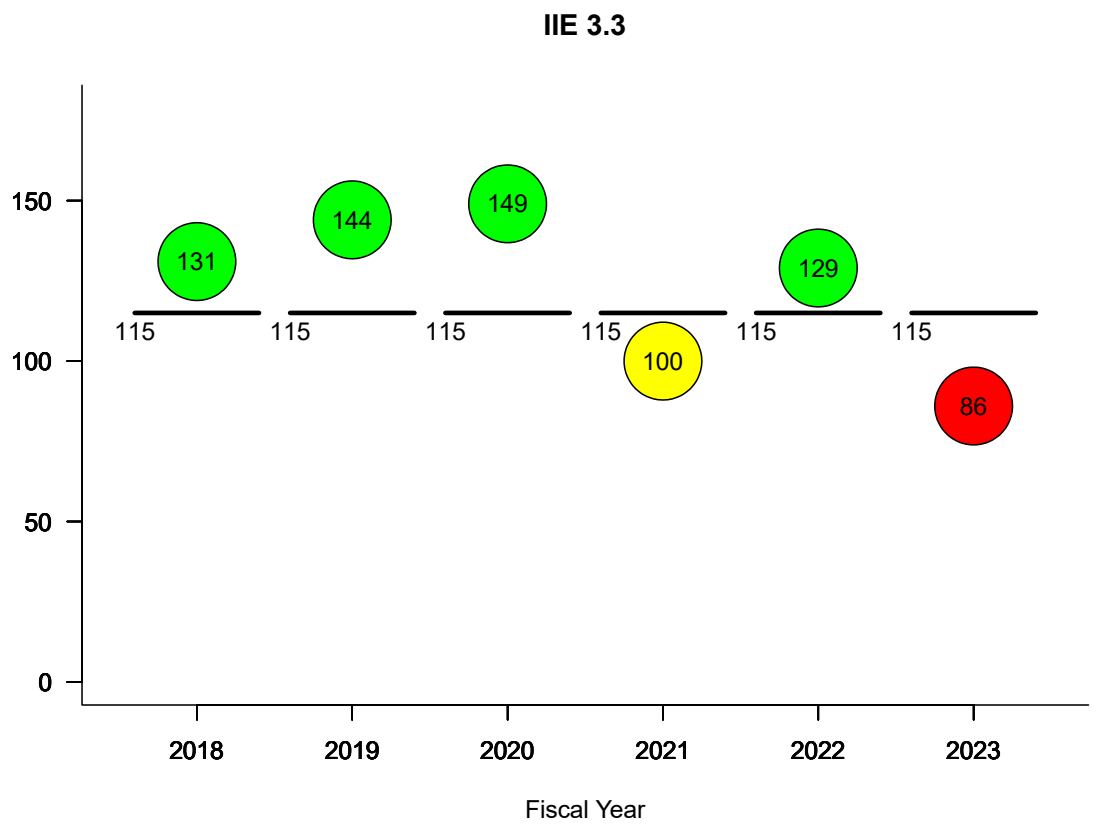
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.3**
DETAILS	Percentage of student respondents reporting that as a result of their IPE Foundations course, they have an increased appreciation of other health care professionals.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.
COMMENTS	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.
SCORE	

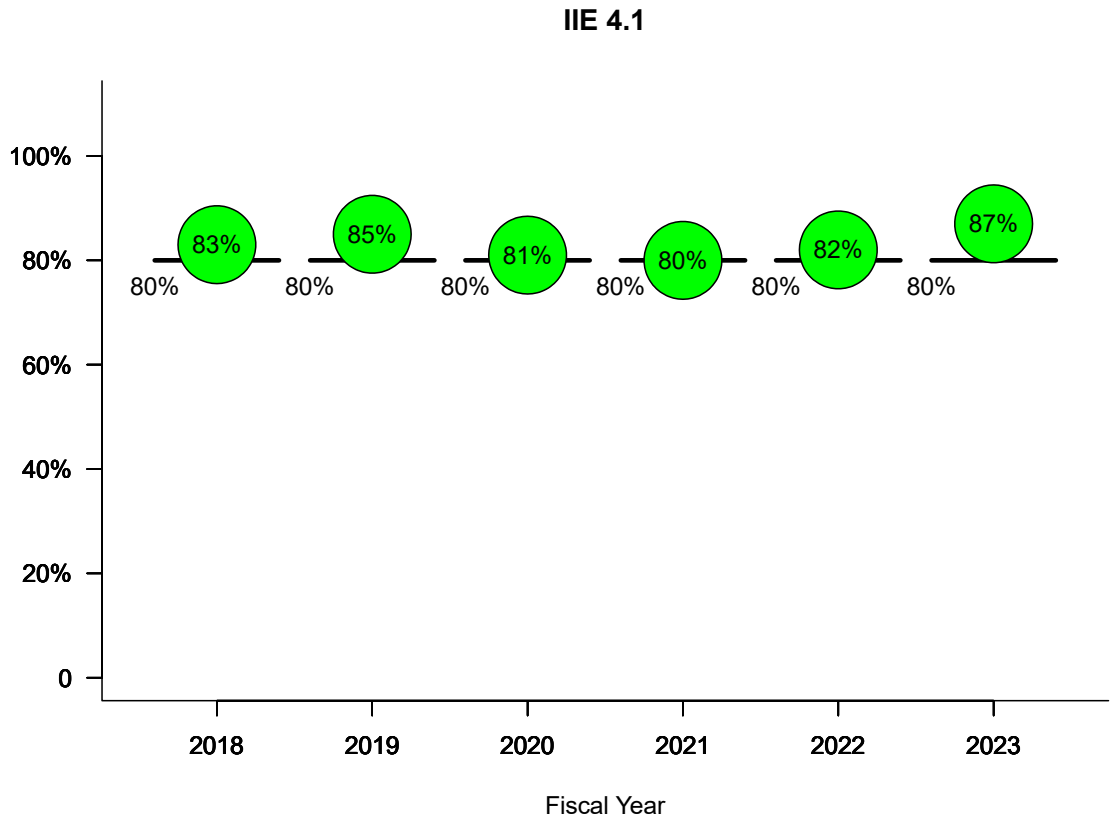
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.4**
DETAILS	Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.
COMMENTS	OHSU's 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.
SCORE	

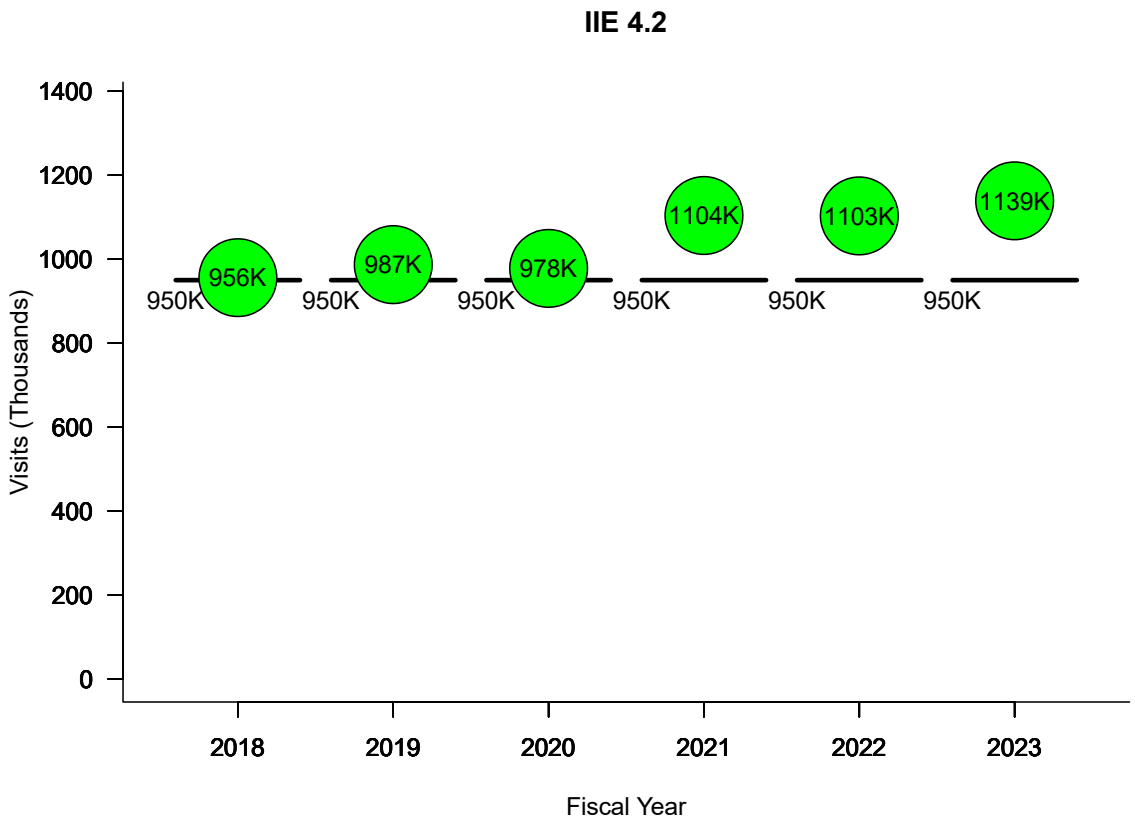
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.5**
DETAILS	OHSU faculty and staff respondent sense of engagement at OHSU, as demonstrated through the annual Press Ganey Engagement score.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.
COMMENTS	OHSU Office of Human Resources measures organizational engagement through a Press Ganey survey, which was reinstated in 2023 after a three-year pause, with a commitment to conduct the survey annually thereafter. The engagement results are provided on a 5.00 scale and communicated throughout the organization. Executive leaders, as well as unit leadership and managers, establish action plans to address implementation activities to improve and enhance employee engagement at OHSU.
SCORE	

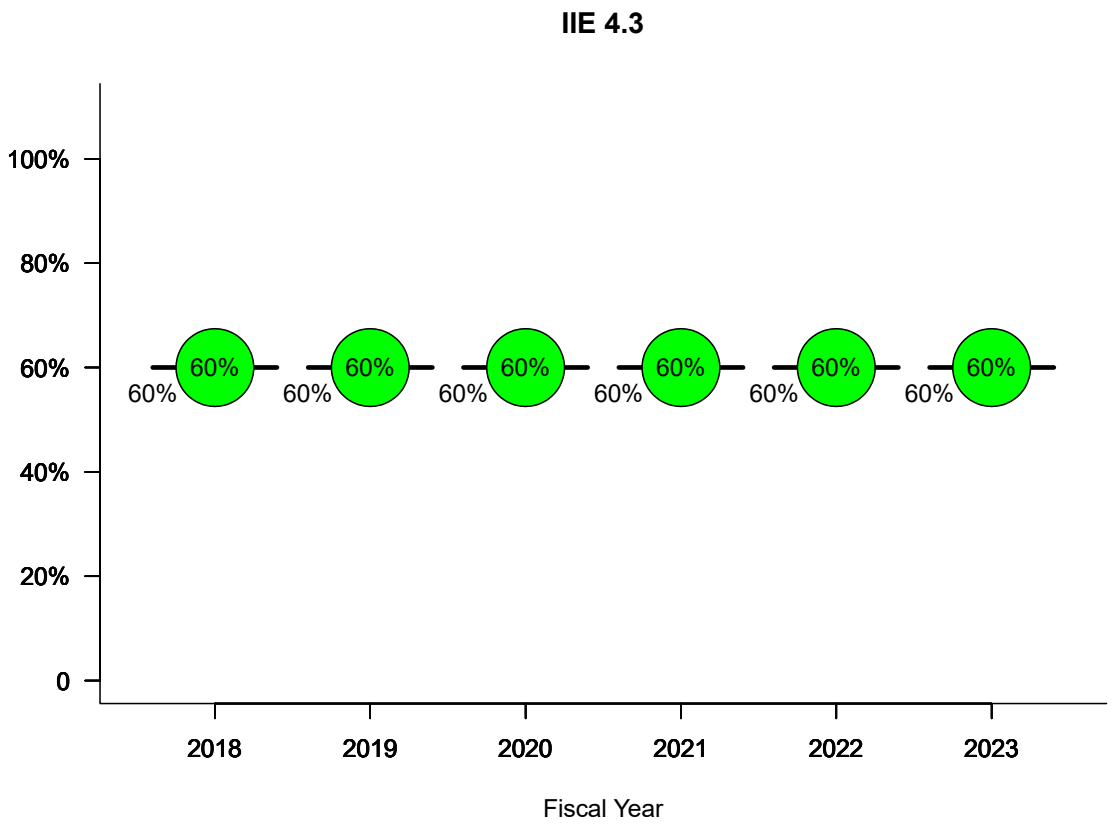
INDICATOR	**Institutional Indicators of Effectiveness - IIE 3.1**
DETAILS	Number of degrees and certificates awarded in clinical and translational research training.
OBJECTIVE	Expand OHSU's prominence as a research university.
COMMENTS	OHSU measures productivity in training scientists in clinical and 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.
SCORE	

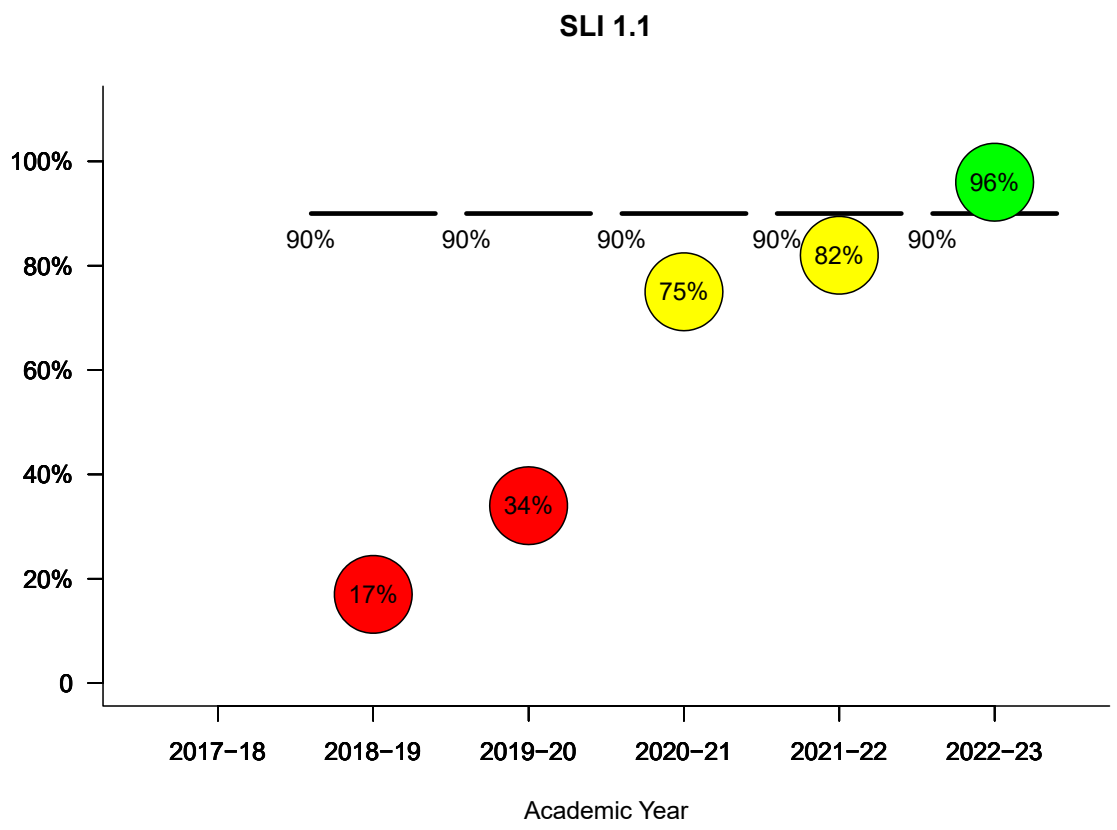
INDICATOR	**Institutional Indicators of Effectiveness - IIE 3.2**
DETAILS	Total sponsored project revenue in a given year.
OBJECTIVE	Expand OHSU's prominence as a research university.
COMMENTS	OHSU measures productivity as a research university through the Office of Proposal & Award Management (OPAM) sponsored project activities (research, clinical trials, instruction) and annual awards for research and innovation.
SCORE	

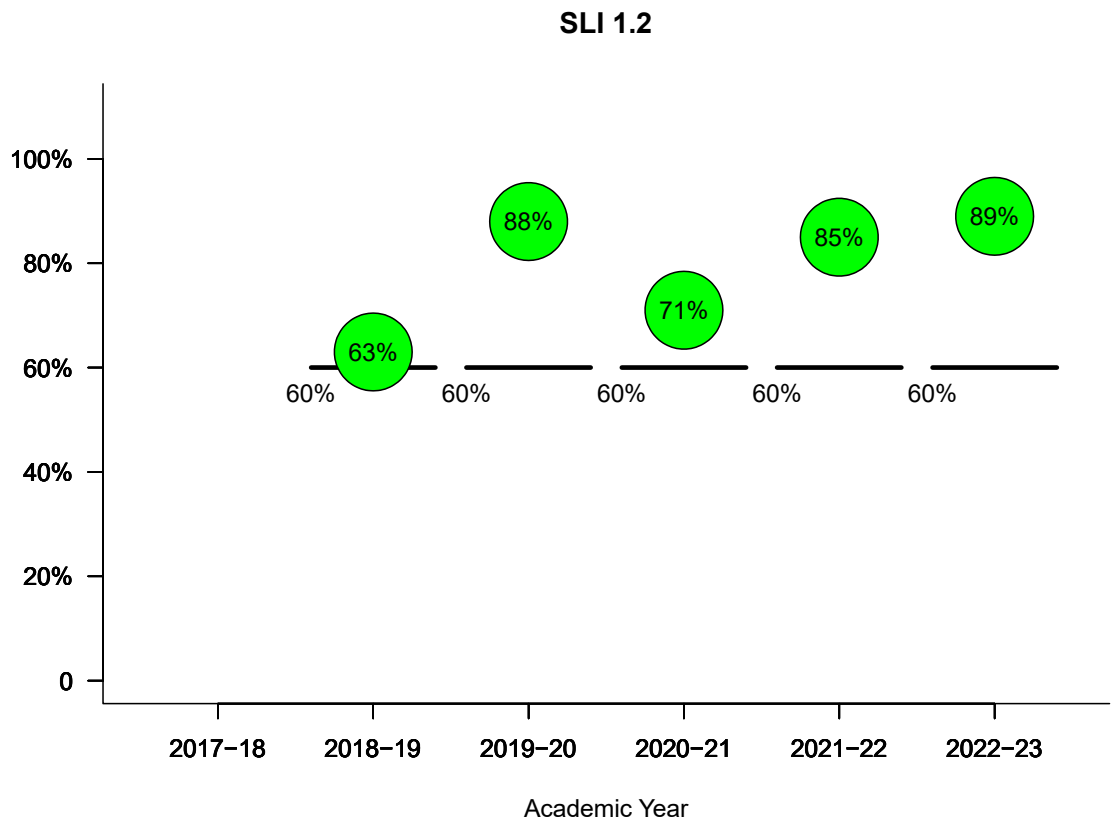
INDICATOR	**Institutional Indicators of Effectiveness - IIE 3.3**
DETAILS	Number of new inventions disclosed in a given year.
OBJECTIVE	Expand OHSU's prominence as a research university.
COMMENTS	OHSU's Office of Technology Transfer monitors innovation and commercialization productivity including the number of new inventions disclosed annually.
SCORE	

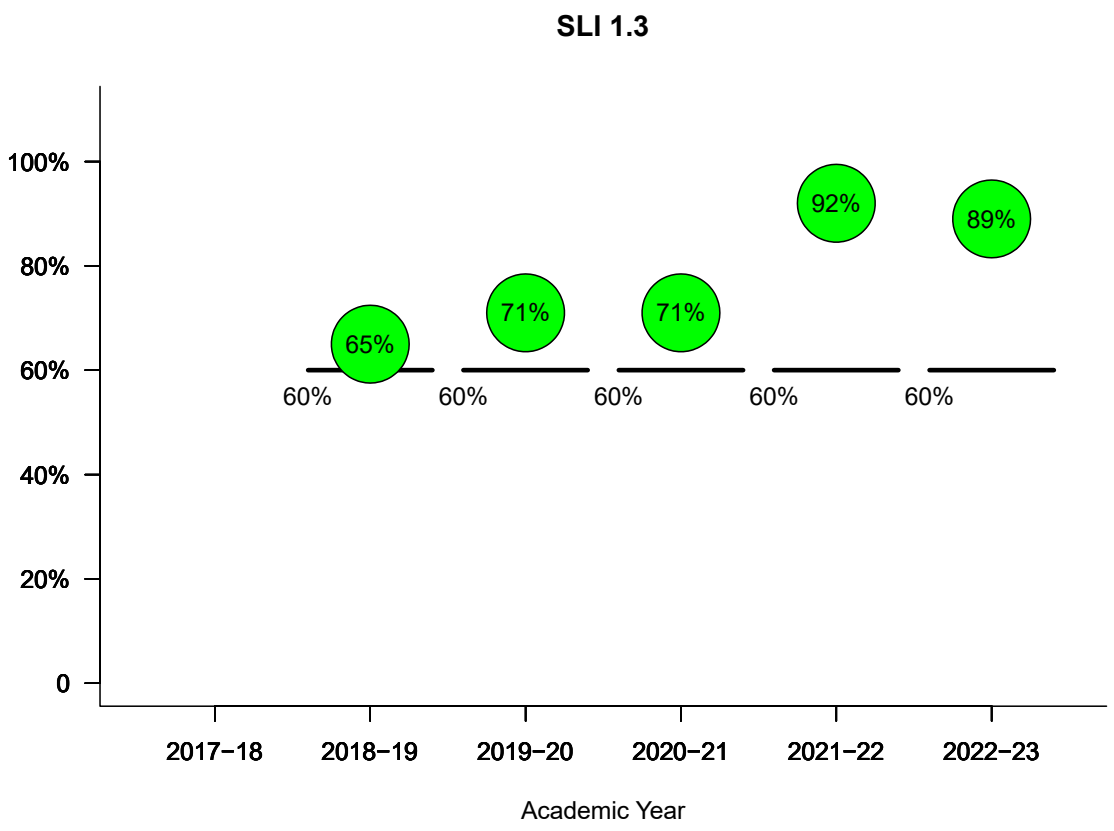
INDICATOR	**Institutional Indicators of Effectiveness - IIE 4.1**
DETAILS	Hospital occupancy rate in a given year.
OBJECTIVE	Provide access to healthcare for patients across Oregon.
COMMENTS	Consistent with the institutional mission, OHSU delivers excellence in healthcare and serving Oregon by monitoring its hospital occupancy rate. As OHSU's occupancy rate is consistently over 80%, the institution has initiated a hospital expansion project to increase hospital capacity. Completion of the project is expected by 2026.
SCORE	

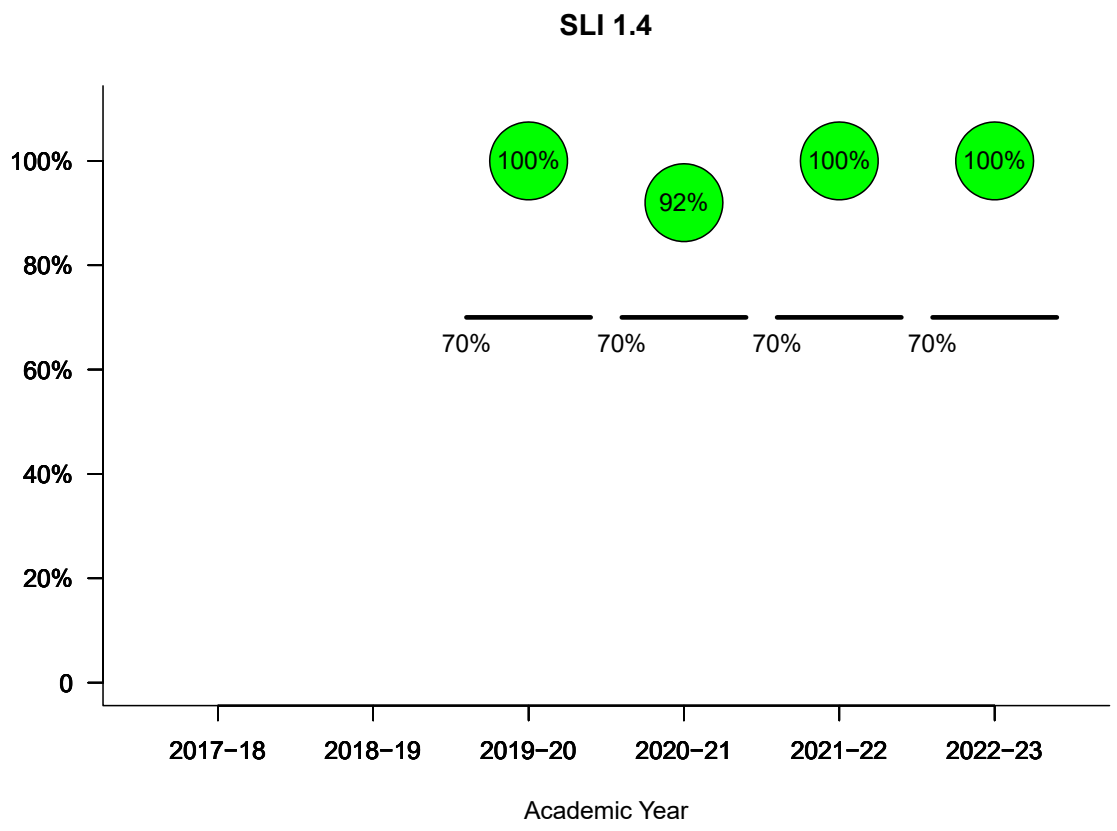
INDICATOR	**Institutional Indicators of Effectiveness - IIE 4.2**
DETAILS	Total ambulatory patient visits in a given year.
OBJECTIVE	Provide access to healthcare for patients across Oregon.
COMMENTS	Consistent with the institutional mission, OHSU delivers excellence in healthcare and serving Oregon by tracking ambulatory visits annually.
SCORE	

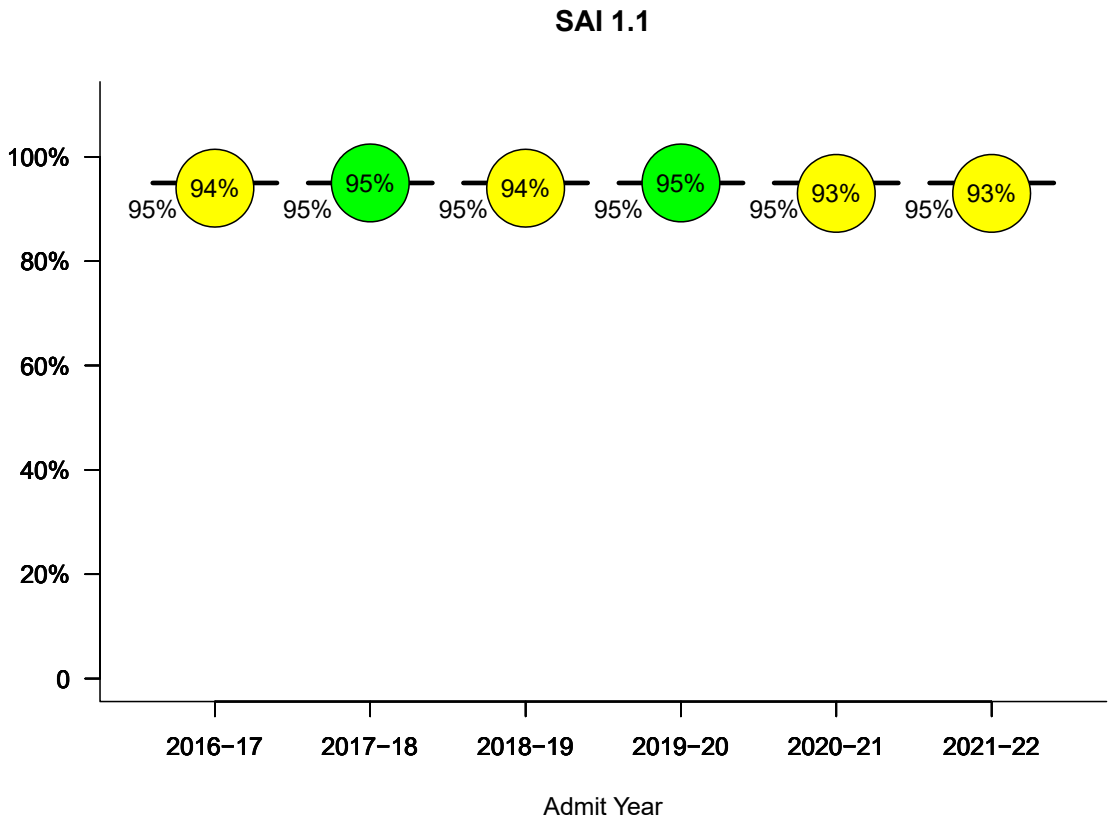
INDICATOR	**Institutional Indicators of Effectiveness - IIE 4.3**
DETAILS	Percentage of hospital and clinic patient visits by Oregon counties other than Multnomah.
OBJECTIVE	Provide access to healthcare for patients across Oregon.
COMMENTS	Consistent with the institutional mission, OHSU delivers excellence 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.
SCORE	

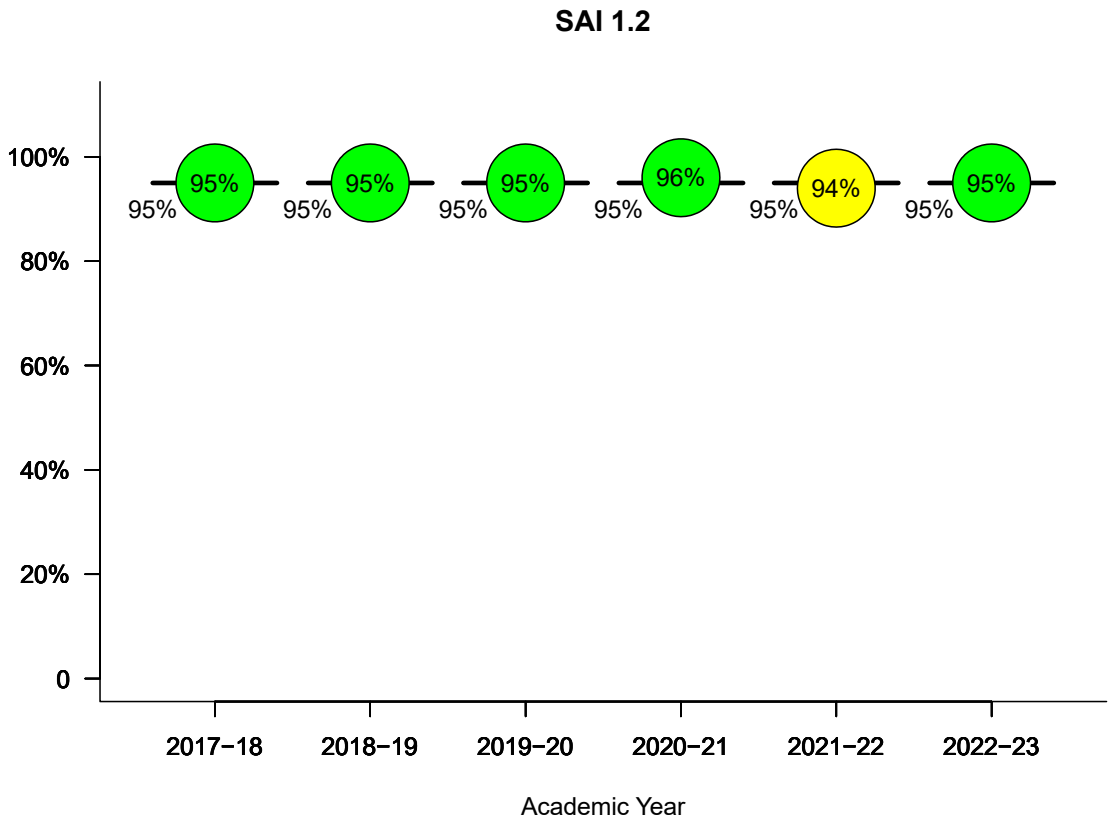
INDICATOR	**Student Learning Indicators of Effectiveness - SLI 1.1**
DETAILS	Percentage of academic programs that demonstrate alignment of the OHSU Graduation Core Competencies to their student learning objectives, activities, and assessments.
OBJECTIVE	Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.
COMMENTS	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.
SCORE	

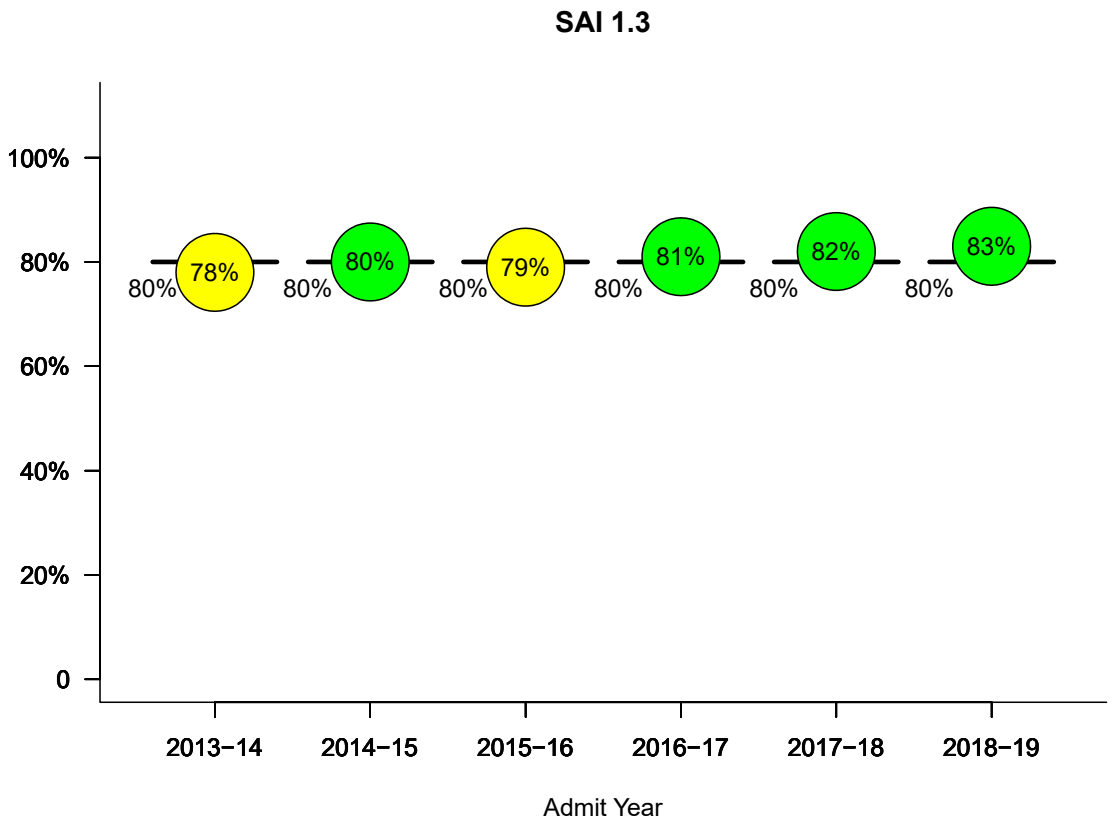
INDICATOR	**Student Learning Indicators of Effectiveness - SLI 1.2**
DETAILS	Percentage of academic programs that use available OHSU Assessment Council feedback and/or other assessment data to improve assessment activities.
OBJECTIVE	Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.
COMMENTS	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".
SCORE	

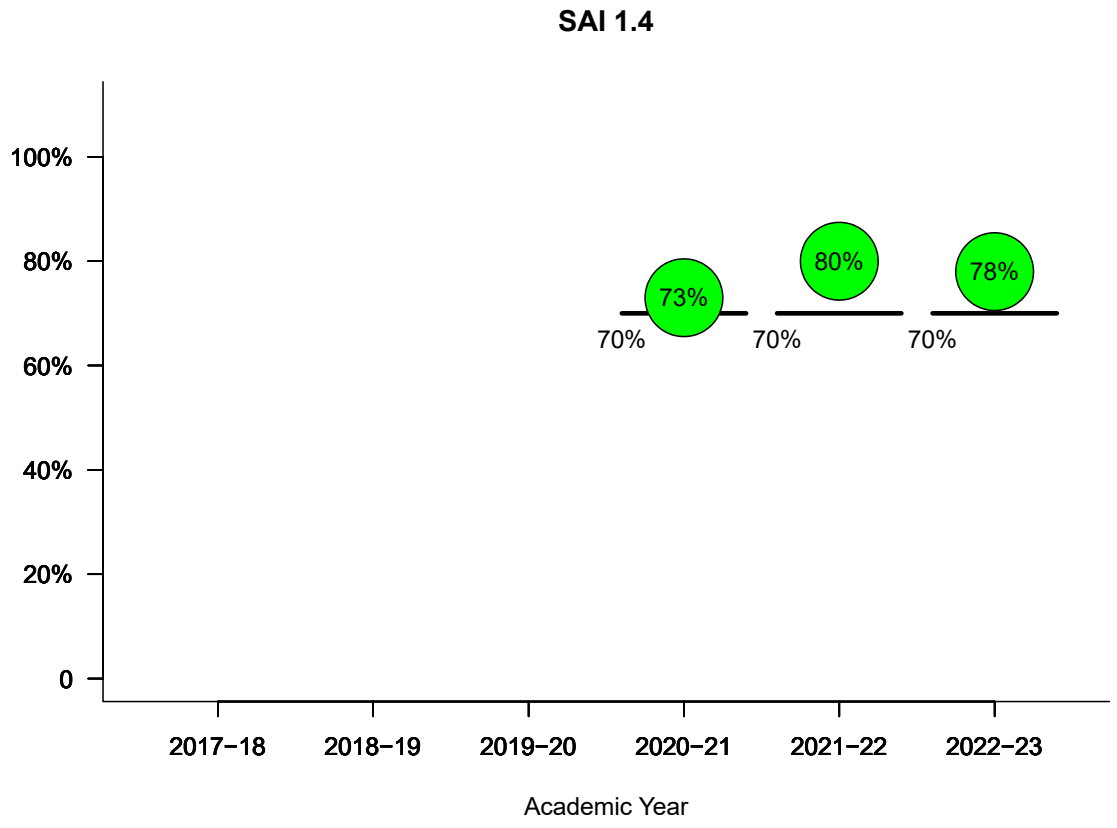
INDICATOR	**Student Learning Indicators of Effectiveness - SLI 1.3**
DETAILS	Percentage of academic programs that use assessment data to improve the achievement of student learning outcomes.
OBJECTIVE	Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.
COMMENTS	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.
SCORE	

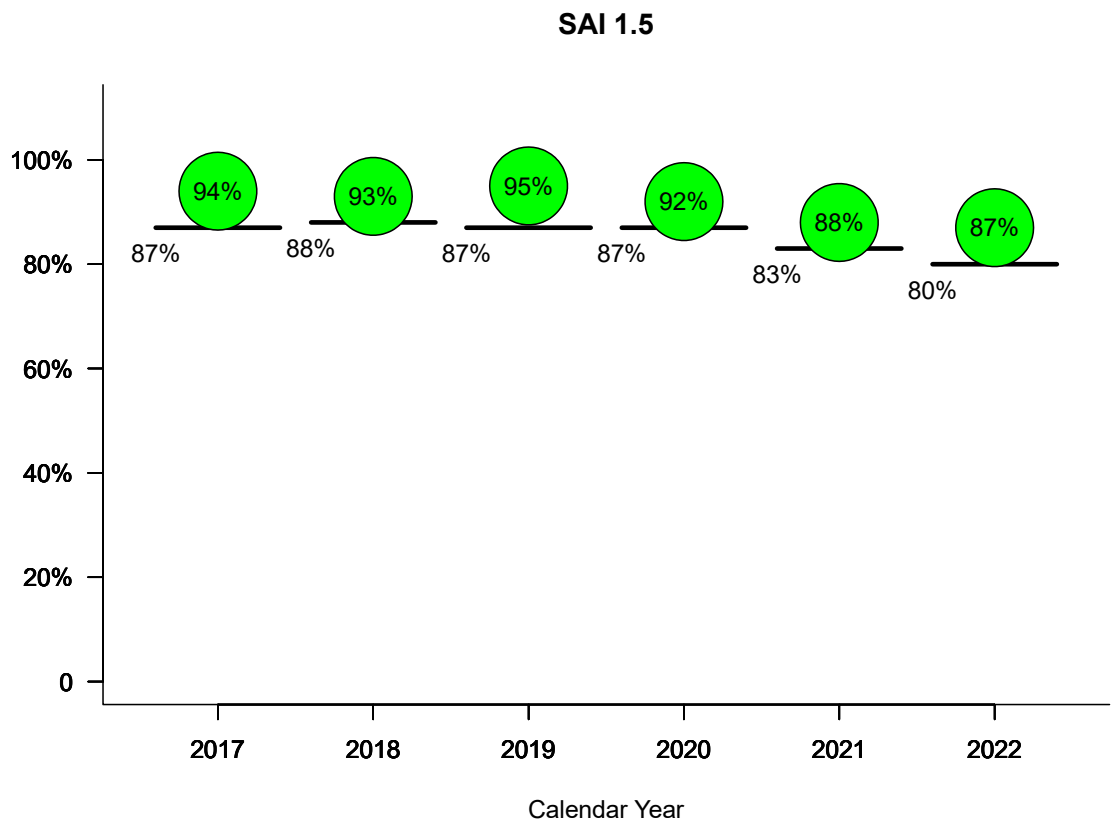
INDICATOR	**Student Learning Indicators of Effectiveness - SLI 1.4**
DETAILS	Percentage of central student support services that map their assessments to an OHSU Graduation Core Competency.
OBJECTIVE	Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.
COMMENTS	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.
SCORE	

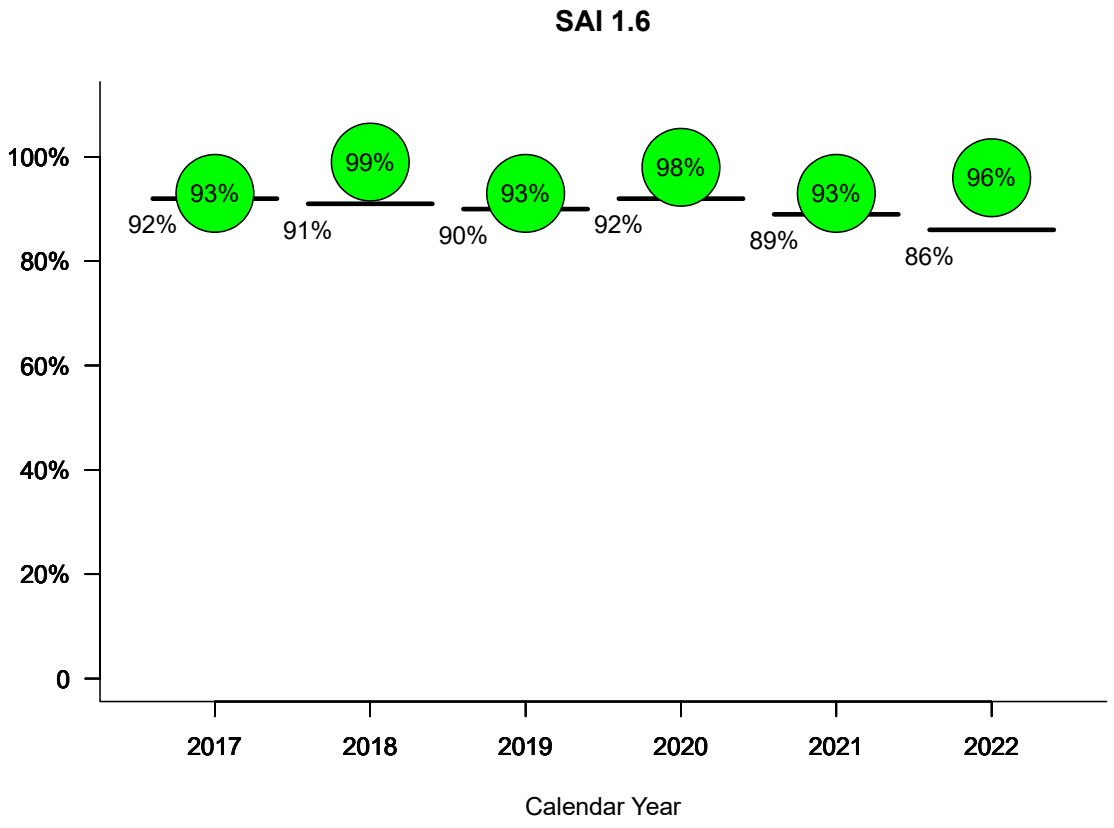
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.1**
DETAILS	Percentage of entering degree/certificate seeking students that are retained to their second year.
OBJECTIVE	Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.
COMMENTS	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.
SCORE	

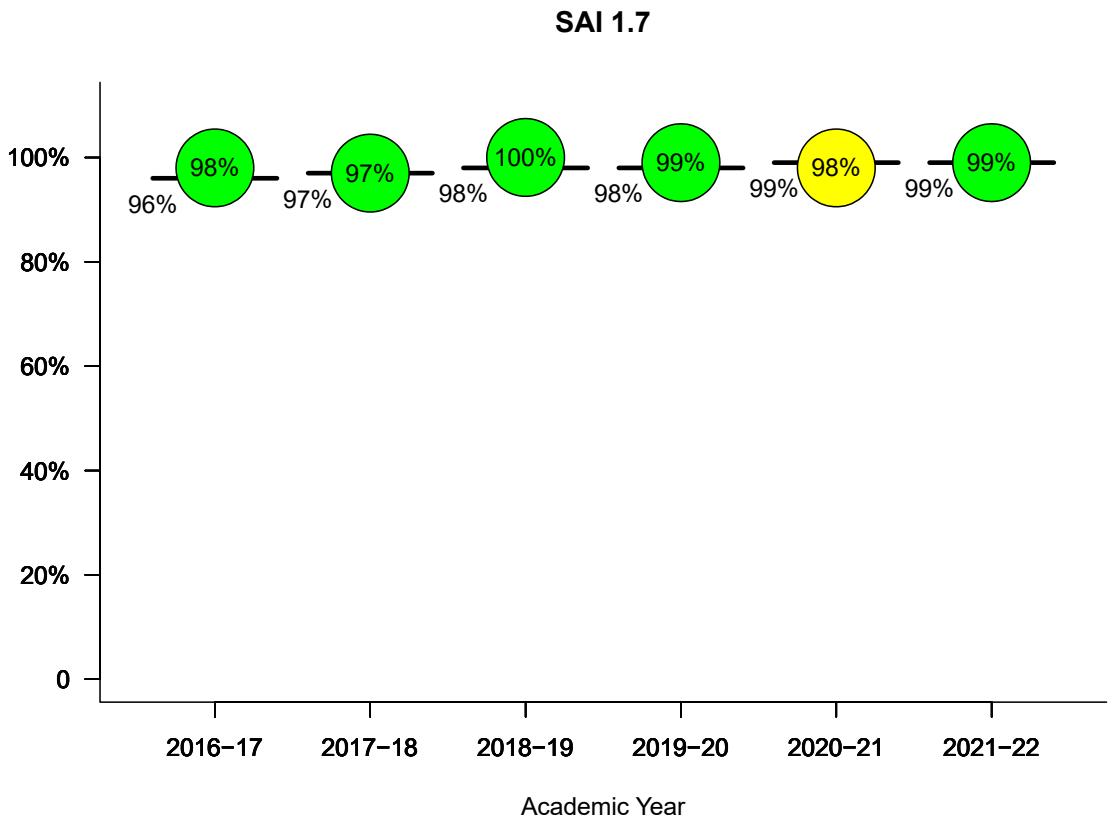
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.2**
DETAILS	Percentage of all degree/certificate seeking students that persist from Fall to Spring.
OBJECTIVE	Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.
COMMENTS	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.
SCORE	

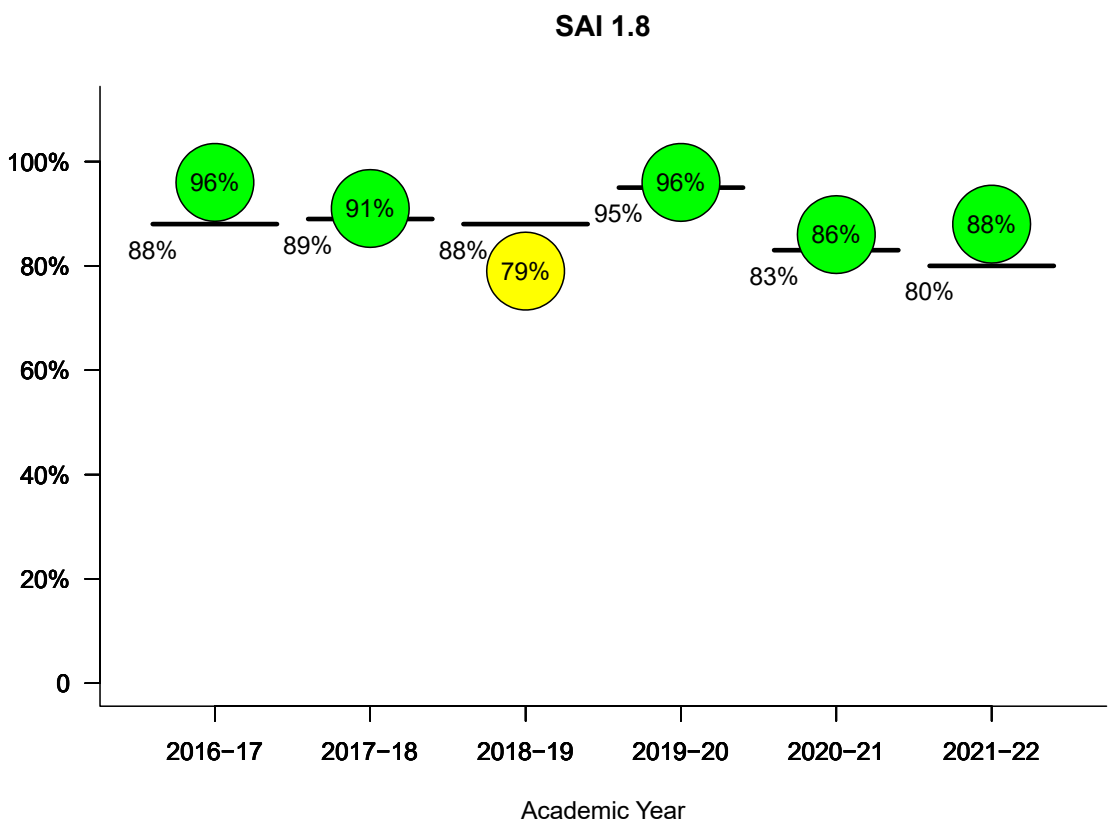
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.3**
DETAILS	Percentage of students completing degrees/certificates within 100% of usual program time.
OBJECTIVE	Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.
COMMENTS	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.
SCORE	

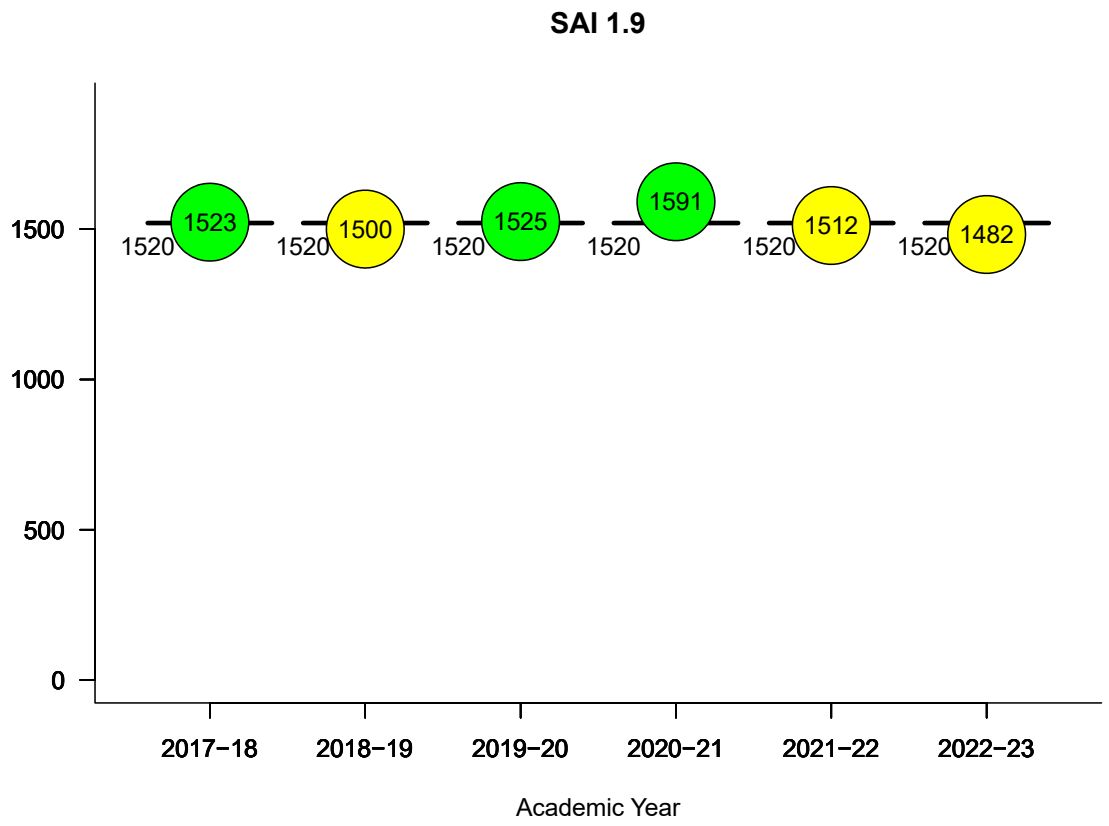
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.4**
DETAILS	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).
OBJECTIVE	Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.
COMMENTS	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.
SCORE	

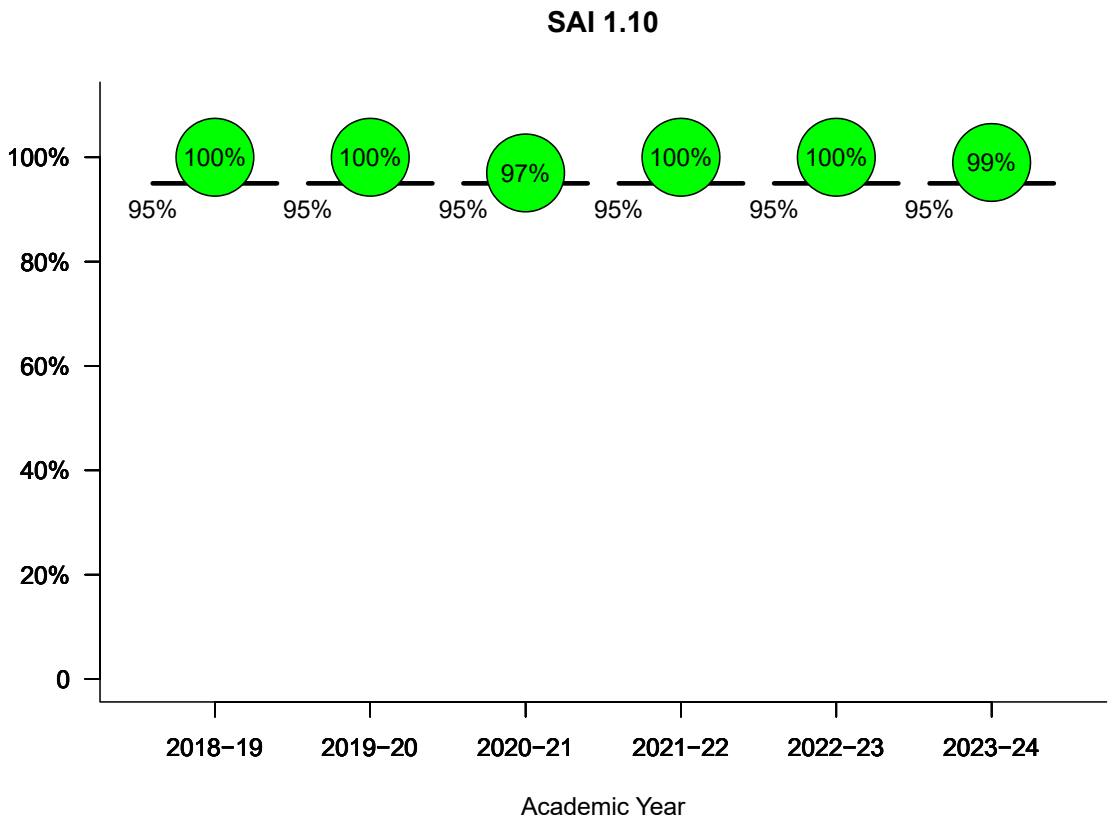
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.5**
DETAILS	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.
COMMENTS	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. OHSU's target for this indicator is to match or exceed the national first-time passing rate.
SCORE	

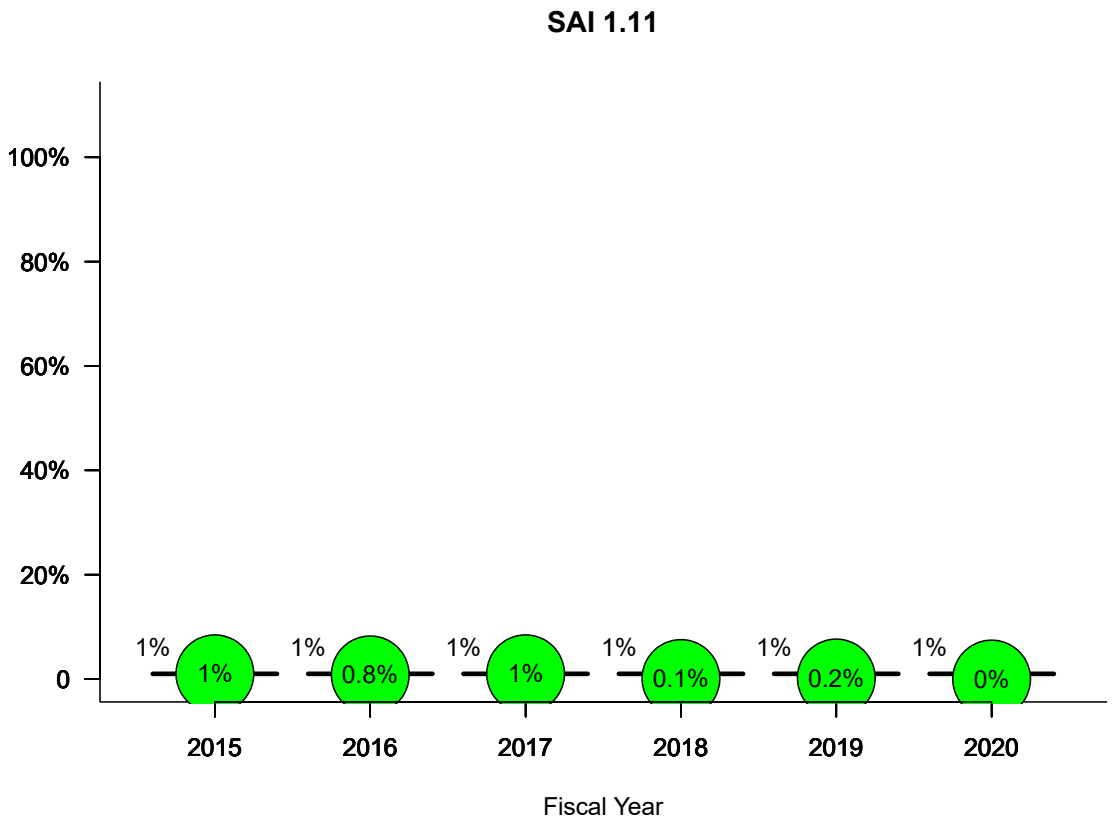
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.6**
DETAILS	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	Produce quality graduates in health professions, scientists, engineers and managers who meet appropriate industry standards.
COMMENTS	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. OHSU's target for this indicator is to meet or exceed the national first-time passing rate.
SCORE	

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.7**
DETAILS	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.
COMMENTS	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. OHSU's target for this indicator is to meet or exceed the national first-time passing rate.
SCORE	

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.8**
DETAILS	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.
COMMENTS	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. OHSU's target for this indicator is to meet or exceed the national first-time passing rate. 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.
SCORE	

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.9**
DETAILS	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.
COMMENTS	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.
SCORE	

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.10**
DETAILS	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.
COMMENTS	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.
SCORE	

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.11**
DETAILS	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.
COMMENTS	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.
SCORE	

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.
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:

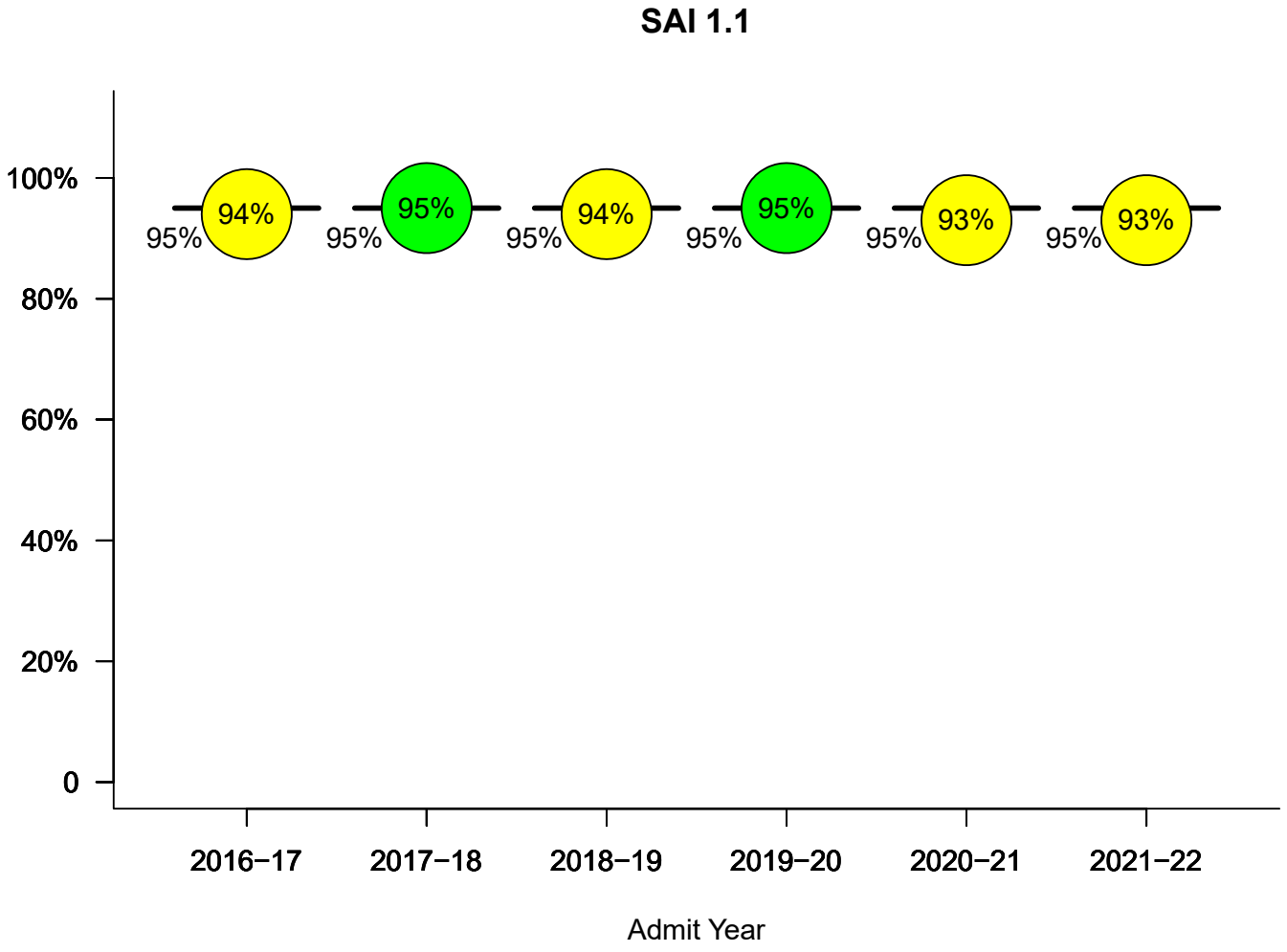
- They are admitted as a degree/certificate-seeking student to a program that is longer than one year
- They attempt at least 1 credit in their first full year (starting from their admission term)

They did not graduate within their first year.
Students are considered retained if:

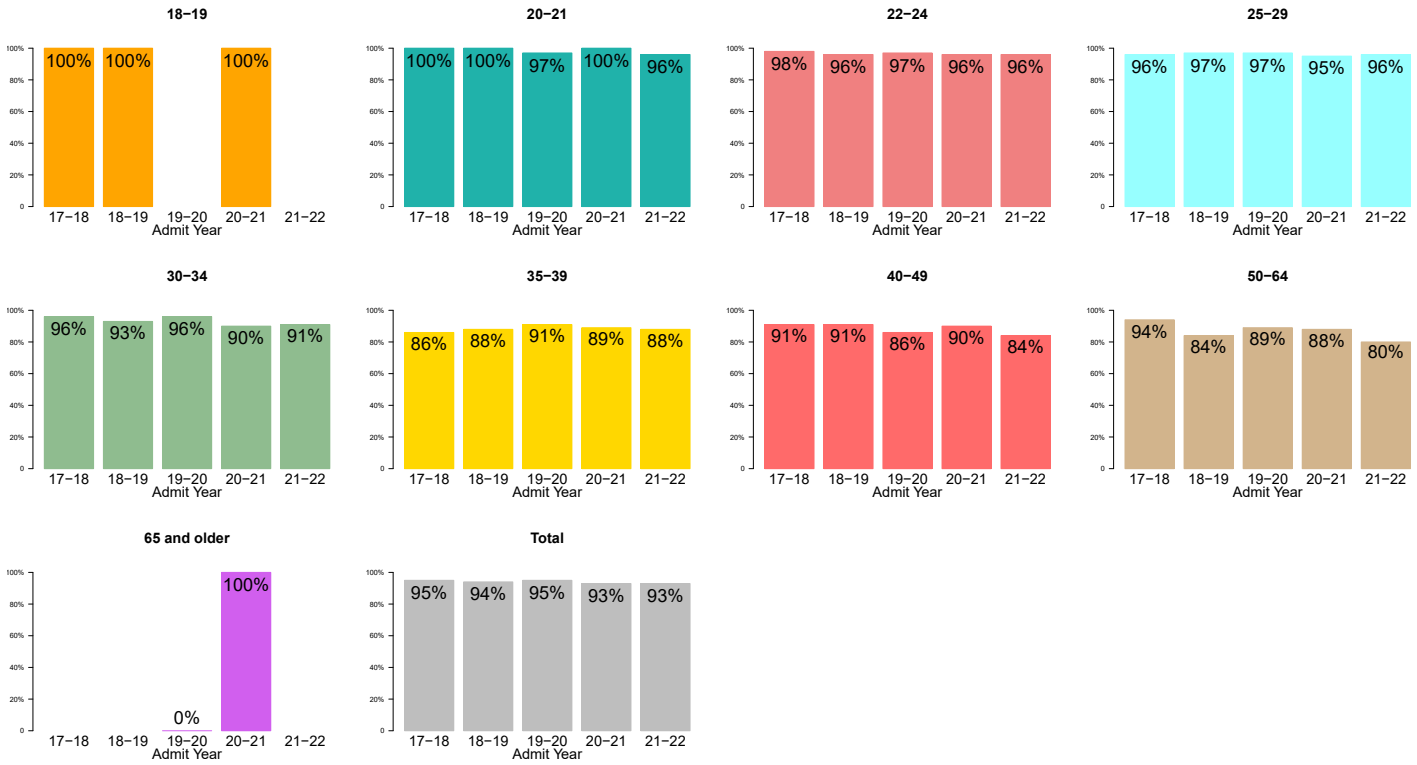
- They attempt at least 1 credit in their second full year

Indicator

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



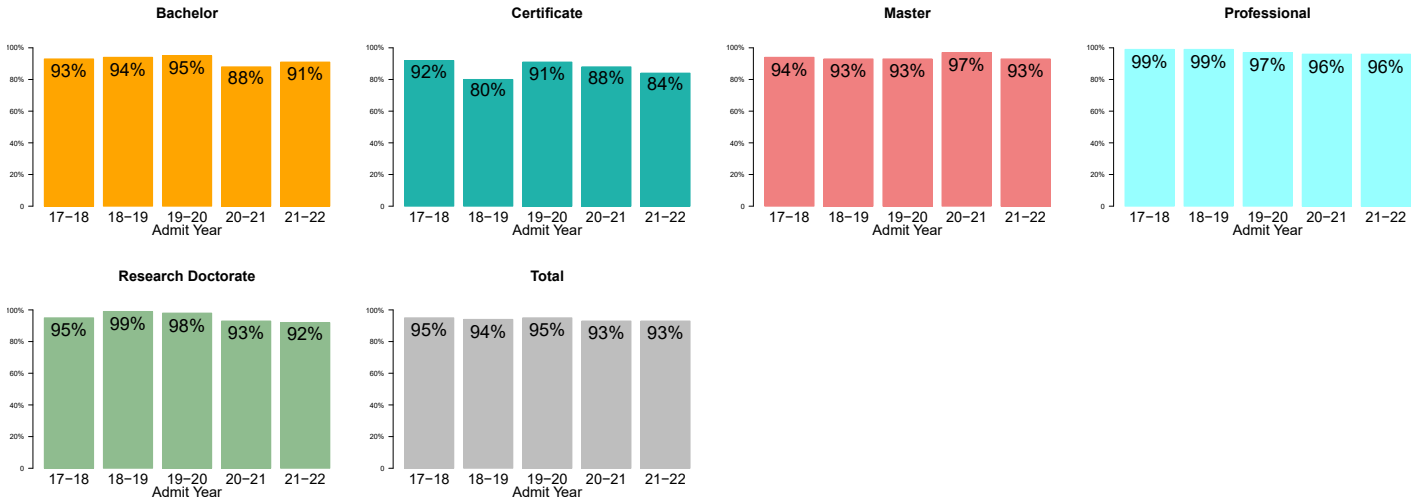
Retention by Age Group



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
18-19	0.6	100%
20-21	29.2	99%
22-24	223.8	97%
25-29	352.8	96%
30-34	212.8	93%
35-39	117.8	88%
40-49	98.2	88%
50-64	15.4	87%
65 and older	0.4	50%
Total	1051	94%

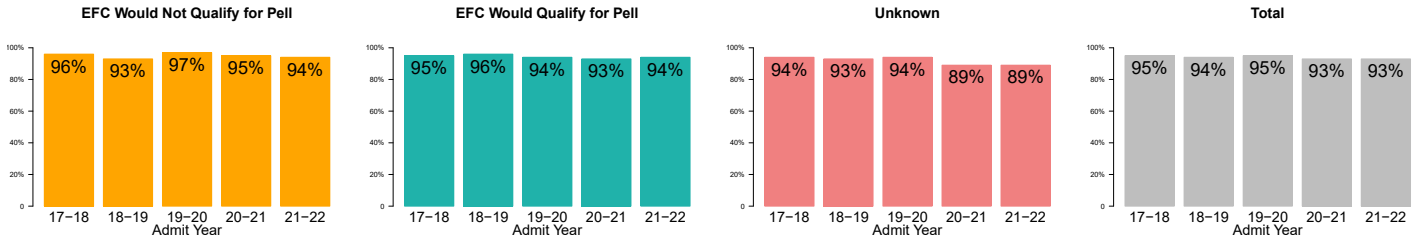
Retention by Degree Type



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
Bachelor	370.4	92%
Certificate	47.6	87%
Master	296.4	94%
Professional	271.6	97%
Research Doctorate	65	95%
Total	1051	94%

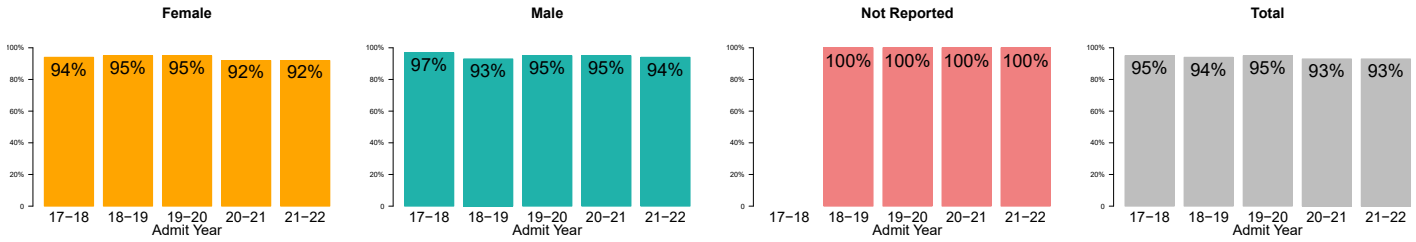
Retention by Expected Family Contribution (EFC)



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
EFC Would Not Qualify for Pell	342	95%
EFC Would Qualify for Pell	442.4	94%
Unknown	266.6	92%
Total	1051	94%

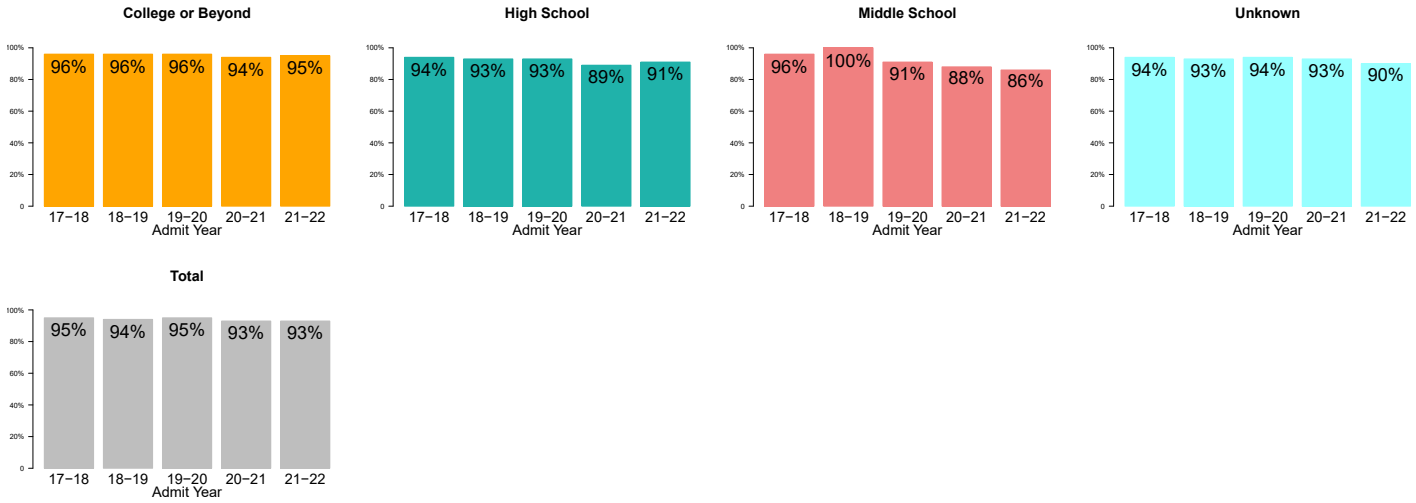
Retention by Gender



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
Female	741	94%
Male	307.8	95%
Not Reported	2.2	100%
Total	1051	94%

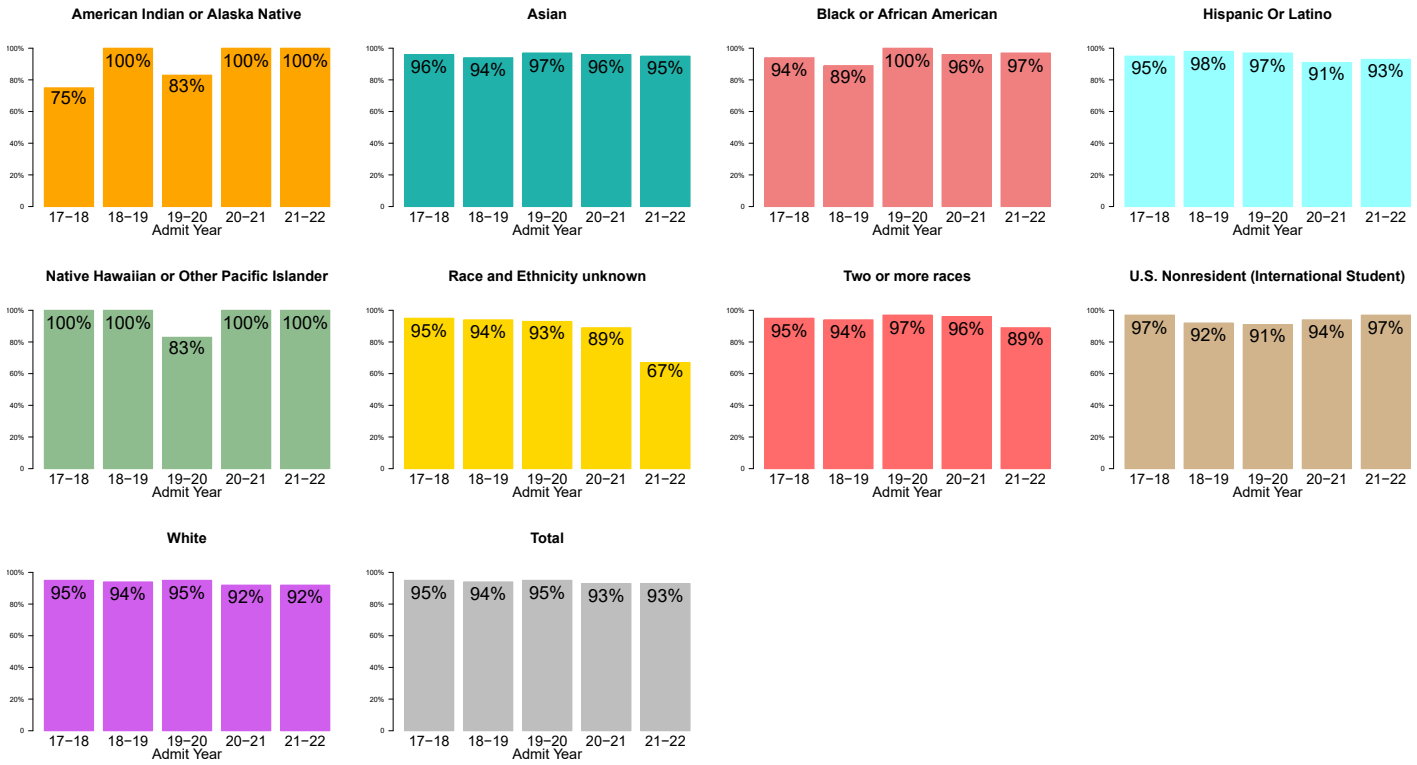
Retention by Parent Education



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
College or Beyond	555	95%
High School	183.4	92%
Middle School	24.8	92%
Unknown	287.8	93%
Total	1051	94%

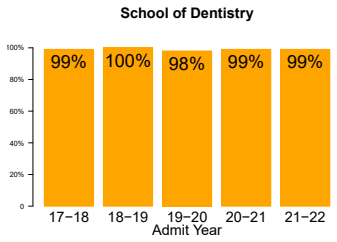
Retention by Race/Ethnicity

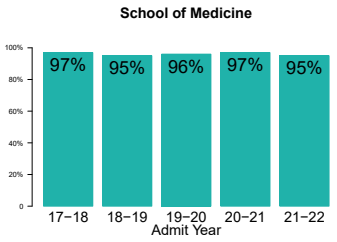


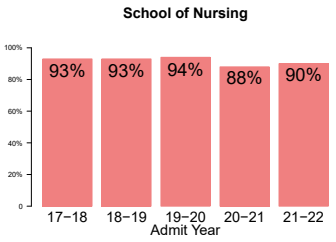
Five-Year Averages for Retention

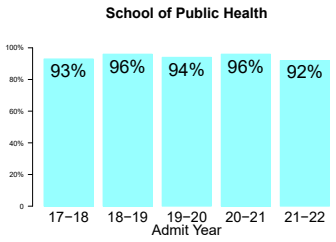
	Avg. Num. of Students	Avg. Retention
American Indian or Alaska Native	6.8	91%
Asian	113	96%
Black or African American	22.8	96%
Hispanic Or Latino	117.4	94%
Native Hawaiian or Other Pacific Islander	3.4	94%
Race and Ethnicity unknown	13.6	91%
Two or more races	67.4	94%
U.S. Nonresident (International Student)	24.8	94%
White	681.8	94%
Total	1051	94%

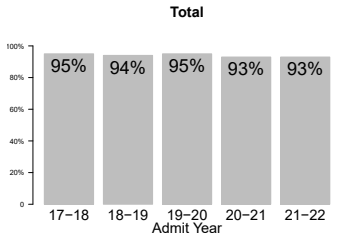
Retention by School











Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
School of Dentistry	83.6	99%
School of Medicine	388	96%
School of Nursing	477.8	92%
School of Public Health	101.6	94%
Total	1051	94%

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:

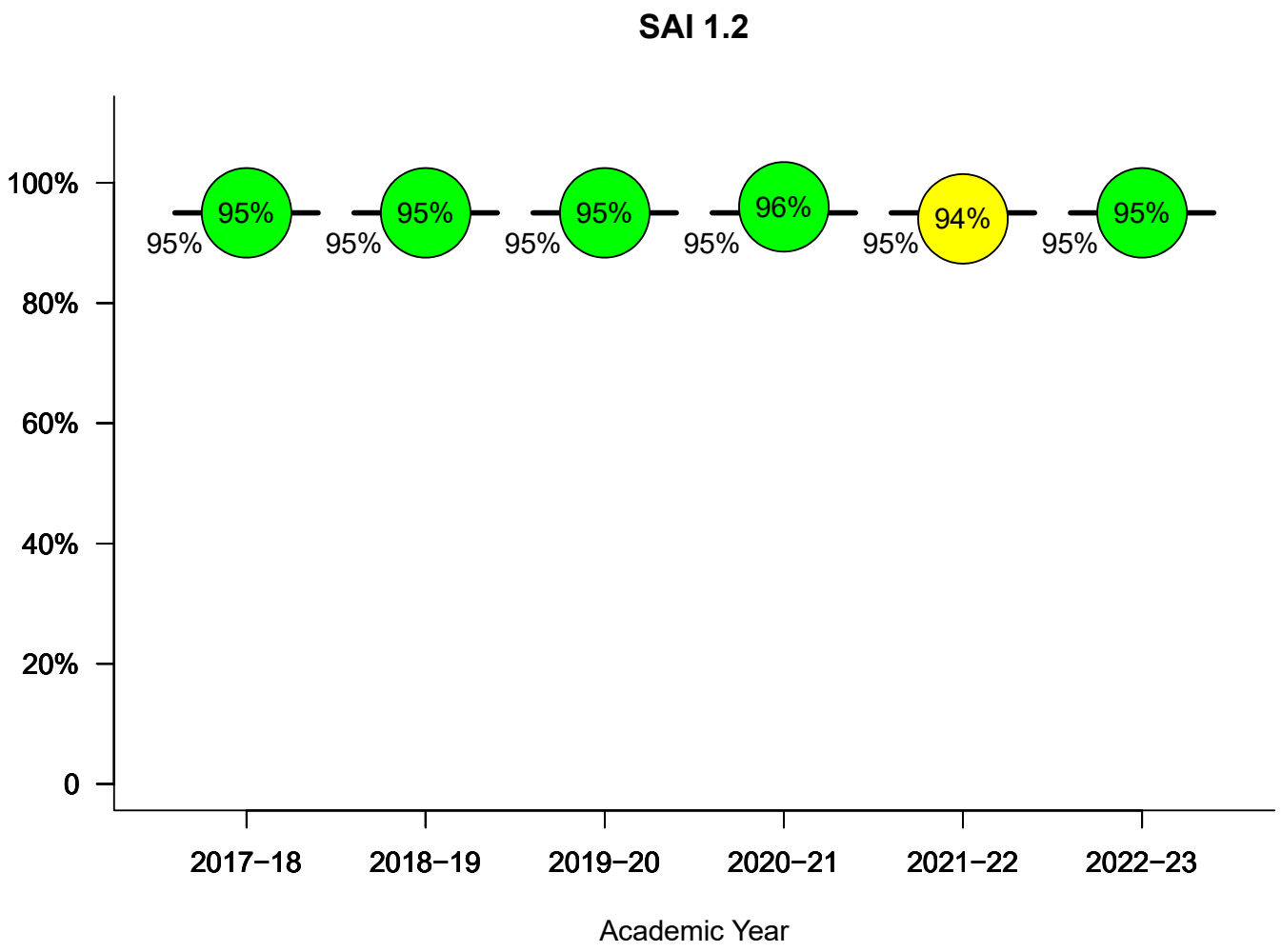
- They are admitted as a degree/certificate-seeking student to a program that is longer than one year.
- They attempt at least 1 credit in Fall.
- They did not graduate before Spring.

Students are considered to have persisted if:

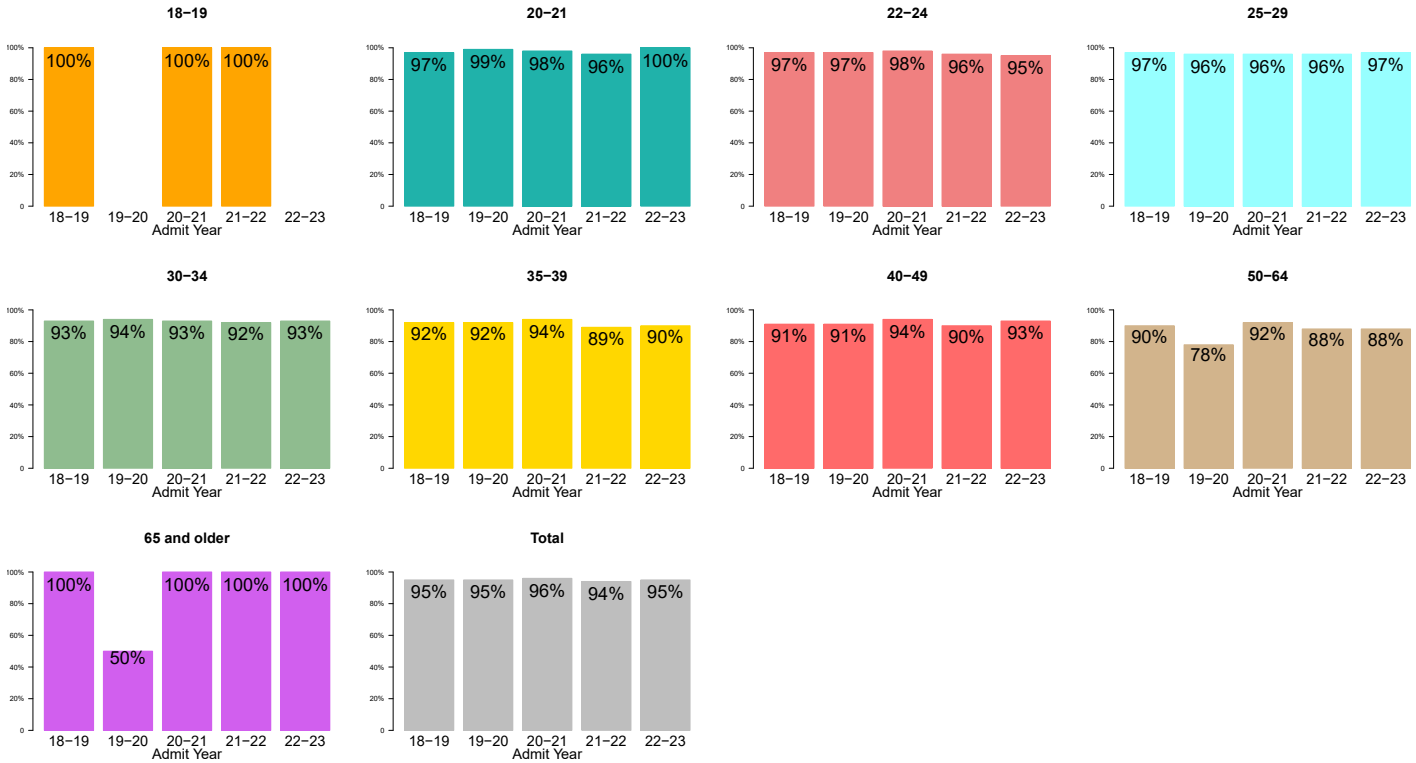
- They attempt at least 1 credit in Spring.

Indicator

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



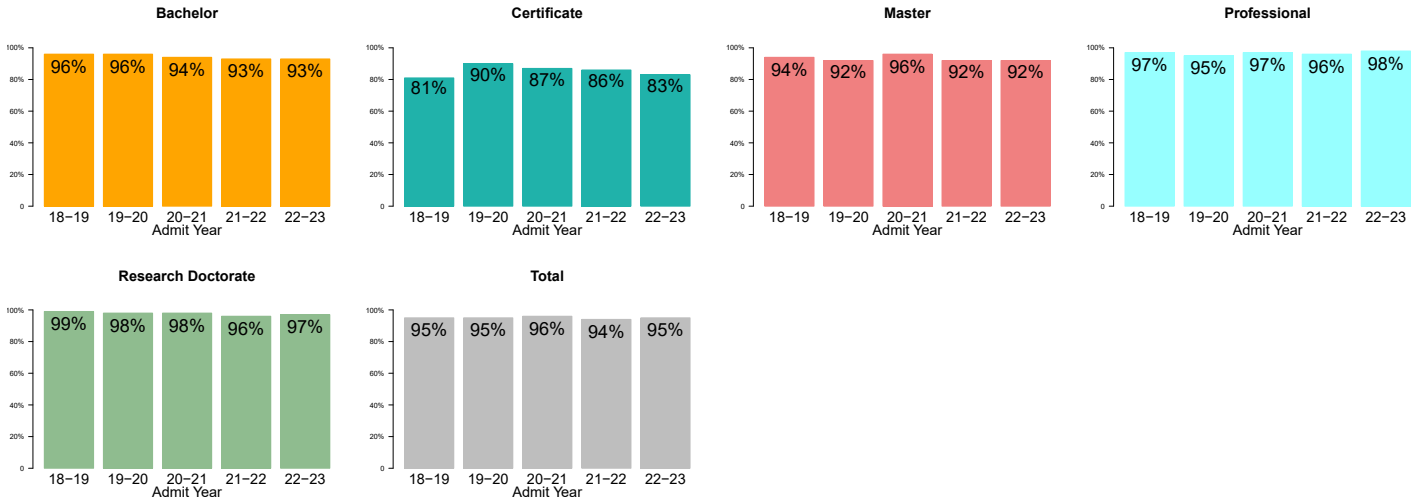
Persistence by Age Group



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
18-19	0.8	100%
20-21	63	98%
22-24	547.2	97%
25-29	794.8	96%
30-34	367	93%
35-39	195	91%
40-49	159.8	92%
50-64	27	87%
65 and older	1.2	83%
Total	2155.8	95%

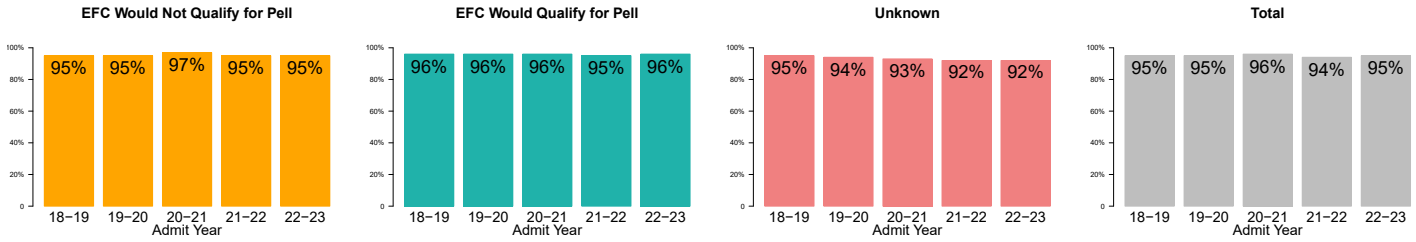
Persistence by Degree Type



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
Bachelor	518.2	94%
Certificate	82.6	85%
Master	459	93%
Professional	797.8	96%
Research Doctorate	298.2	97%
Total	2155.8	95%

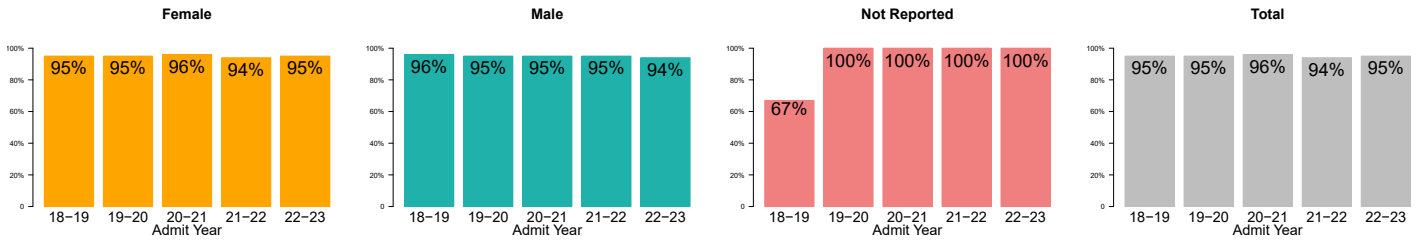
Persistence by Expected Family Contribution (EFC)



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
EFC Would Not Qualify for Pell	599	95%
EFC Would Qualify for Pell	869.8	96%
Unknown	687	94%
Total	2155.8	95%

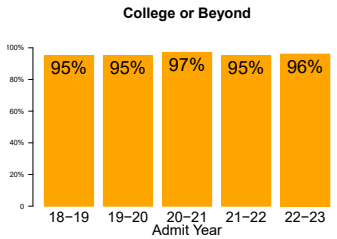
Persistence by Gender

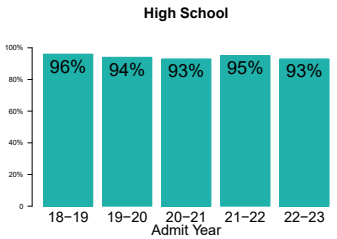


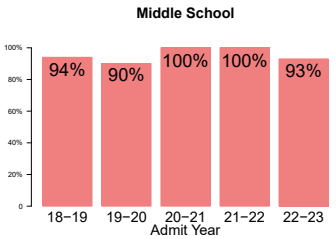
Five-Year Averages for Persistence

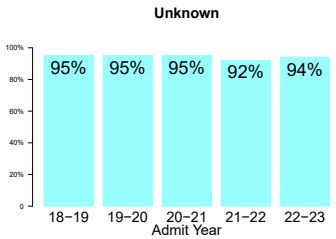
	Avg. Num. of Students	Avg. Persistence
Female	1438.8	95%
Male	711.4	95%
Not Reported	5.6	96%
Total	2155.8	95%

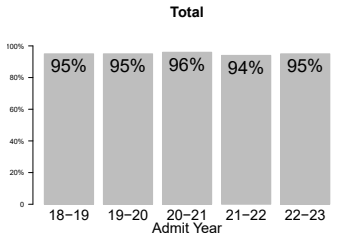
Persistence by Parent Education







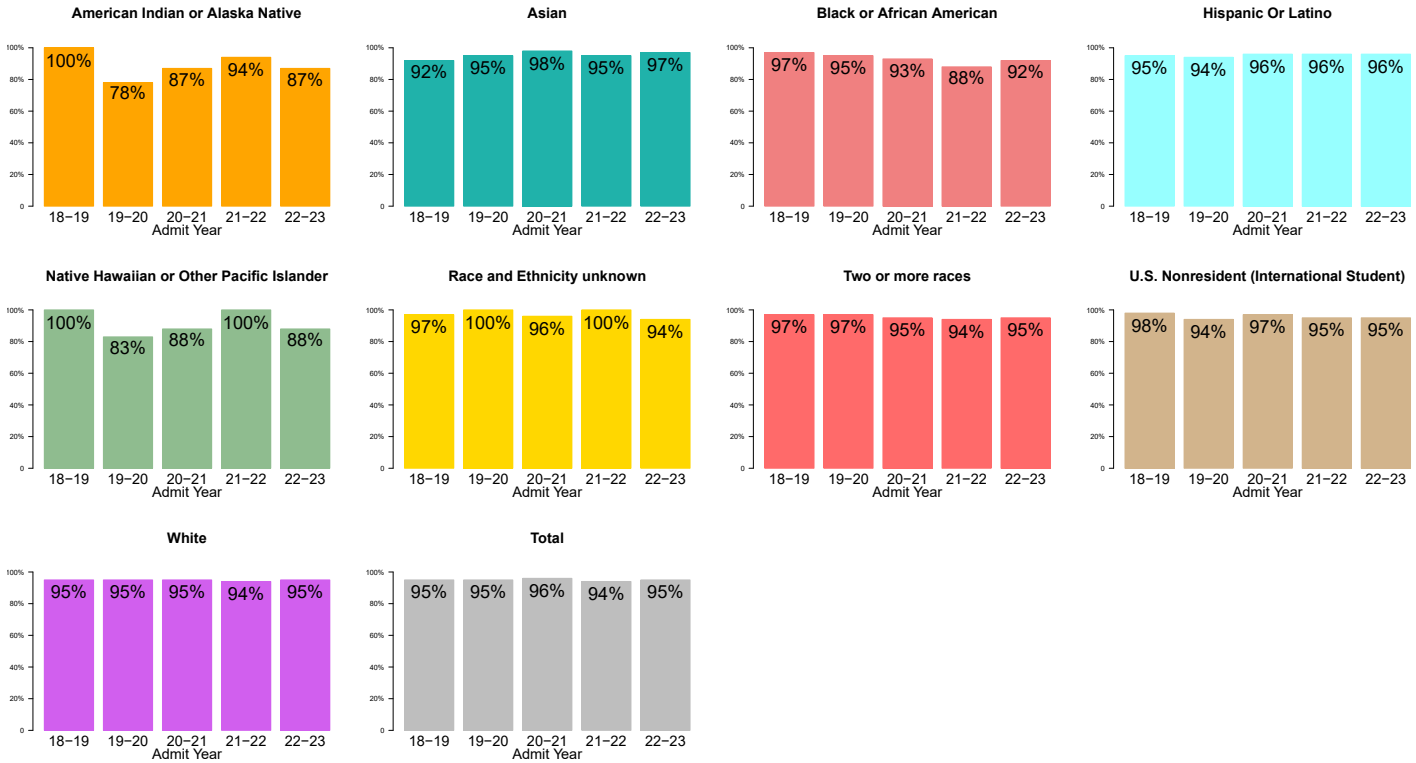




Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
College or Beyond	1058.4	96%
High School	320.8	94%
Middle School	41.4	96%
Unknown	735.2	94%
Total	2155.8	95%

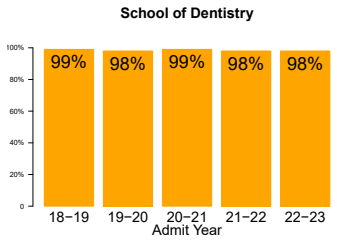
Persistence by Race/Ethnicity

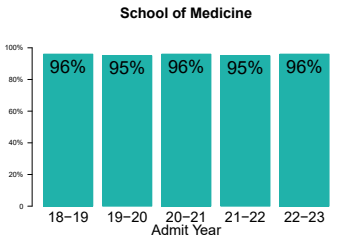


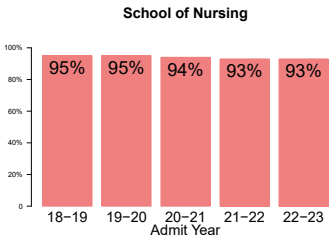
Five-Year Averages for Persistence

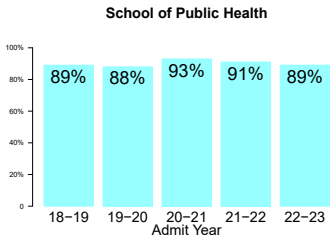
	Avg. Num. of Students	Avg. Persistence
American Indian or Alaska Native	12.8	89%
Asian	263.6	95%
Black or African American	50	93%
Hispanic Or Latino	235.8	95%
Native Hawaiian or Other Pacific Islander	6.4	91%
Race and Ethnicity unknown	23	97%
Two or more races	138	96%
U.S. Nonresident (International Student)	61.6	96%
White	1364.6	95%
Total	2155.8	95%

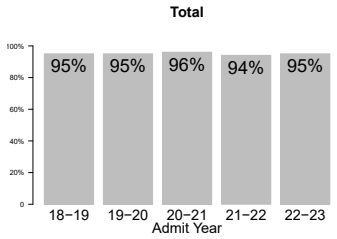
Persistence by School











Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
School of Dentistry	240.8	98%
School of Medicine	1026.2	96%
School of Nursing	683.6	94%
School of Public Health	204.8	90%
Total	2155.4	95%

Completion On-Time Disaggregated

Definition

Completion On-Time 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:

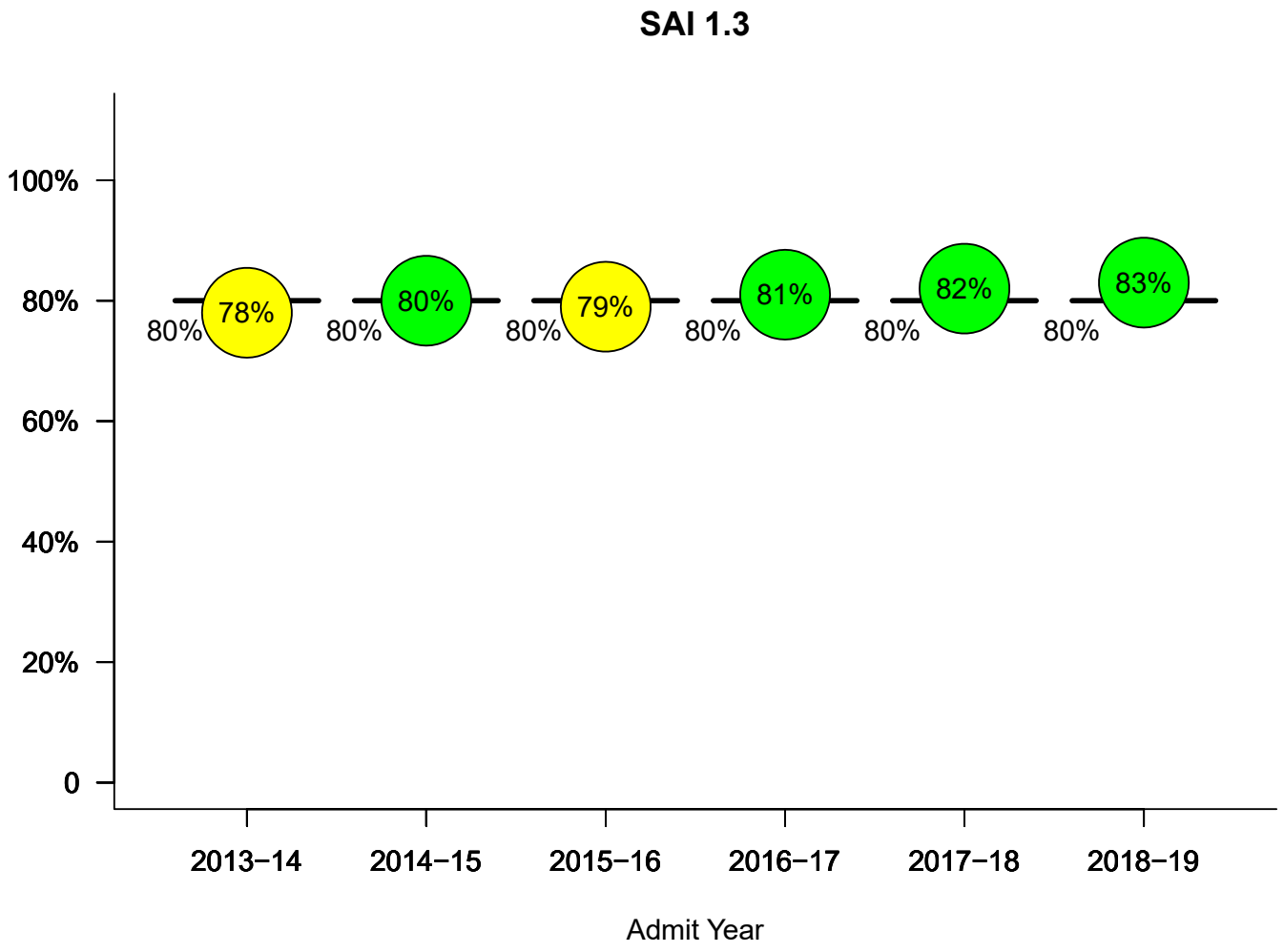
- They are admitted as a degree/certificate-seeking student.
- They attempt at least 1 credit after being admitted.
- They have been enrolled for at least as long as their program's official length.

Students are considered to have completed on-time if:

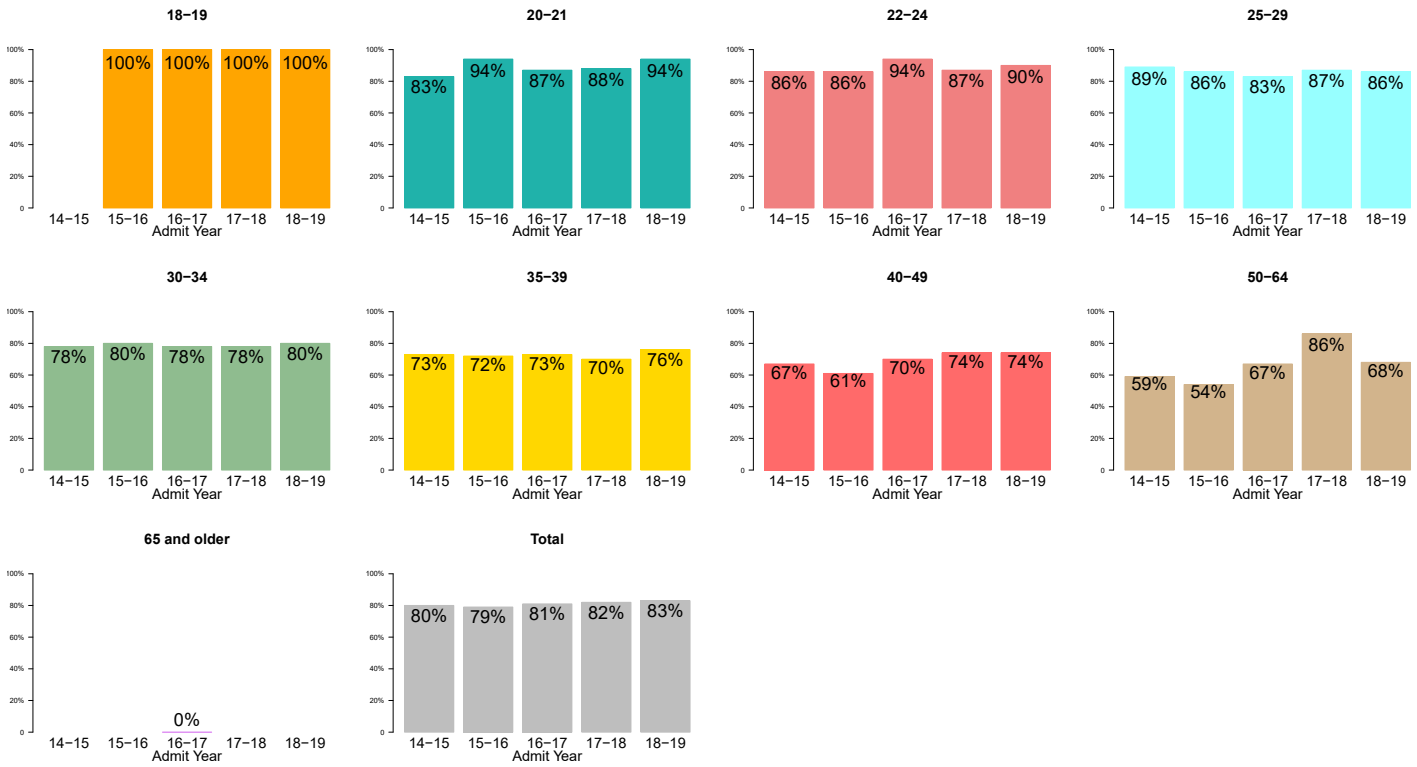
- They graduate within 100% of their program's official length.
- They received a degree of the same type as the degree to which they were admitted.

Indicator

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



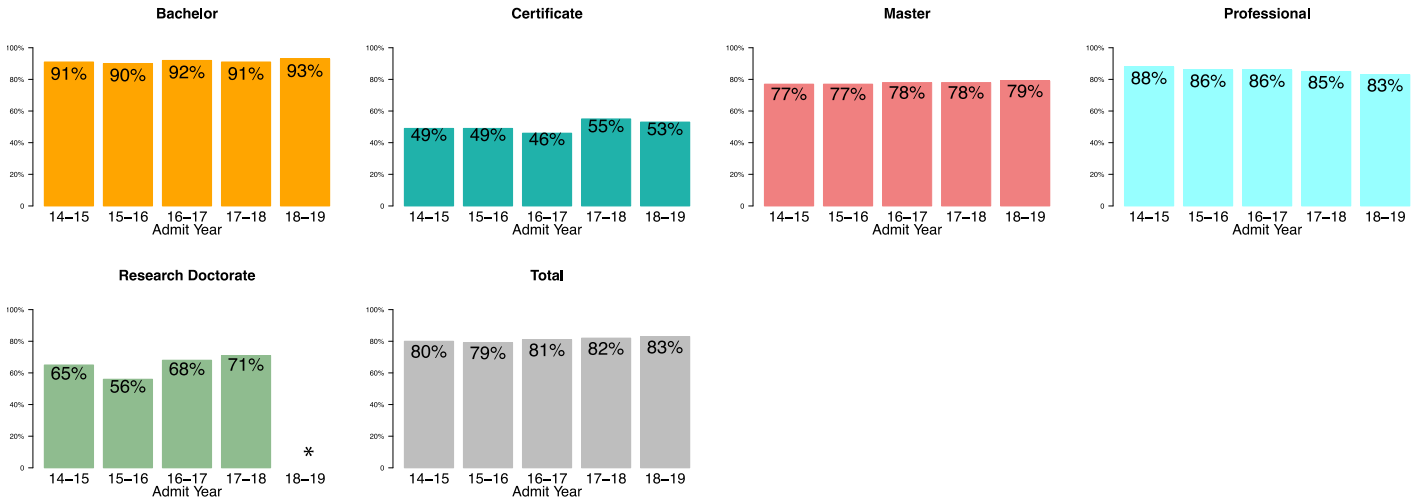
Completion On-Time by Age Group



Five-Year Averages for Completion On-Time

	Avg. Num. of Students	Avg. Completion
18-19	0.8	100%
20-21	26.8	90%
22-24	210.8	89%
25-29	357	86%
30-34	243.8	79%
35-39	131	73%
40-49	124.8	69%
50-64	34.2	64%
65 and older	0.4	0%
Total	1129.6	81%

Completion On-Time by Degree Type

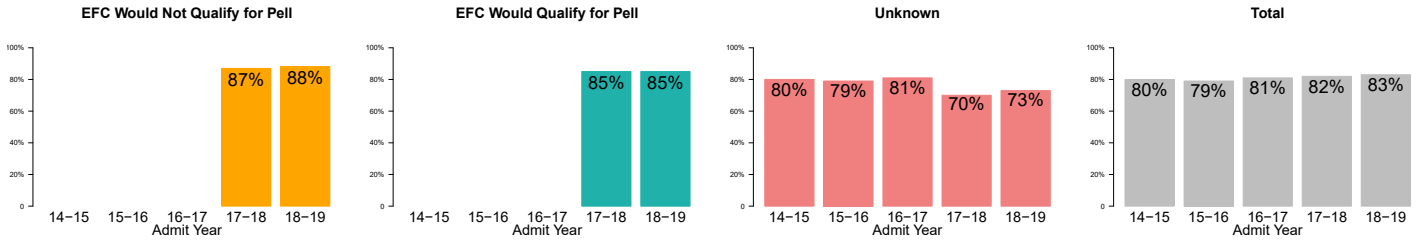


Five-Year Averages for Completion On-Time

	Avg. Num. of Students	Avg. Completion
Bachelor	399.4	91%
Certificate	118.8	50%
Master	325	78%
Professional	246.2	86%
Research Doctorate	40.2	65%
Total	1129.6	81%

* Most Research Doctorates are six year programs. Therefore, the earliest available cohort presented is the 2017-18 cohort.

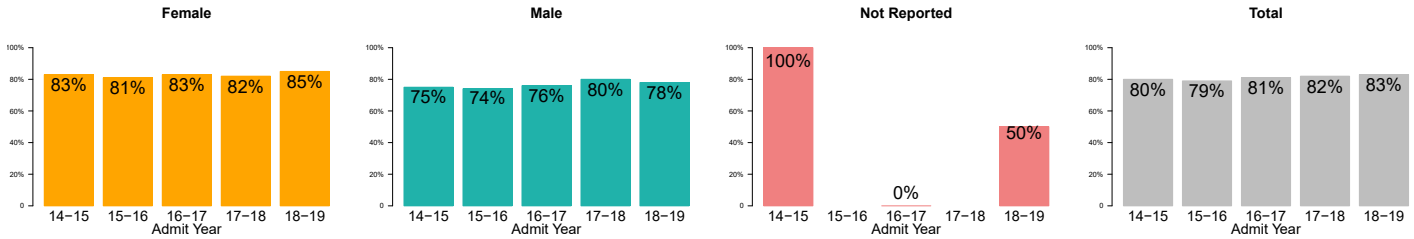
Completion On-Time by Expected Family Contribution (EFC)



Five-Year Averages for Completion On-Time

	Avg. Num. of Students	Avg. Completion
EFC Would Not Qualify for Pell	138.8	88%
EFC Would Qualify for Pell	203.4	85%
Unknown	787.4	79%
Total	1129.6	81%

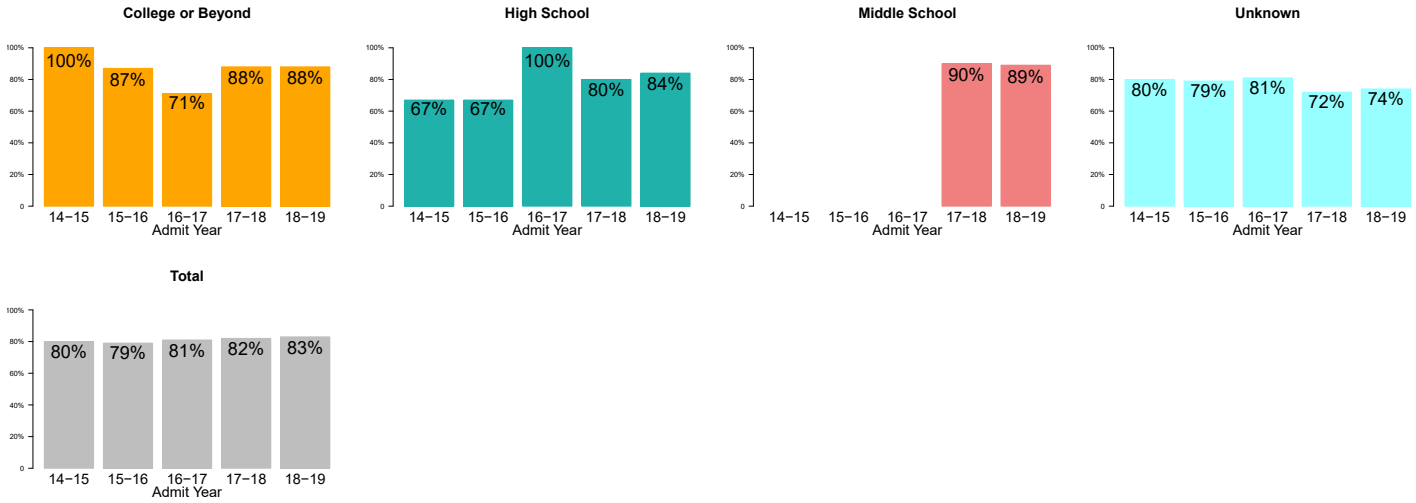
Completion On-Time by Gender



Five-Year Averages for Completion On-Time

	Avg. Num. of Students	Avg. Completion
Female	786.8	83%
Male	342	77%
Not Reported	0.8	50%
Total	1129.6	81%

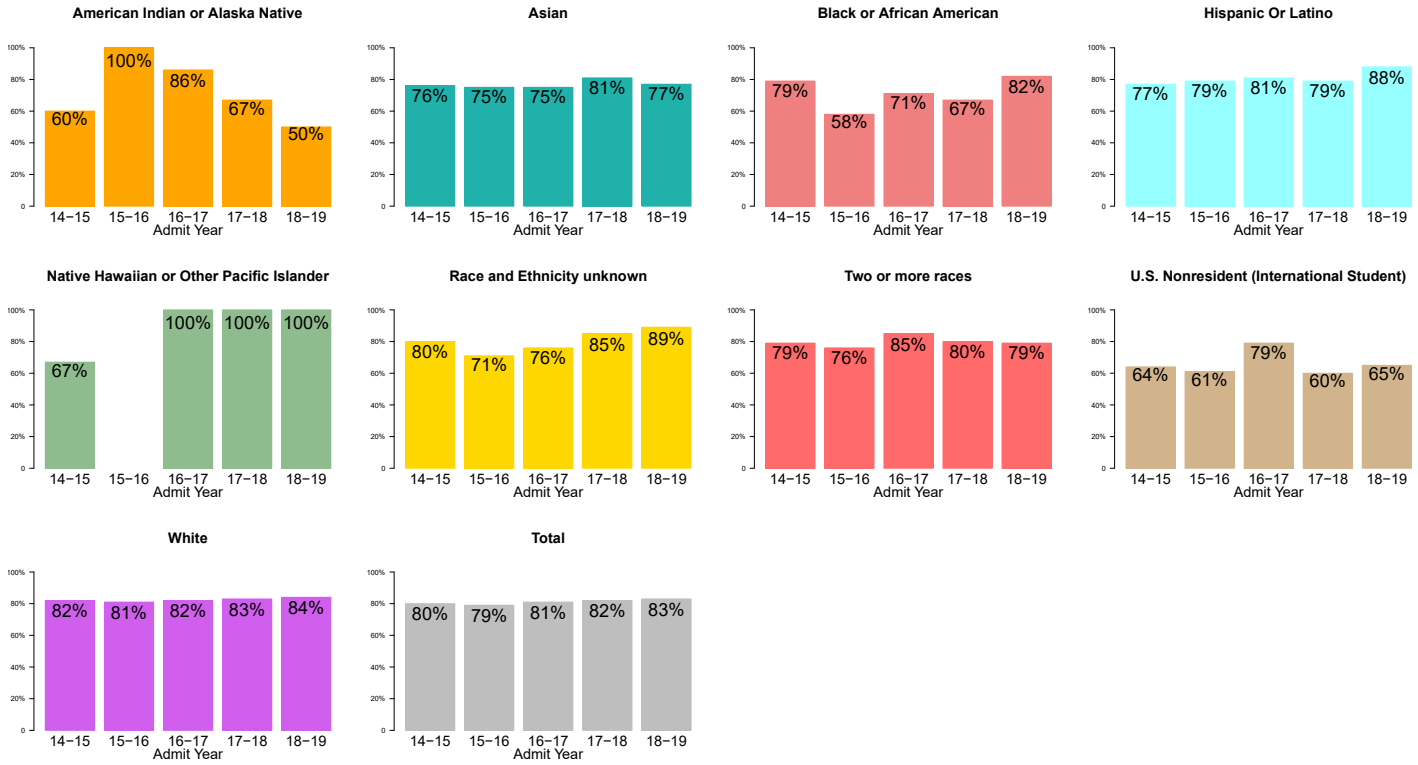
Completion On-Time by Parent Education



Five-Year Averages for Completion On-Time

	Avg. Num. of Students	Avg. Completion
College or Beyond	236.4	88%
High School	82.4	82%
Middle School	9.6	90%
Unknown	801.2	79%
Total	1129.6	81%

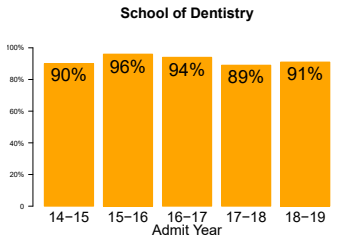
Completion On-Time by Race/Ethnicity

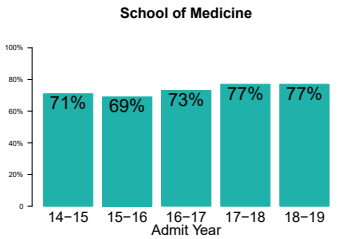


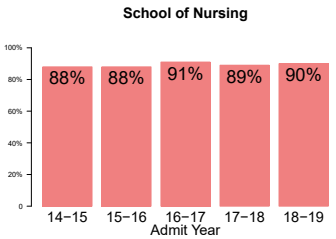
Five-Year Averages for Completion On-Time

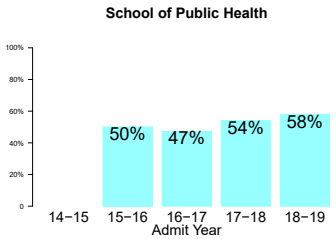
	Avg. Num. of Students	Avg. Completion
American Indian or Alaska Native	5.6	75%
Asian	112.8	77%
Black or African American	18.4	71%
Hispanic Or Latino	89	81%
Native Hawaiian or Other Pacific Islander	1.8	89%
Race and Ethnicity unknown	31.4	79%
Two or more races	57	80%
U.S. Nonresident (International Student)	21.8	66%
White	791.8	82%
Total	1129.6	81%

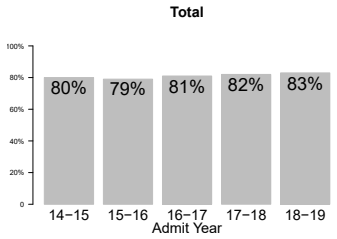
Completion On-Time by School











Five-Year Averages for Completion On-Time

	Avg. Num. of Students	Avg. Completion
School of Dentistry	84.8	92%
School of Medicine	463.8	73%
School of Nursing	521	89%
School of Public Health	60	53%
Total	1129.6	81%

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:

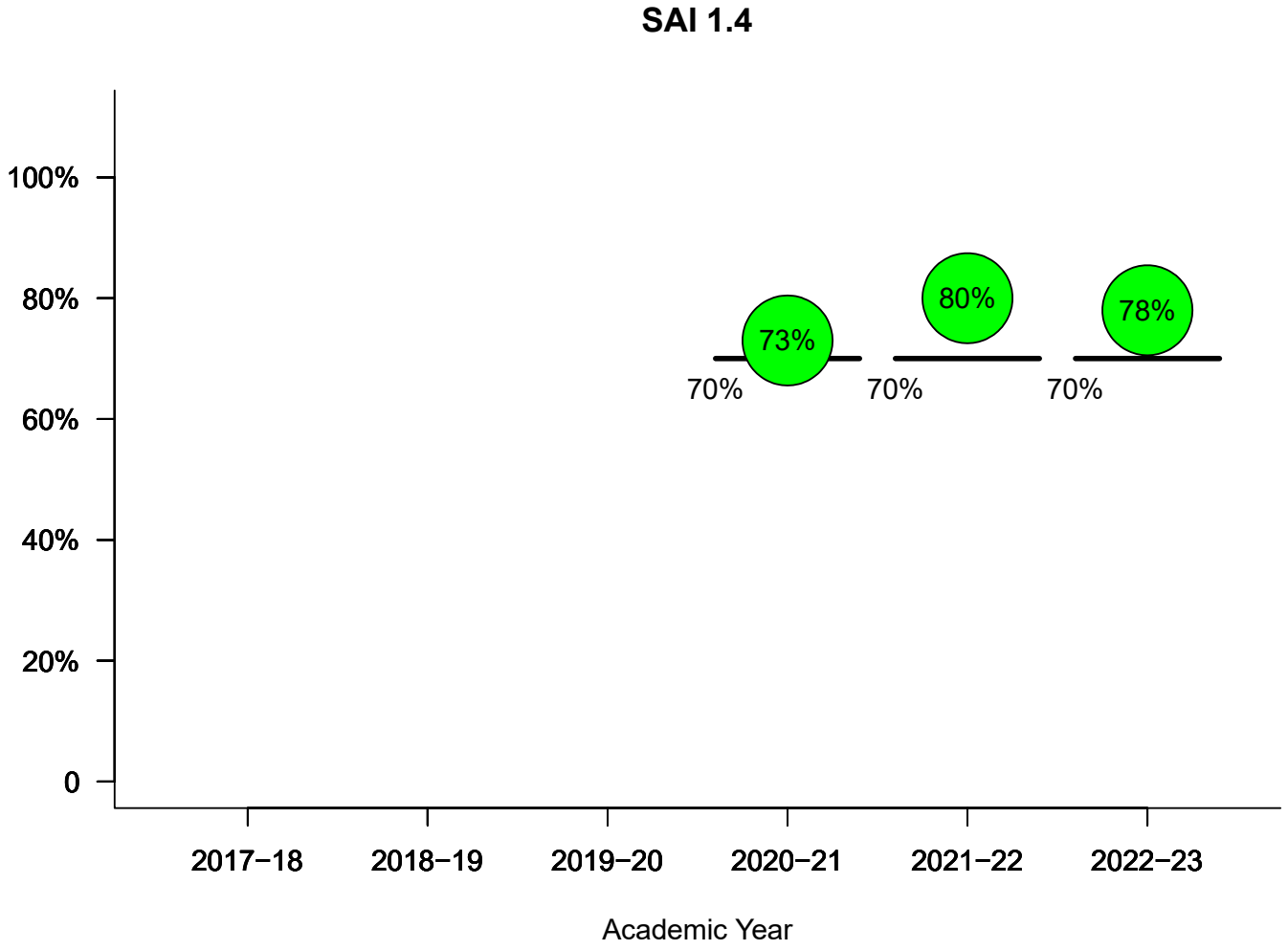
- They graduate from an OHSU program.
- They respond to the Post-Graduation Success survey sent to all OHSU graduates.

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

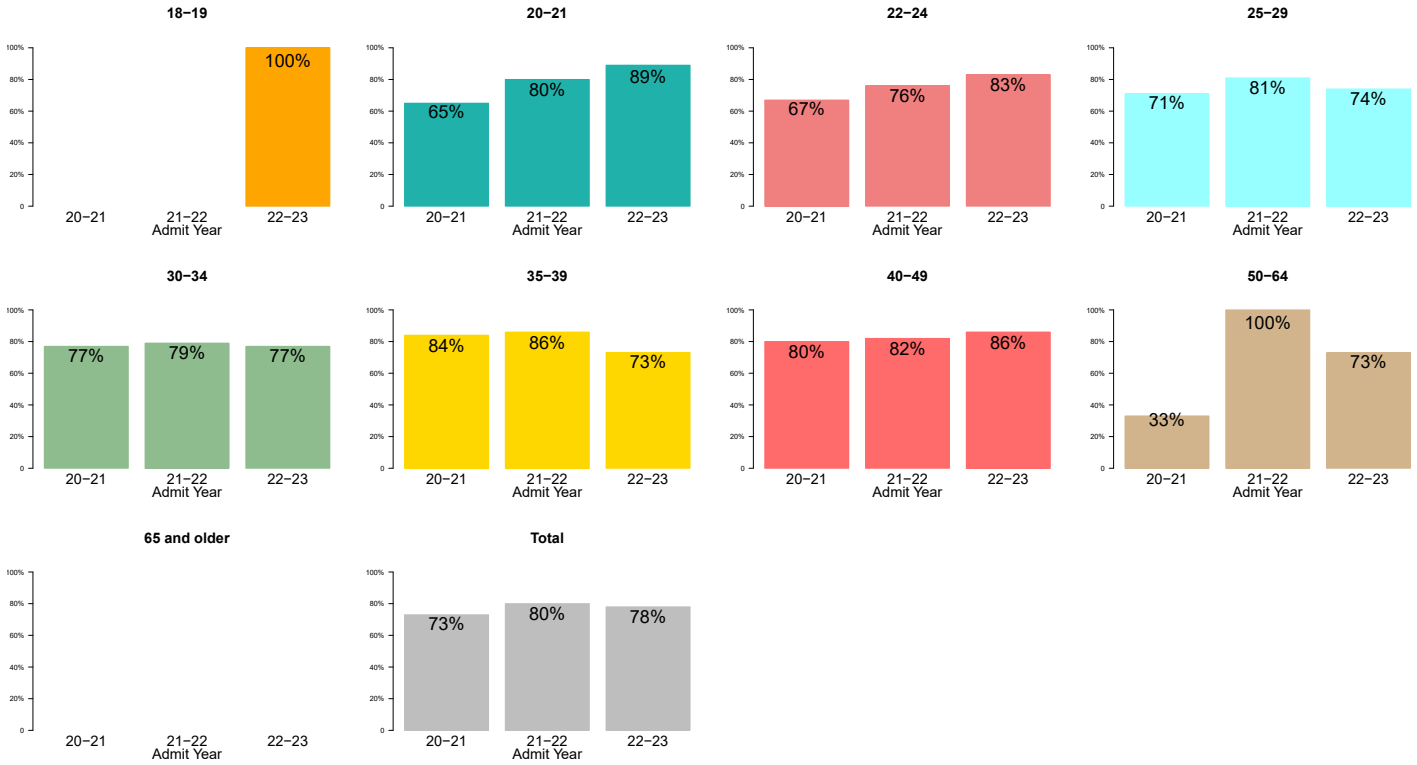
- I am currently employed, and will continue working for that organization or in that capacity.
- I will start a residency program.
- I have secured a position (including, but not limited to, post-doctoral fellowships) and will begin employment.
- I will continue my education and plan to enroll in another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



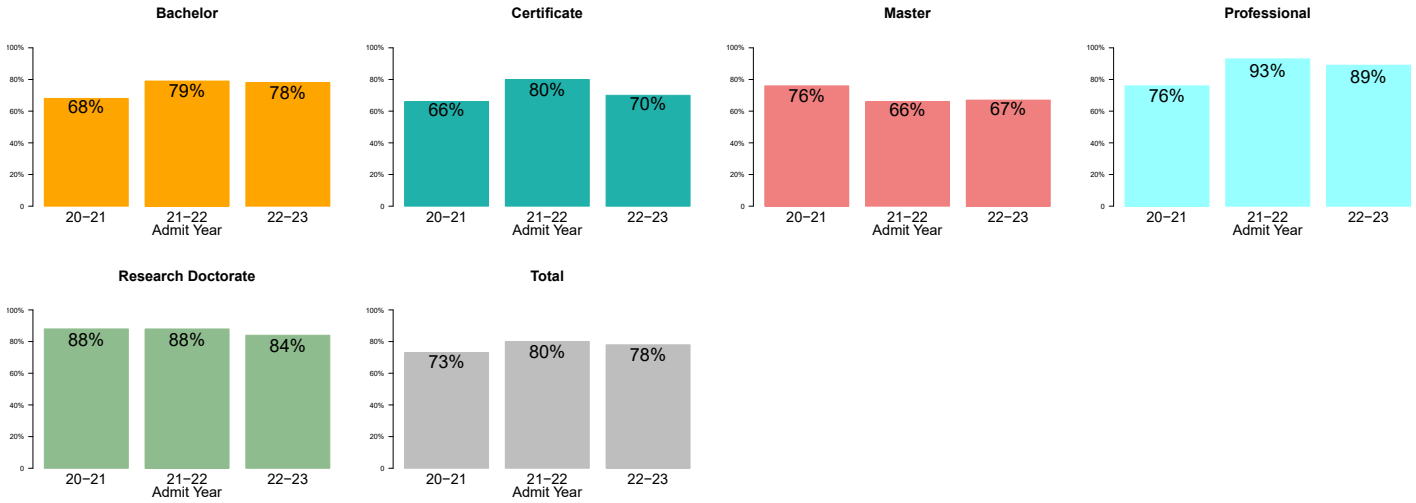
Post-Graduation Success by Age Group



Three-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
18-19	0.3	100%
20-21	16	77%
22-24	122	77%
25-29	182.7	76%
30-34	117	77%
35-39	60.3	80%
40-49	61.7	83%
50-64	9.3	68%
65 and older	0	
Total	569.3	77%

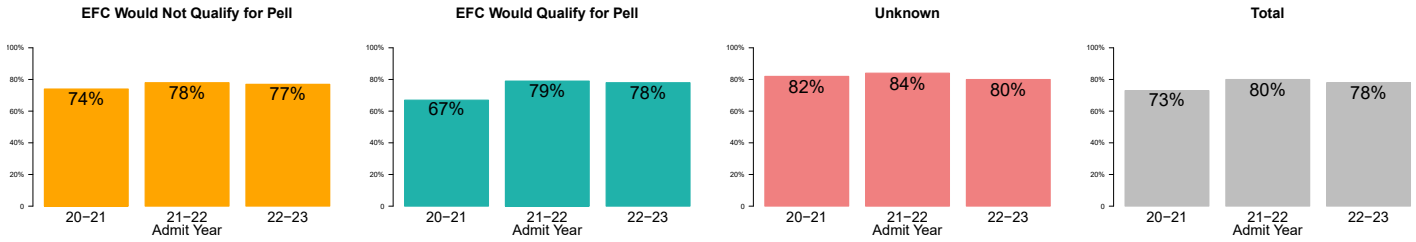
Post-Graduation Success by Degree Type



Three-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
Bachelor	194.7	76%
Certificate	26.7	71%
Master	161.3	69%
Professional	161.7	87%
Research Doctorate	25	87%
Total	569.3	77%

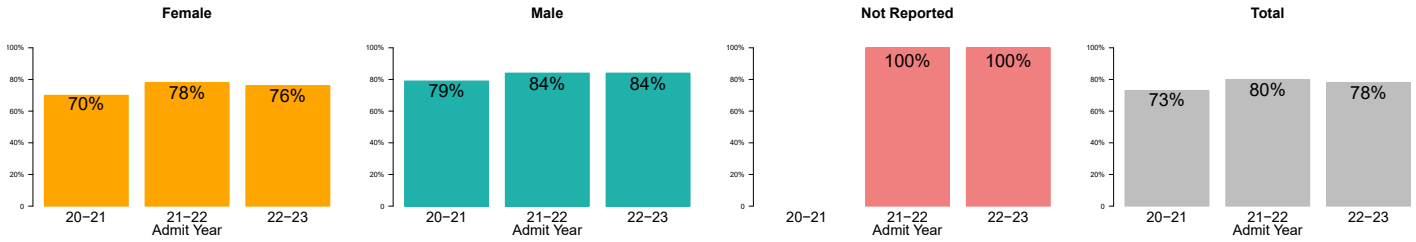
Post-Graduation Success by Expected Family Contribution (EFC)



Three-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
EFC Would Not Qualify for Pell	193.7	77%
EFC Would Qualify for Pell	235.7	75%
Unknown	140	82%
Total	569.3	77%

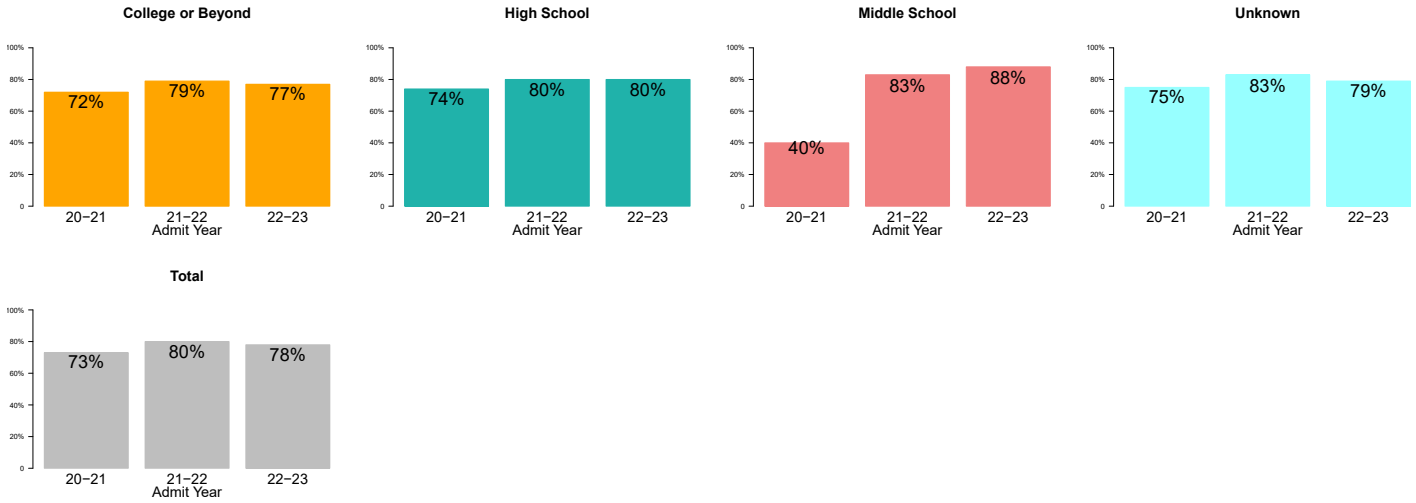
Post-Graduation Success by Gender



Three-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
Female	398	75%
Male	170	83%
Not Reported	1.3	100%
Total	569.3	77%

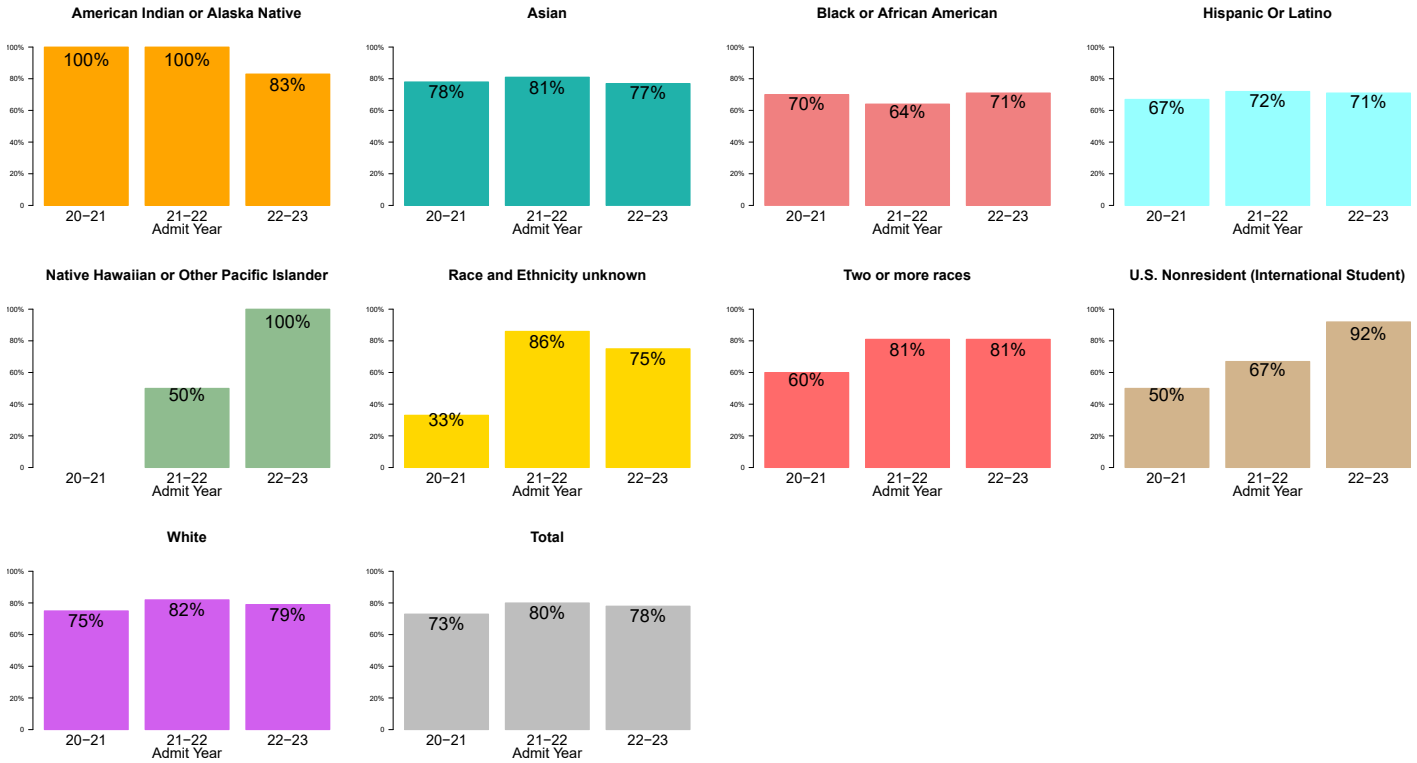
Post-Graduation Success by Parent Education



Three-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
College or Beyond	312.3	76%
High School	93.7	79%
Middle School	11	79%
Unknown	152.3	79%
Total	569.3	77%

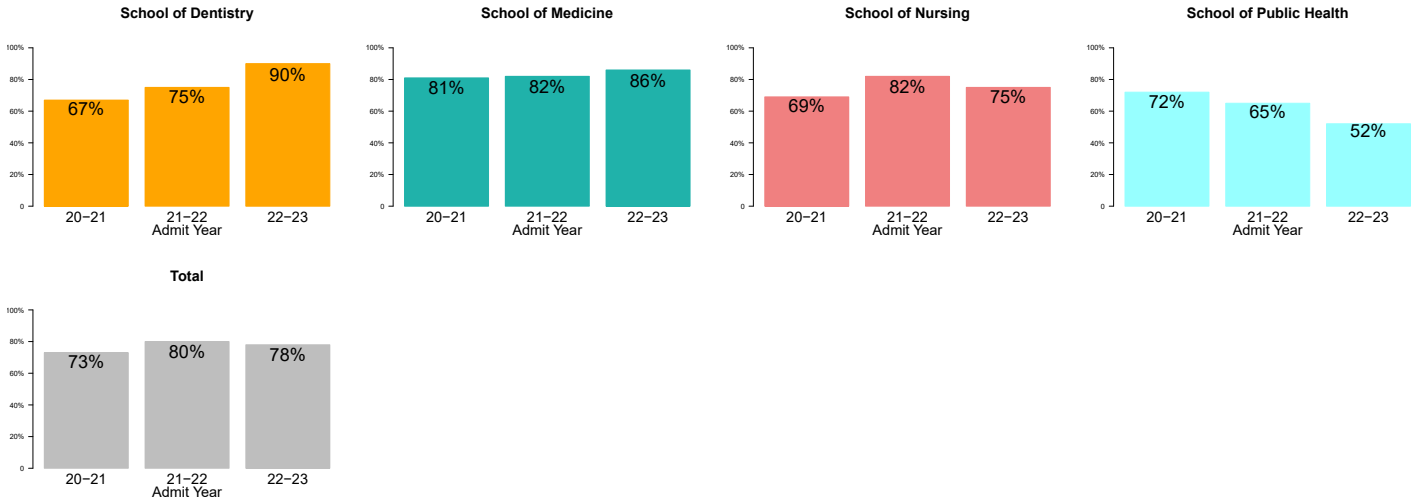
Post-Graduation Success by Race/Ethnicity



Three-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
American Indian or Alaska Native	3.7	91%
Asian	65.3	79%
Black or African American	12.7	68%
Hispanic Or Latino	58.3	70%
Native Hawaiian or Other Pacific Islander	1.3	75%
Race and Ethnicity unknown	5.7	65%
Two or more races	35	76%
U.S. Nonresident (International Student)	10.3	74%
White	377	79%
Total	569.3	77%

Post-Graduation Success by School



Three-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
School of Dentistry	44.3	77%
School of Medicine	221.7	83%
School of Nursing	245.7	76%
School of Public Health	57.7	61%
Total	569.3	77%

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:

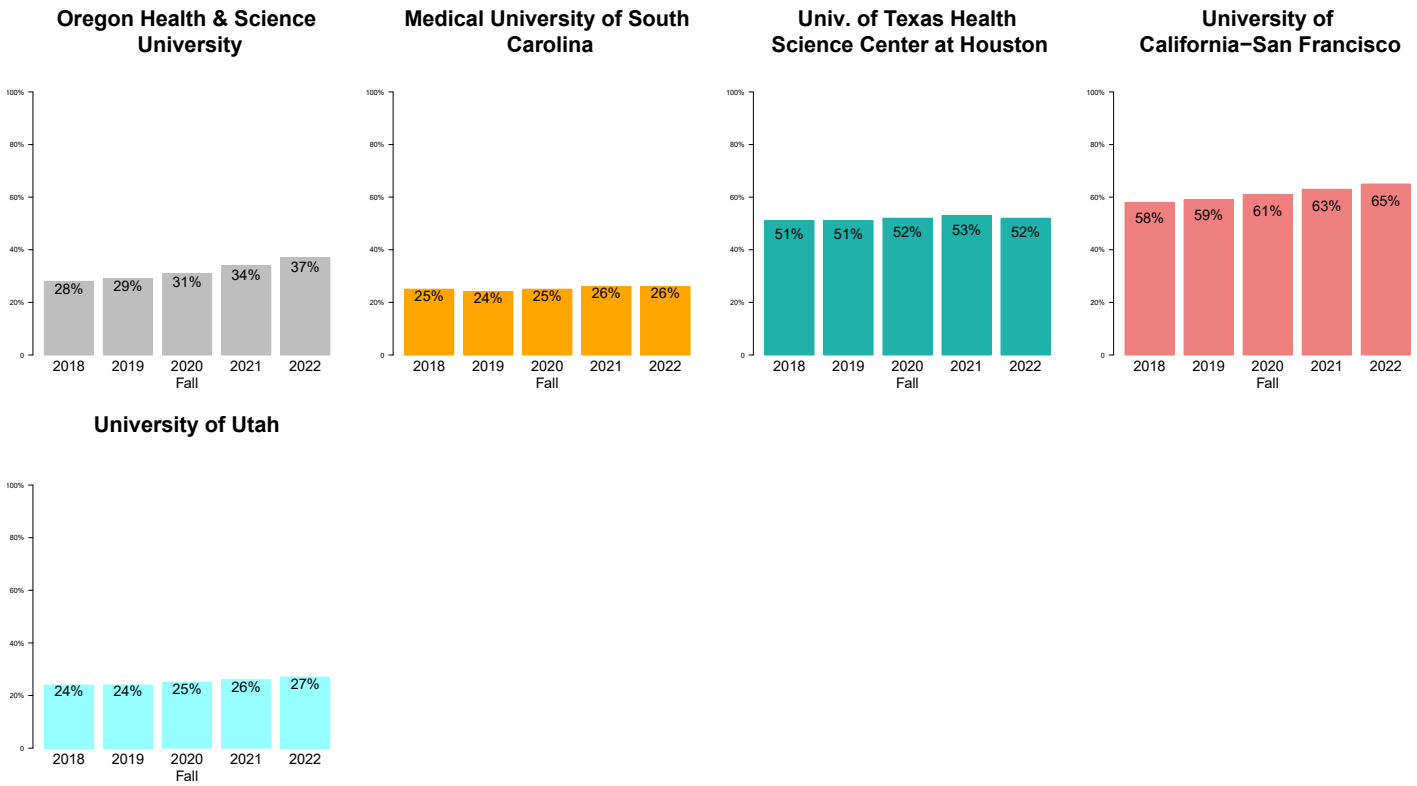
Indicator ID	Indicator Details	Comparison Metric
IIE 1.1	Percentage of underrepresented minority students enrolled at OHSU, of total enrolled students.	Percentage of Minority Student Enrollment.
IIE 2.2	Percentage of minority faculty at OHSU.	Percentage of Minority Full-Time Instructional Staff.
IIE 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



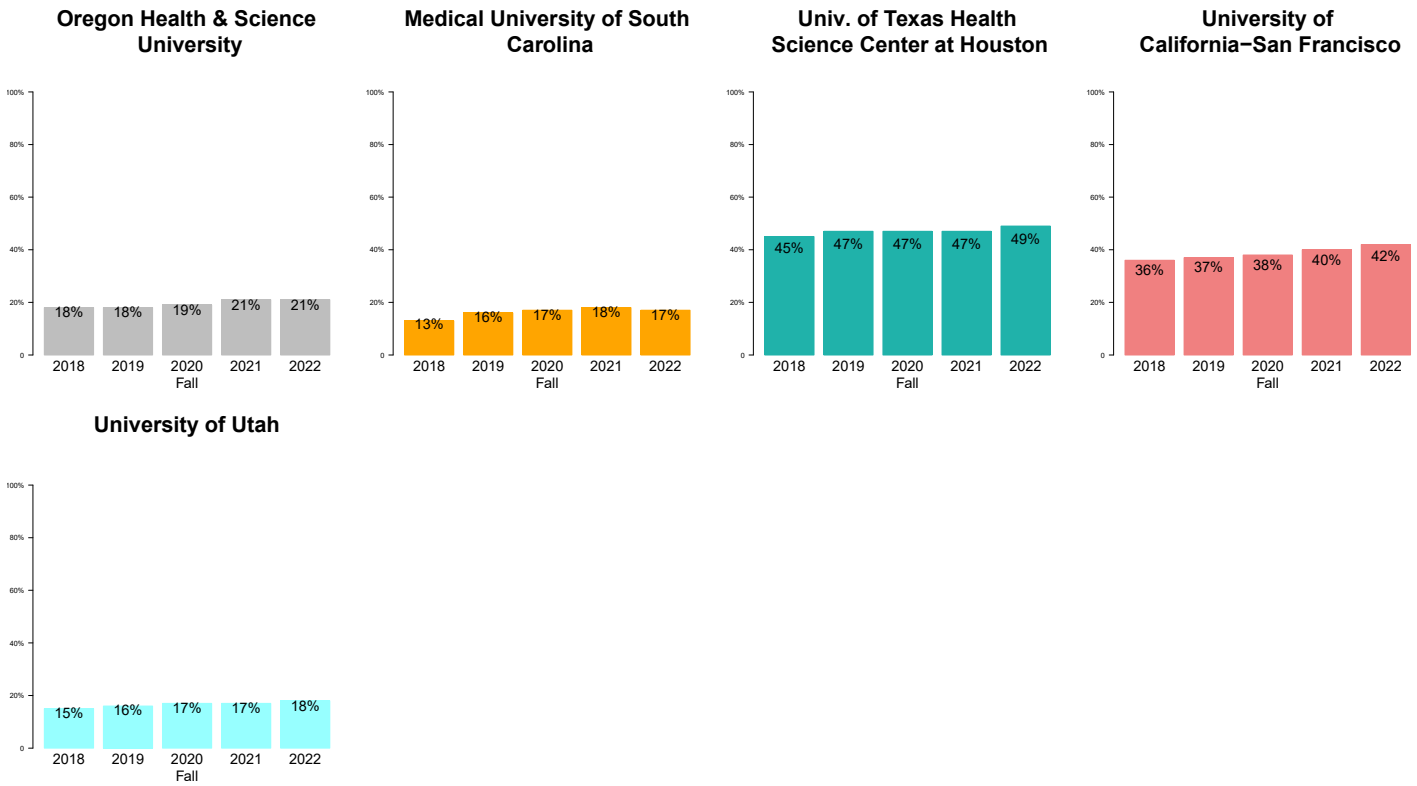
Source: IPEDS: Fall Enrollment - Race/ethnicity, gender, attendance status, and level of student.

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. Data reported here are different than that reported for IIE 1.1, where OHSU data differentiate underrepresented race/ethnicity subgroups. All data here also follow IPEDS calculation conventions.

Percentage Of Minority Full-Time Instructional Staff

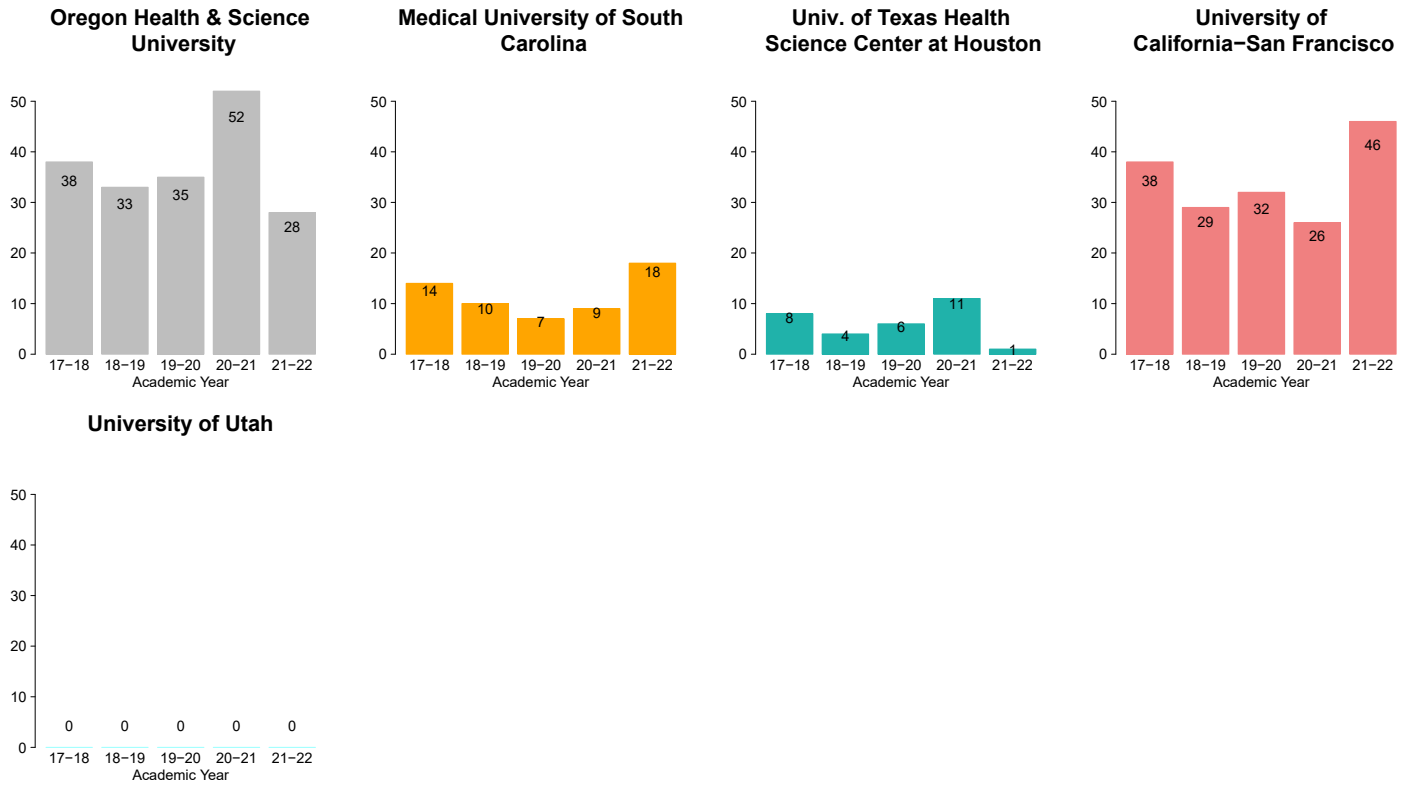


Source: IPEDS: Human Resources - Full-time instructional staff.

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

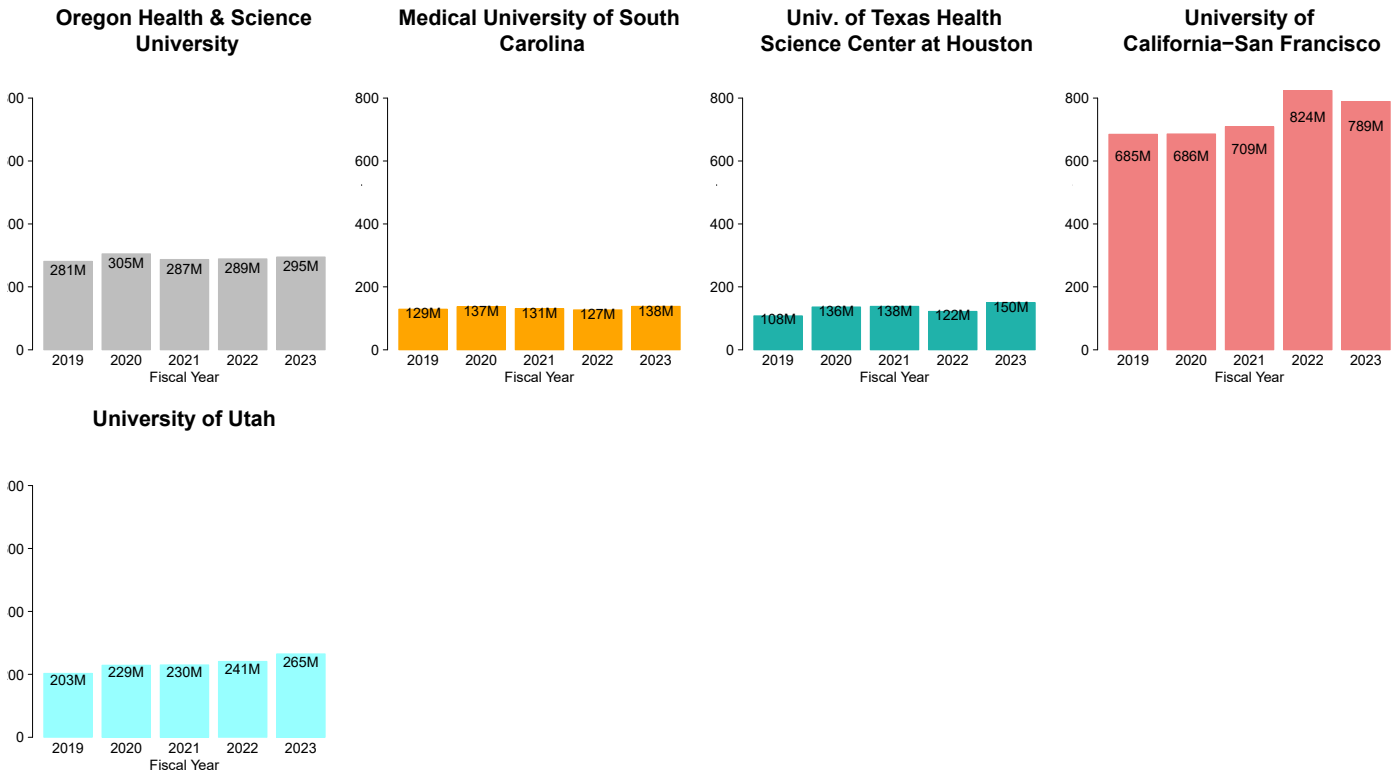


Source: IPEDS: Completions - Awards/degrees conferred by program.

The number of degrees/certificates awarded in the Classification of Instructional Programs (CIP) categories "Medical Clinical Sciences/Graduate Medical Studies" and "Health Professions and Related Clinical Sciences, Other". The University of Utah does not offer degrees in these CIP categories.

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.

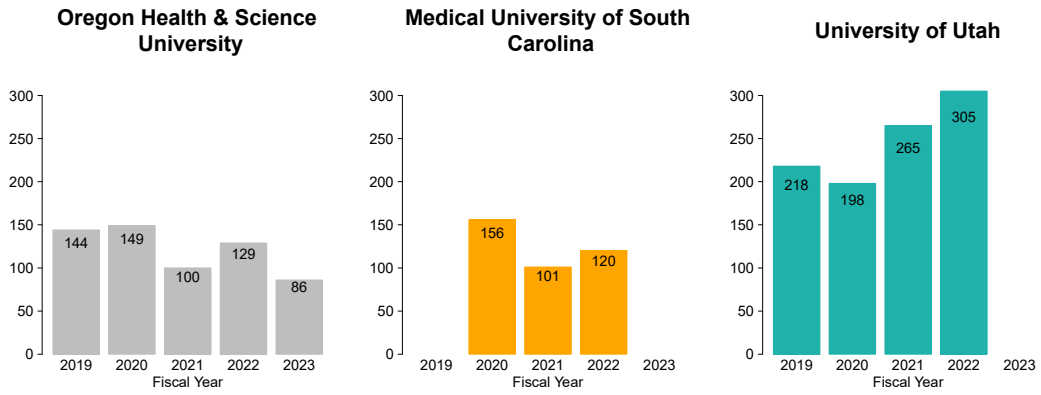
NIH Total Sponsored Project Revenue



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 National Institutes of Health (NIH) award data pulled annually from the NIH Research Portfolio Online Reporting Tools ([NIH RePORT]).

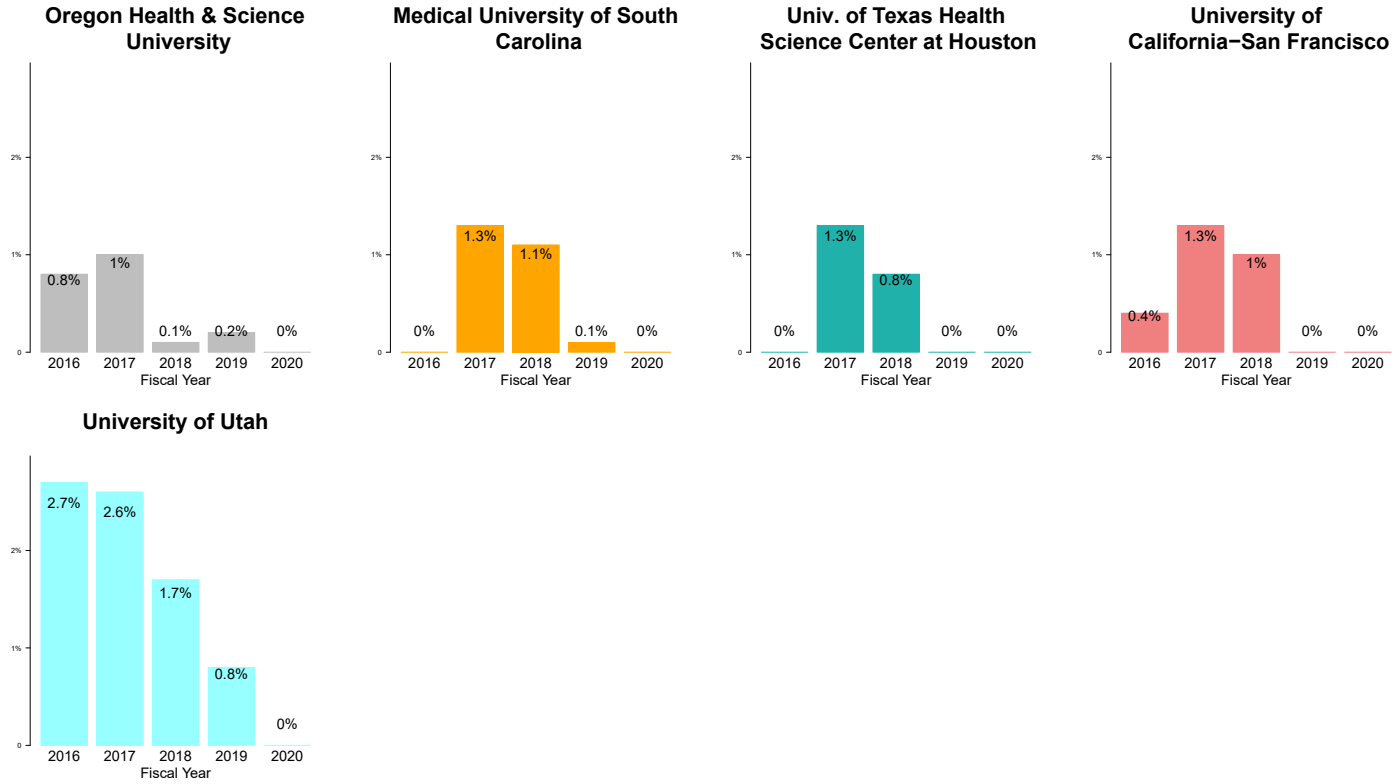
Number Of New Inventions Disclosed In A Given Year



Source: Association of University Technology Managers.

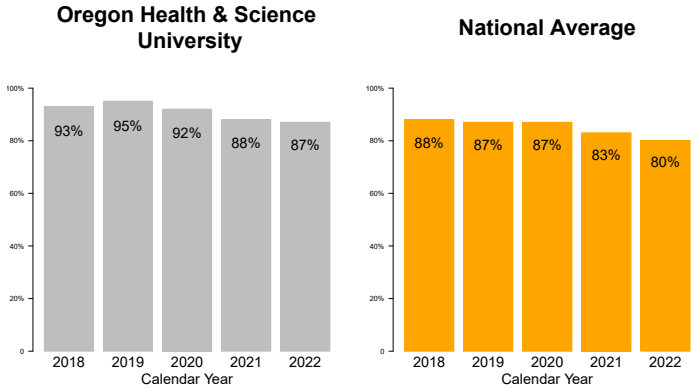
OHSU has identified peer institutions for accreditation purposes which include the University of Texas Health Science Center at Houston and University of California-San Francisco. However, the Association of University Technology Managers (**AUTM**) does not disaggregate invention disclosures for these 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

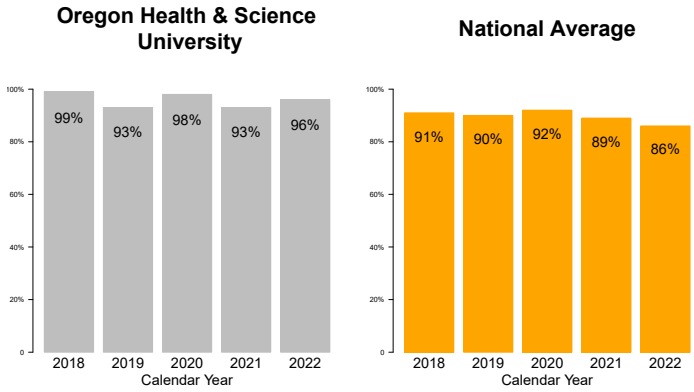
Percent Of B.S. Nursing Students Passing Senior-Level Credentialing Examinations On The First Attempt



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

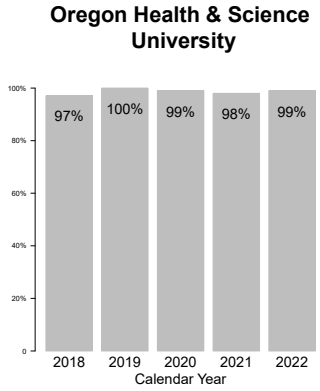
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the B.S. Nursing Students - National Council Licensure Exam (NCLEX)are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

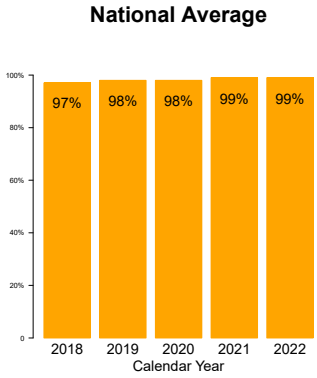
Percent Of D.M.D. Students Passing Senior-Level Credentialing Examinations On The First Attempt



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.

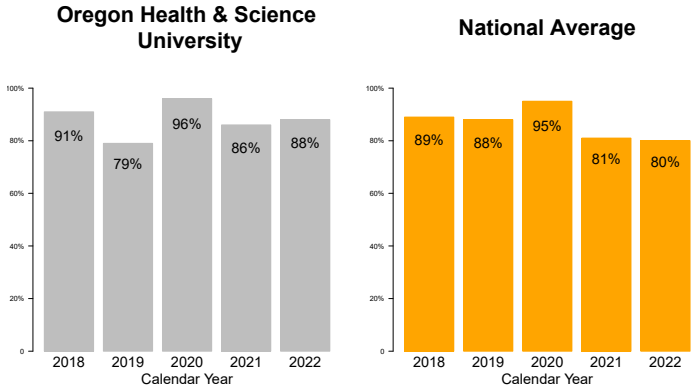
Percent Of M.D. Students Passing Senior-Level Credentialing Examinations On The First Attempt





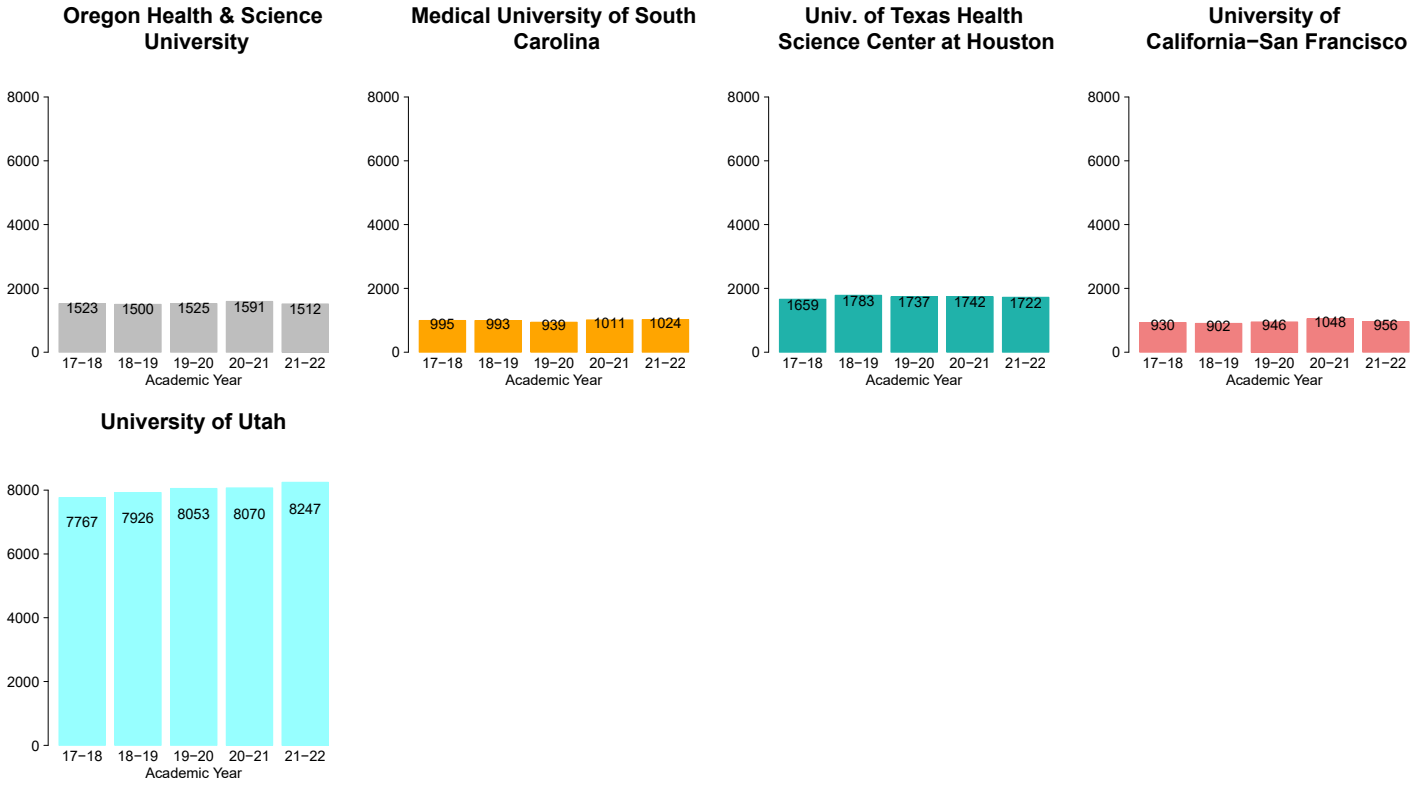
Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as 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.

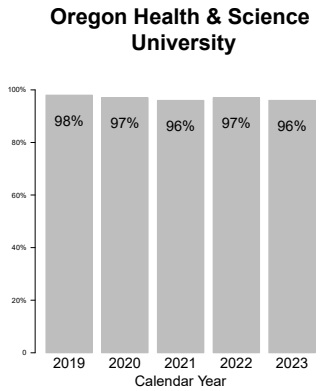
Number Of Degrees And Certificates Awarded Each Academic Year

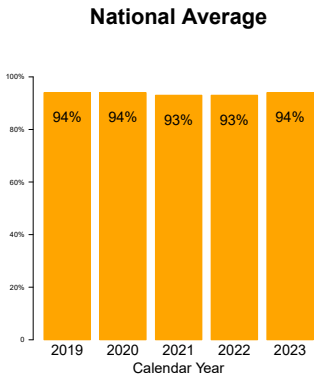


Source: IPEDS: Completions - Number of students receiving awards/degrees. OHSU Factbook.

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.