Oregon Health & Science University
2024 Indicators of Effectiveness

8/07/2025

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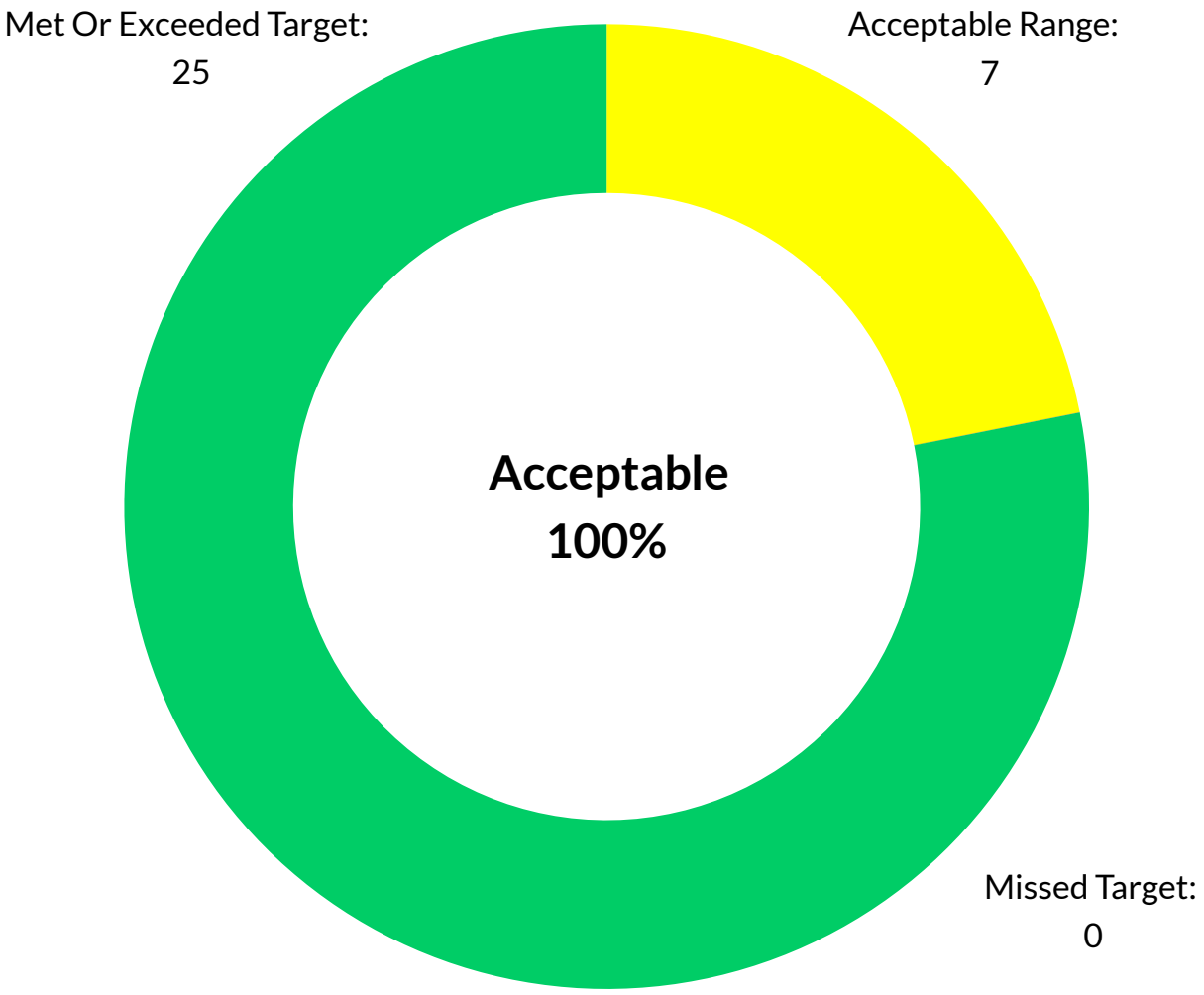
Mission Fulfillment

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 of its indicators of effectiveness are being achieved or are within the acceptable threshold.

Indicators of Effectiveness Summary

Institutional Indicators of Effectiveness (IIE)

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

Indicator ID	Pg.	Indicator Details	Target	Actual	Result
IIE 1.1	5	Percentage of students from underrepresented race/ethnicity groups enrolled at OHSU, of total enrolled students.	17%	27%	✓
IIE 1.2	6	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.	90%	90%	✓
IIE 1.3	7	Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.	60%	63%	✓

*IIE 1.2 - Given consistent performance over time, target was increased to 90% after consultation with OnTrack OHSU!

*IIE 1.3 – Target was decreased to 60% to align with increased enrollment in Portland yet continued commitment to regional locations.

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

Indicator ID	Pg.	Indicator Details	Target	Actual	Result
IIE 2.1	8	Percentage of courses evaluated that have an average student rating on the diversity of the curriculum as ≥ 5 on a 6-point scale.	70%	84%	✓
IIE 2.2	9	Percentage of faculty of color at OHSU.	20%	21%	✓
IIE 2.3	10	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%	81%	✓
IIE 2.4	11	Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.	70%	76%	✓
IIE 2.5	12	OHSU faculty and staff respondent sense of engagement at OHSU, as demonstrated through the annual Press Ganey Engagement score.	4.00	3.62	▲

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

Indicator ID	Pg.	Indicator Details	Target	Actual	Result
IIE 3.1	13	Number of degrees and certificates awarded in clinical and translational research training.	25	32	✓
IIE 3.2	14	Total sponsored project revenue in a given year.	$400M	$584M	✓
IIE 3.3	15	Number of new inventions disclosed in a given year.	115	94	▲

Objective: Provide access to healthcare for patients across Oregon.					
Indicator ID	**Pg.**	**Indicator Details**	**Target**	**Actual**	**Result**
IIE 4.1	16	Hospital occupancy rate in a given year.	80%	88%	✅
IIE 4.2	17	Total ambulatory patient visits in a given year.	950K	1,211K	✅
IIE 4.3	18	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	**Pg.**	**Indicator Details**	**Target**	**Actual**	**Result**
SLI 1.1	19	Percentage of academic programs that demonstrate proficiency in evaluating student learning by aligning with the annual institutional assessment process.	80%	80%	✅
SLI 1.2	20	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.	85%	91%	✅
SLI 1.3	21	Percentage of Central Student Services units which create, follow, and report on a continuous assessment plan that are mapped to meaningful OHSU and/or professional standards.	90%	100%	✅

*SLI 1.1 – This new Student Learning Indicator was endorsed to improve the quality of assessment efforts at OHSU.

*SLI 1.2 – This indicator target was increased with the expectation that achievement results will be maintained.

*SLI 1.3 – This indicator was revised to enable student services to select either professional standards or student learning measures to plan, report on, and identify for continuous improvement.

Student Achievement Indicators of Effectiveness (SAI)

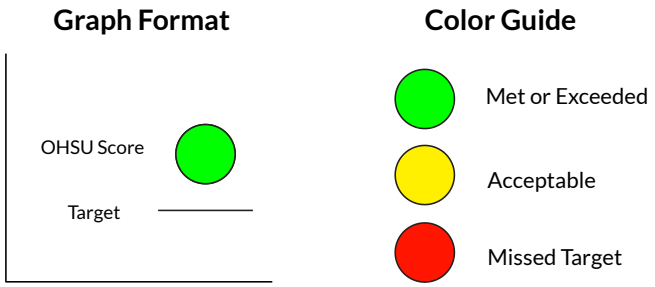
Objective: Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.					
Indicator ID	**Pg.**	**Indicator Details**	**Target**	**Actual**	**Result**
SAI 1.1	22	Percentage of entering degree/certificate seeking students that are retained to their second year.	95%	94%	⚠
SAI 1.2	23	Percentage of all degree/certificate seeking students that persist from Fall to Spring.	95%	97%	✅
SAI 1.3	24	Percentage of bachelor's degree seeking students completing within 100% of usual program time.	80%	82%	✅
SAI 1.4	25	Percentage of master's degree seeking students completing within 100% of usual program time.	50%	49%	⚠
SAI 1.5	26	Percentage of professional doctoral degree seeking students completing within 100% of usual program time.	80%	81%	✅

Indicator ID	Pg.	Indicator Details	Target	Actual	Result
SAI 1.6	27	Percentage of research doctoral degree seeking students completing within 100% of usual program time.	40%	39%	▲
SAI 1.7	28	Percentage of graduate certificate seeking students completing within 100% of usual program time.	40%	39%	▲
SAI 1.8	29	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).	70%	74%	✓
SAI 1.9	30	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.	89%	93%	✓
SAI 1.10	31	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.	100%	100%	✓
SAI 1.11	32	Percent of M.D. students passing senior-level credentialing examinations on the first attempt.	98%	97%	▲
SAI 1.12	33	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.	78%	96%	✓
SAI 1.13	34	Number of degrees and certificates awarded each academic year.	1100	1295	✓
SAI 1.14	35	Percentage of M.D. graduates matching to a Residency Program.	95%	100%	✓
SAI 1.15	36	Official OHSU Fiscal Year Cohort Default Rate as published by the U.S. Department of Education.	1%	0%	✓

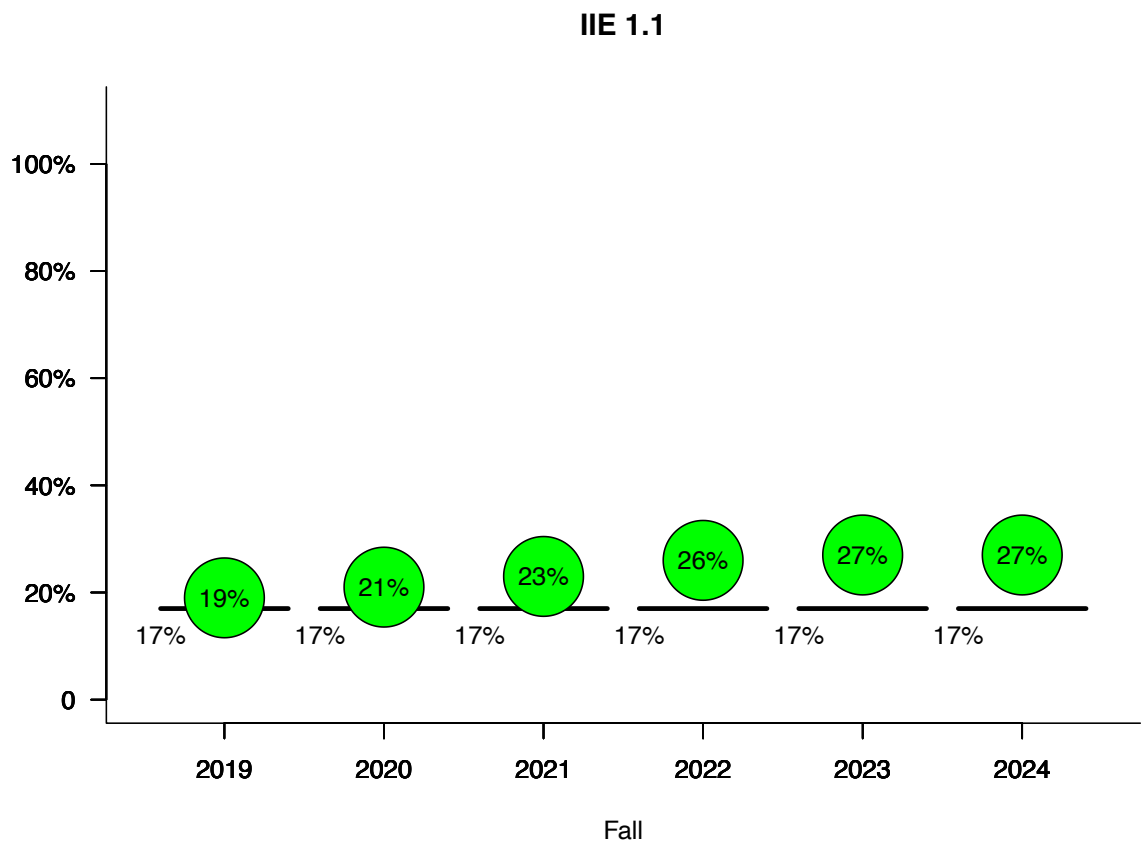
*SAI 1.3 – 1.7 – OHSU previously utilized one comprehensive graduation rate. To better understand the impacts on each credential level, beginning in 2023-2024, OHSU initiated examination at the distinct credential level.
* SAI 1.13 – The state of Oregon sets 1000 as the target for this state Key Performance Measure. This target was revised to establish a more accurate target given enrollment trend data, while also holding expectations higher than the minimum state requirement.

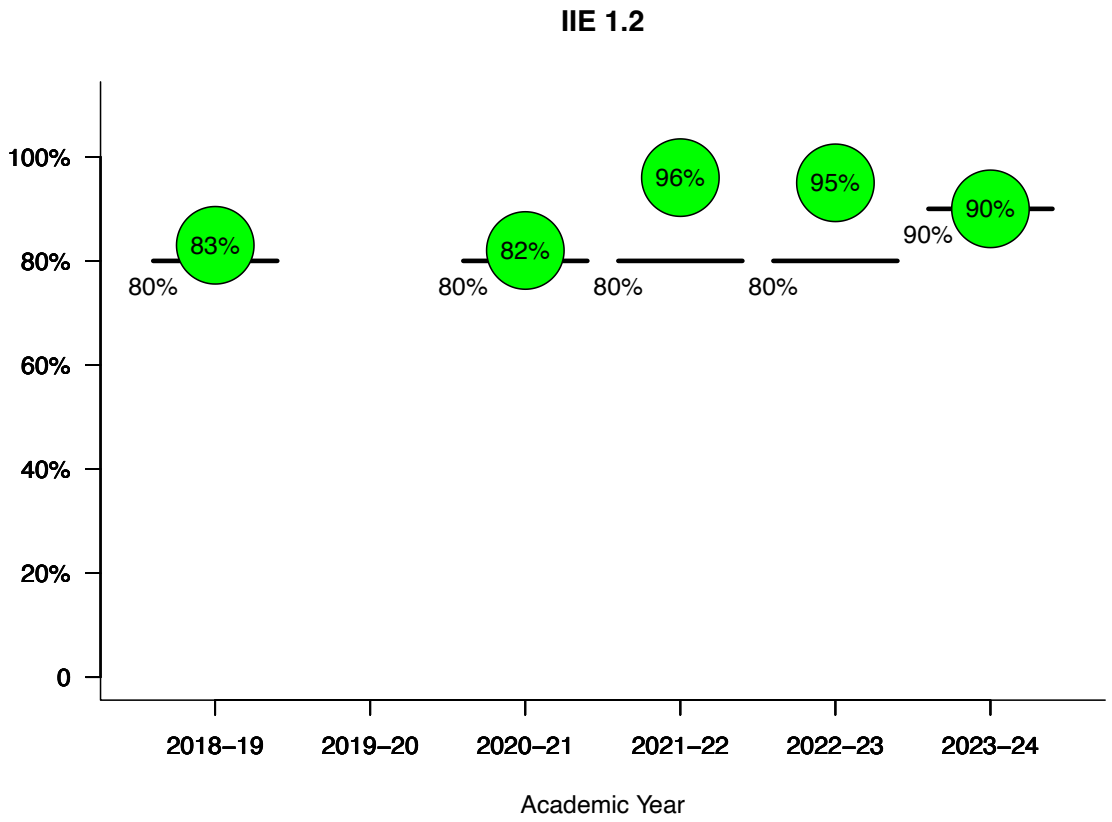
Some metrics exclude students enrolled in the joint Pharm.D. degree with Oregon State University, the joint degrees with Oregon Institute of Technology, as well as the School of Public Health joint degree students registered by Portland State University.

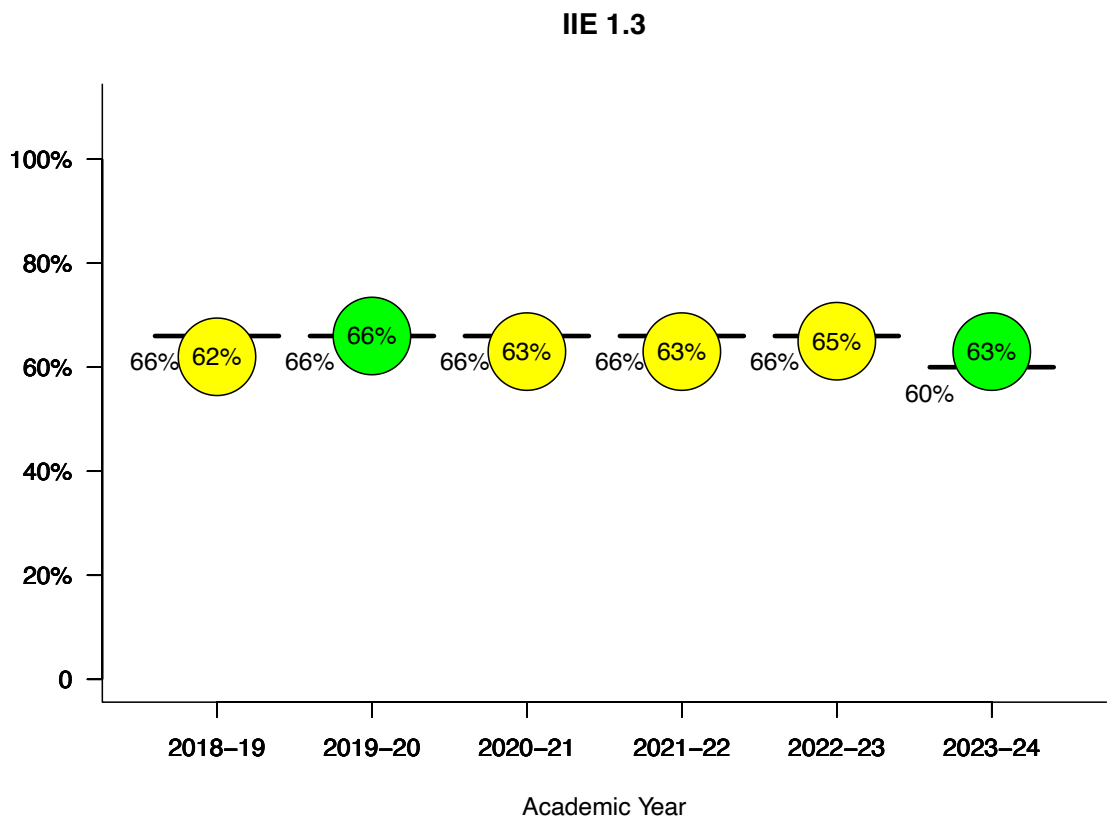
Guide to Interpreting Indicator Graphs

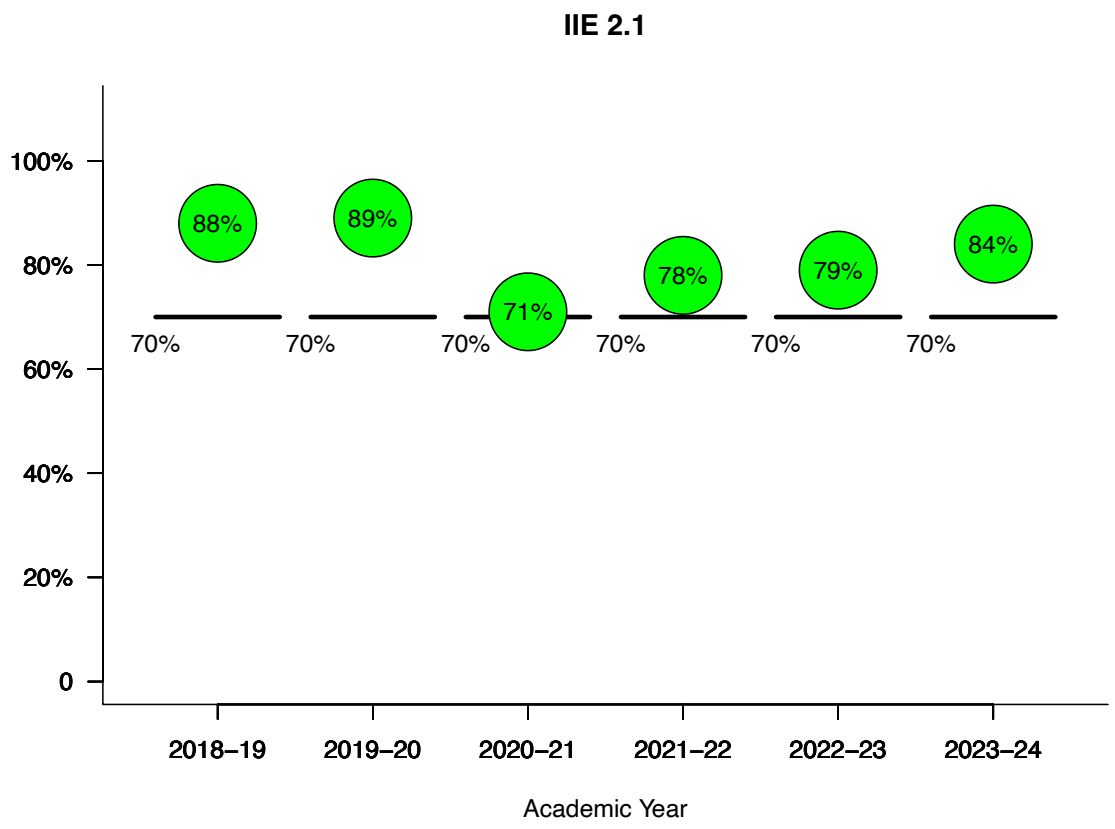


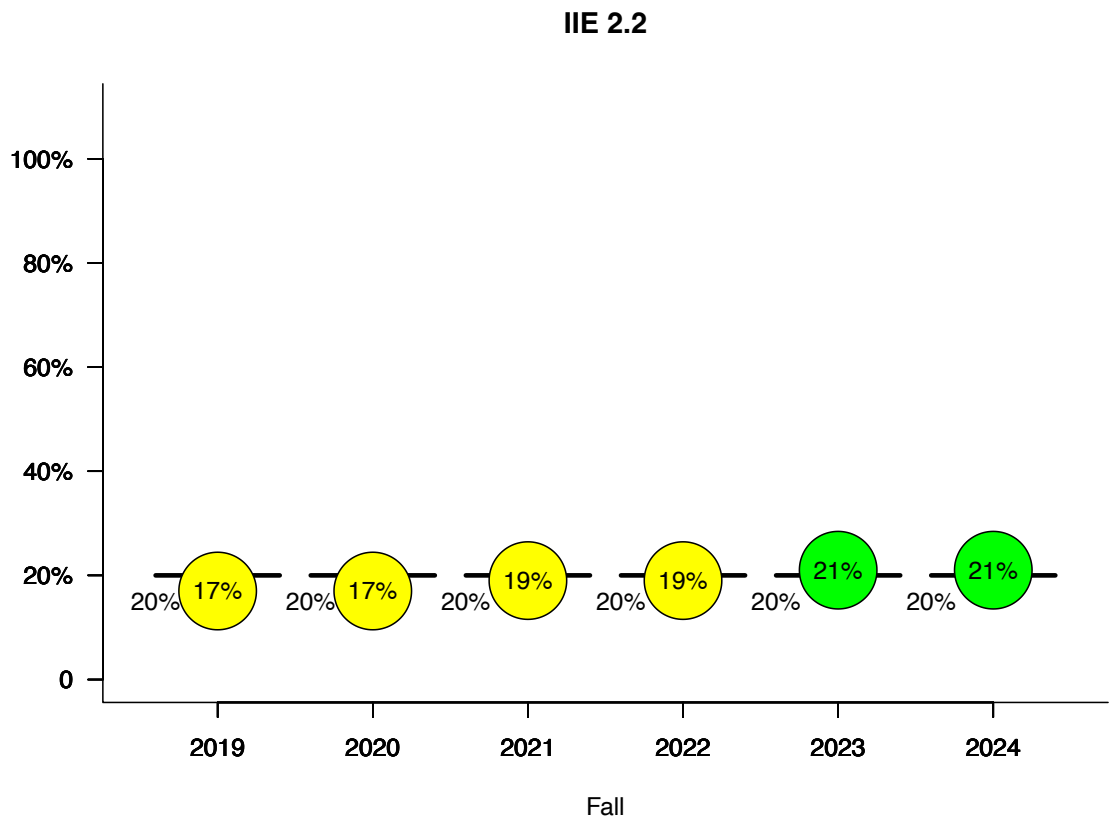
Indicators of Effectiveness Details

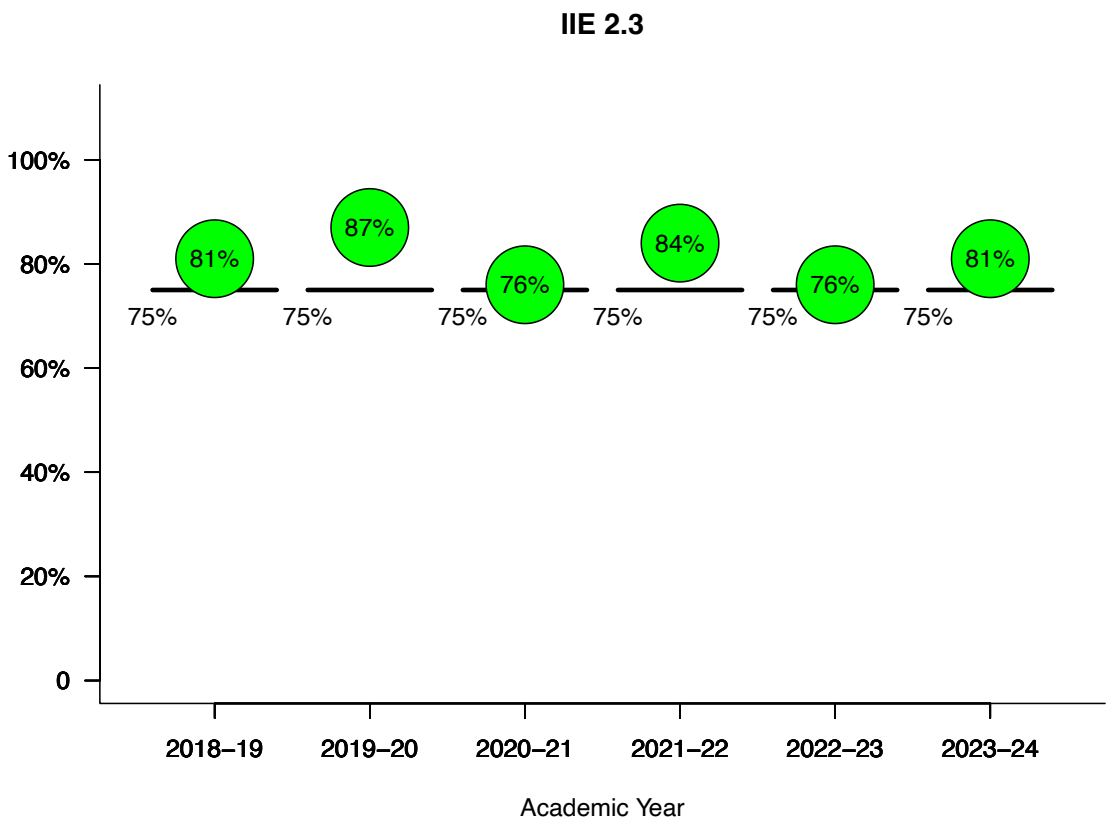
INDICATOR	**Institutional Indicators of Effectiveness - IIE 1.1**
DETAILS	Percentage of students from underrepresented race/ethnicity groups enrolled at OHSU, of total enrolled students.
OBJECTIVE	Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.
COMMENTS	In its efforts to address diversity, equity, and inclusion, OHSU monitors and evaluates its percentage of students from underrepresented race and ethnic groups enrolled in OHSU academic programs. This includes those identified as "American Indian or Alaska Native", "Black or African American"," Hispanic or Latino", "Native Hawaiian or Other Pacific Islander", "Vietnamese", or "Korean".
SCORE	

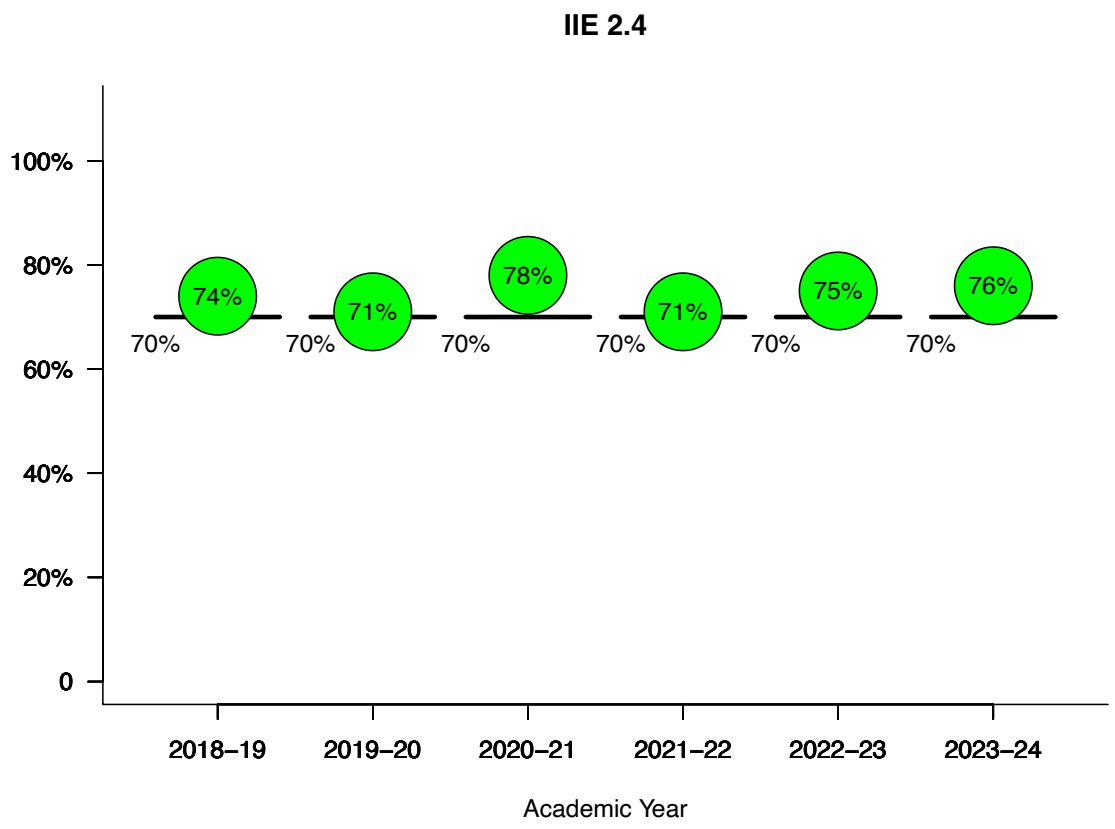
INDICATOR	**Institutional Indicators of Effectiveness - IIE 1.2**
DETAILS	As a result of their involvement in OnTrack OHSU! High School participants will report increases in interest and engagement in a Health or Science field.
OBJECTIVE	Develop student pathways to meet the health needs of an increasingly 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 racial/ethnic 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. OnTrack OHSU! surveys student participants to capture a better understanding of the program's impact on "interest and engagement." The 2019-20 survey was not administered because of COVID-19 closures and its impact on the participating schools. Data for 2022-23 include students from the initial programs Woodburn, Jefferson, and Madras while expanding to include the added Chiloquin school, as well as the Parkrose School District. The target for this indicator was reviewed and increased to demonstrate the desired impact of the program.
SCORE	

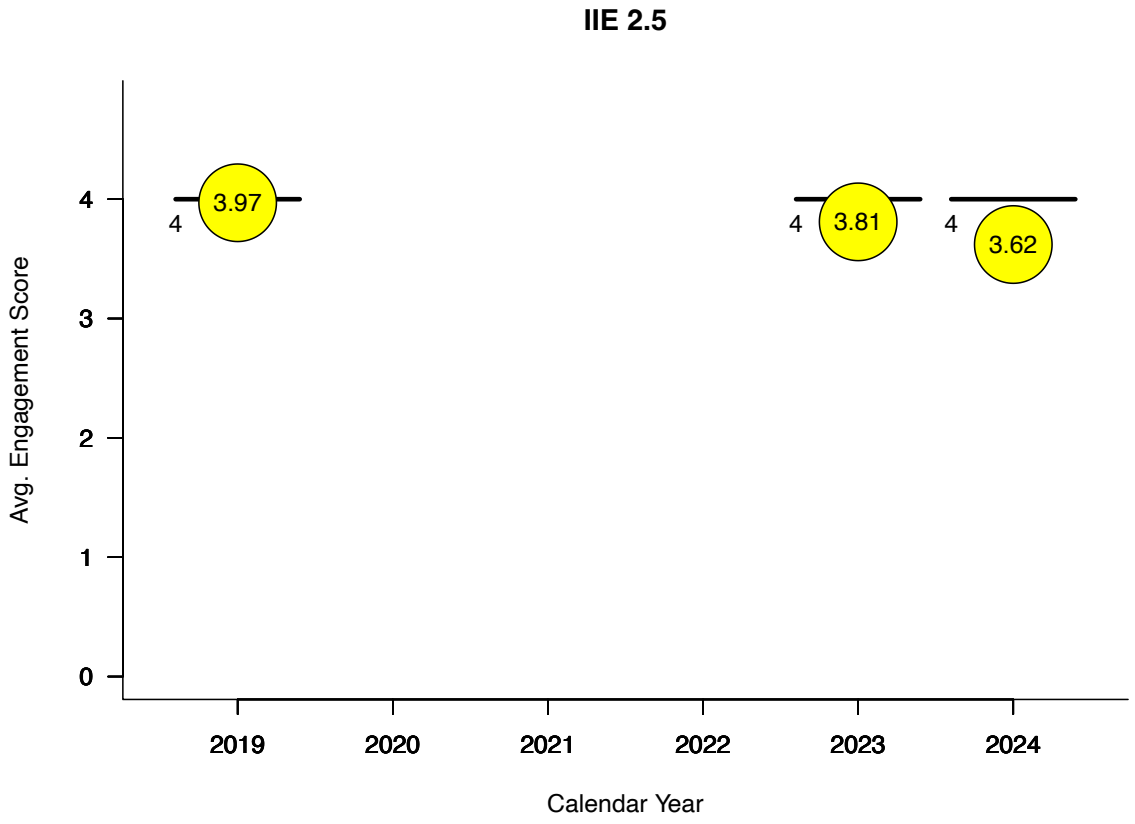
INDICATOR	**Institutional Indicators of Effectiveness - IIE 1.3**
DETAILS	Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.
OBJECTIVE	Develop student pathways to meet the health needs of an increasingly diverse Oregon and nation.
COMMENTS	While nearly 60% of Oregon's population resides within the Portland-Metro Area, 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 with a major in Nursing online graduates or graduates at the regional locations of Ashland, Monmouth, Klamath Falls, Bend, and La Grande who are most likely to work in the areas in which they received their degrees. As more nursing students enroll at the Portland campus, OHSU has modified this expectation to 60%.
SCORE	

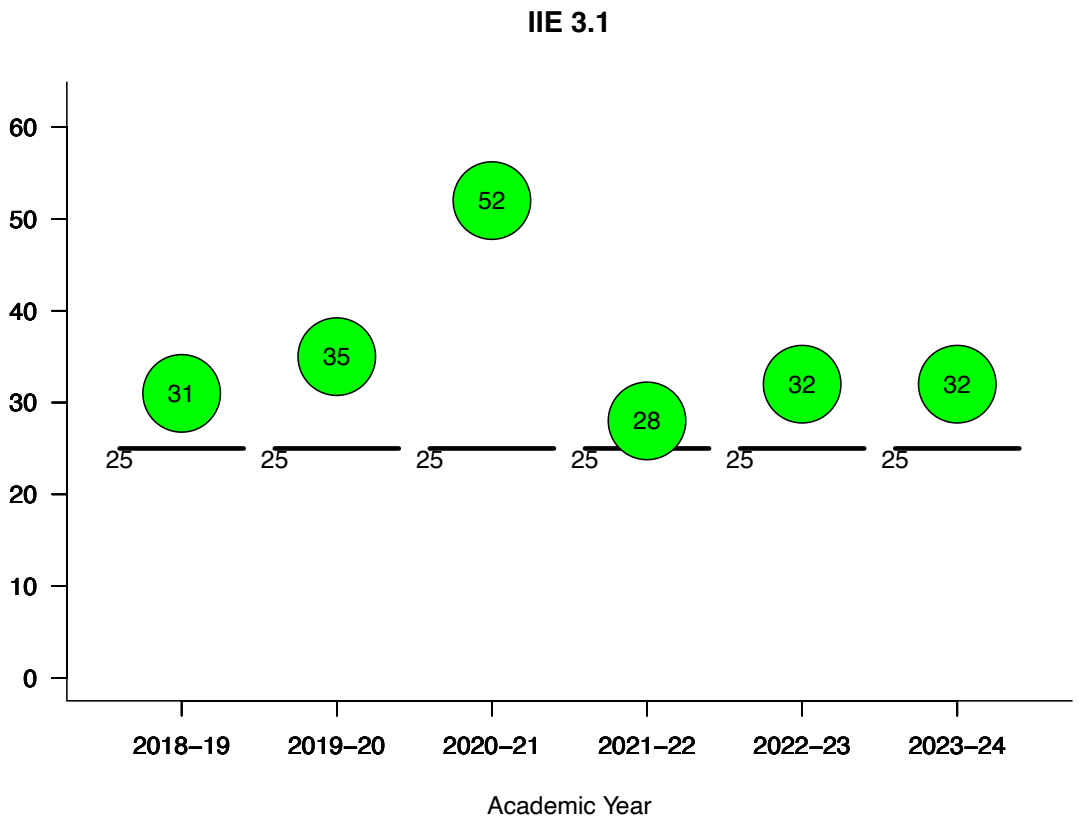
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.1**
DETAILS	Percentage of courses evaluated that have an average student rating on the diversity of the curriculum as ≥ 5 on a 6-point scale.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students,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

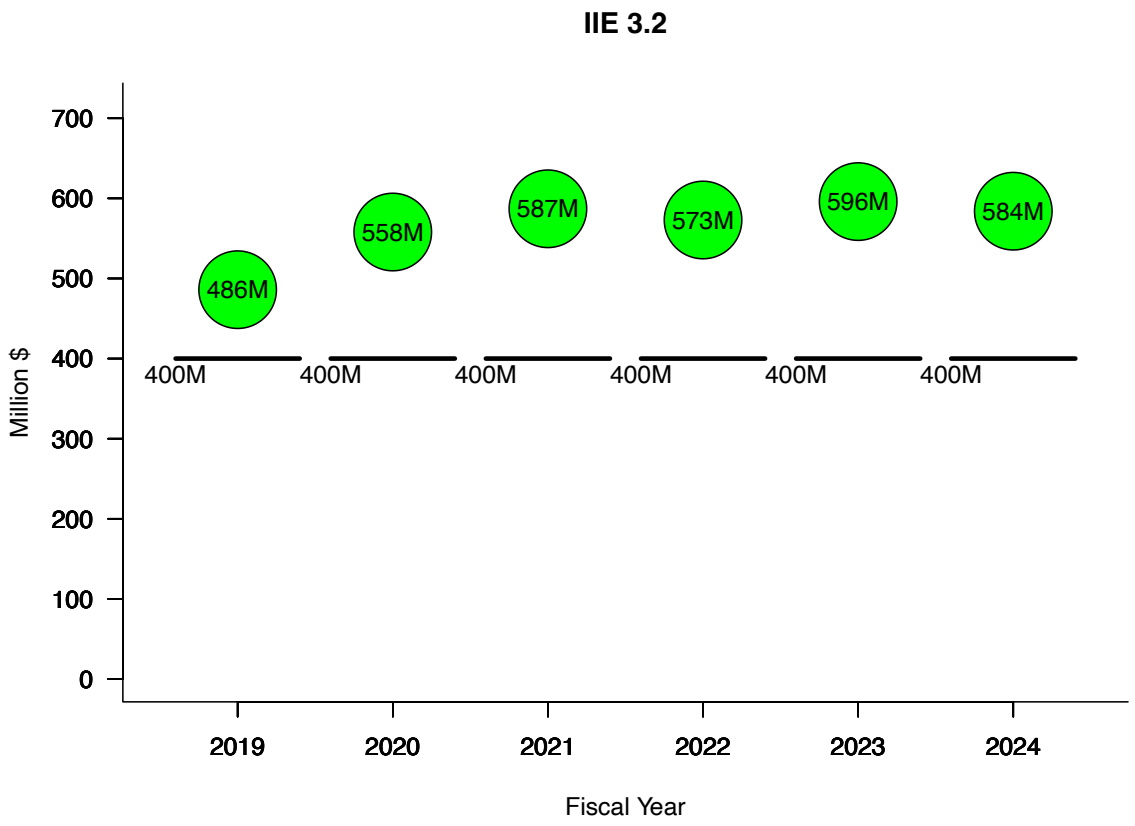
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.2**
DETAILS	Percentage of faculty of color at OHSU.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.
COMMENTS	OHSU values a diverse workforce and seeks to hire the most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

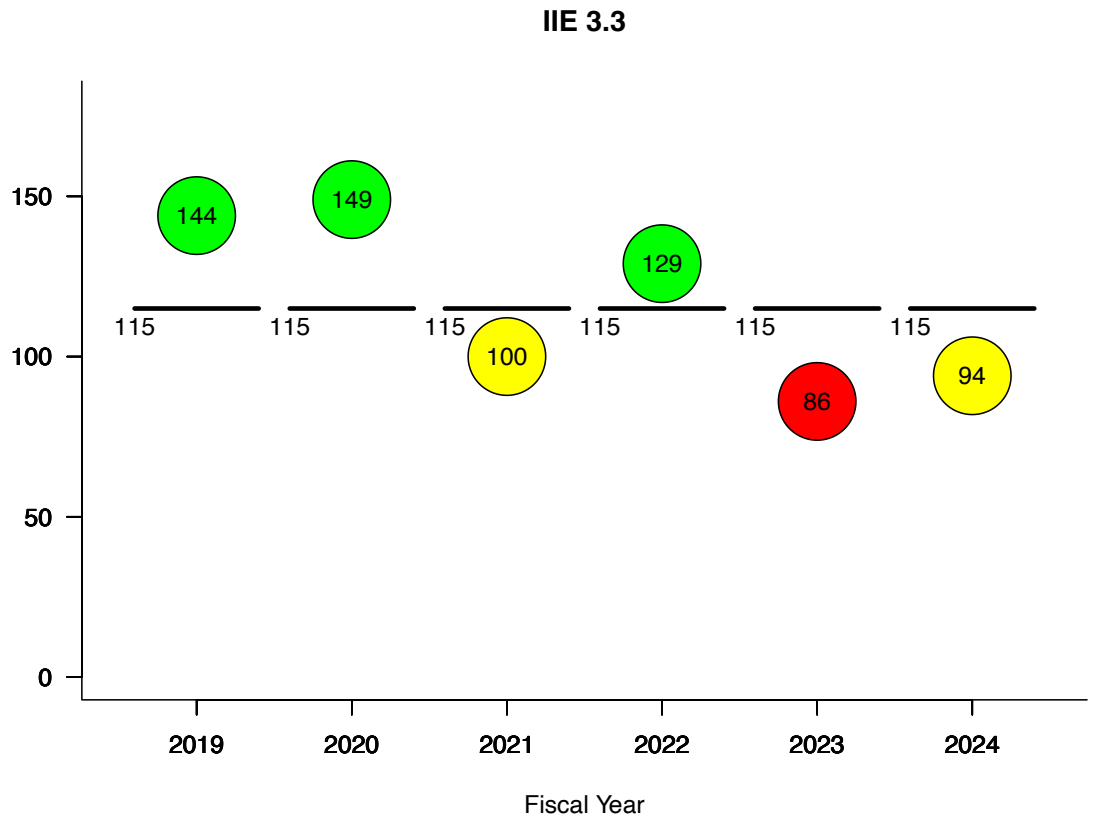
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.3**
DETAILS	Percentage of student respondents reporting that as a result of their IPE Foundations course, they have an increased appreciation of other health care professionals.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning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

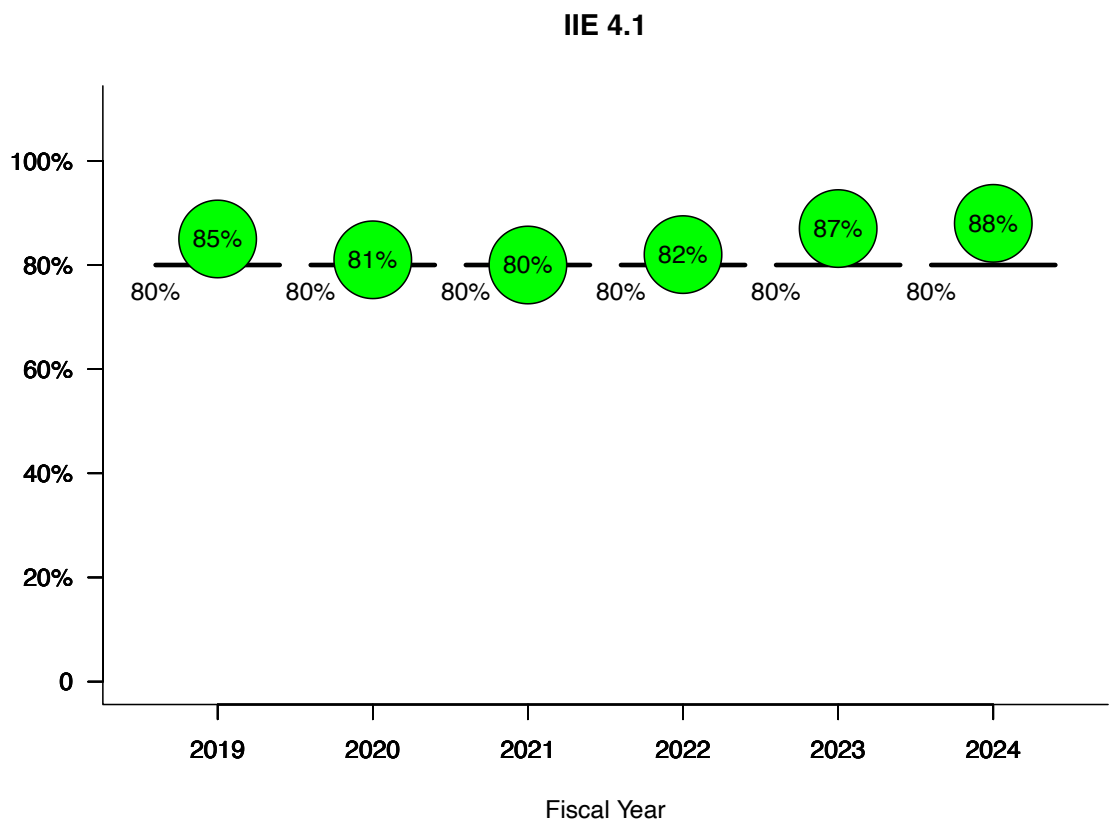
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.4**
DETAILS	Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, faculty, and staff.
COMMENTS	OHSU's Teaching and Learning Center (TLC) tracks course quality based on student course evaluations and feedback to improve OHSU students' educational experience. Course evaluation data are provided to academic leaders across all OHSU programs.
SCORE	

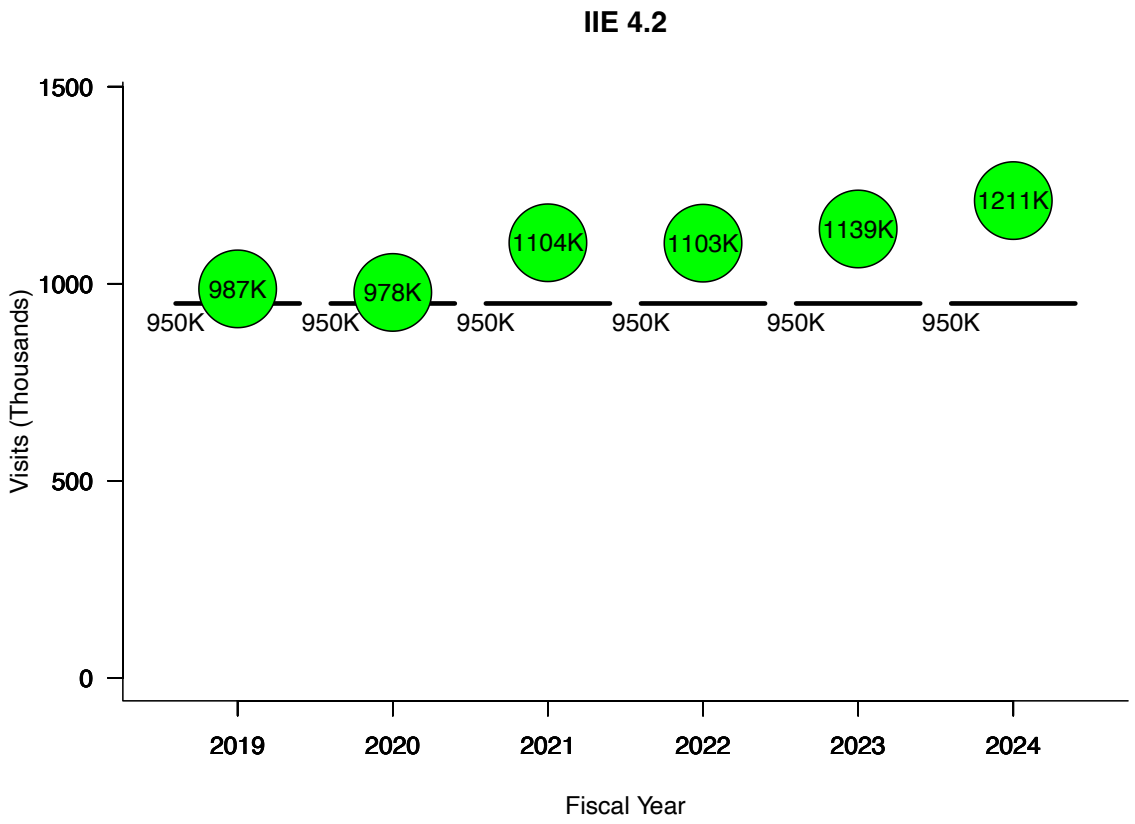
INDICATOR	**Institutional Indicators of Effectiveness - IIE 2.5**
DETAILS	OHSU faculty and staff respondent sense of engagement at OHSU, as demonstrated through the annual Press Ganey Engagement score.
OBJECTIVE	Provide a supportive, diverse, and inclusive learning and work environment for students, 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	

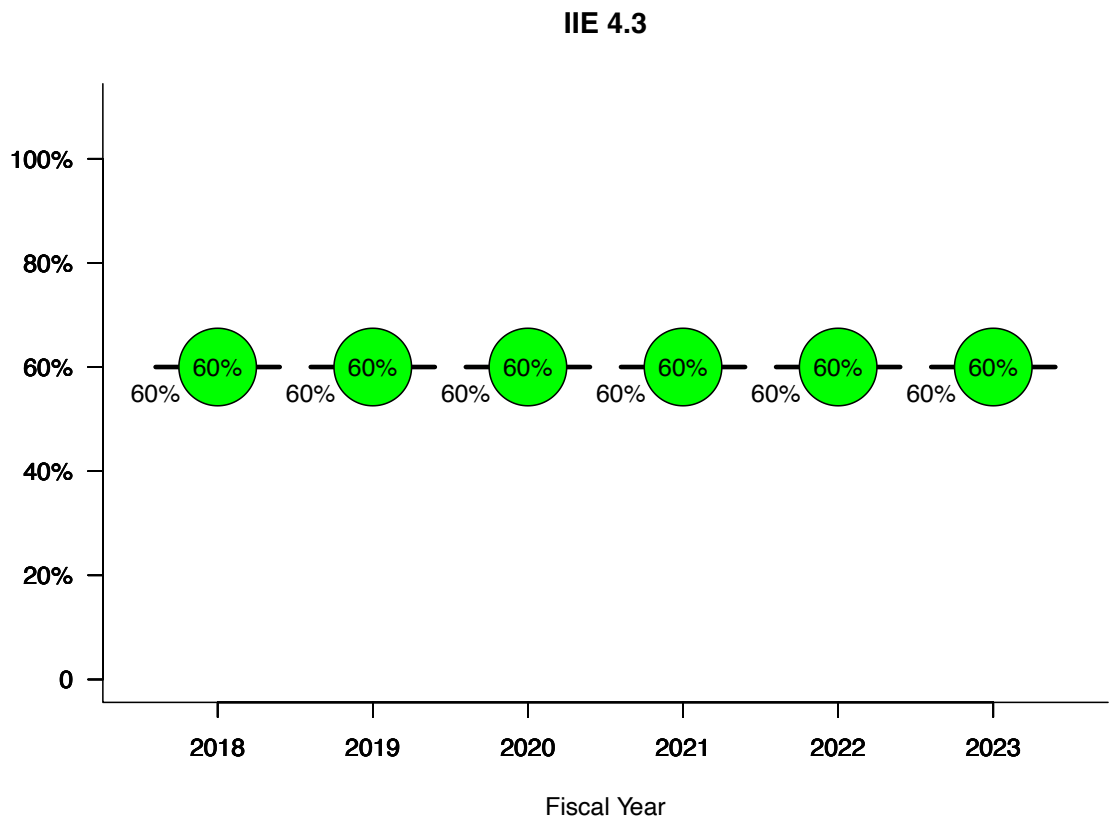
INDICATOR	**Institutional Indicators of Effectiveness - IIE 3.1**
DETAILS	Number of degrees and certificates awarded in clinical and translational research training.
OBJECTIVE	Expand OHSU's prominence as a research university.
COMMENTS	OHSU measures productivity in training scientists in clinical and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

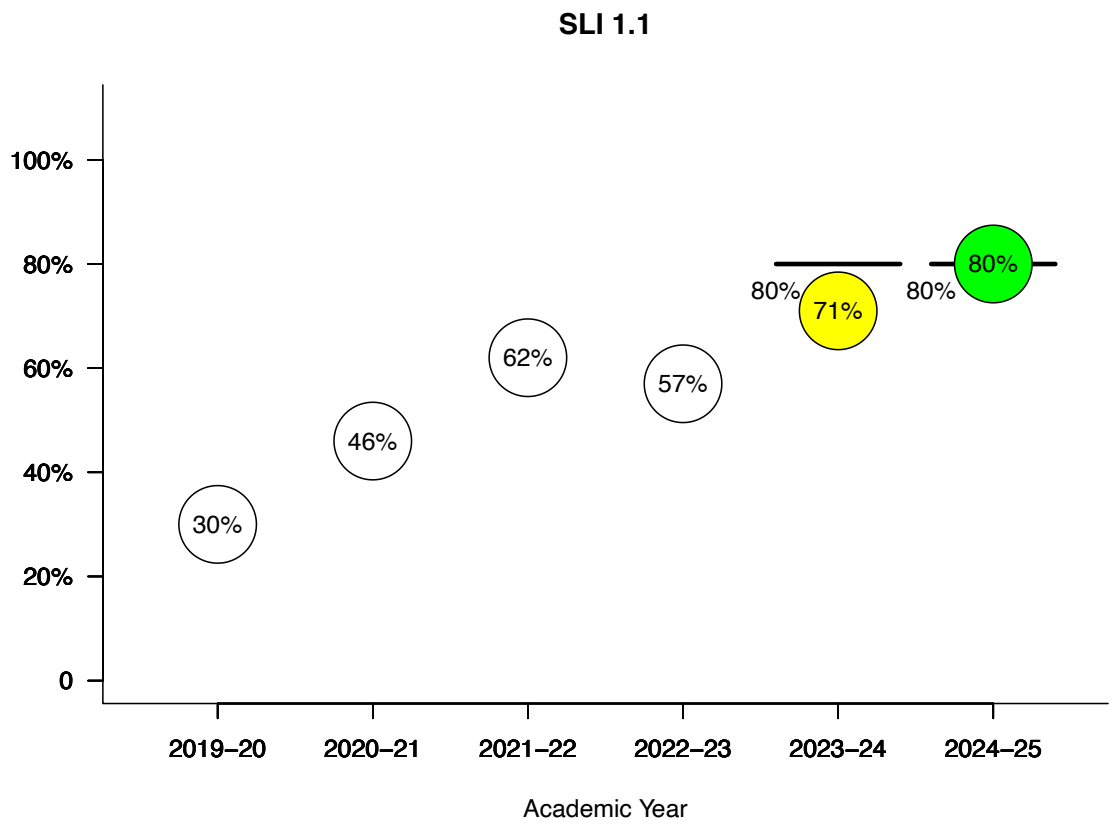
INDICATOR	**Institutional Indicators of Effectiveness - IIE 3.2**
DETAILS	Total sponsored project revenue in a given year.
OBJECTIVE	Expand OHSU's prominence as a research university.
COMMENTS	OHSU measures productivity as a research university through the Office of Proposal & Award Management (OPAM)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

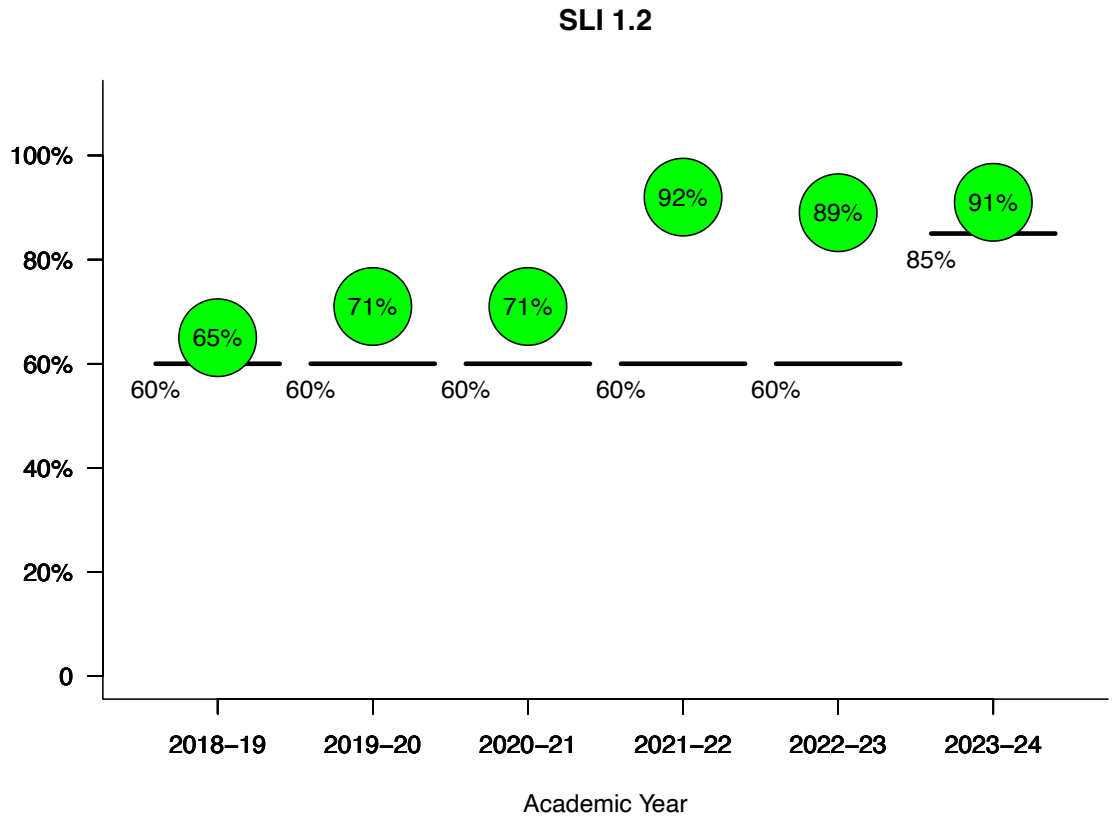
INDICATOR	**Institutional Indicators of Effectiveness - IIE 3.3**
DETAILS	Number of new inventions disclosed in a given year.
OBJECTIVE	Expand OHSU's prominence as a research university.
COMMENTS	OHSU's Office of Technology Transfer monitors innovation and commercialization productivity including the number of new inventions disclosed annually. Additionally, this office provides opportunities and supports OHSU innovators to further their research and commercialization goals.
SCORE	

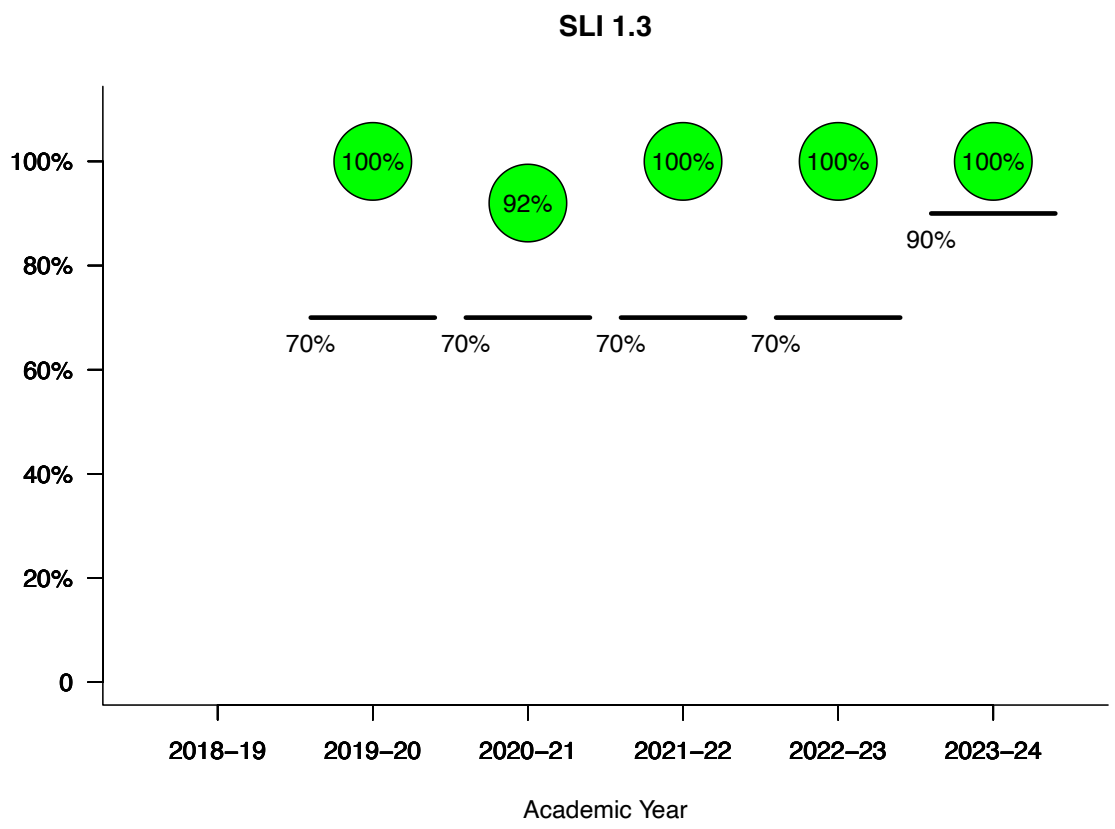
INDICATOR	**Institutional Indicators of Effectiveness - IIE 4.1**
DETAILS	Hospital occupancy rate in a given year.
OBJECTIVE	Provide access to healthcare for patients across Oregon.
COMMENTS	Consistent with the institutional mission, OHSU delivers excellence in healthcare and service to Oregon by monitoring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

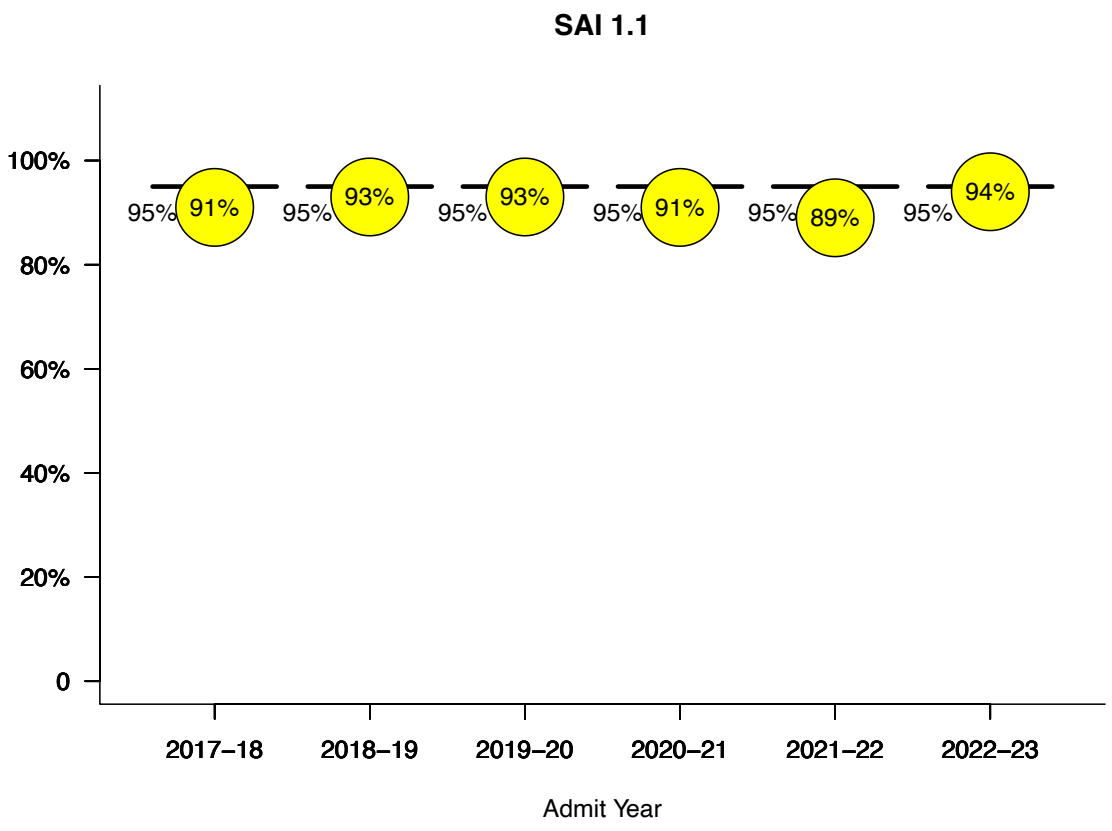
INDICATOR	**Institutional Indicators of Effectiveness - IIE 4.2**
DETAILS	Total ambulatory patient visits in a given year.
OBJECTIVE	Provide access to healthcare for patients across Oregon.
COMMENTS	Consistent with the institutional mission, OHSU delivers excellence in healthcare and service to Oregon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

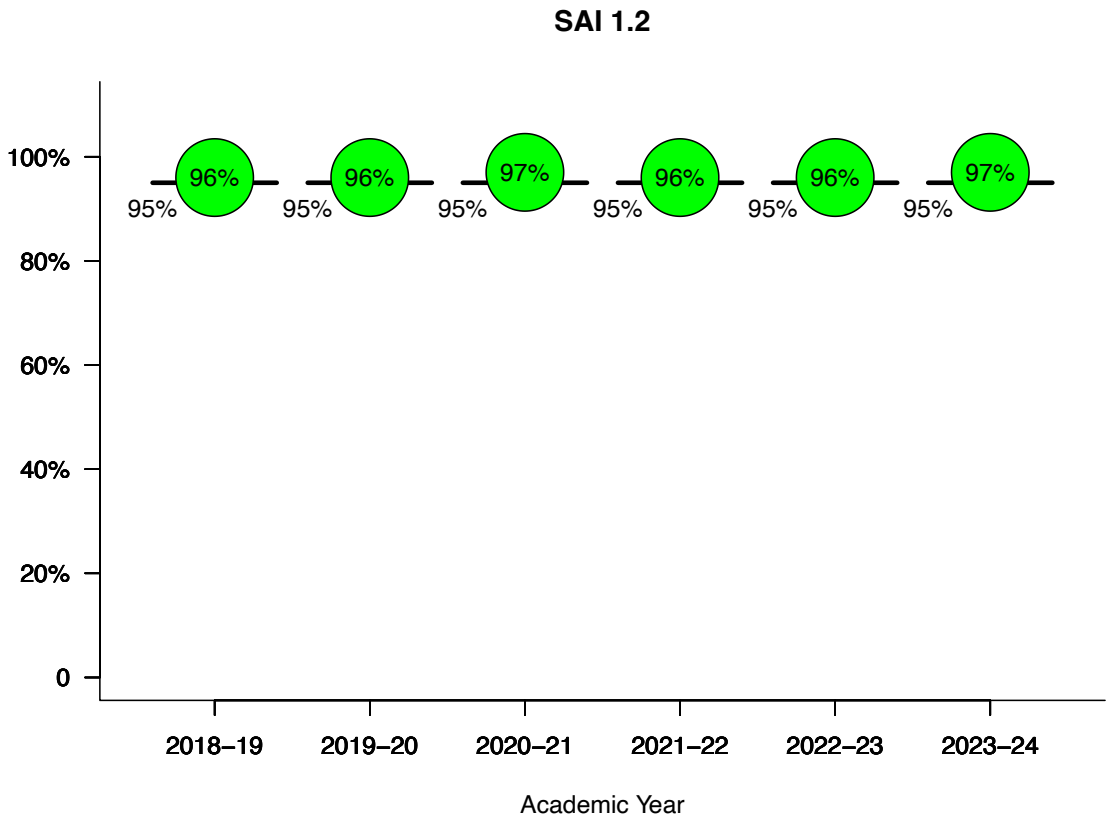
INDICATOR	**Institutional Indicators of Effectiveness - IIE 4.3**
DETAILS	Percentage of hospital and clinic patient visits by Oregon counties other than Multnomah.
OBJECTIVE	Provide access to healthcare for patients across Oregon.
COMMENTS	Consistent with the institutional mission, OHSU delivers excellence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

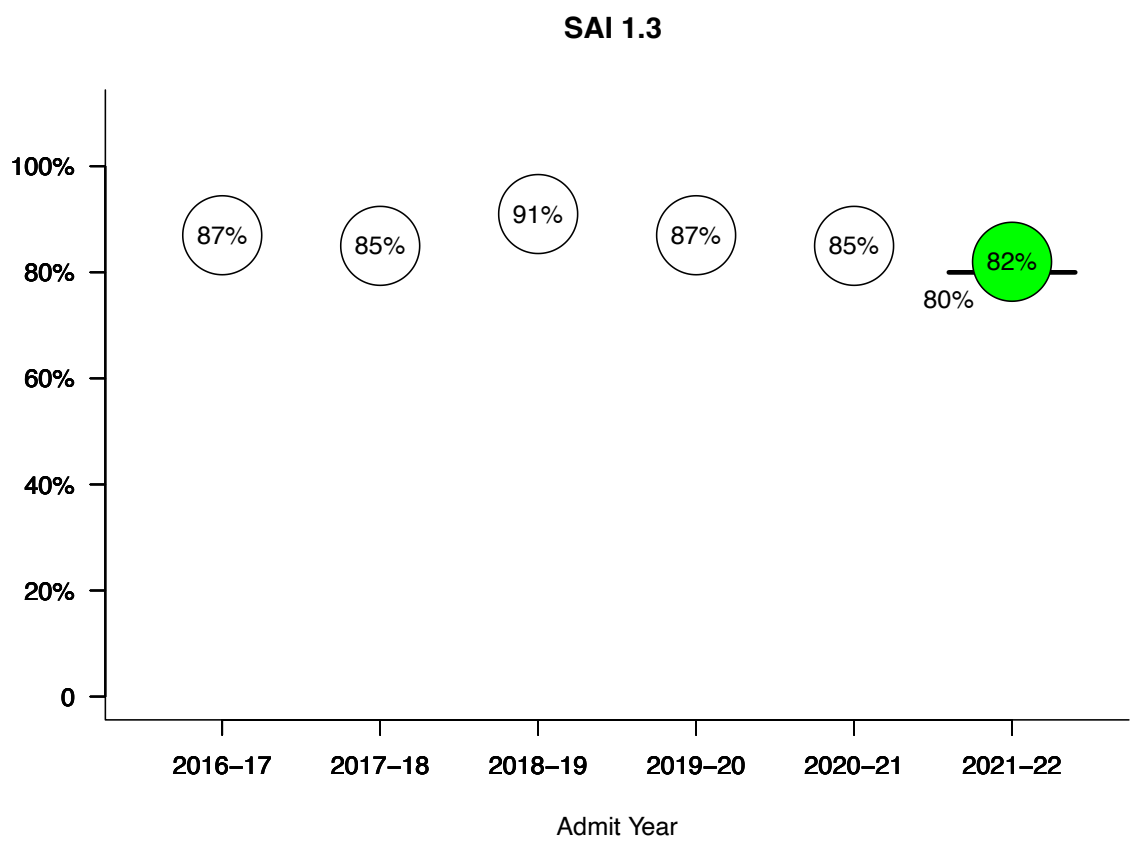
INDICATOR	**Student Learning Indicators of Effectiveness - SLI 1.1**
DETAILS	The percentage of academic programs that demonstrate proficiency in evaluating student learning by aligning with the annual institutional assessment process.
OBJECTIVE	Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.
COMMENTS	The OHSU Assessment Council conducts annual reviews of assessment plans and reports of all OHSU academic programs to ensure alignment among the Graduation Core Competencies, student learning outcomes, and assessment activities. The OHSU Assessment Council also makes recommendations to programs to enhance continuous improvement and closing the loop efforts. This **new** Student Learning Indicator was endorsed by the OHSU Assessment Council in 2023-24 to improve the quality of assessment efforts at OHSU. The OHSU Assessment Council began tracking this indicator as a "pilot" in 2019 to monitor its progress and development. This competence in assessment metric measures the percentage of academic programs that demonstrate proficiency in evaluating student learning through alignment with OHSU's annual institutional assessment process. The score is based on the combined feedback extracted from the assessment plans and closing the loop reports, with programs achieving 80% or higher considered proficient. This indicator provides a quick, institutional-level view of academic assessment health and program alignment with institutional standards. OHSU's Assessment Council began piloting this indicator in 2019-20, with an emphasis on education through trainings and workshops to aid and support programs in improving proficiency of planning and reporting,
SCORE	

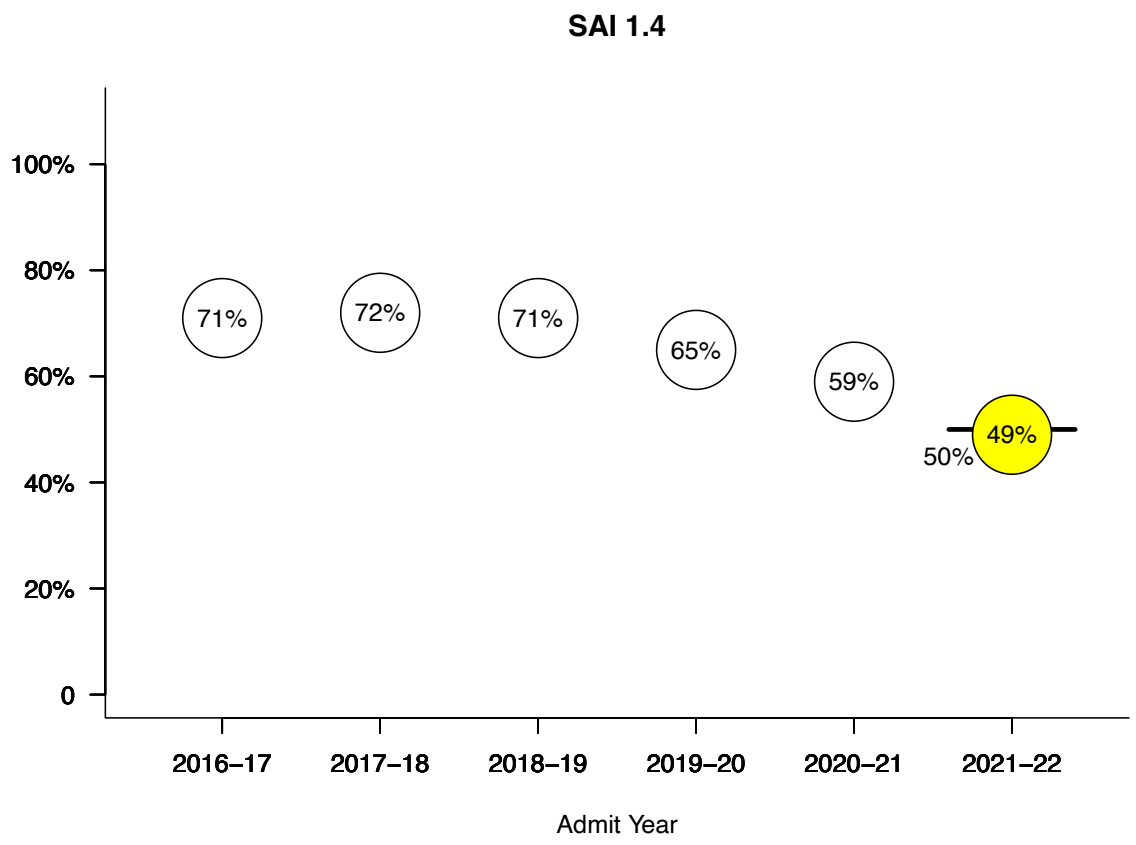
INDICATOR	**Student Learning Indicators of Effectiveness - SLI 1.2**
DETAILS	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.
OBJECTIVE	Engage in student learning outcomes assessment to evaluate quality and use results for improvement 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, stakeholder engagement, and addressing equity. With an increased target beginning in 2023-24, the expectation is that achievement results will be maintained.
SCORE	

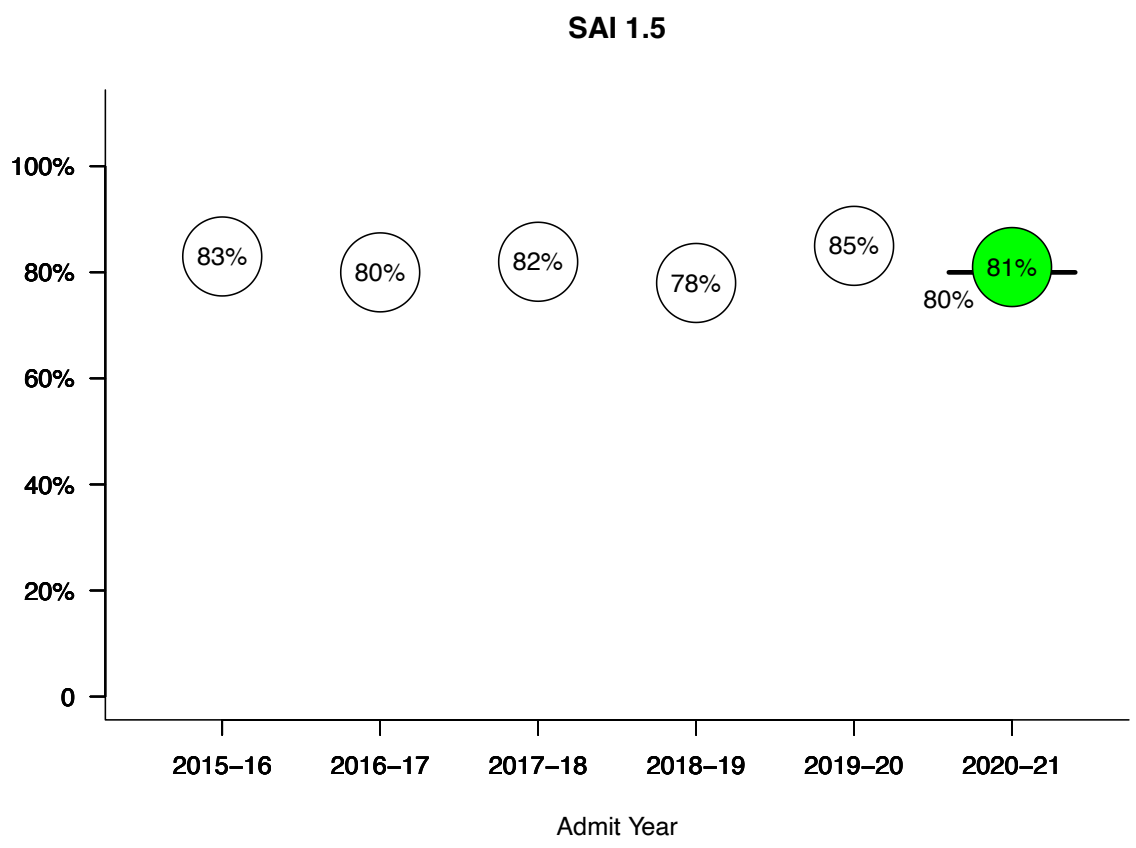
INDICATOR	**Student Learning Indicators of Effectiveness - SLI 1.3**
DETAILS	Percentage of Central Student Services units which create, follow, and report on a continuous assessment plan that are mapped to meaningful OHSU and/or professional standards.
OBJECTIVE	Engage in student learning outcomes assessment to evaluate quality and use results for improvement of academic programs and student services.
COMMENTS	Assessment of student support service units is integrated into OHSU's regular annual assessment cycle. Central student service units may select either operational efficiencies or student learning measures to plan, report on, and identify for continuous improvement. Beginning in 2023-24, this indicator was expanded to allow for alignment to professional standards, in addition to student learning outcomes in the planning and reporting process, and as such, the target was increased to 90% beginning 2023-24. The OHSU Assessment Council reviews and provides feedback on the assessment plans and reports for OHSU's student support services to OHSU's vice provost for student affairs, who subsequently shares feedback with stakeholders and OHSU All-Hill Student Council.
SCORE	

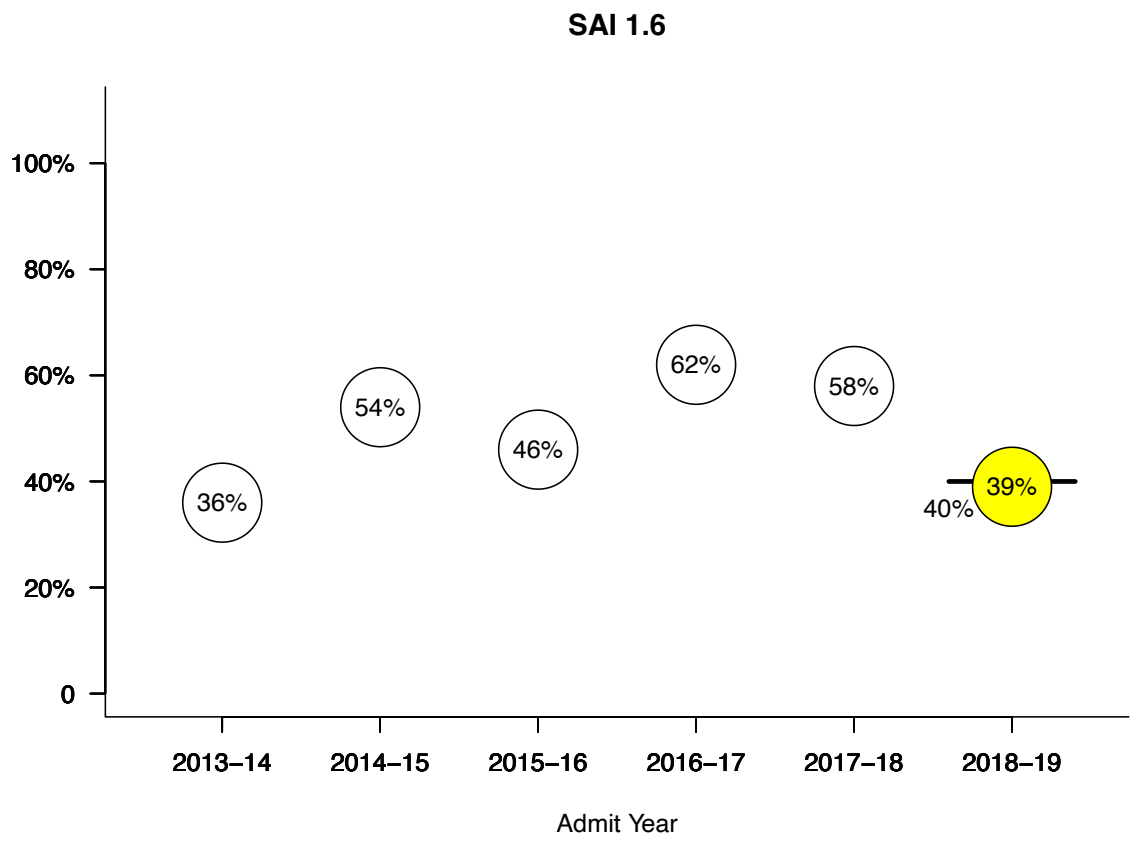
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.1**
DETAILS	Percentage of entering degree/certificate seeking students that are retained to their second year.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	A key metric for student achievement is for OHSU to retain its admitted degree/certificate-seeking students from their first to their second year (As characterized by fifth term enrollment or completion in the first year). These data are disaggregated to promote student achievement and close barriers to academic success.
SCORE	

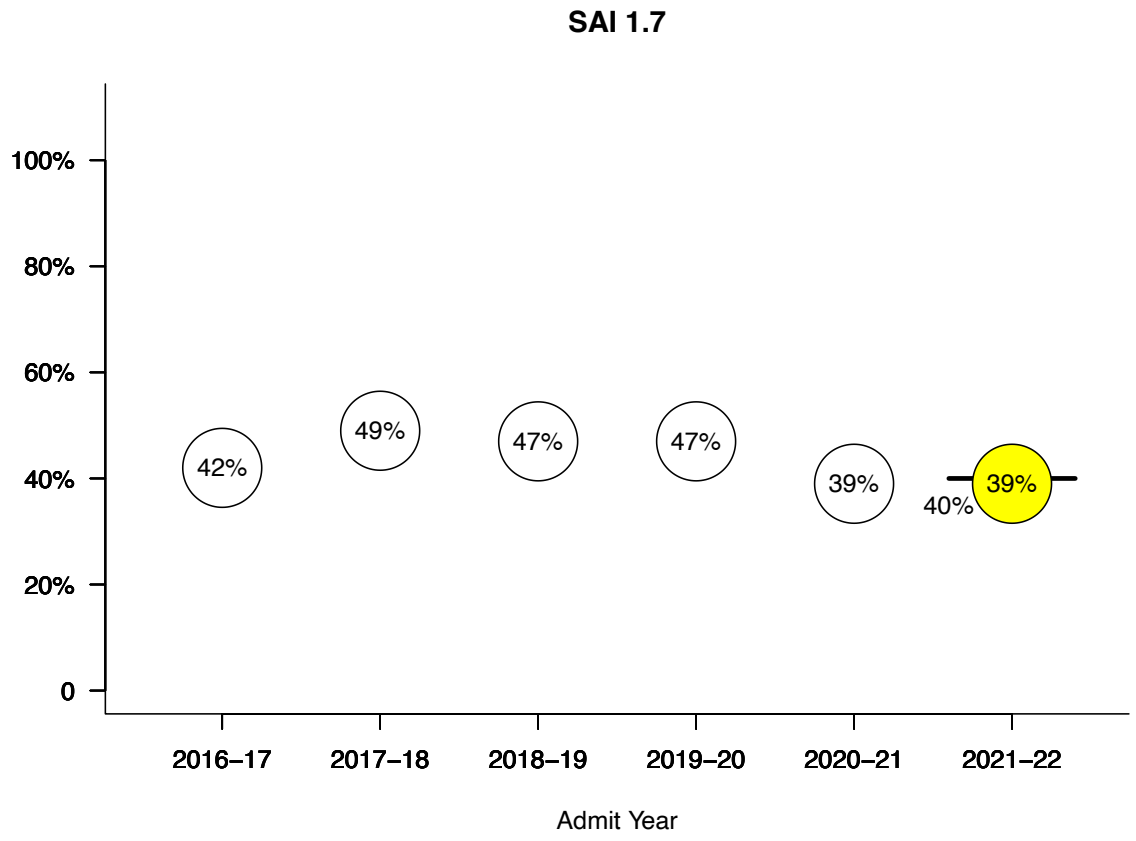
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.2**
DETAILS	Percentage of all degree/certificate seeking students that persist from Fall to Spring.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	Along with the retention rate from year one to year two, OHSU measures the degree/certificate-seeking students persisting in their educational programs. These data are disaggregated to promote student achievement and close barriers to academic success.
SCORE	

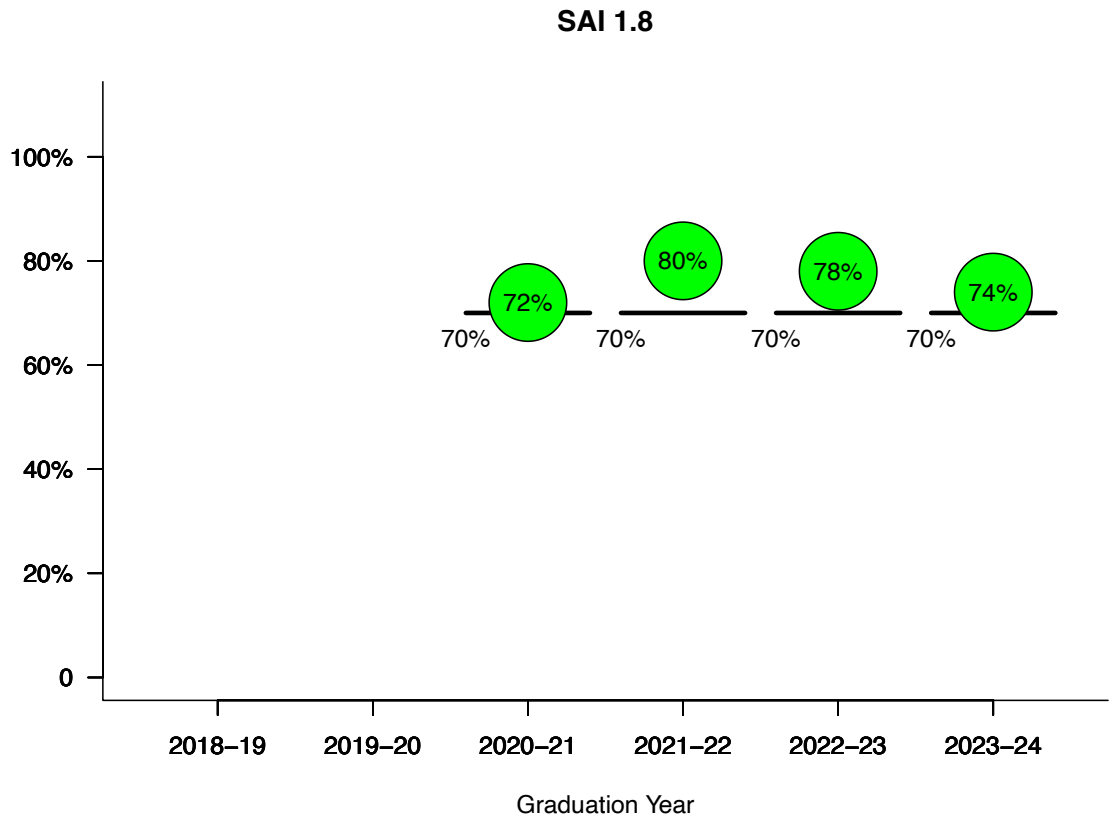
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.3**
DETAILS	Percentage of students completing a bachelor's degree within 100% of usual program time.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	OHSU tracks the completion rate of its students. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this **new** indicator was created to track completion at the bachelor's degree level specifically. A retrospective examination applied to the newly established indicator and target enables OHSU to examine historical data and trends. OHSU has B.S. programs of varying lengths, and the degree completion rate is tracked at the 100% time to degree for each program, and data is disaggregated to promote student achievement and close barriers to academic success.
SCORE	

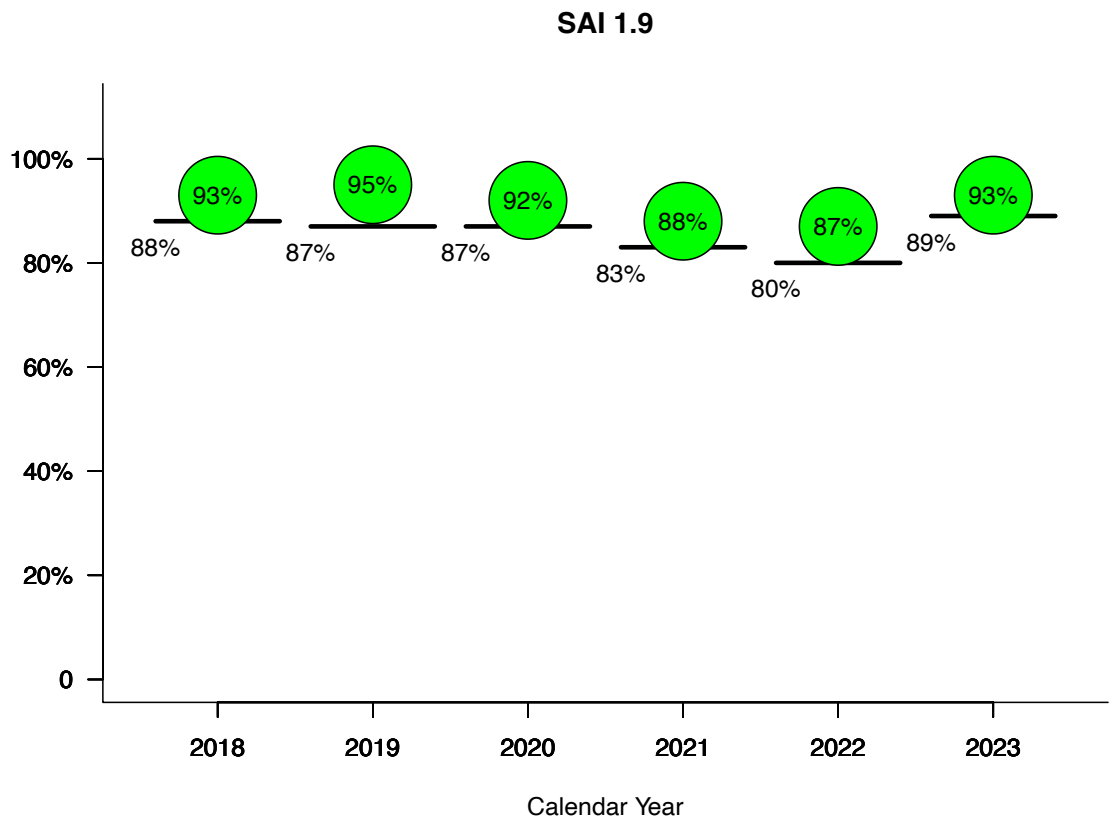
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.4**
DETAILS	Percentage of students completing a master's degree within 100% of usual program time.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	OHSU tracks the completion rate of its students. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this **new** indicator was created to track completion at the master's degree level specifically. A retrospective examination applied to the newly established indicator and target enables OHSU to examine historical data and trends. OHSU has master's degree programs of varying lengths, and the degree completion rate is tracked at the 100% time to degree for each program, and the data is disaggregated to promote student achievement and close barriers to academic success. Lower *on-time* completion rates in masters' programs are influenced by a large percentage of students attending part-time (49% as of Fall 2024).
SCORE	

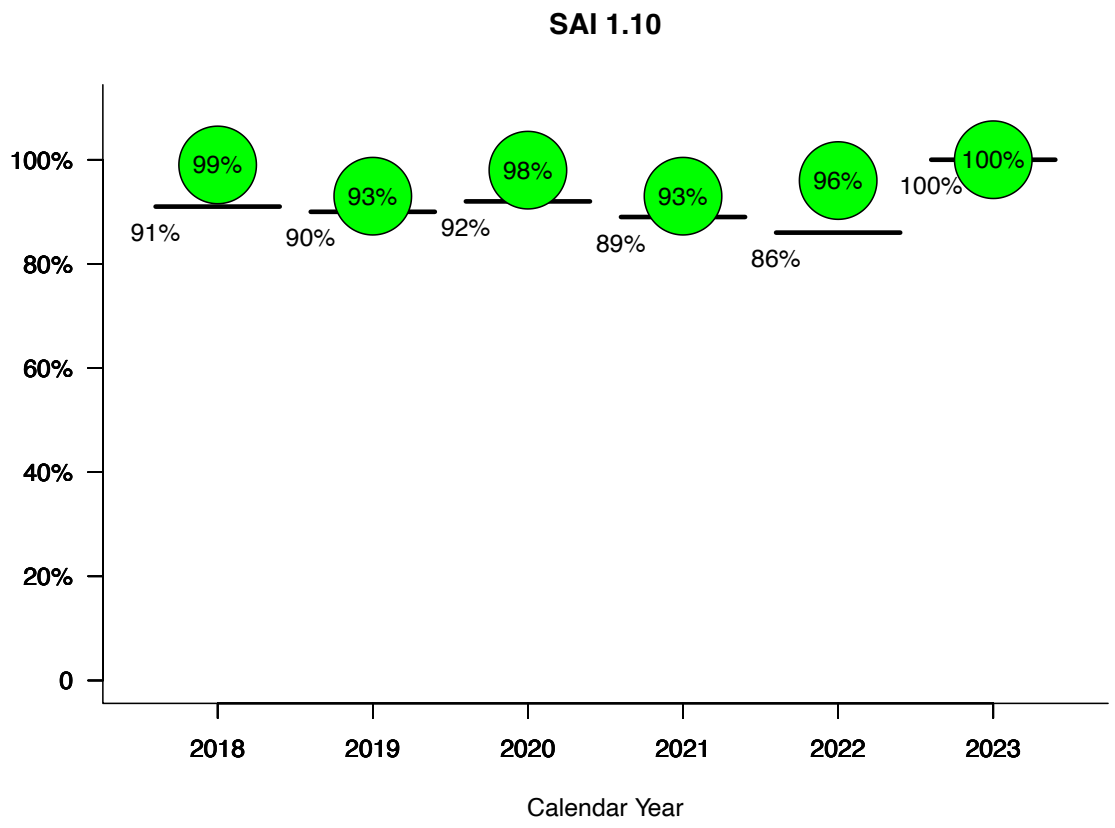
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.5**
DETAILS	Percentage of students completing a professional doctoral degree within 100% of usual program time.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	OHSU tracks the completion rate of its students. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this **new** indicator was created to track completion at the professional doctoral degree level specifically. A retrospective examination applied to the newly established indicator and target level enables OHSU to examine historical data and trends. OHSU has professional doctoral degree programs of varying lengths, and the degree completion rate is tracked at the 100% time to degree for each program, and the data is disaggregated to promote student achievement and close barriers to academic success.
SCORE	

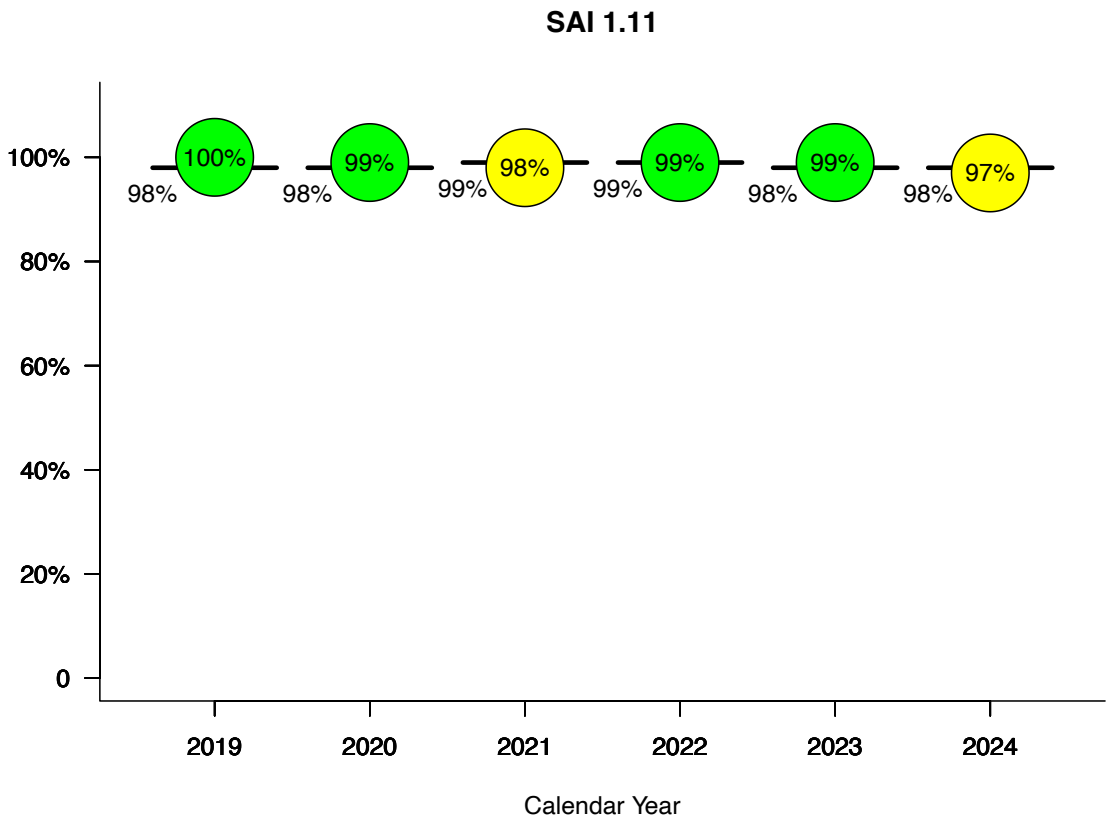
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.6**
DETAILS	Percentage of students completing a research doctoral degree within 100% of usual program time.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	OHSU tracks the completion rate of its students. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this **new** indicator was created to track completion at the research doctoral degree level specifically. A retrospective examination applied to the newly established indicator and target level enables OHSU to examine historical data and trends. OHSU has research doctoral degree programs of varying lengths, and the degree completion rate is tracked at the 100% time to degree for each program, and the data is disaggregated to promote student achievement and close barriers to academic success. Given extended time, more doctoral students achieve successful completion. Cohorts allowed at least seven years to complete achieved an average rate of 78% completion (pooled average for the cohorts matriculating between the academic years of 2013-2014 and 2017-2018).
SCORE	

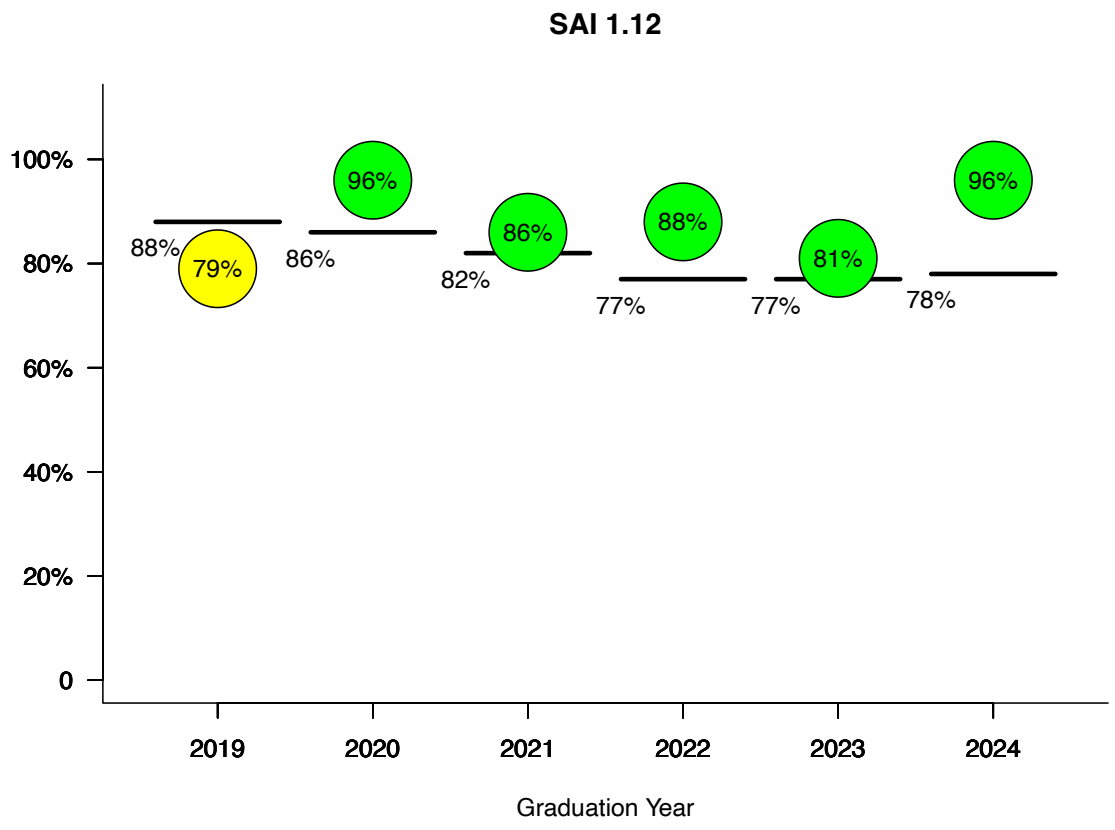
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.7**
DETAILS	Percentage of students completing a graduate certificate within 100% of usual program time.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	OHSU tracks the completion rate of its students. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this **new** indicator was created to track completion at the graduate certificate level specifically. A retrospective examination applied to the newly established indicator and target level enables OHSU to examine historical data and trends. OHSU has certificate programs of varying lengths, and the certificate completion rate is tracked at the 100% time to certificate for each program, and the data is disaggregated to promote student achievement and close barriers to academic success. Lower *on-time* completion rates in certificate programs are influenced by a large percentage of students attending part-time (72% as of Fall 2024).
SCORE	

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.8**
DETAILS	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
COMMENTS	OHSU measures post-graduation success by asking graduates about their post-graduation activities upon graduation, including if graduates are continuing educational pursuits, entering into a residency program or have obtained employment. These data are disaggregated to promote student achievement and close barriers to academic success.
SCORE	

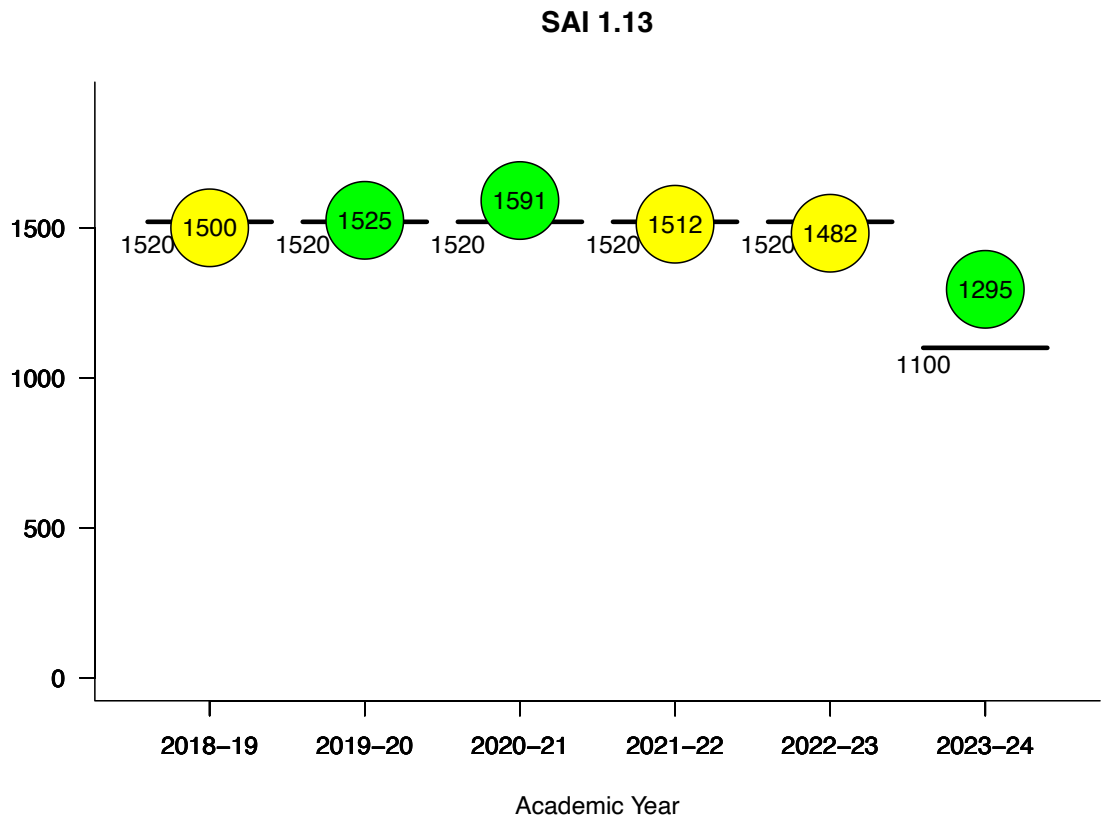
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.9**
DETAILS	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
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	

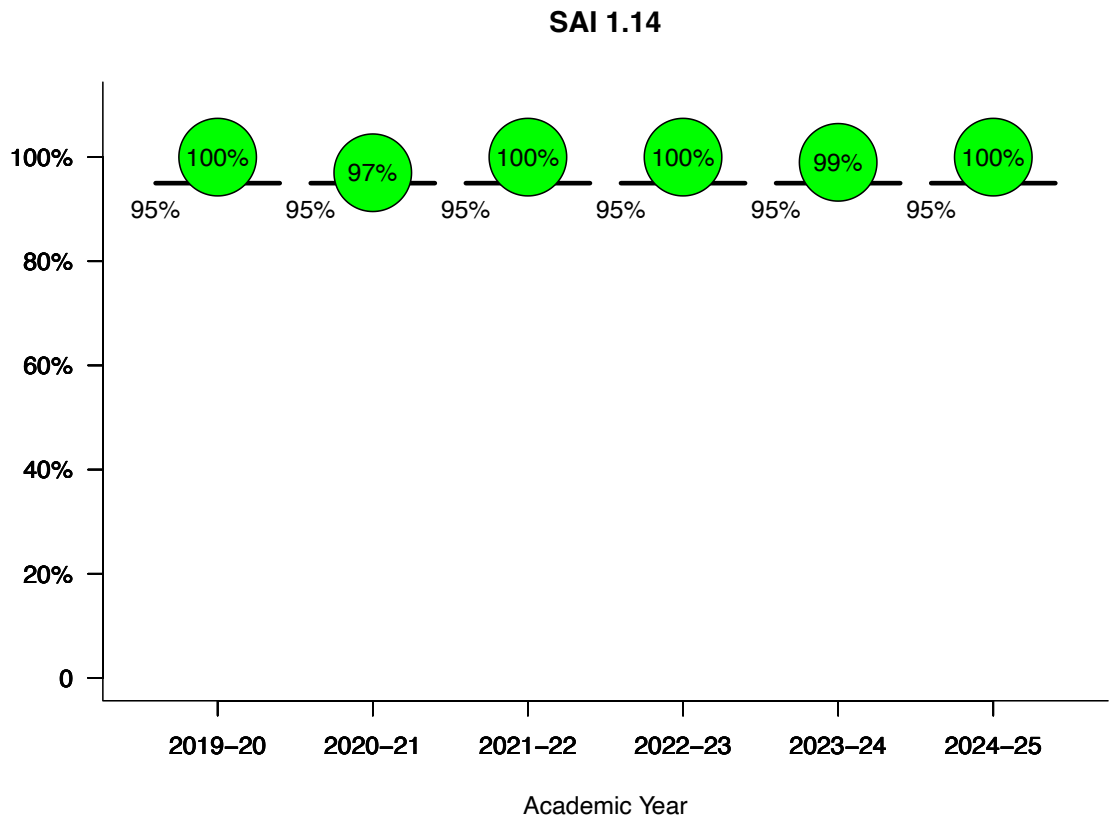
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.10**
DETAILS	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
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 are tracked to ensure graduates are adequately prepared to become healthcare professionals. The OHSU School of Dentistry began using the Integrated National Dental Board Exam (INDBE) in 2023 to assess the competency of dental students in both the biomedical and clinical sciences. OHSU's target for this indicator is to meet or exceed the national first-time passing rate.
SCORE	

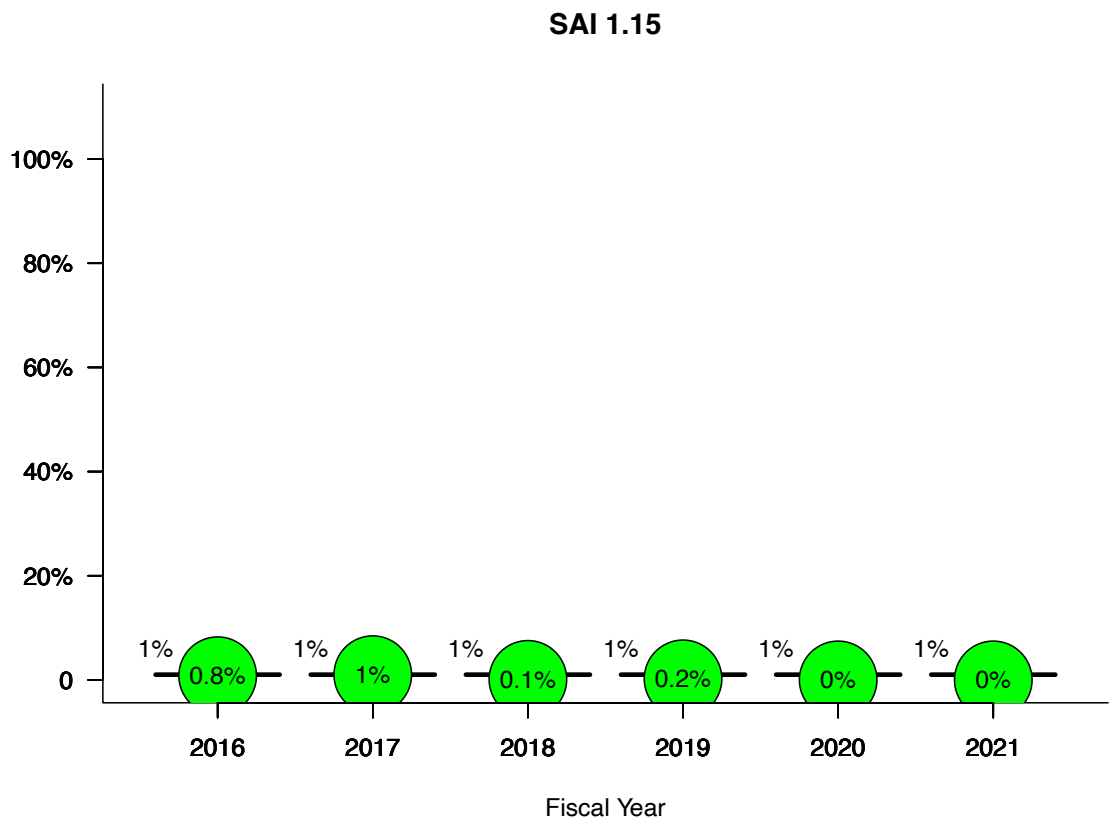
INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.11**
DETAILS	Percent of M.D. students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	Produce quality graduates in health professions, scientists, and managers who meet appropriate industry standards.
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 1.12**
DETAILS	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	Produce quality graduates in health professions, scientists, 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 Pharm.D. 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 fourth year, followed by simulated comprehensive exams and online delivery of sample questions and exams later in the fourth year. The resulting test scores demonstrate the impact of the implementation of these initiatives.
SCORE	

Data from prior years may differ from earlier reports. NAPLEX data are tracked by graduation year. Prior year totals are updated to reflect late test takers.

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.13**
DETAILS	Number of degrees and certificates awarded each academic year.
OBJECTIVE	Produce quality graduates in health professions, scientists, 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. With the impact of COVID-19 and the strain on student clinical placements, OHSU is monitoring this indicator. The state of Oregon has established a target of 1000 for degrees and certificates awarded. Given the trend and enrollment data, a more realistic and stable target over time was determined to be 1100 degrees and certificates awarded annually, while still holding expectations higher than the minimum state requirement.
SCORE	

INDICATOR	**Student Achievement Indicators of Effectiveness - SAI 1.14**
DETAILS	Percentage of M.D. graduates matching to a Residency Program.
OBJECTIVE	Produce quality graduates in health professions, scientists, 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 1.15**
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, 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. OHSU will continue to monitor this indicator as the pause in student loan repayment because of COVID-19 has concluded.
SCORE	

Disaggregation

Disaggregated Indicators

OHSU provides a Student Outcomes Dashboard of disaggregated information on its public Institutional Effectiveness webpage. Student outcomes (retention, persistence, completion, and post-graduation success) are viewable individually at the school, degree-type, degree, and program level. The university community uses this tool to determine whether demographic and financial characteristics correspond to differences in student outcomes. Program leaders are asked to regularly examine the influence of these factors and make programmatic decisions accordingly.

The section below presents disaggregated historical performance for 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 bachelor's degree students completing within 100% of usual program time.
SAI 1.4	Percentage of master's degree students completing within 100% of usual program time.
SAI 1.5	Percentage of professional degree students completing within 100% of usual program time.
SAI 1.6	Percentage of research doctoral degree students completing within 100% of usual program time.
SAI 1.7	Percentage of graduate certificate students completing within 100% of usual program time.
SAI 1.8	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).

Disaggregated Groups

Group	Details
Age Group	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.
Parent Education	Reported parent history of post-secondary degree education. First generation reflects students whose parents or guardians did not attend a post-secondary institution. Continuing generation reflects students with at least one parent or guardian who attended a post-secondary institution.
Legal Sex	Male, Female, and Prefer not to report/Unavailable options for Legal Sex.
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.
School	School/College of the program to which the student is admitted.

Retention Disaggregated

Definition

Retention is defined as the percentage of eligible students admitted in a given year who are retained for their second year.
Students are considered eligible if:

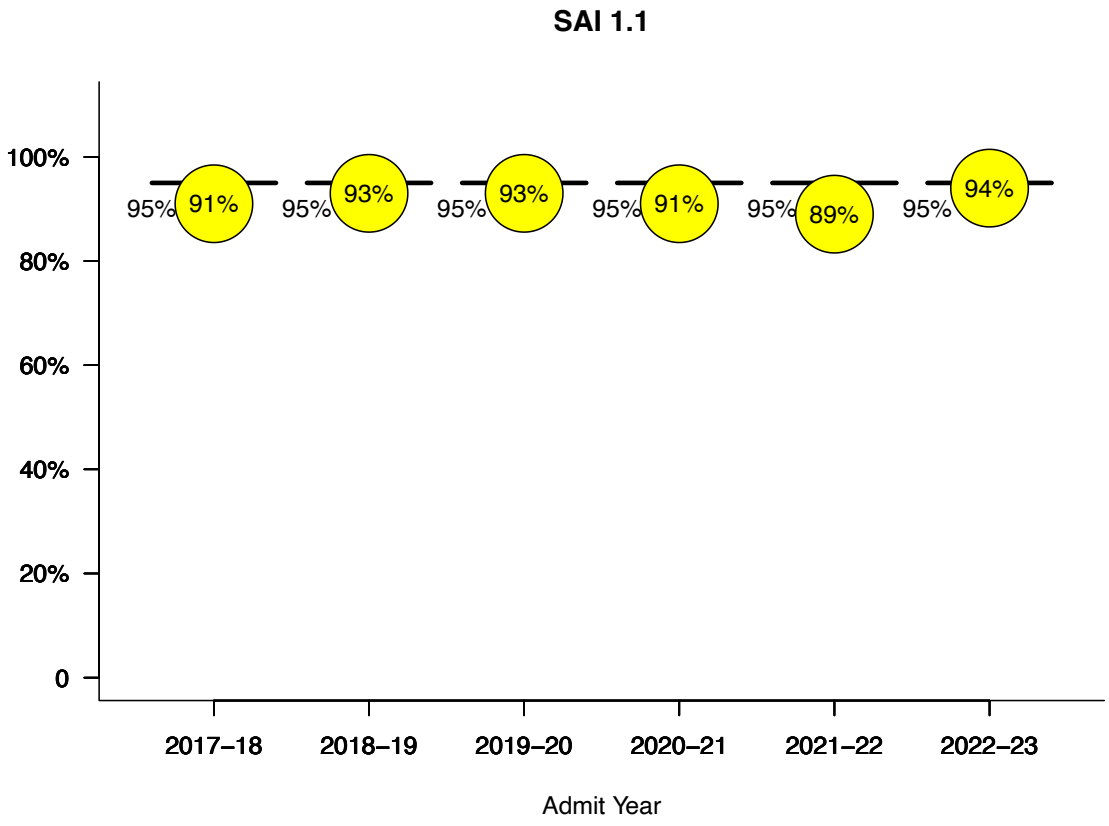
- They are admitted as a degree/certificate-seeking student.
- They attempt at least 1 credit in their first full year (starting from their admission term)

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

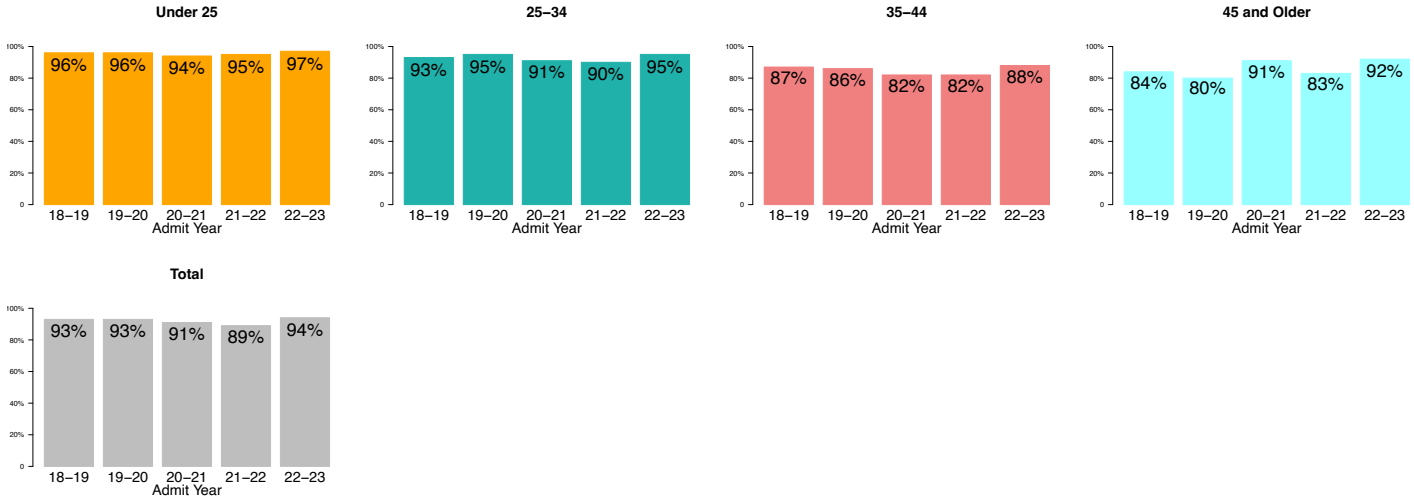
- They attempt at least 1 credit in their fifth term (e.g. the second fall for fall admitted students)
- They graduate in their first year of attendance.

Indicator

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



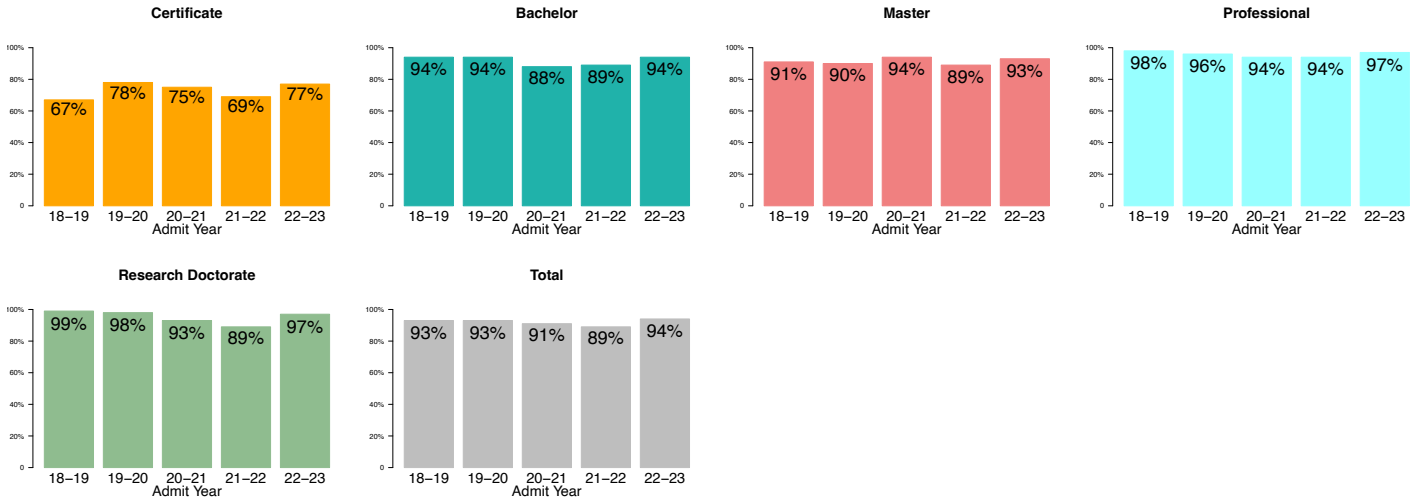
Retention by Age Group



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
Under 25	275.4	96%
25-34	618.6	93%
35-44	200.8	85%
45 and Older	57.6	85%
Total	1152.4	92%

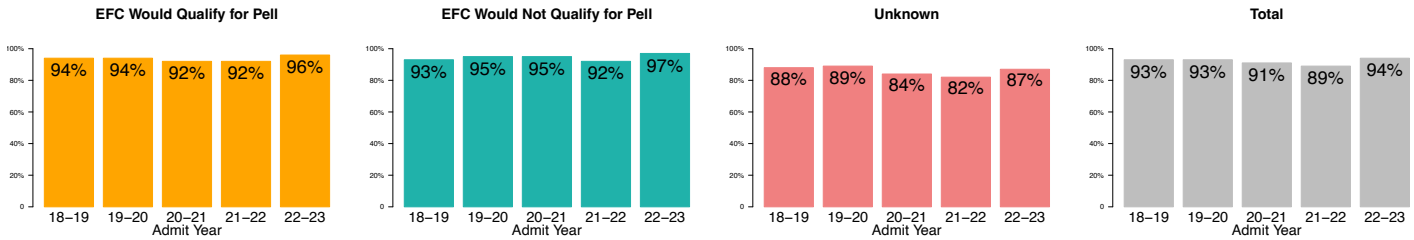
Retention by Degree Type



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
Certificate	78.4	73%
Bachelor	409.4	92%
Master	287.6	91%
Professional	309.8	96%
Research Doctorate	67.2	95%
Total	1152.4	92%

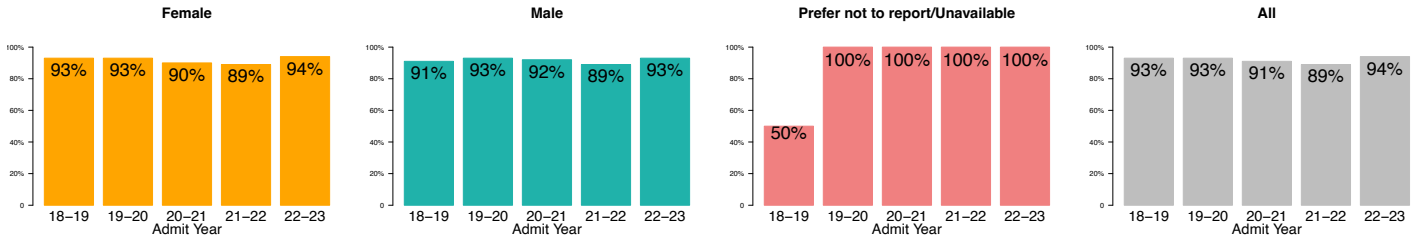
Retention by Expected Family Contribution (EFC)



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
EFC Would Qualify for Pell	466	93%
EFC Would Not Qualify for Pell	376.6	94%
Unknown	309.8	86%
Total	1152.4	92%

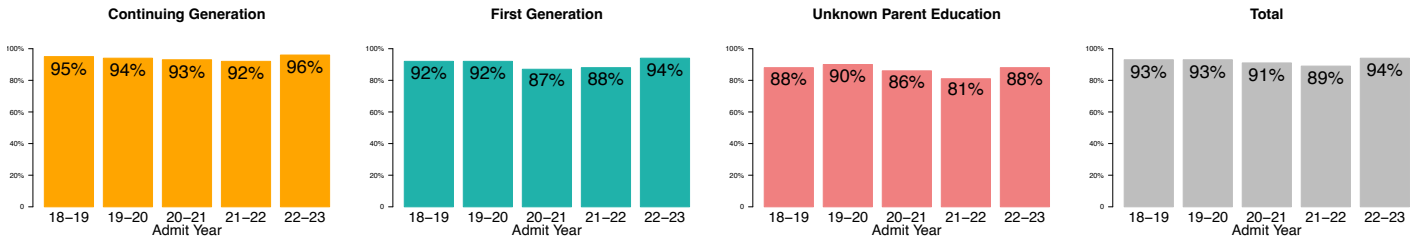
Retention by Legal Sex



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
Female	829	92%
Male	318.6	91%
Prefer not to report/Unavailable	4.8	96%
All	1152.4	92%

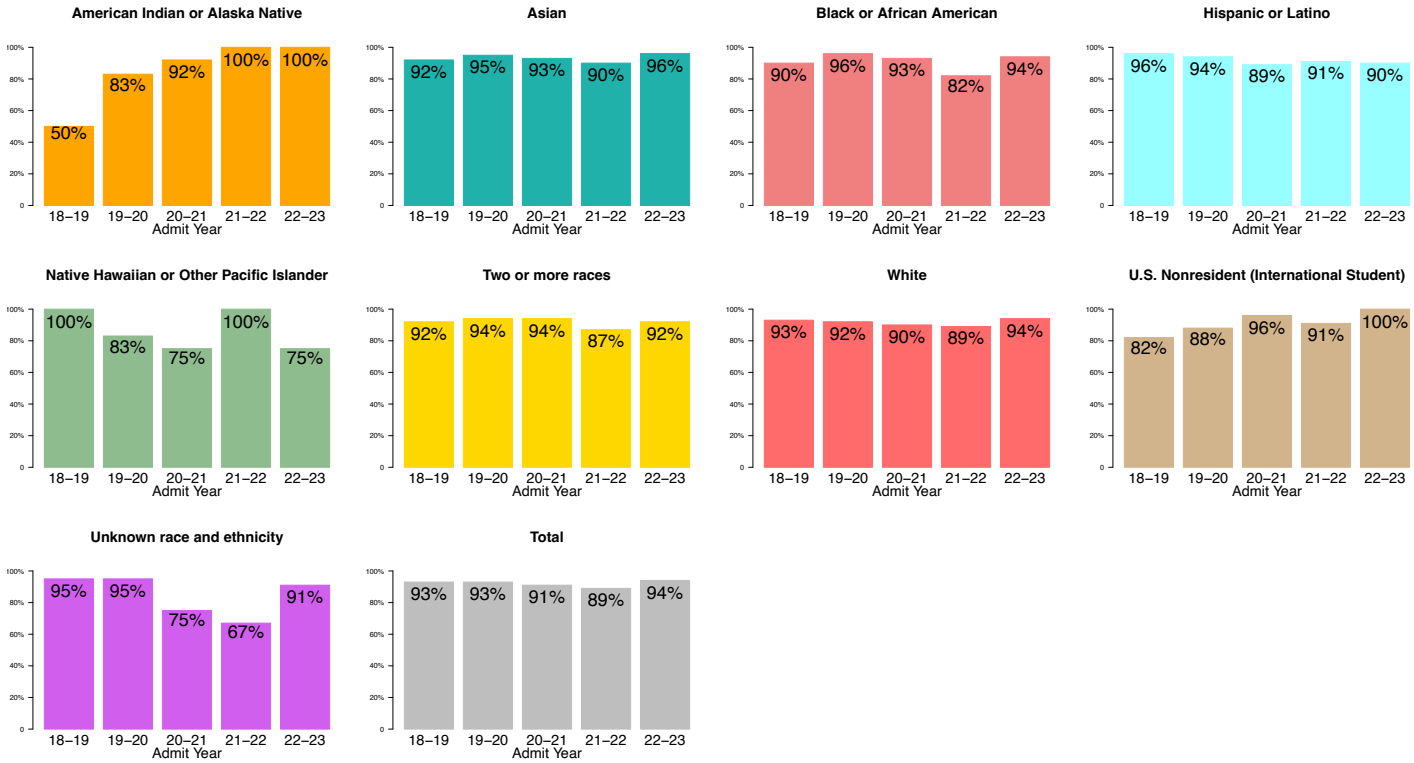
Retention by Parent Education



Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
Continuing Generation	678.8	94%
First Generation	227.2	90%
Unknown Parent Education	246.4	87%
Total	1152.4	92%

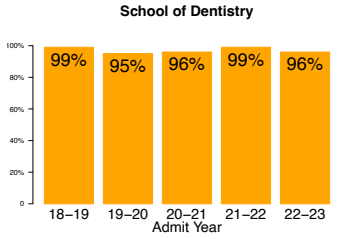
Retention by Race/Ethnicity

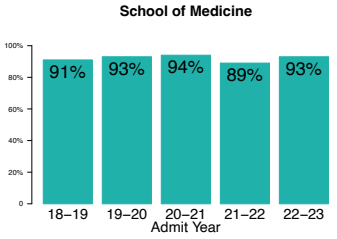


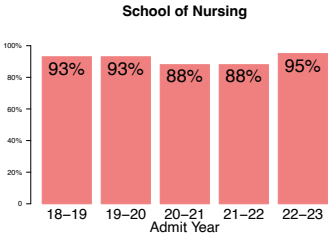
Five-Year Averages for Retention

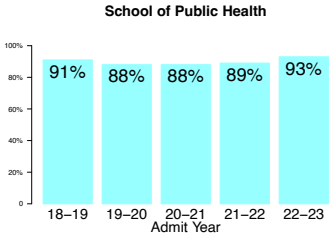
	Avg. Num. of Students	Avg. Retention
American Indian or Alaska Native	6.6	91%
Asian	130.2	93%
Black or African American	28	90%
Hispanic or Latino	136.2	92%
Native Hawaiian or Other Pacific Islander	4	85%
Two or more races	75.2	92%
White	728.2	92%
U.S. Nonresident (International Student)	29.8	91%
Unknown race and ethnicity	14.2	87%
Total	1152.4	92%

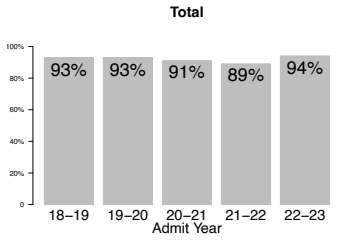
Retention by School











Five-Year Averages for Retention

	Avg. Num. of Students	Avg. Retention
School of Dentistry	83.2	97%
School of Medicine	433	92%
School of Nursing	528.4	91%
School of Public Health	107.8	90%
Total	1152.4	92%

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:

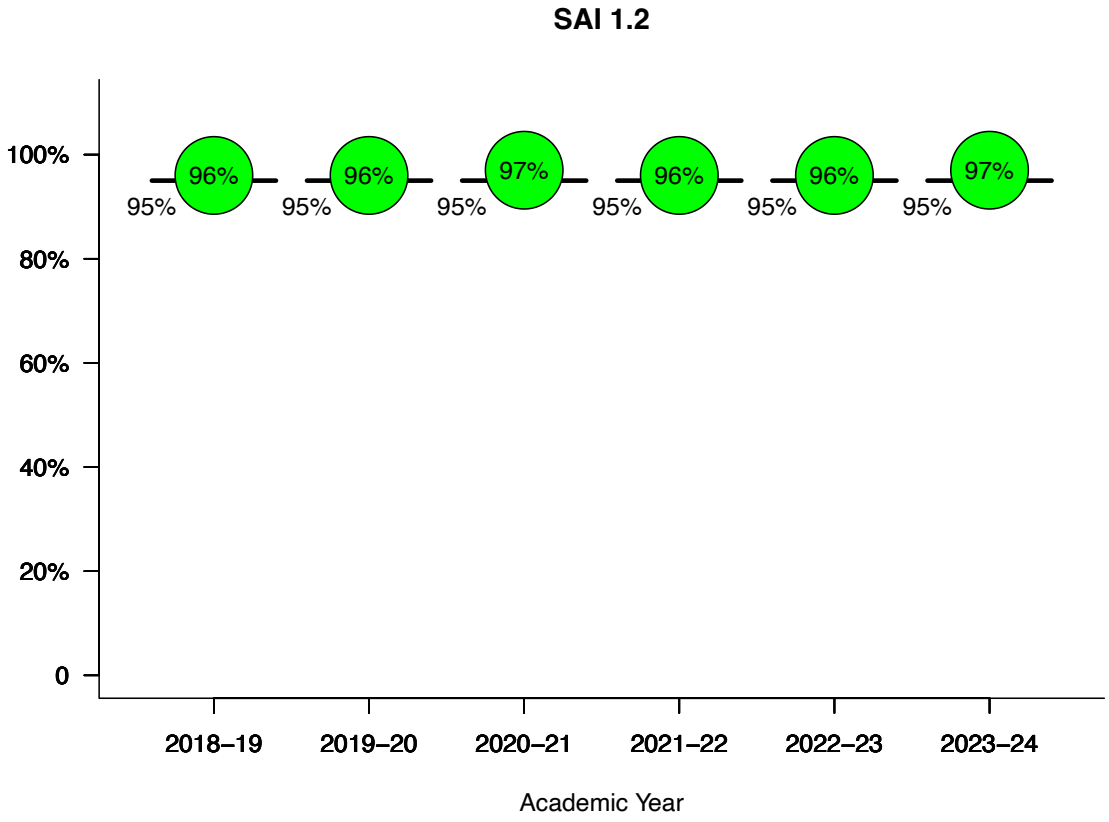
- They attempt at least 1 credit in Fall.

Students are considered to have persisted if:

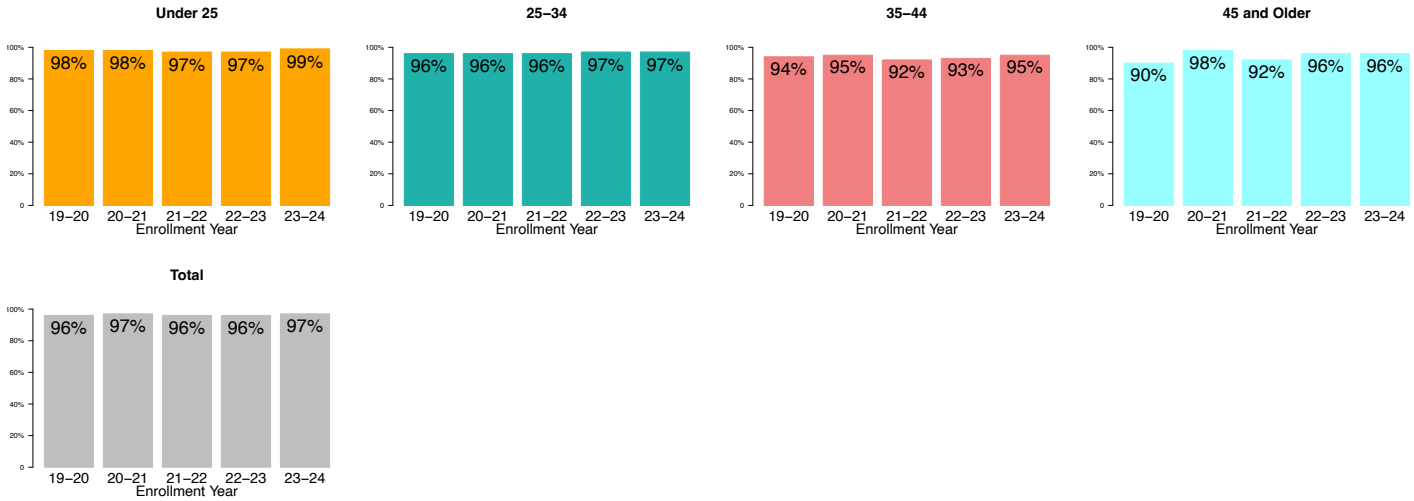
- They attempt at least 1 credit in Spring.
- They graduated in Fall, Winter, or Spring.

Indicator

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



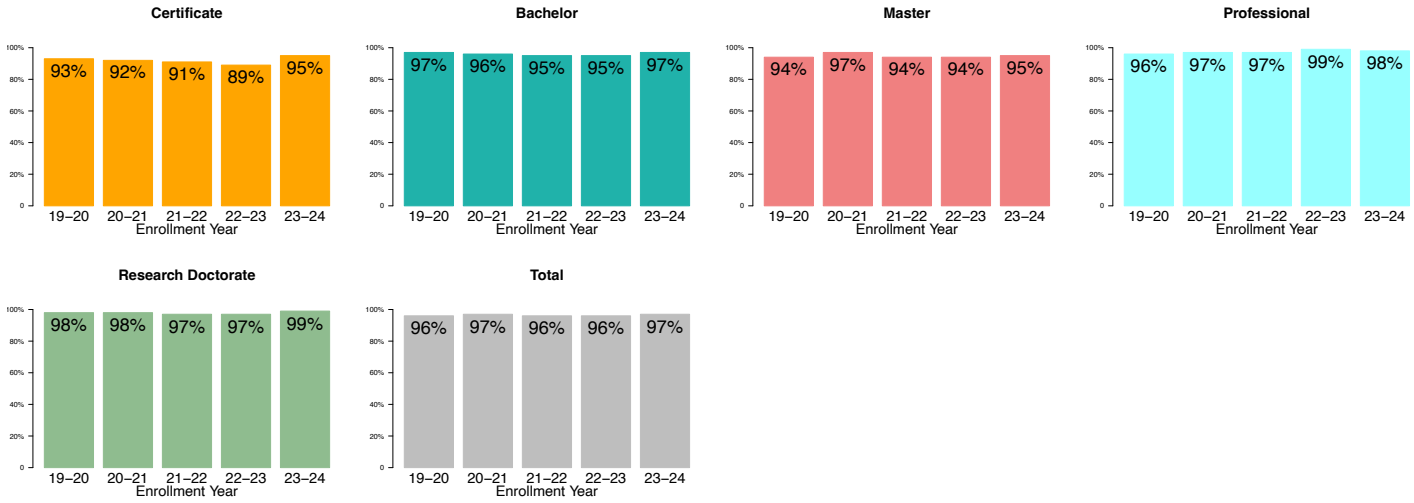
Persistence by Age Group



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
Under 25	821.2	98%
25-34	1570.2	97%
35-44	419.4	94%
45 and Older	122.2	94%
Total	2933.2	96%

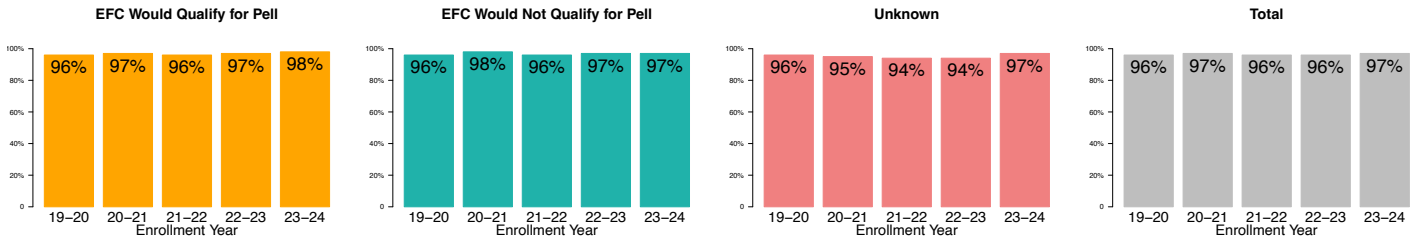
Persistence by Degree Type



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
Certificate	117.8	92%
Bachelor	781.4	96%
Master	609.6	95%
Professional	1075	97%
Research Doctorate	349.4	98%
Total	2933.2	96%

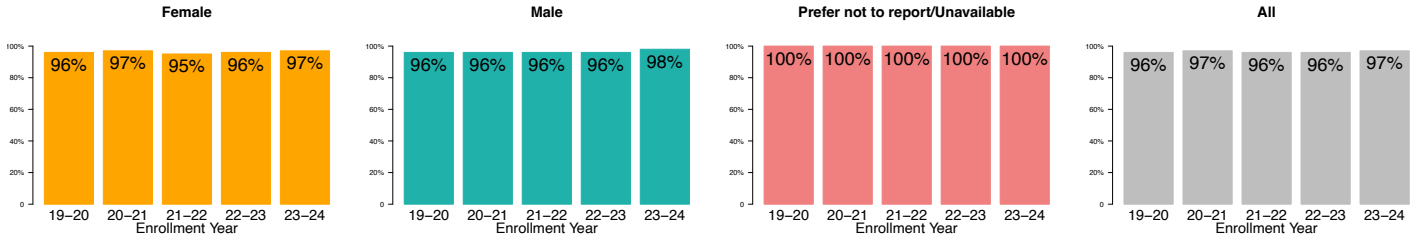
Persistence by Expected Family Contribution (EFC)



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
EFC Would Qualify for Pell	1190.6	97%
EFC Would Not Qualify for Pell	859	97%
Unknown	883.4	95%
Total	2933.2	96%

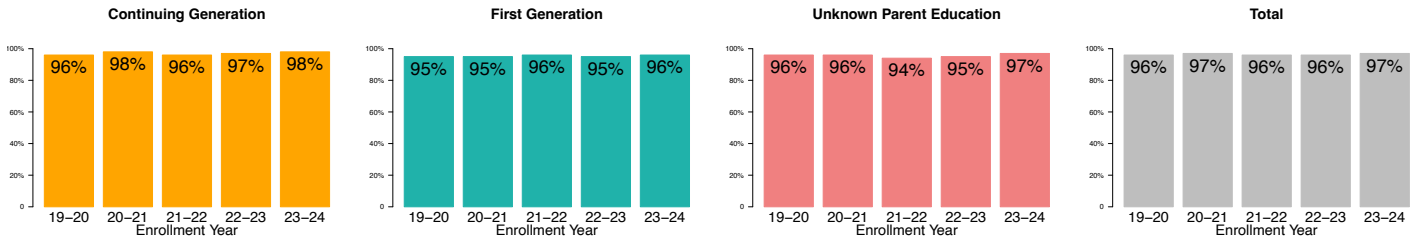
Persistence by Legal Sex



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
Female	1994	96%
Male	928.4	96%
Prefer not to report/Unavailable	10.8	100%
All	2933.2	96%

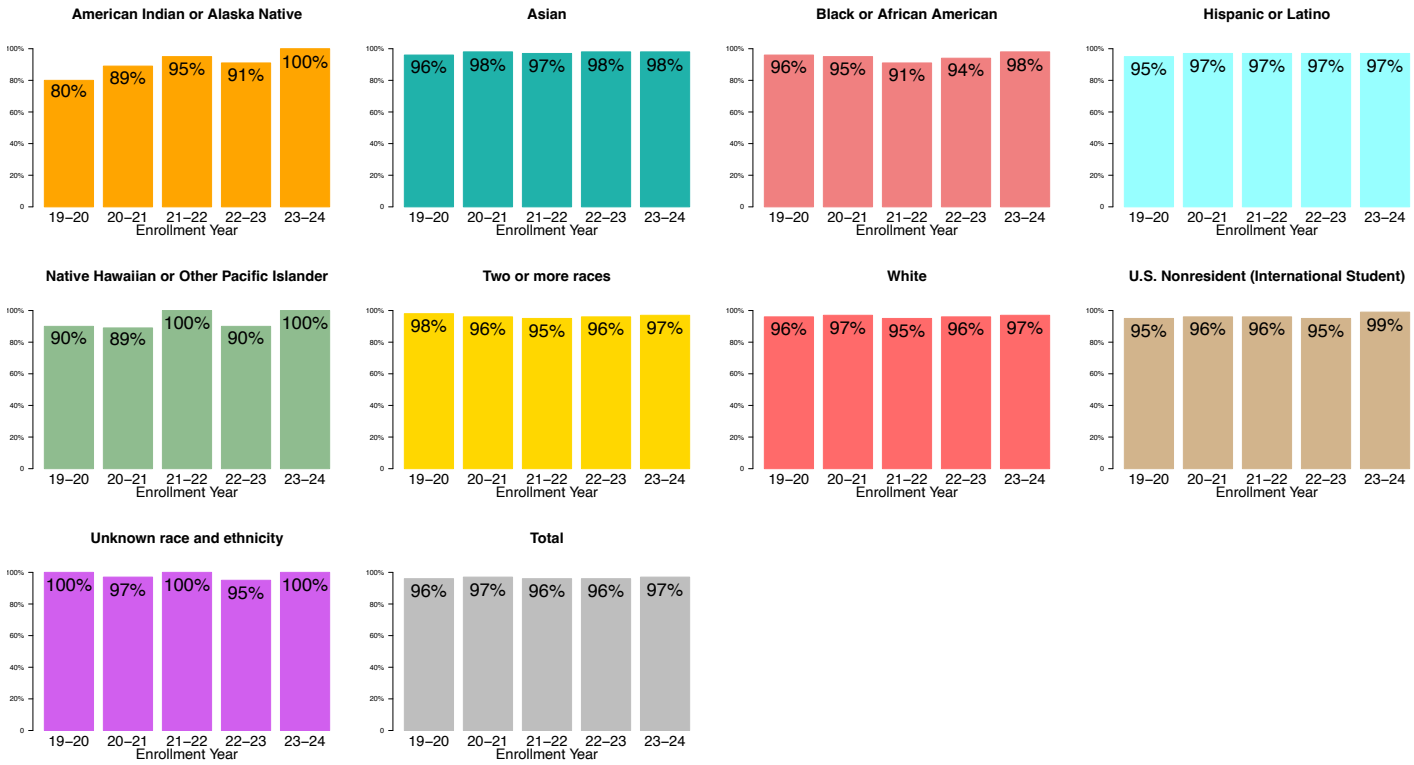
Persistence by Parent Education



Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
Continuing Generation	1661.8	97%
First Generation	514.6	96%
Unknown Parent Education	756.6	96%
Total	2933.2	96%

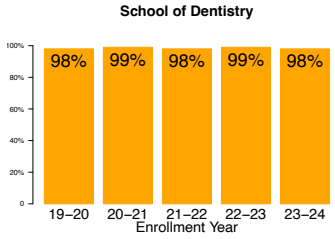
Persistence by Race/Ethnicity

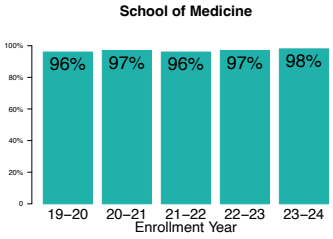


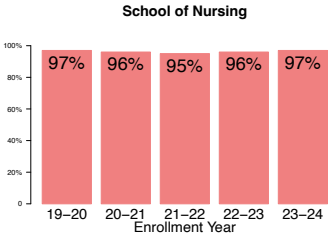
Five-Year Averages for Persistence

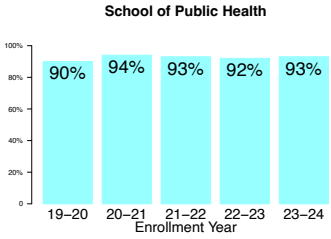
	Avg. Num. of Students	Avg. Persistence
American Indian or Alaska Native	17.6	92%
Asian	360.8	97%
Black or African American	70.8	95%
Hispanic or Latino	334.2	97%
Native Hawaiian or Other Pacific Islander	8.6	93%
Two or more races	189.6	97%
White	1831.6	96%
U.S. Nonresident (International Student)	91	96%
Unknown race and ethnicity	28.8	99%
Total	2933.2	96%

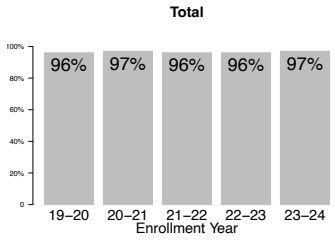
Persistence by School











Five-Year Averages for Persistence

	Avg. Num. of Students	Avg. Persistence
School of Dentistry	317	99%
School of Medicine	1306	97%
School of Nursing	1043.6	96%
School of Public Health	266.6	92%
Total	2933.2	96%

Bachelor's Degree 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:

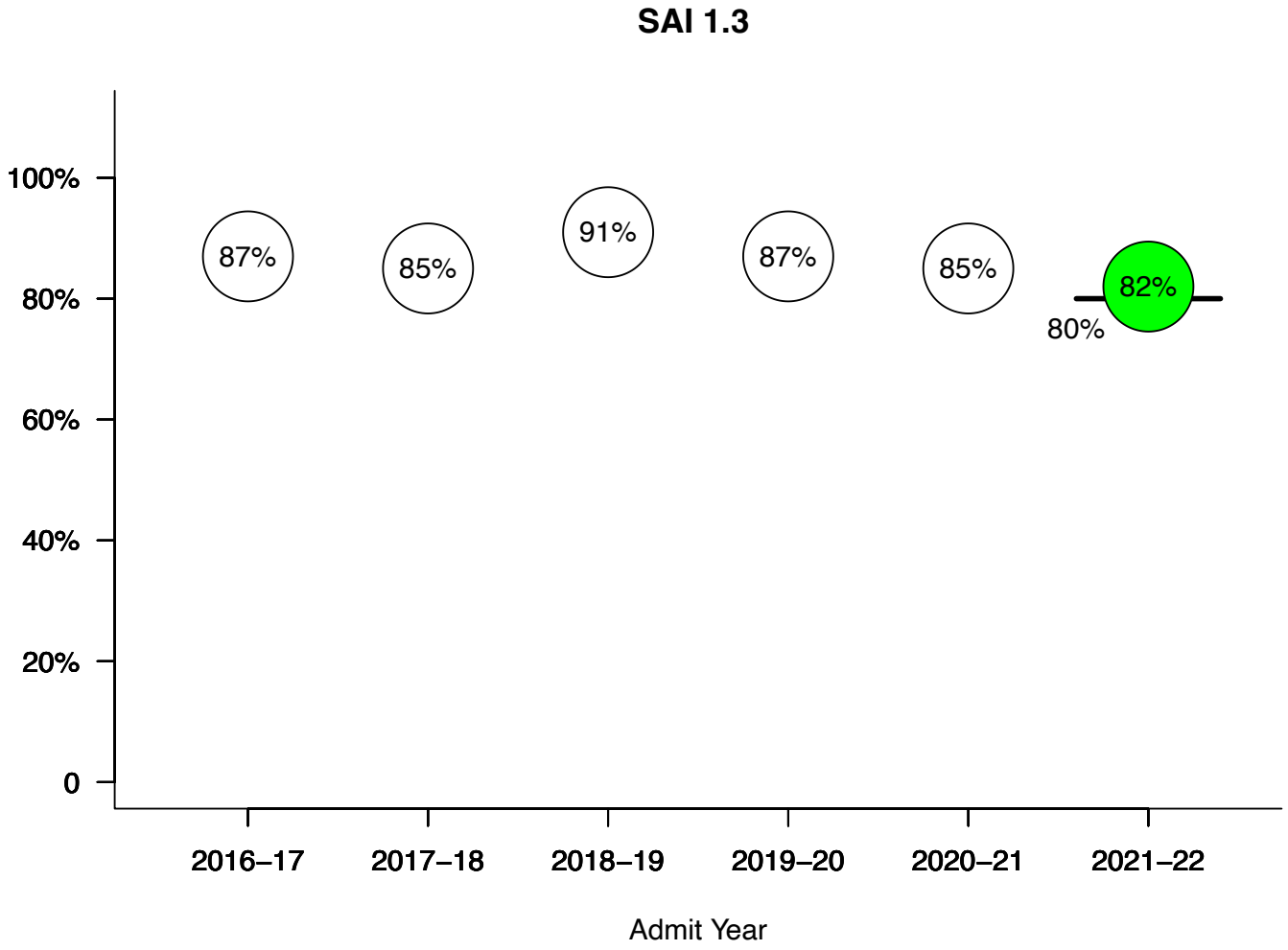
- They are admitted as a degree/certificate-seeking student.
- They attempt at least 1 credit after being admitted.
- They have been enrolled for at least as long as their program's official length.
- They are not enrolled in a dual-degree program.

Students are considered to have completed on-time if:

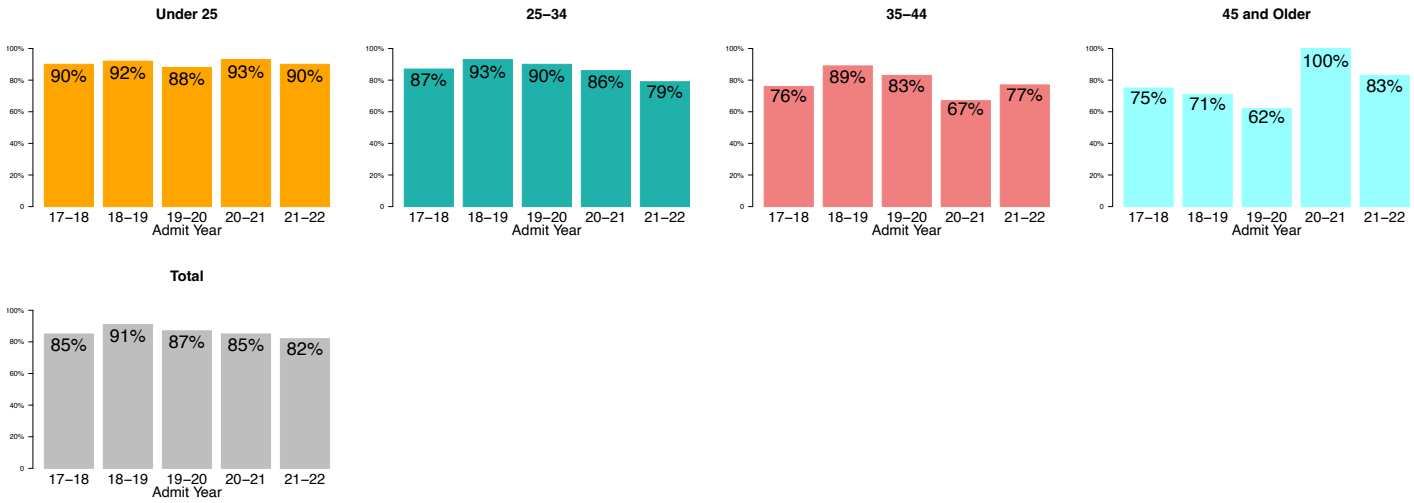
- They graduate within 100% of their program's official length.
- They received a degree of the same type as the degree to which they were admitted.

Indicator

SAI 1.3: Percentage of bachelor's degree students completing within 100% of usual program time. More complete disaggregation at the program, degree, degree-type, and school level are available through this institutional effectiveness web page. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this new indicator was created to track completion at the bachelor's degree level specifically. A retrospective examination applied to the newly established indicator and target enables OHSU to examine historical data and trends.



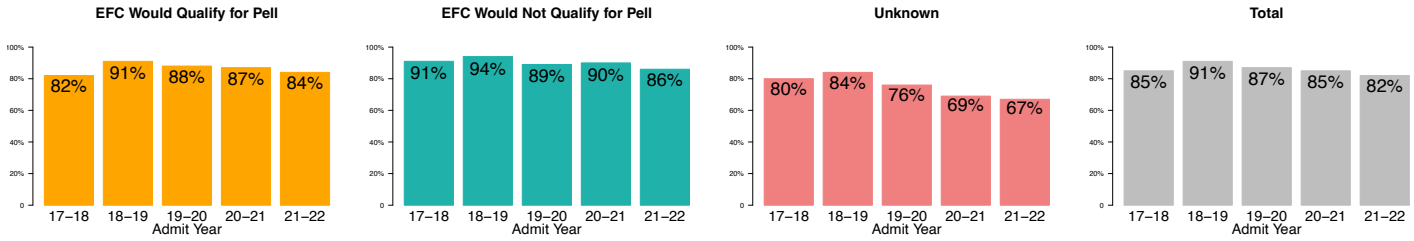
Bachelor's Degree Completion On-Time by Age Group



Five-Year Averages for Bachelor's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Under 25	110.2	91%
25-34	209	87%
35-44	76.8	78%
45 and Older	20.8	79%
Total	416.8	86%

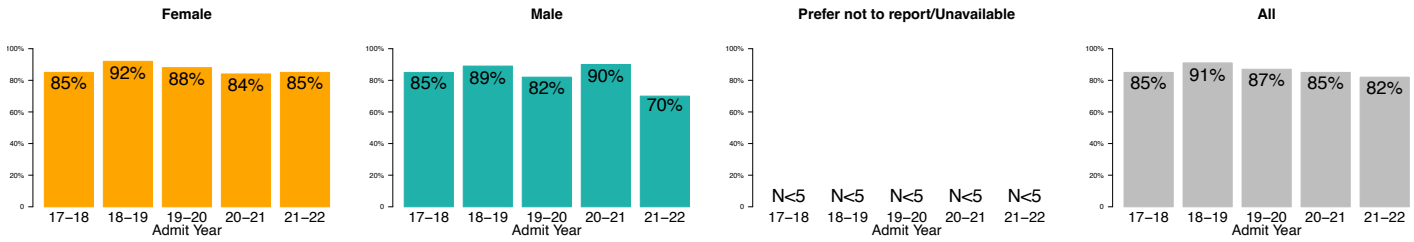
Bachelor's Degree Completion On-Time by Expected Family Contribution (EFC)



Five-Year Averages for Bachelor's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
EFC Would Qualify for Pell	200.2	86%
EFC Would Not Qualify for Pell	159.4	90%
Unknown	57.2	74%
Total	416.8	86%

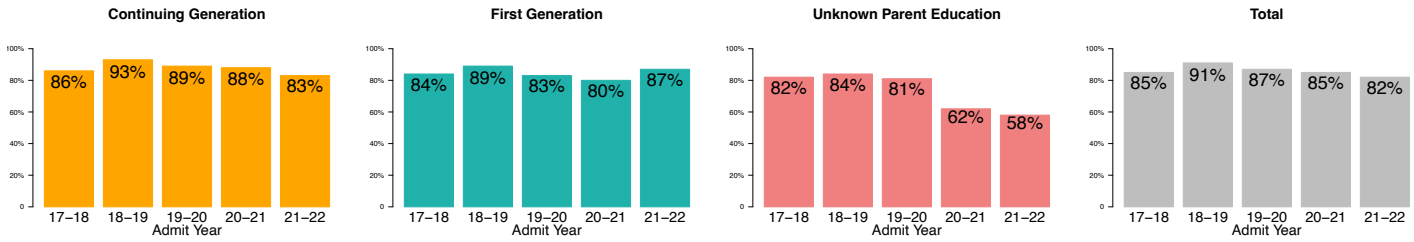
Bachelor's Degree Completion On-Time by Legal Sex



Five-Year Averages for Bachelor's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Female	338.2	87%
Male	76.6	83%
Prefer not to report/Unavailable	2	90%
All	416.8	86%

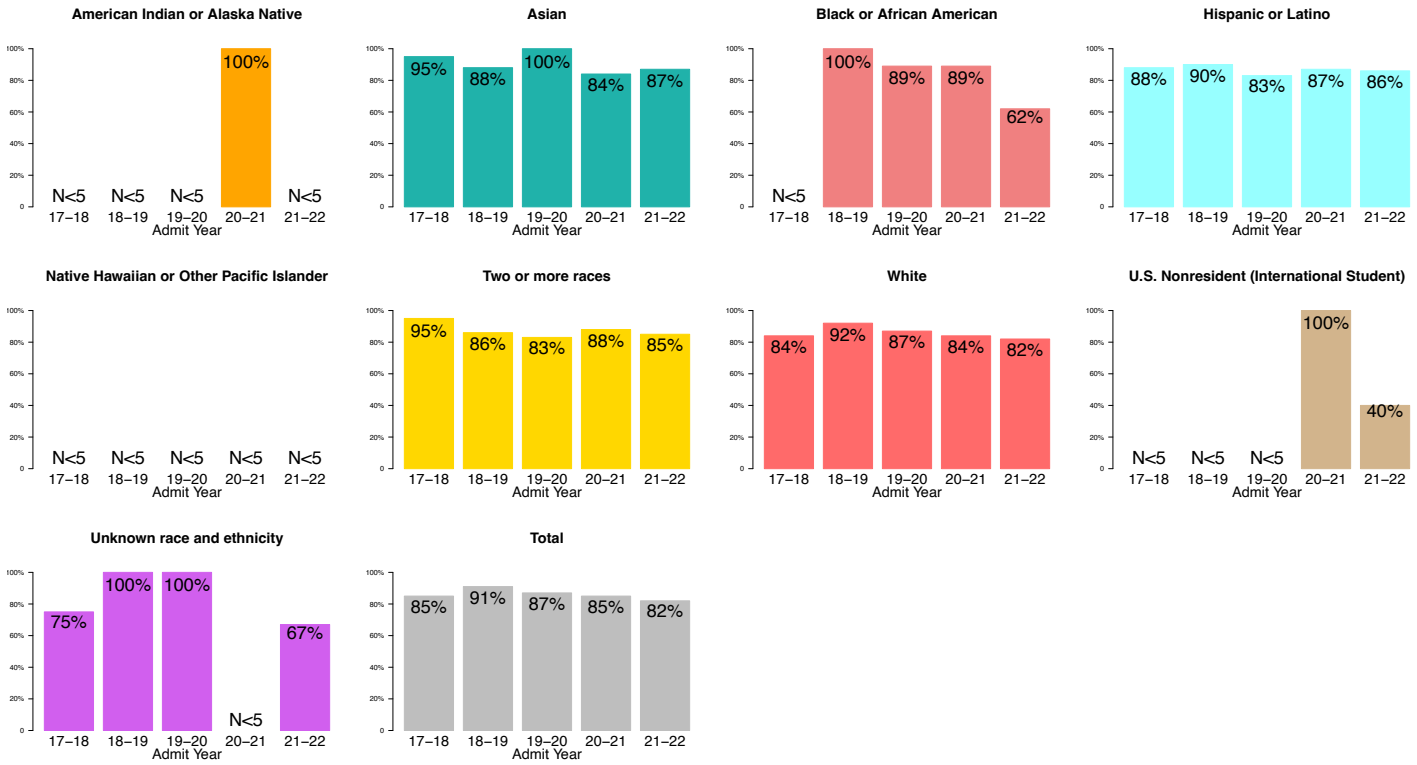
Bachelor's Degree Completion On-Time by Parent Education



Five-Year Averages for Bachelor's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Continuing Generation	269.4	88%
First Generation	120.6	85%
Unknown Parent Education	26.8	74%
Total	416.8	86%

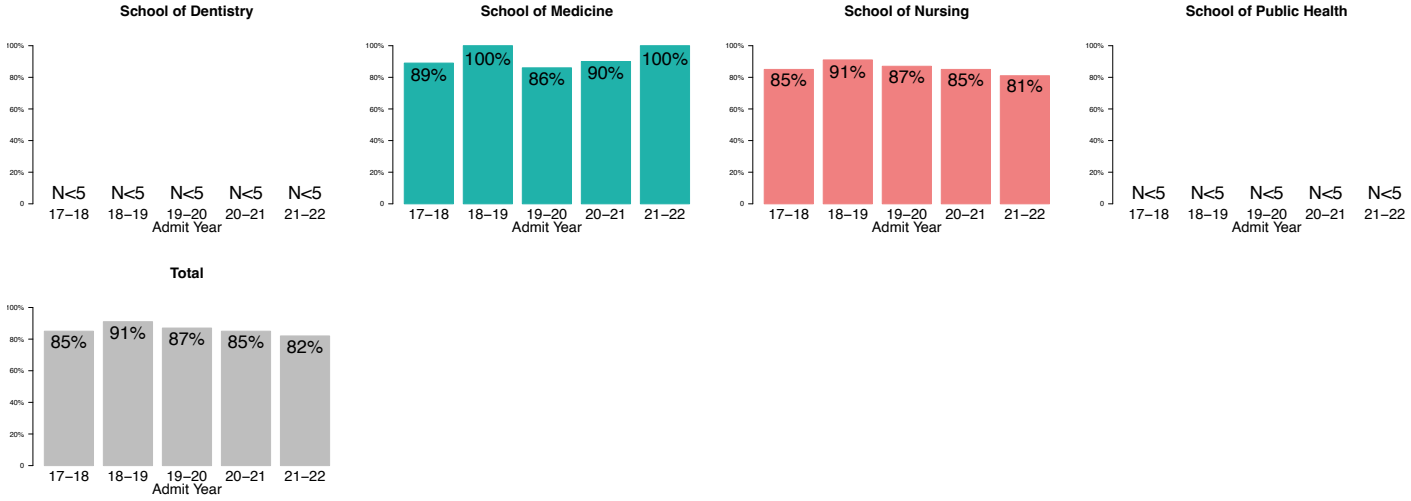
Bachelor's Degree Completion On-Time by Race/Ethnicity



Five-Year Averages for Bachelor's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
American Indian or Alaska Native	2	100%
Asian	23.4	90%
Black or African American	8.4	83%
Hispanic or Latino	64.6	86%
Native Hawaiian or Other Pacific Islander	1.8	100%
Two or more races	24.8	87%
White	280.6	86%
U.S. Nonresident (International Student)	3.8	58%
Unknown race and ethnicity	7.4	84%
Total	416.8	86%

Bachelor's Degree Completion On-Time by School



Five-Year Averages for Bachelor's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
School of Dentistry*	0	-
School of Medicine	9	93%
School of Nursing	407.8	86%
School of Public Health*	0	-
Total	416.8	86%

*** OHSU's School of Dentistry does not offer baccalaureate degrees and Portland State University awards bachelor's degrees for the Joint School of Public Health.**

Master's Degree 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:

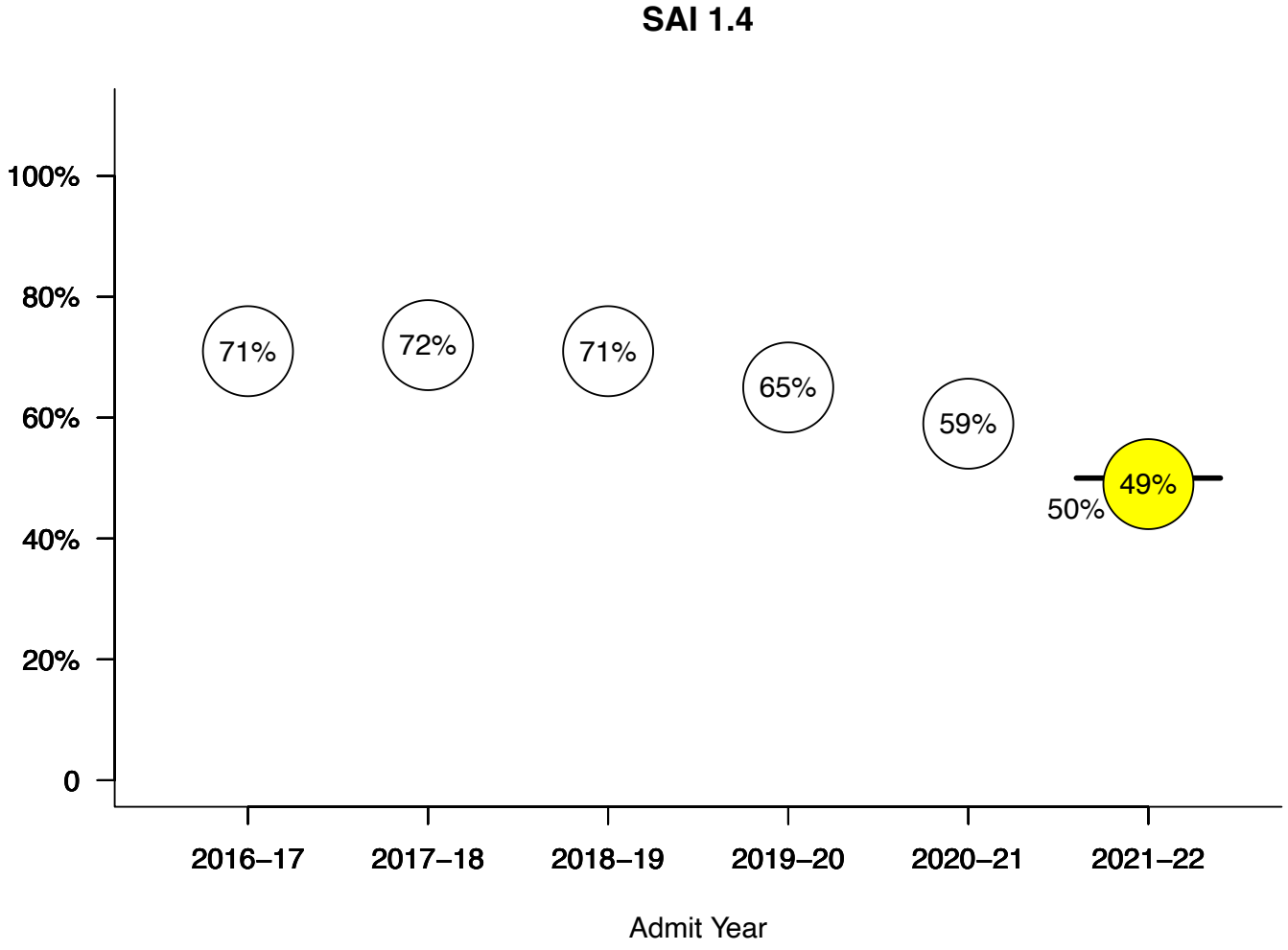
- They are admitted as a degree/certificate-seeking student.
- They attempt at least 1 credit after being admitted.
- They have been enrolled for at least as long as their program's official length.
- They are not enrolled in a dual-degree program.

Students are considered to have completed on-time if:

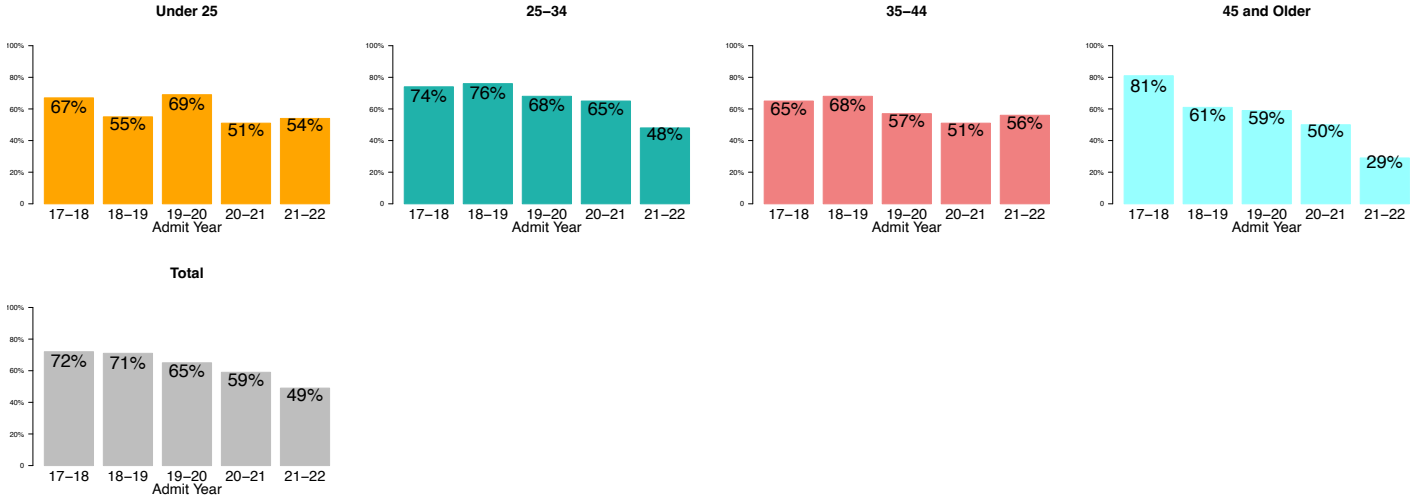
- They graduate within 100% of their program's official length.
- They received a degree of the same type as the degree to which they were admitted.

Indicator

SAI 1.4: Percentage of master's degree students completing within 100% of usual program time. More complete disaggregation at the program, degree, degree-type, and school level are available through this institutional effectiveness web page. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this new indicator was created to track completion at the master's degree level specifically. A retrospective examination applied to the newly established indicator and target enables OHSU to examine historical data and trends.



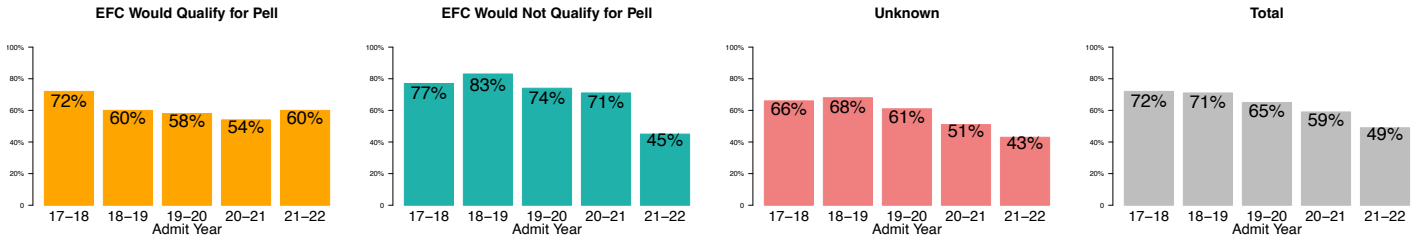
Master's Degree Completion On-Time by Age Group



Five-Year Averages for Master's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Under 25	40.8	59%
25-34	168.6	68%
35-44	72.2	60%
45 and Older	26.4	57%
Total	308	64%

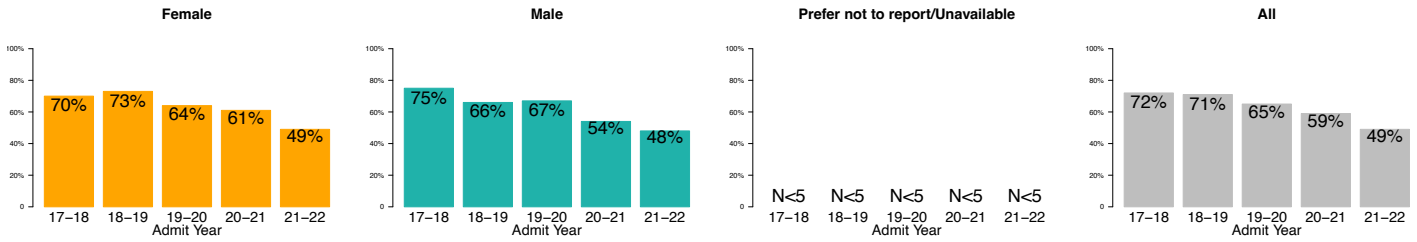
Master's Degree Completion On-Time by Expected Family Contribution (EFC)



Five-Year Averages for Master's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
EFC Would Qualify for Pell	93.2	61%
EFC Would Not Qualify for Pell	111.8	71%
Unknown	103	58%
Total	308	64%

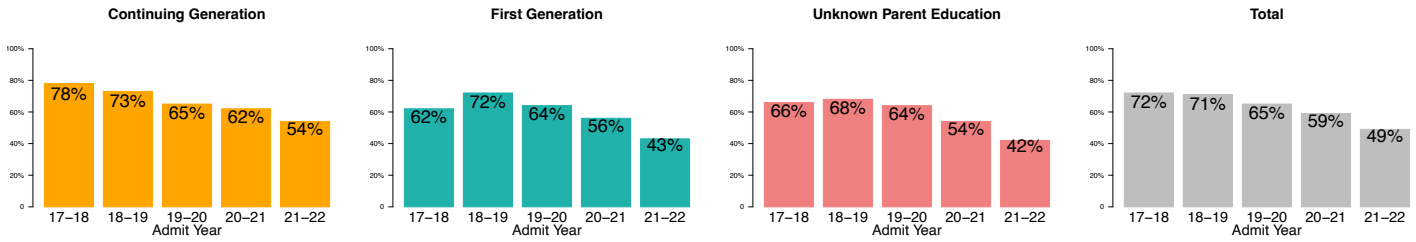
Master's Degree Completion On-Time by Legal Sex



Five-Year Averages for Master's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Female	218.2	65%
Male	89.2	63%
Prefer not to report/Unavailable	0.6	N<5
All	308	64%

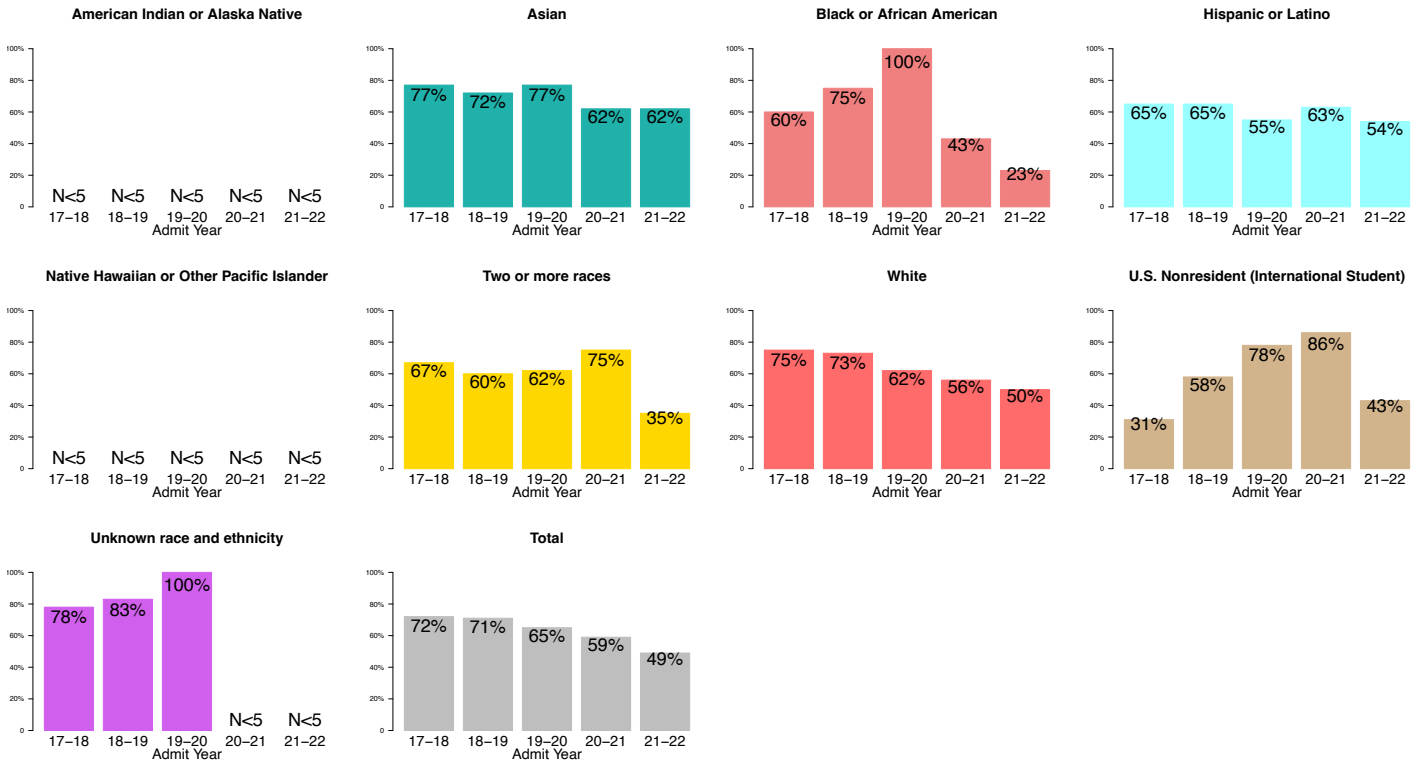
Master's Degree Completion On-Time by Parent Education



Five-Year Averages for Master's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Continuing Generation	161.4	67%
First Generation	57.2	61%
Unknown Parent Education	89.4	61%
Total	308	64%

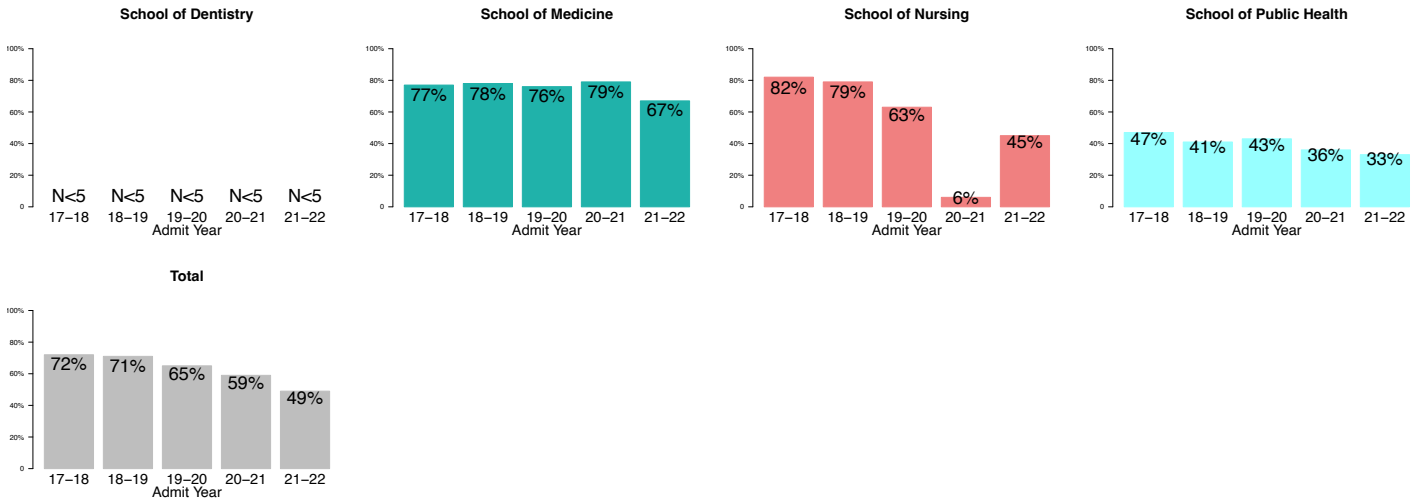
Master's Degree Completion On-Time by Race/Ethnicity



Five-Year Averages for Master's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
American Indian or Alaska Native	1.6	50%
Asian	33.4	70%
Black or African American	8.6	53%
Hispanic or Latino	25	60%
Native Hawaiian or Other Pacific Islander	1	60%
Two or more races	18.2	58%
White	205.8	65%
U.S. Nonresident (International Student)	9.6	56%
Unknown race and ethnicity	4.8	83%
Total	308	64%

Master's Degree Completion On-Time by School



Five-Year Averages for Master's Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
School of Dentistry	4	100%
School of Medicine	157.6	76%
School of Nursing	53.8	71%
School of Public Health	92.6	39%
Total	308	64%

Professional Doctoral Degree Completion On-Time Disag.

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:

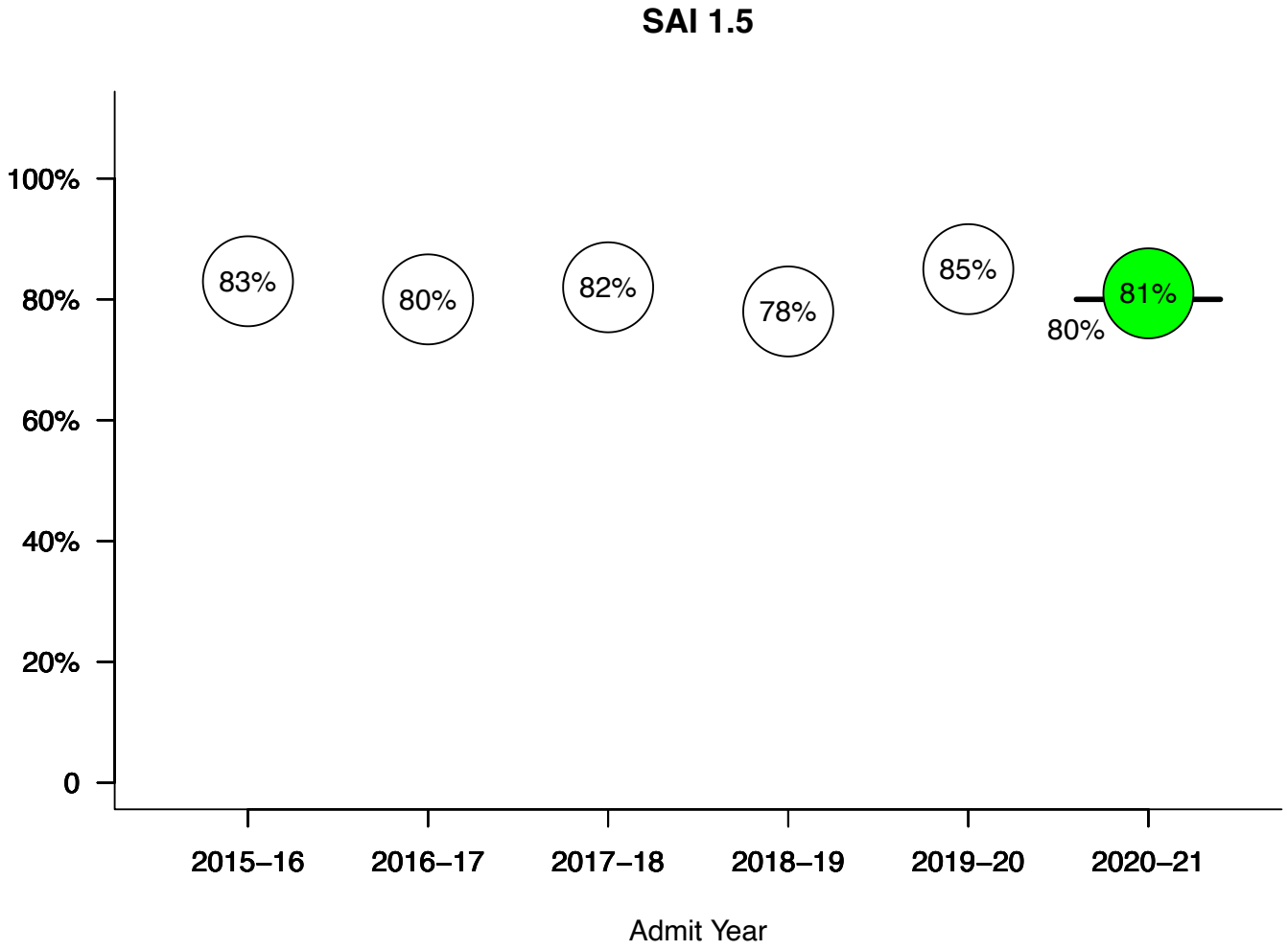
- They are admitted as a degree/certificate-seeking student.
- They attempt at least 1 credit after being admitted.
- They have been enrolled for at least as long as their program's official length.
- They are not enrolled in a dual-degree program.

Students are considered to have completed on-time if:

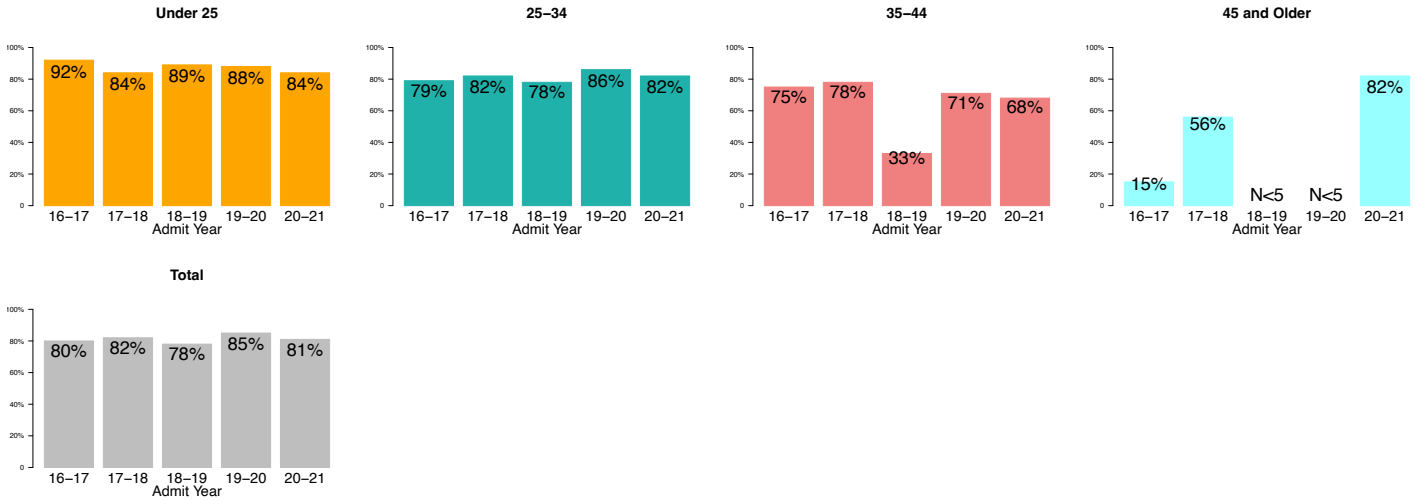
- They graduate within 100% of their program's official length.
- They received a degree of the same type as the degree to which they were admitted.

Indicator

SAI 1.5: Percentage of professional doctoral degree students completing within 100% of usual program time. More complete disaggregation at the program, degree, degree-type, and school level are available through this institutional effectiveness web page. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this new indicator was created to track completion at the professional doctoral degree level specifically. A retrospective examination applied to the newly established indicator and target enables OHSU to examine historical data and trends.



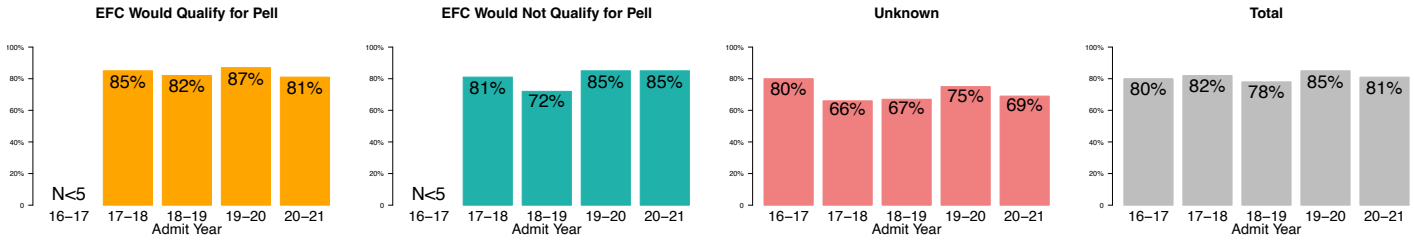
Professional Doctoral Degree Completion On-Time by Age Group



Five-Year Averages for Professional Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Under 25	98.8	87%
25-34	154.6	82%
35-44	22.4	65%
45 and Older	8.2	46%
Total	284	81%

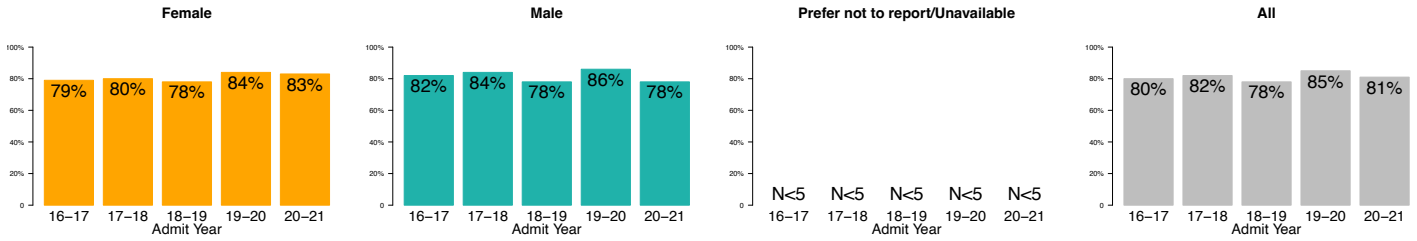
Professional Doctoral Degree Completion On-Time by Expected Family Contribution (EFC)



Five-Year Averages for Professional Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
EFC Would Qualify for Pell	141	84%
EFC Would Not Qualify for Pell	65.6	82%
Unknown	77.4	76%
Total	284	81%

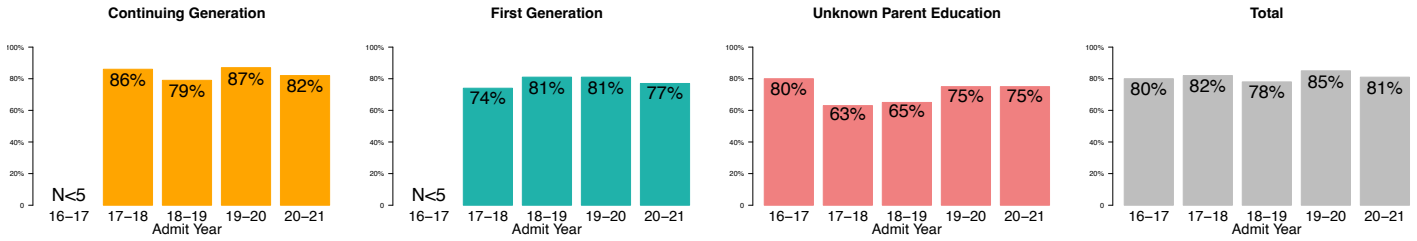
Professional Doctoral Degree Completion On-Time by Legal Sex



Five-Year Averages for Professional Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Female	171.4	81%
Male	112.4	82%
Prefer not to report/Unavailable	0.2	N<5
All	284	81%

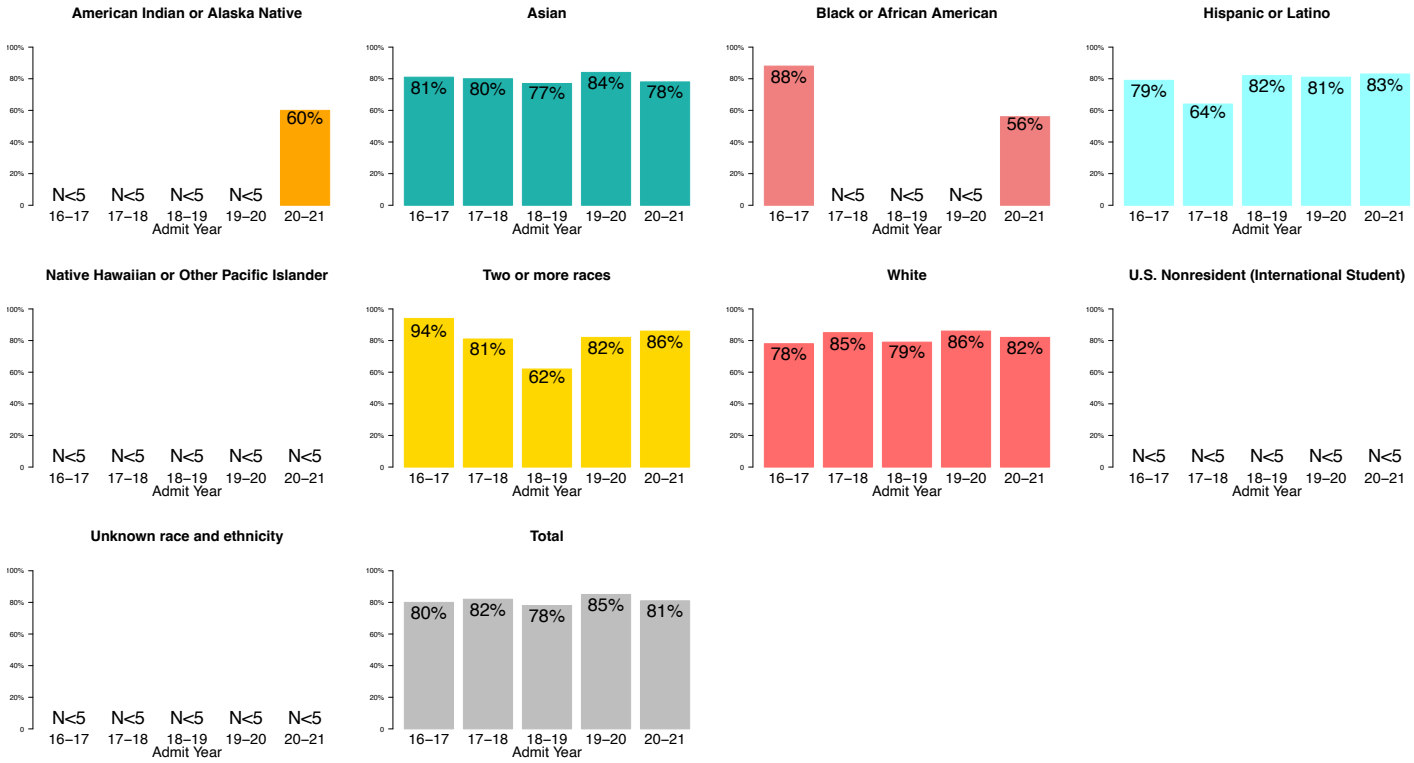
Professional Doctoral Degree Completion On-Time by Parent Education



Five-Year Averages for Professional Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Continuing Generation	176	84%
First Generation	34.6	79%
Unknown Parent Education	73.4	77%
Total	284	81%

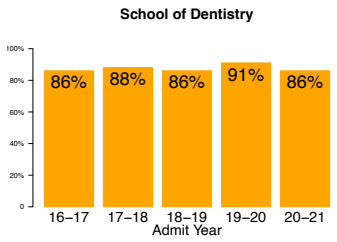
Professional Doctoral Degree Completion On-Time by Race/Ethnicity

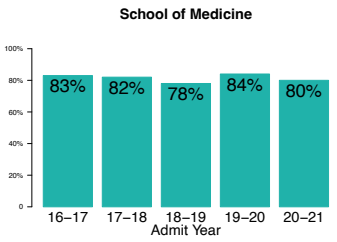


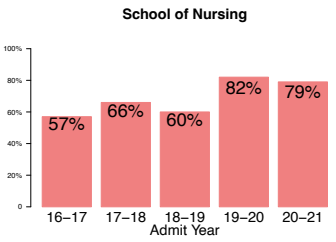
Five-Year Averages for Professional Doctoral Degree Completion On-Time

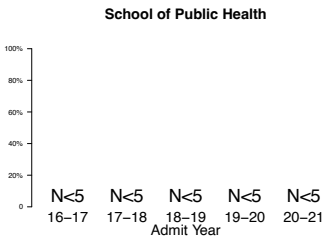
	Avg. Num. of Students	Avg. Completion
American Indian or Alaska Native	2.2	64%
Asian	46	80%
Black or African American	5	68%
Hispanic or Latino	20.8	80%
Native Hawaiian or Other Pacific Islander	0.4	N<5
Two or more races	19.2	82%
White	186.6	82%
U.S. Nonresident (International Student)	1.2	83%
Unknown race and ethnicity	2.6	100%
Total	284	81%

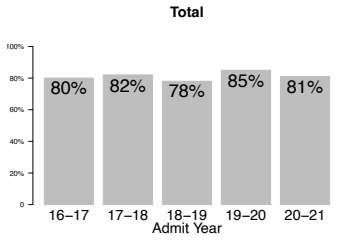
Professional Doctoral Degree Completion On-Time by School











Five-Year Averages for Professional Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
School of Dentistry	74.4	87%
School of Medicine	145.4	81%
School of Nursing	64.2	74%
School of Public Health*	0	-
Total	284	81%

*** The OHSU-PSU Joint School of Public Health does not award professional doctoral degrees.**

Research Doctoral Degree Completion On-Time Disag.

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:

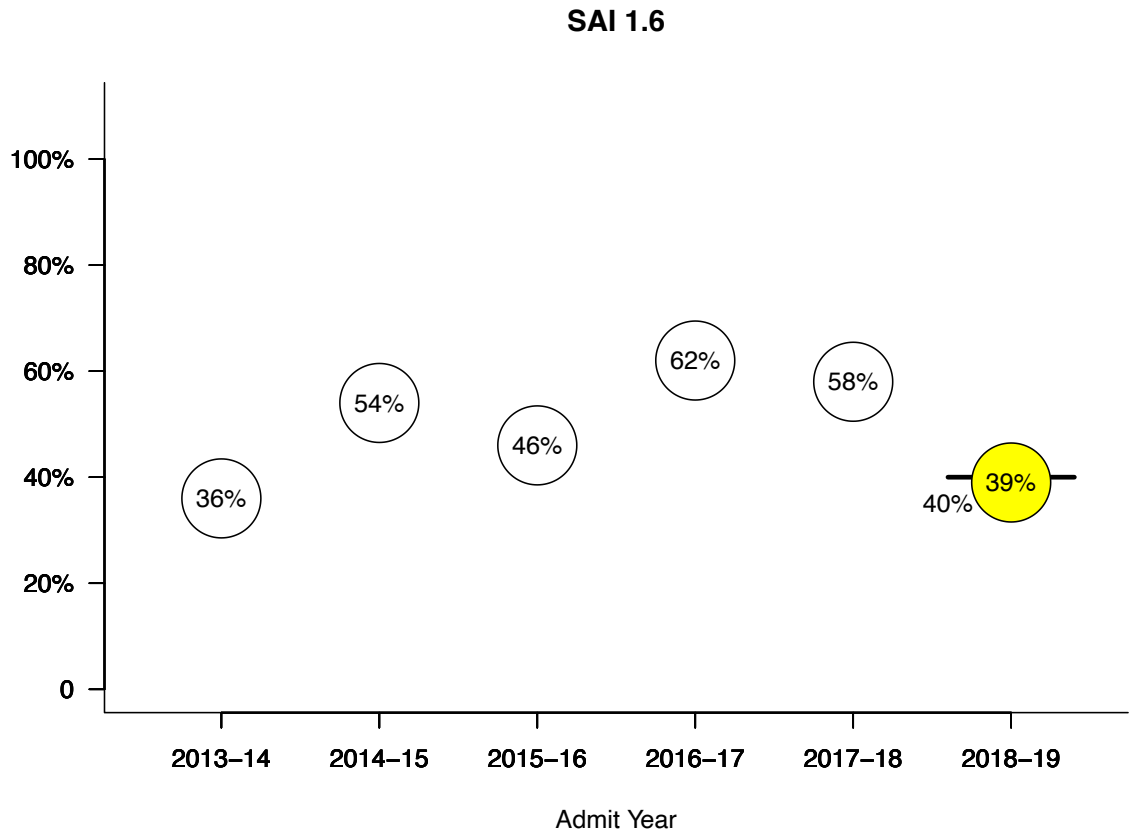
- They are admitted as a degree/certificate-seeking student.
- They attempt at least 1 credit after being admitted.
- They have been enrolled for at least as long as their program's official length.
- They are not enrolled in a dual-degree program.

Students are considered to have completed on-time if:

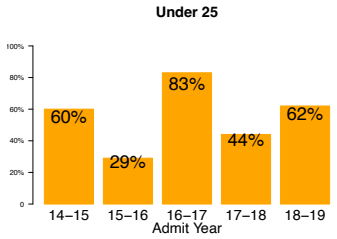
- They graduate within 100% of their program's official length.
- They received a degree of the same type as the degree to which they were admitted.

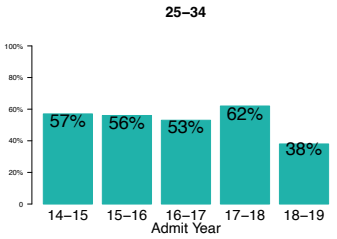
Indicator

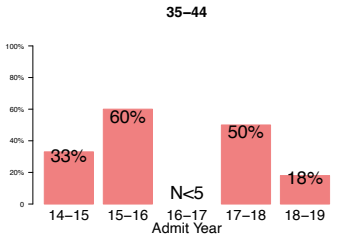
SAI 1.6: Percentage of research doctoral students completing within 100% of usual program time. More complete disaggregation at the program, degree, degree-type, and school level are available through this institutional effectiveness web page. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this new indicator was created to track completion at the research doctoral degree level specifically. A retrospective examination applied to the newly established indicator and target enables OHSU to examine historical data and trends.

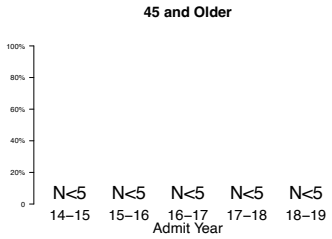


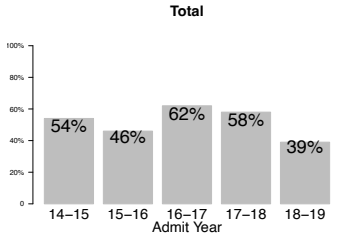
Research Doctoral Degree Completion On-Time by Age Group







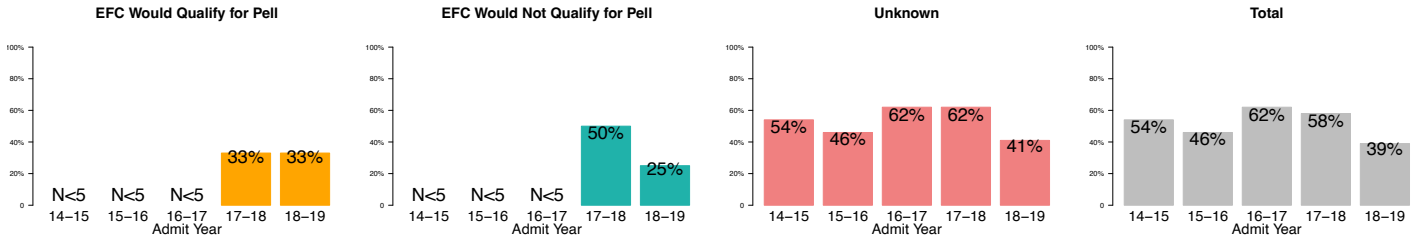




Five-Year Averages for Research Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Under 25	13.2	56%
25-34	34.2	53%
35-44	7	40%
45 and Older	1.6	25%
Total	56	51%

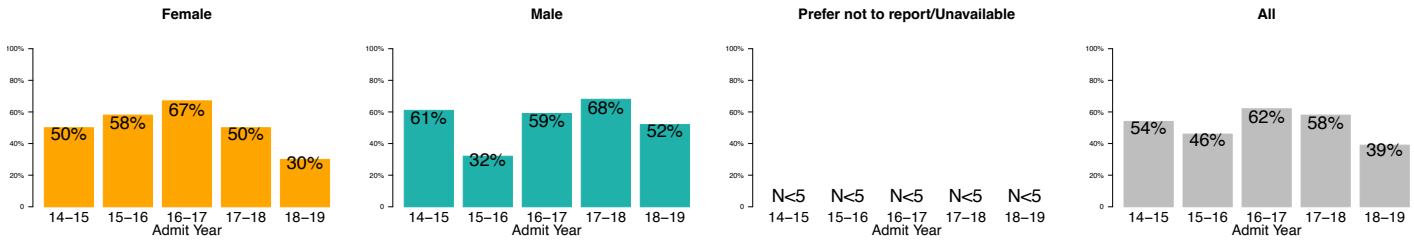
Research Doctoral Degree Completion On-Time by Expected Family Contribution (EFC)



Five-Year Averages for Research Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
EFC Would Qualify for Pell	2.4	33%
EFC Would Not Qualify for Pell	2.8	36%
Unknown	50.8	53%
Total	56	51%

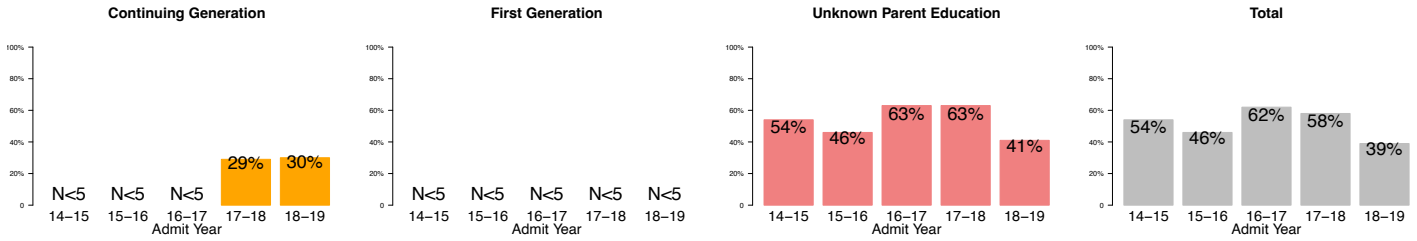
Research Doctoral Degree Completion On-Time by Legal Sex



Five-Year Averages for Research Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Female	32	49%
Male	23.8	55%
Prefer not to report/Unavailable	0.2	N<5
All	56	51%

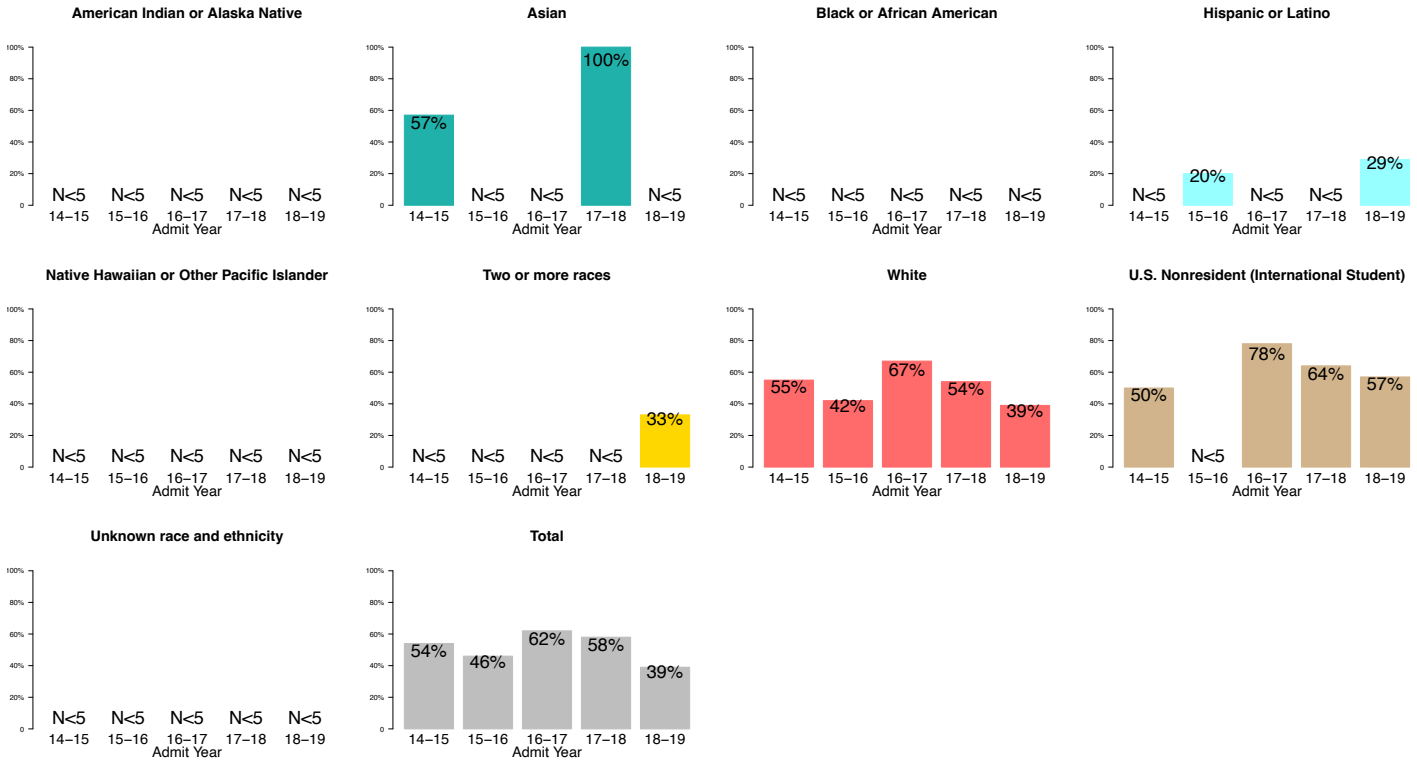
Research Doctoral Degree Completion On-Time by Parent Education



Five-Year Averages for Research Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
Continuing Generation	3.6	28%
First Generation	1.6	38%
Unknown Parent Education	50.8	53%
Total	56	51%

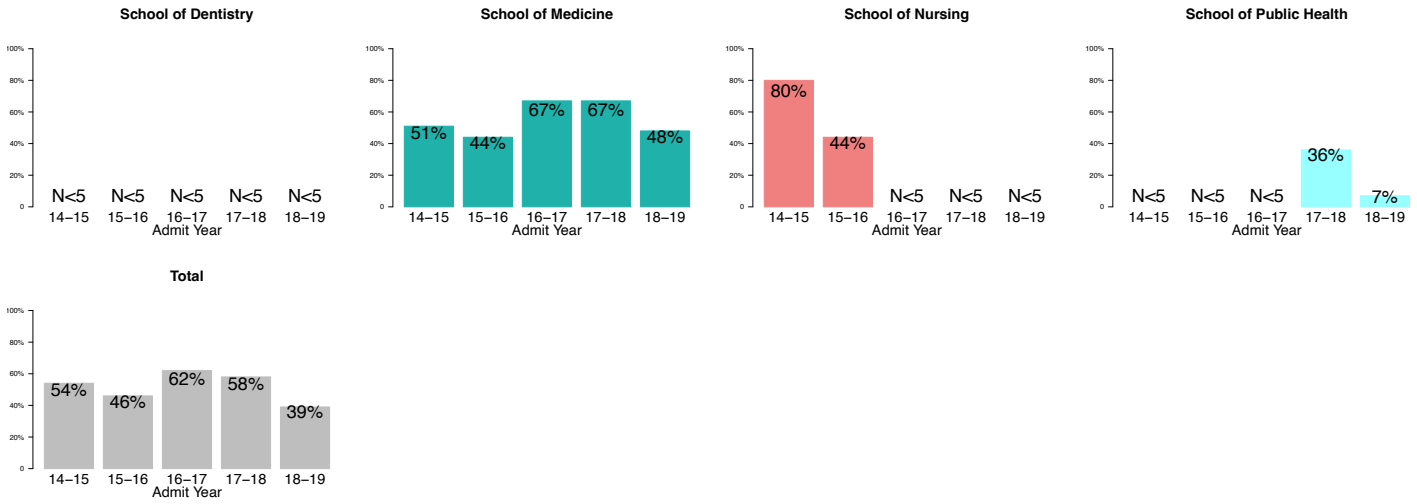
Research Doctoral Degree Completion On-Time by Race/Ethnicity



Five-Year Averages for Research Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
American Indian or Alaska Native	0.2	N<5
Asian	4.4	68%
Black or African American	1.4	57%
Hispanic or Latino	4.4	23%
Native Hawaiian or Other Pacific Islander	0	-
Two or more races	2.2	36%
White	35	50%
U.S. Nonresident (International Student)	7.2	64%
Unknown race and ethnicity	1.2	67%
Total	56	51%

Research Doctoral Degree Completion On-Time by School



Five-Year Averages for Research Doctoral Degree Completion On-Time

	Avg. Num. of Students	Avg. Completion
School of Dentistry	0	-
School of Medicine	45.2	56%
School of Nursing	4.6	43%
School of Public Health	6.2	23%
Total	56	51%

*** The OHSU School of Dentistry does not award research doctoral degrees.**

Graduate Certificate 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:

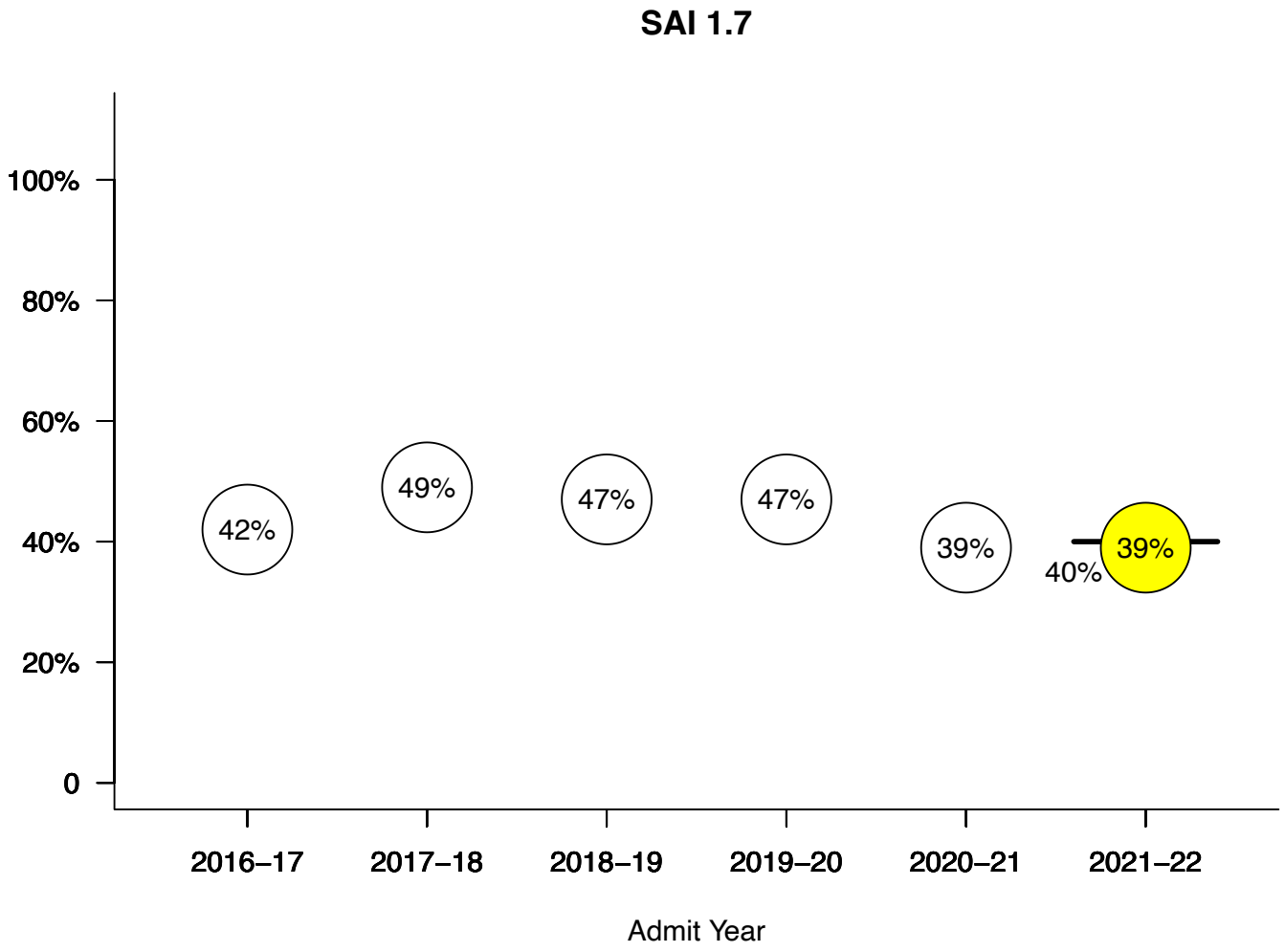
- They are admitted as a degree/certificate-seeking student.
- They attempt at least 1 credit after being admitted.
- They have been enrolled for at least as long as their program's official length.
- They are not enrolled in a dual-degree program.

Students are considered to have completed on-time if:

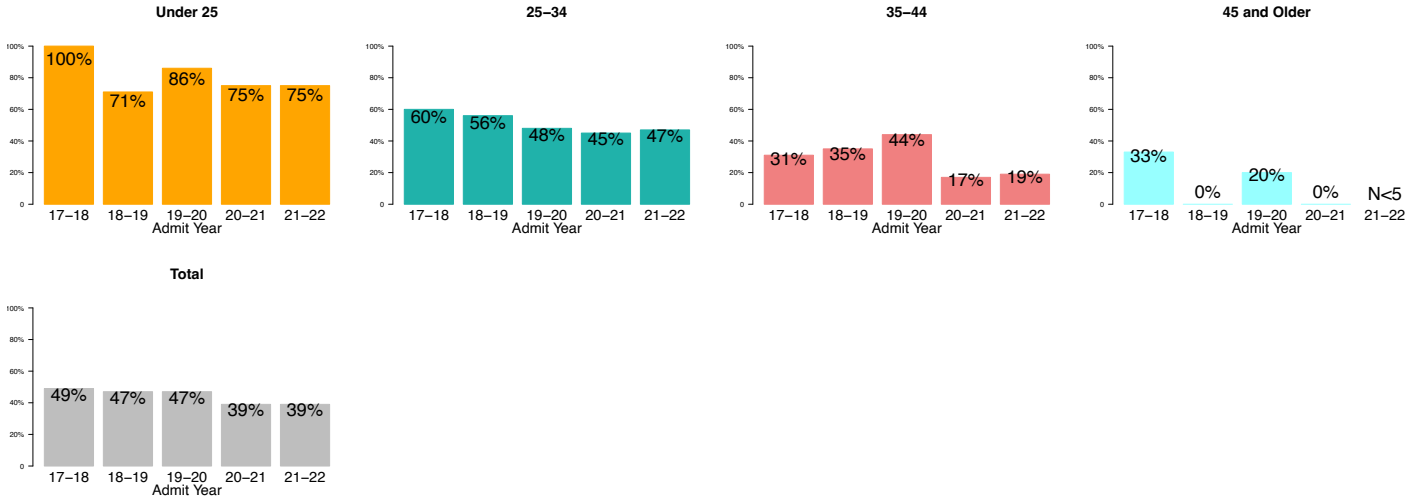
- They graduate within 100% of their program's official length.
- They received a degree of the same type as the degree to which they were admitted.

Indicator

SAI 1.7: Percentage of graduate certificate students completing within 100% of usual program time. More complete disaggregation at the program, degree, degree-type, and school level are available through this institutional effectiveness web page. Prior to 2024-25, OHSU's completion metric by admit year was a measure of all degrees and certificates combined. To obtain a clearer understanding of completion rates at each credential level, this new indicator was created to track completion at the graduate certificate level specifically. A retrospective examination applied to the newly established indicator and target enables OHSU to examine historical data and trends.



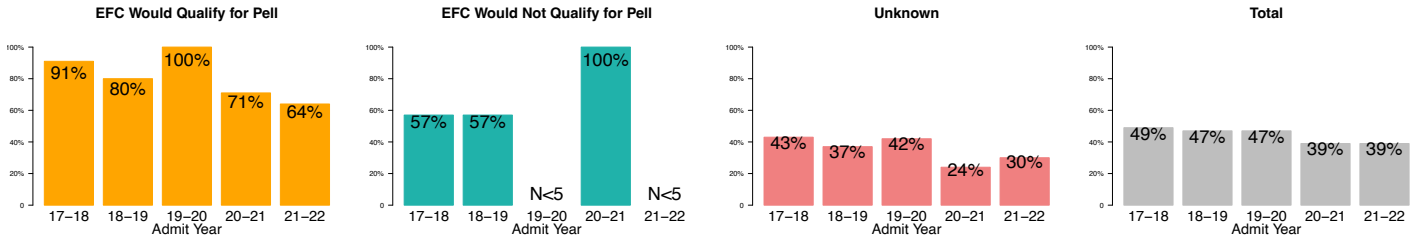
Graduate Certificate Completion On-Time by Age Group



Five-Year Averages for Graduate Certificate Completion On-Time

	Avg. Num. of Students	Avg. Completion
Under 25	7.8	79%
25-34	44.8	52%
35-44	26	28%
45 and Older	6.6	18%
Total	85.2	45%

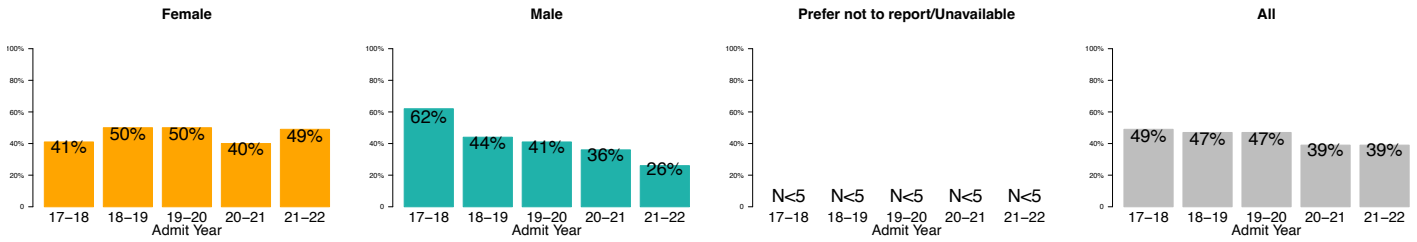
Graduate Certificate Completion On-Time by Expected Family Contribution (EFC)



Five-Year Averages for Graduate Certificate Completion On-Time

	Avg. Num. of Students	Avg. Completion
EFC Would Qualify for Pell	11.8	78%
EFC Would Not Qualify for Pell	5	76%
Unknown	68.4	37%
Total	85.2	45%

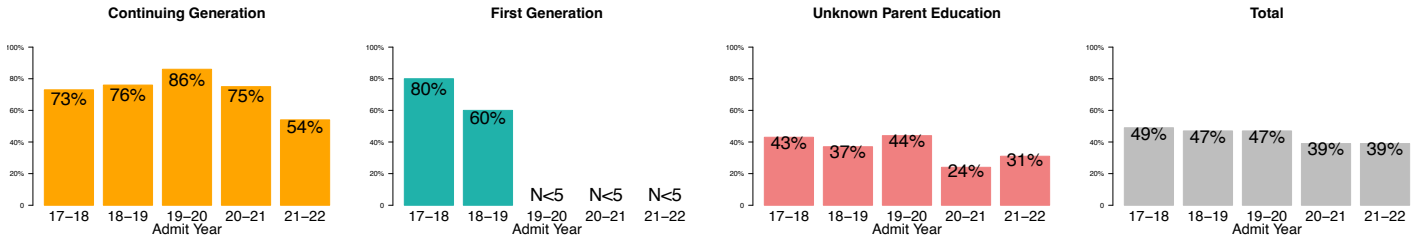
Graduate Certificate Completion On-Time by Legal Sex



Five-Year Averages for Graduate Certificate Completion On-Time

	Avg. Num. of Students	Avg. Completion
Female	52.8	45%
Male	32	44%
Prefer not to report/Unavailable	0.4	N<5
All	85.2	45%

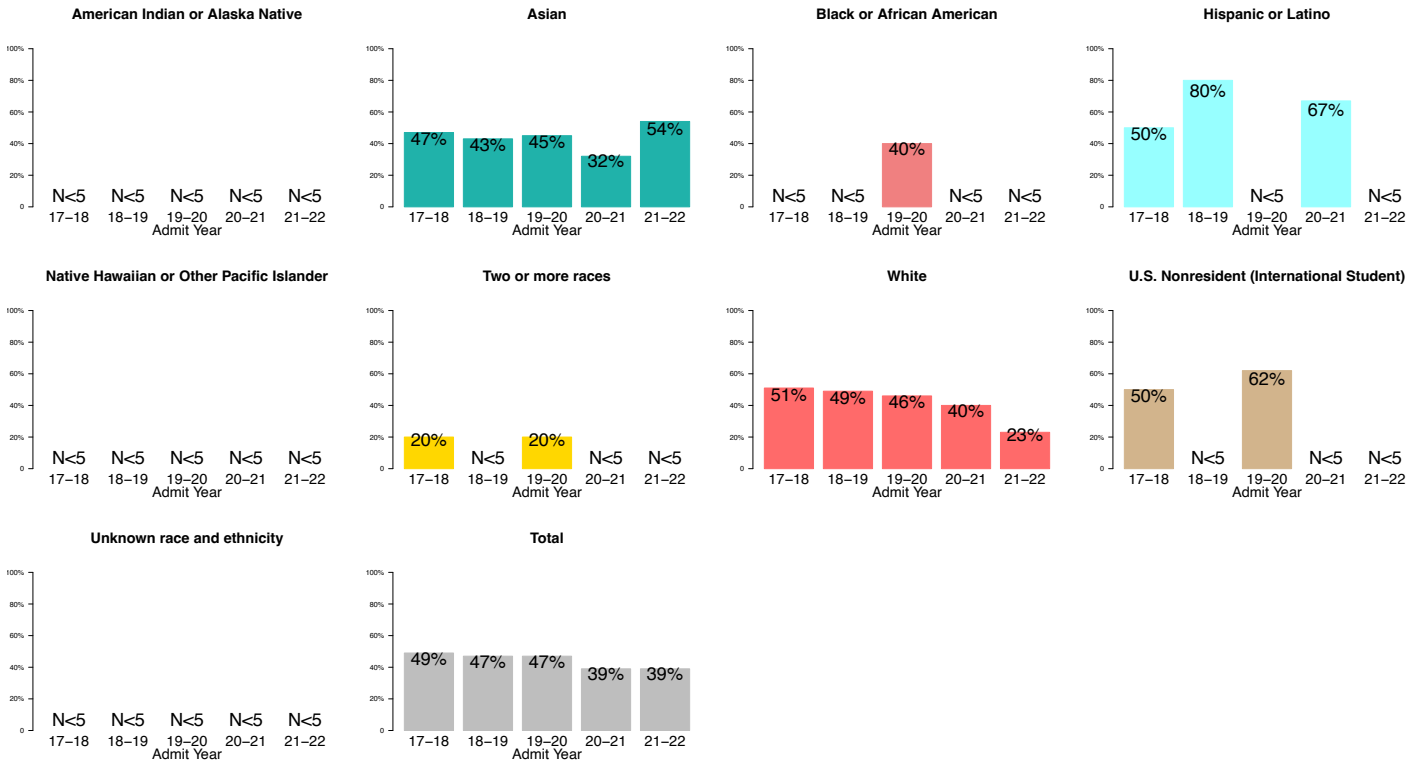
Graduate Certificate Completion On-Time by Parent Education



Five-Year Averages for Graduate Certificate Completion On-Time

	Avg. Num. of Students	Avg. Completion
Continuing Generation	15.2	72%
First Generation	3.8	63%
Unknown Parent Education	66.2	37%
Total	85.2	45%

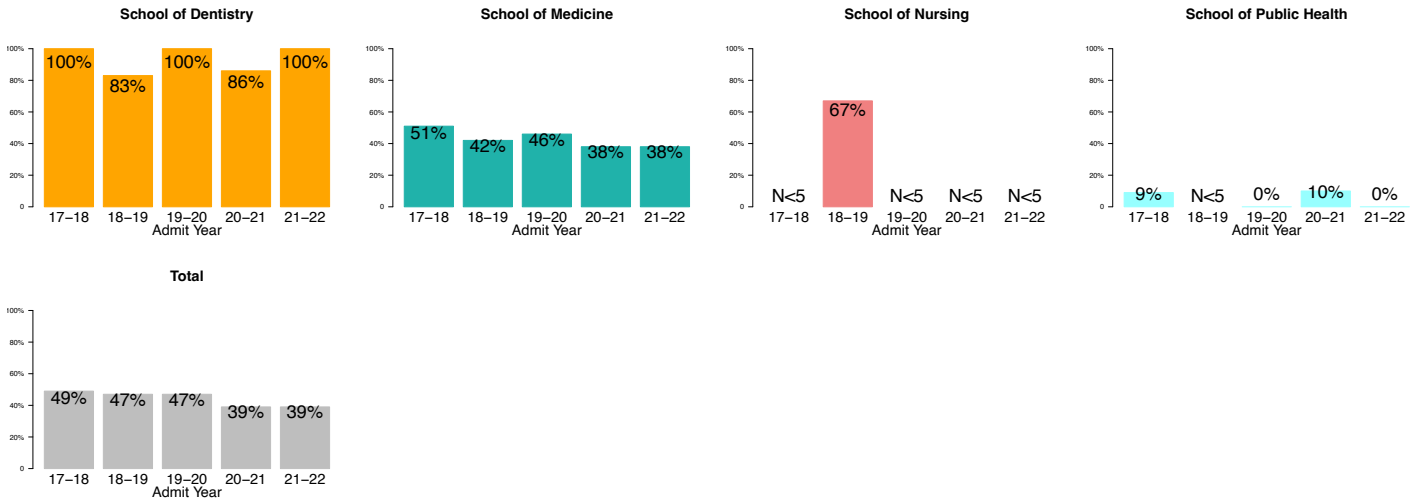
Graduate Certificate Completion On-Time by Race/Ethnicity



Five-Year Averages for Graduate Certificate Completion On-Time

	Avg. Num. of Students	Avg. Completion
American Indian or Alaska Native	0.4	N<5
Asian	17.8	45%
Black or African American	2	20%
Hispanic or Latino	5.8	62%
Native Hawaiian or Other Pacific Islander	0.2	N<5
Two or more races	4	40%
White	48.8	44%
U.S. Nonresident (International Student)	4.6	48%
Unknown race and ethnicity	1.6	38%
Total	85.2	45%

Graduate Certificate Completion On-Time by School



Five-Year Averages for Graduate Certificate Completion On-Time

	Avg. Num. of Students	Avg. Completion
School of Dentistry	6	93%
School of Medicine	70.6	44%
School of Nursing	1.8	56%
School of Public Health	6.8	9%
Total	85.2	45%

*** The OHSU School of Nursing no longer awards graduate certificates as of 2020-21.**

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:

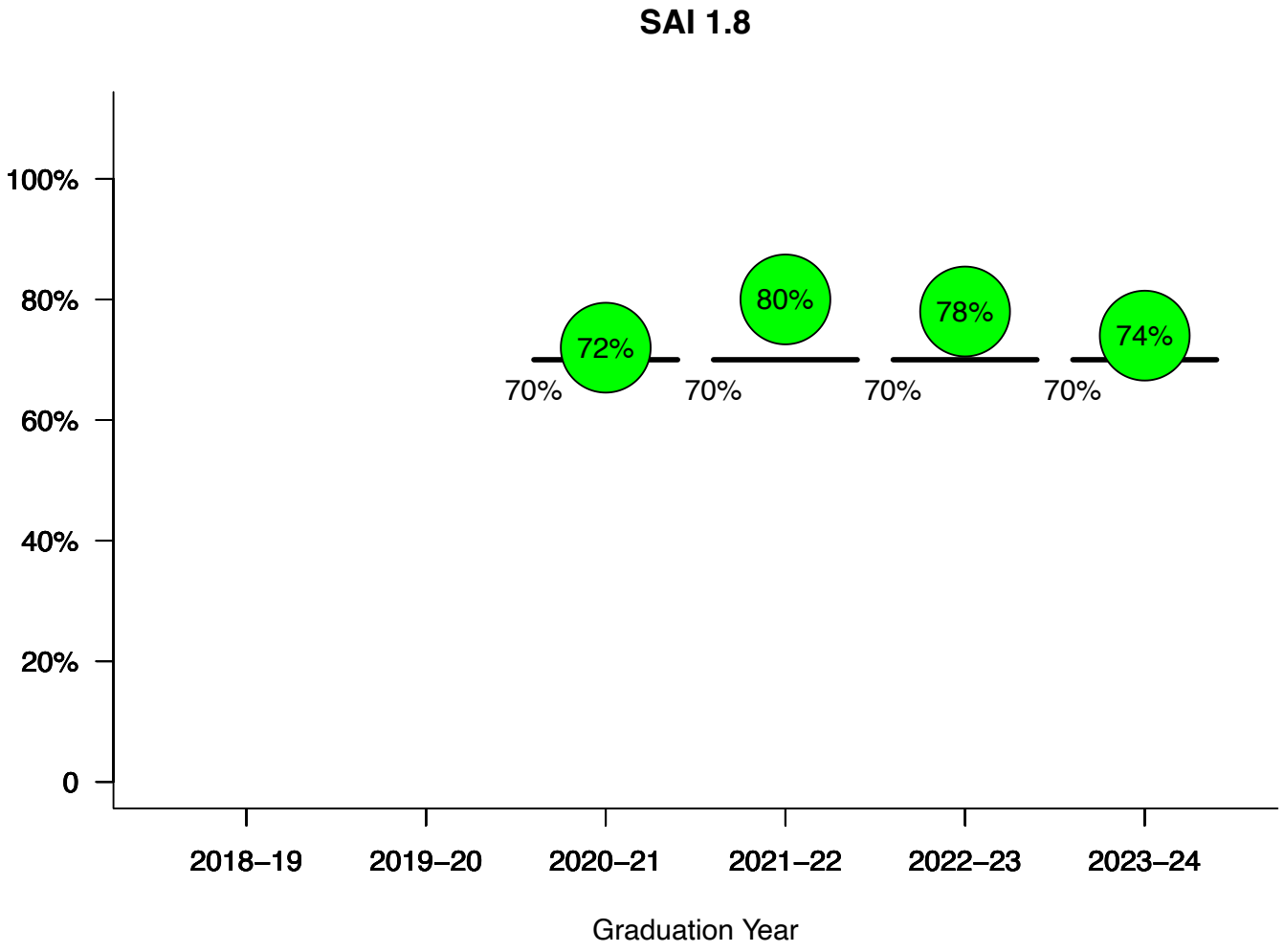
- They are on-track to graduate from an OHSU program and in their final term.
- They respond to the Post-Graduation Success survey sent to all OHSU graduating students.

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

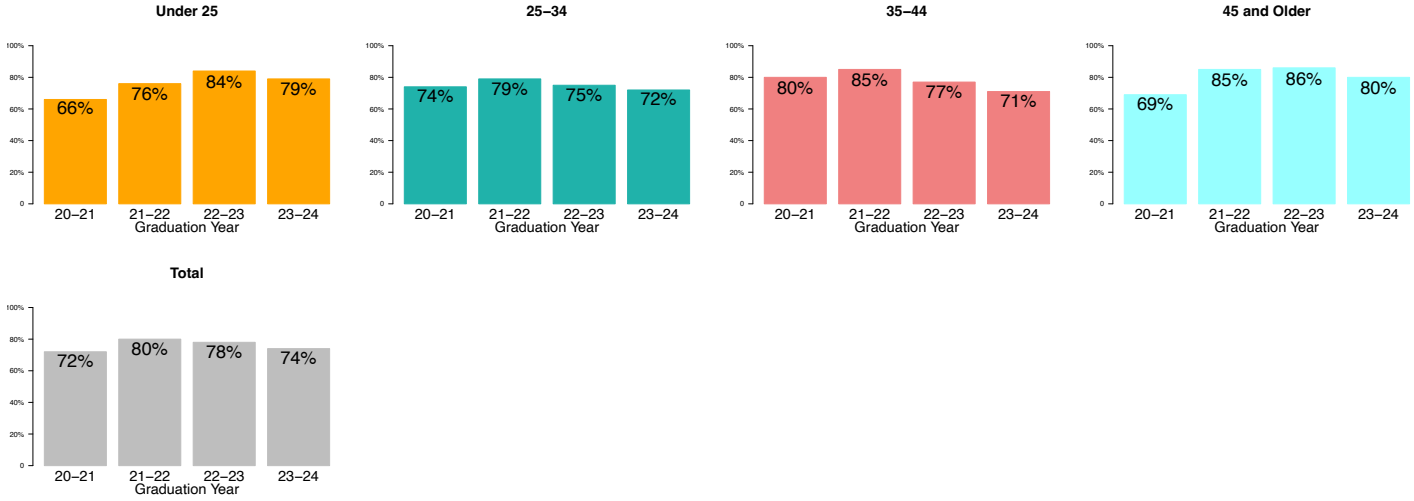
- I am currently employed and will continue working for that organization or in that capacity.
- I will start a residency program.
- I have secured a position (including, but not limited to, post-doctoral fellowships) and will begin employment.
- I will continue my education and plan to enroll in another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



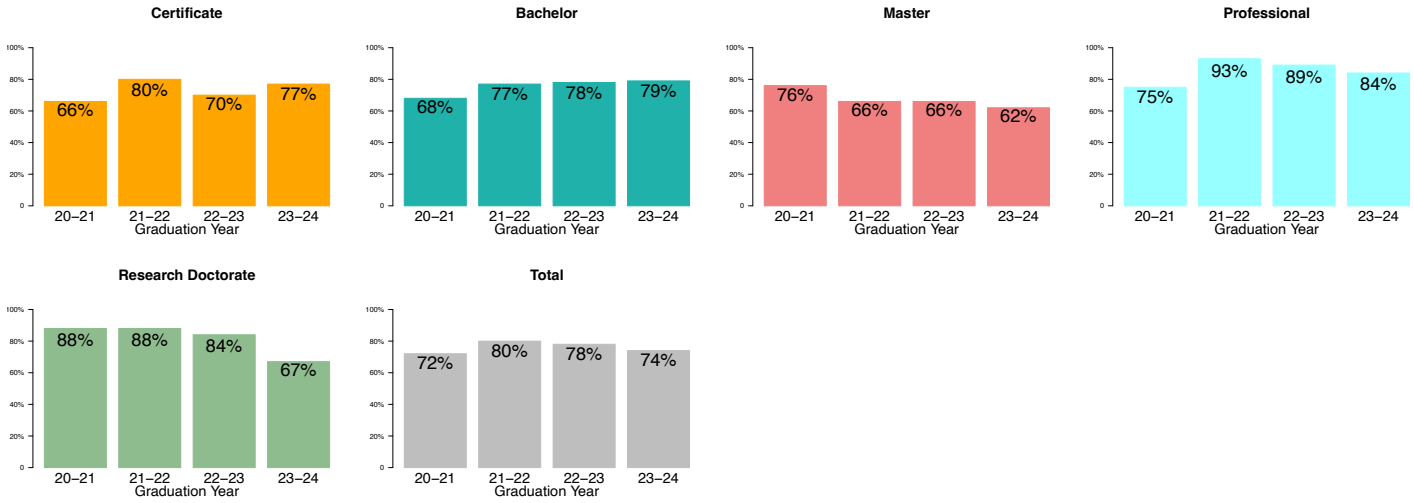
Post-Graduation Success by Age Group



Four-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
Under 25	125.5	77%
25-34	278.5	75%
35-44	91.5	78%
45 and Older	31.5	80%
Total	527	76%

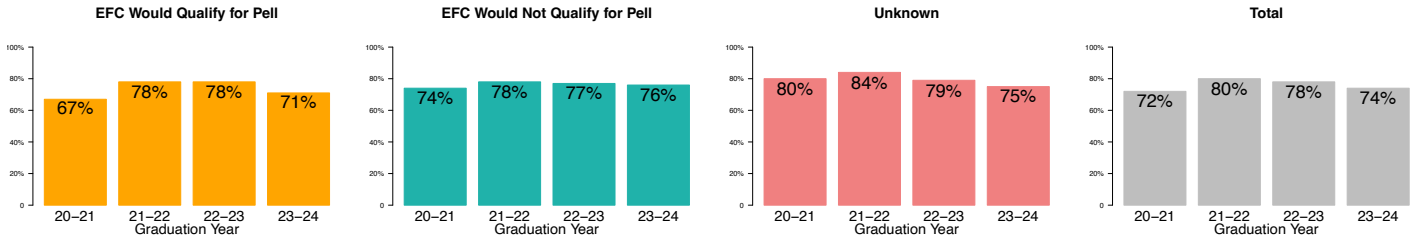
Post-Graduation Success by Degree Type



Four-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
Certificate	23.2	72%
Bachelor	181	76%
Master	155.2	67%
Professional	144.2	87%
Research Doctorate	23.2	83%
Total	527	76%

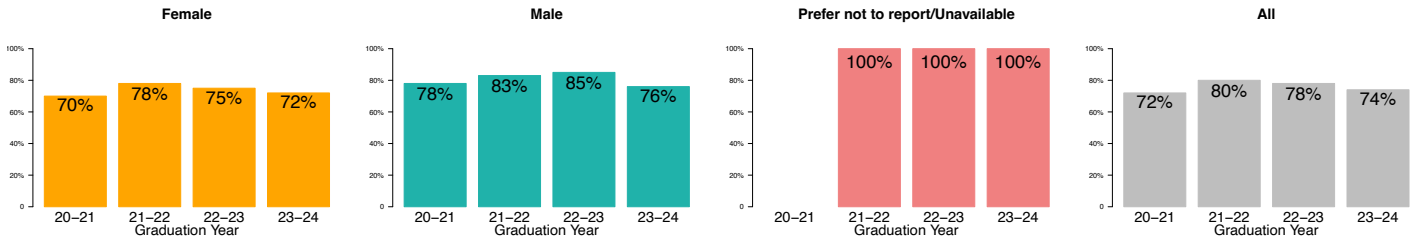
Post-Graduation Success by Expected Family Contribution (EFC)



Four-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
EFC Would Qualify for Pell	218.2	74%
EFC Would Not Qualify for Pell	182.5	77%
Unknown	126.2	80%
Total	527	76%

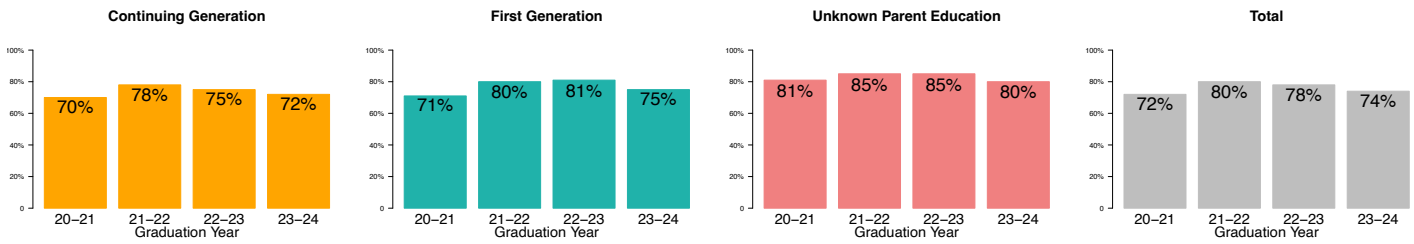
Post-Graduation Success by Legal Sex



Four-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
Female	369.5	74%
Male	155.8	81%
Prefer not to report/Unavailable	1.8	100%
All	527	76%

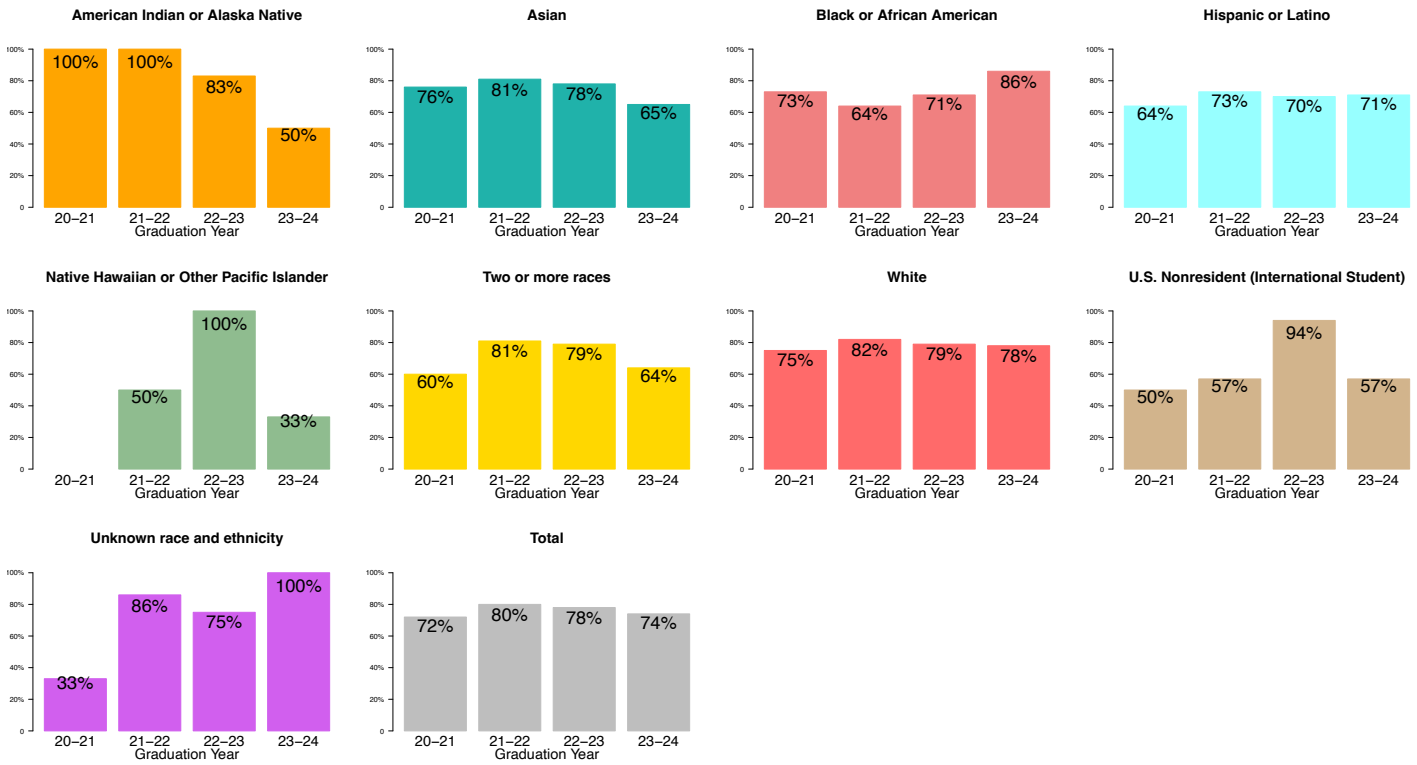
Post-Graduation Success by Parent Education



Four-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
Continuing Generation	329	74%
First Generation	99.5	78%
Unknown Parent Education	98.5	83%
Total	527	76%

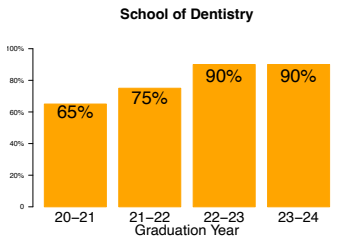
Post-Graduation Success by Race/Ethnicity

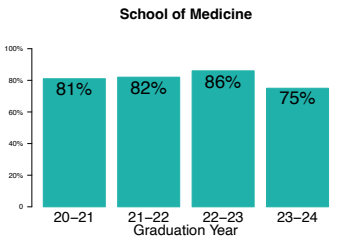


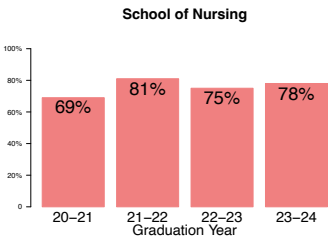
Four-Year Averages for Post-Graduation Success

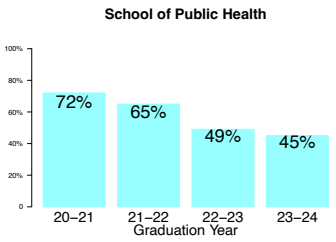
	Avg. Num. of Students	Avg. Post-Grad. Success
American Indian or Alaska Native	3.8	80%
Asian	60.5	76%
Black or African American	13.2	74%
Hispanic or Latino	57	70%
Native Hawaiian or Other Pacific Islander	1.8	57%
Two or more races	33.2	73%
White	342	79%
U.S. Nonresident (International Student)	11	70%
Unknown race and ethnicity	4.5	67%
Total	527	76%

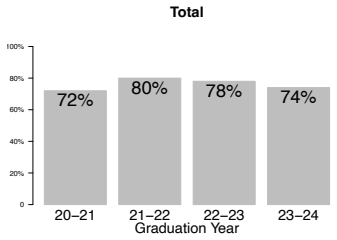
Post-Graduation Success by School











Four-Year Averages for Post-Graduation Success

	Avg. Num. of Students	Avg. Post-Grad. Success
School of Dentistry	43.8	79%
School of Medicine	193.8	82%
School of Nursing	232.5	76%
School of Public Health	57	57%
Total	527	76%

Institutional Comparisons

Comparable Indicators

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

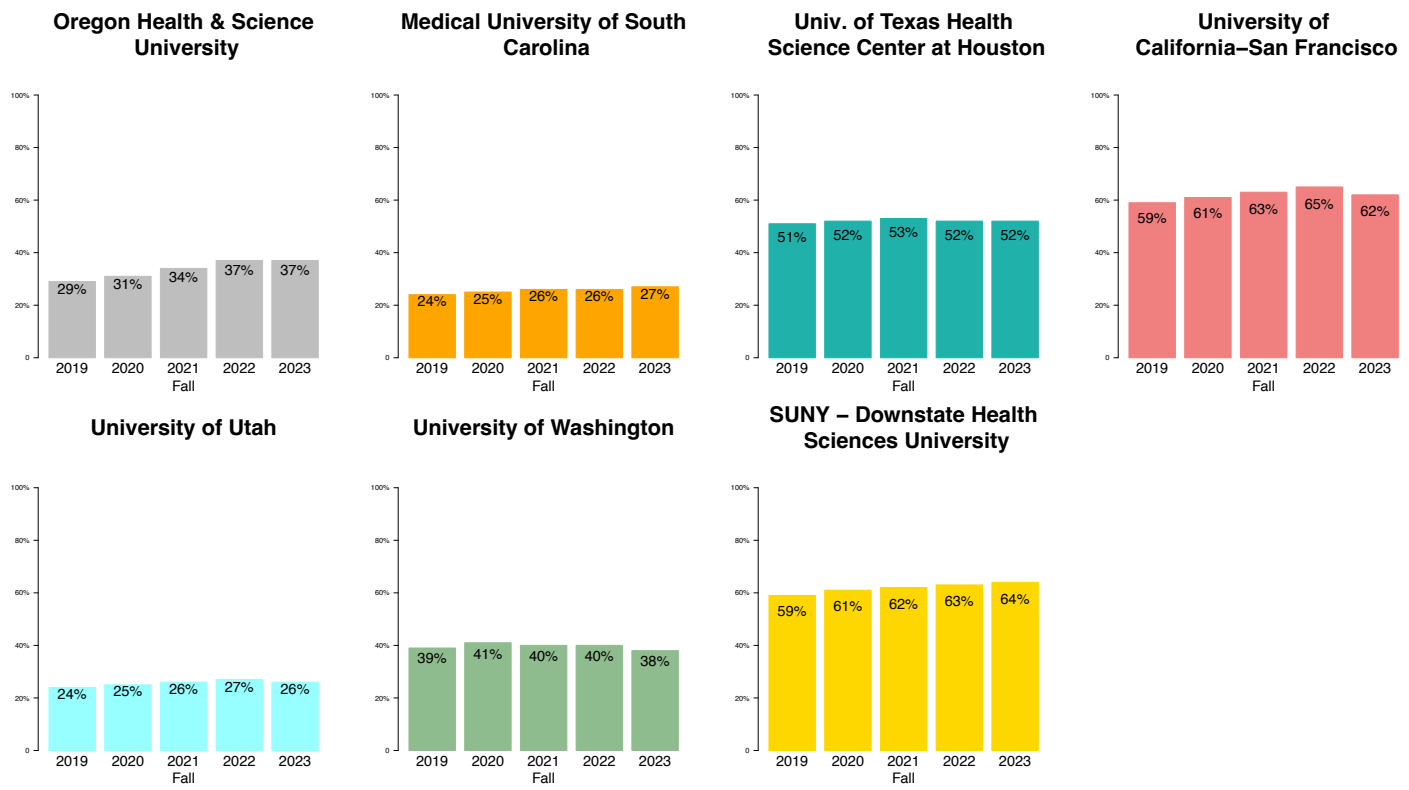
Indicator		Comparison Metric
IIE 1.1	Percentage students from underrepresented race/ethnicity groups enrolled at OHSU, of total enrolled students.	Percentage of Students of Color in Enrollment.
IIE 2.2	Percentage of faculty of color at OHSU.	Percentage of Faculty of Color in Full-Time Instructional Staff.
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 1.9	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 1.10	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 1.11	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 1.12	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 1.13	Number of degrees and certificates awarded each academic year.	Number of degrees and certificates awarded each academic year.
SAI 1.14	Percentage of M.D. graduates matching to a Residency Program.	Percentage of M.D. graduates initially matching to a residency program.
SAI 1.15	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.

Peer Institutions

OHSU has selected the following institutions for comparison:

Institution	Carnegie Classification	Size Category	Med. Deg.?
Oregon Health & Science Univ.	Special Focus: Med. Schools & Centers	1,000-4,999	Yes
Medical Univ. of South Carolina	Special Focus: Med. Schools & Centers	1,000-4,999	Yes
The UT Health Sci. Center at Houston	Special Focus: Med. Schools & Centers	5,000-9,999	Yes
Univ. of California-San Francisco	Special Focus: Med. Schools & Centers	1,000-4,999	Yes
Univ. of Utah	Mixed Under/Grad - Doctoral Large	20,000+	Yes
University of Washington	Mixed Under/Grad - Doctoral Large	20,000+	Yes
SUNY-Downstate Health Sciences Univ.	Special Focus: Med. Schools & Centers	1,000-4,999	Yes

Percentage of Students of Color in Enrollment



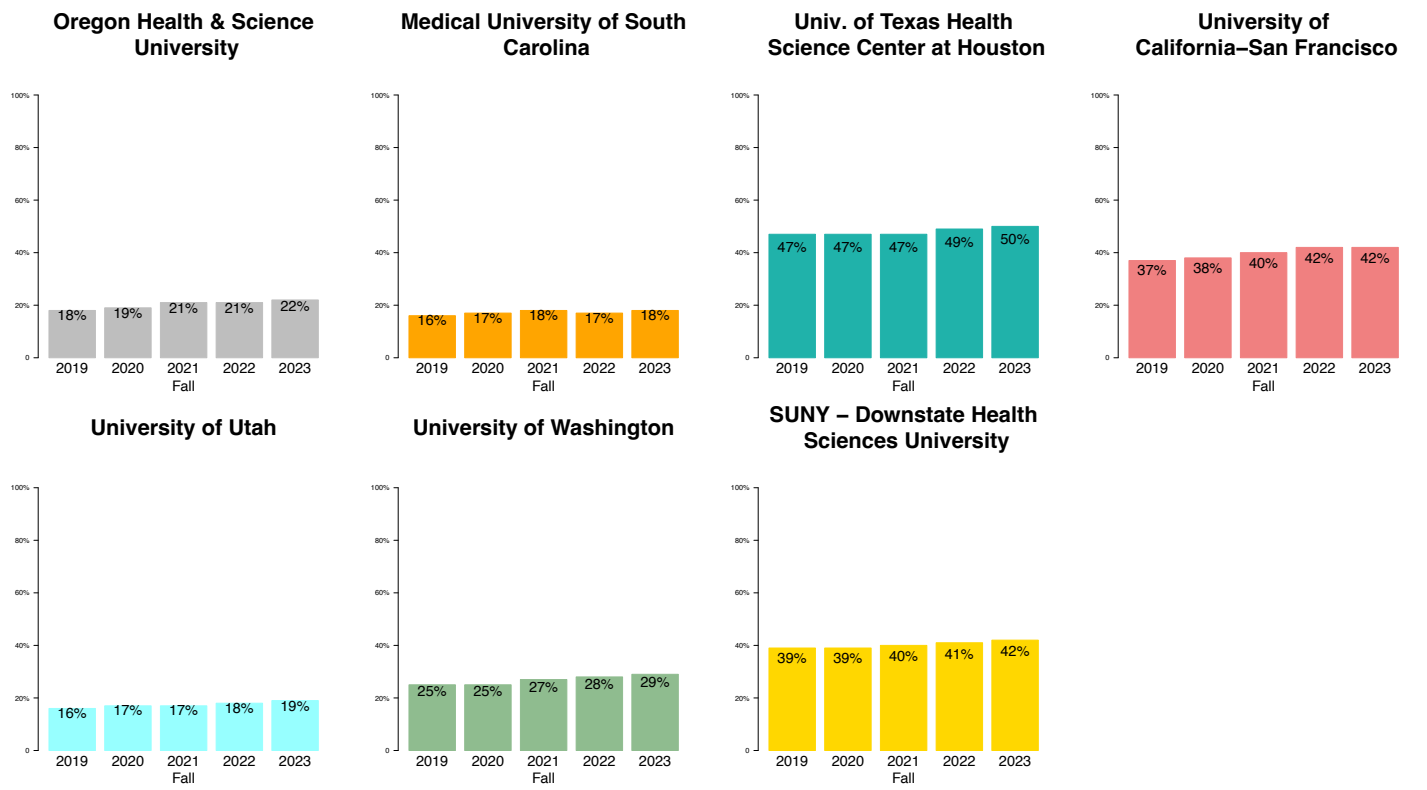
Source: IPEDS: Fall Enrollment - Race/ethnicity, gender, attendance status, and level of student.

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.

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 Faculty of Color Full-Time Instructional Staff

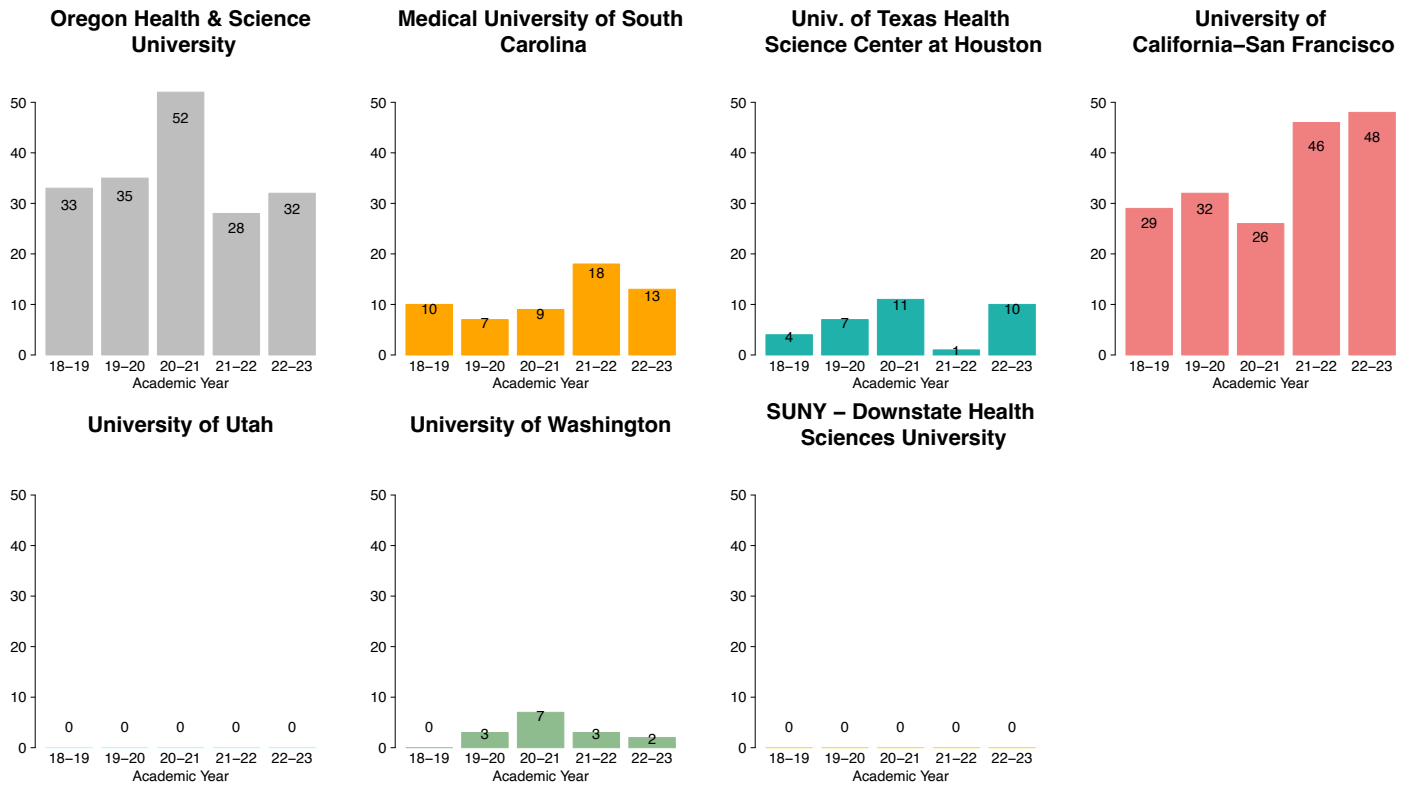


Source: IPEDS: Human Resources - Full-time instructional staff.

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

Disaggregated IPEDS instructional staff data are 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

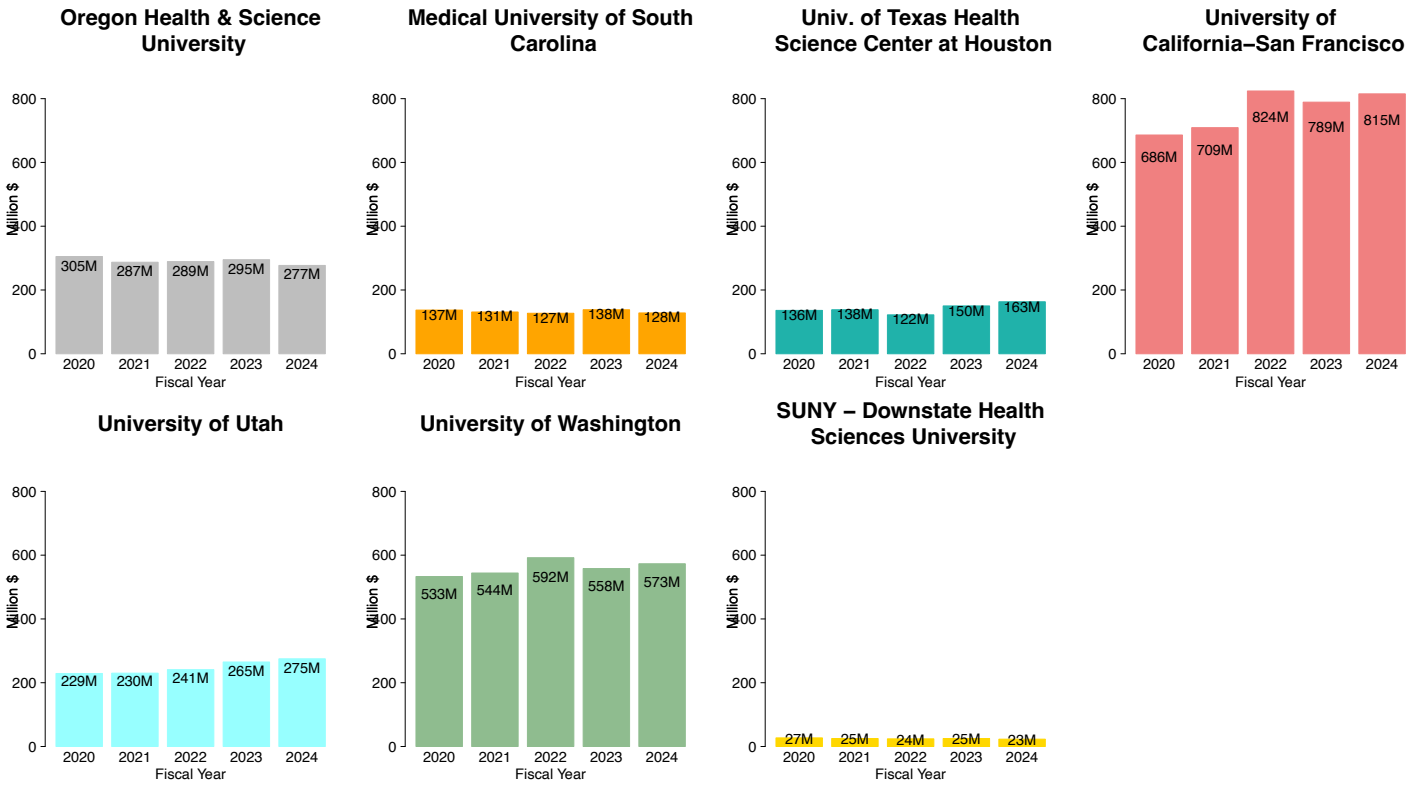


Source: IPEDS: Completions - Awards/degrees conferred by program.

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 and SUNY Downstate Health Sciences University do 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.

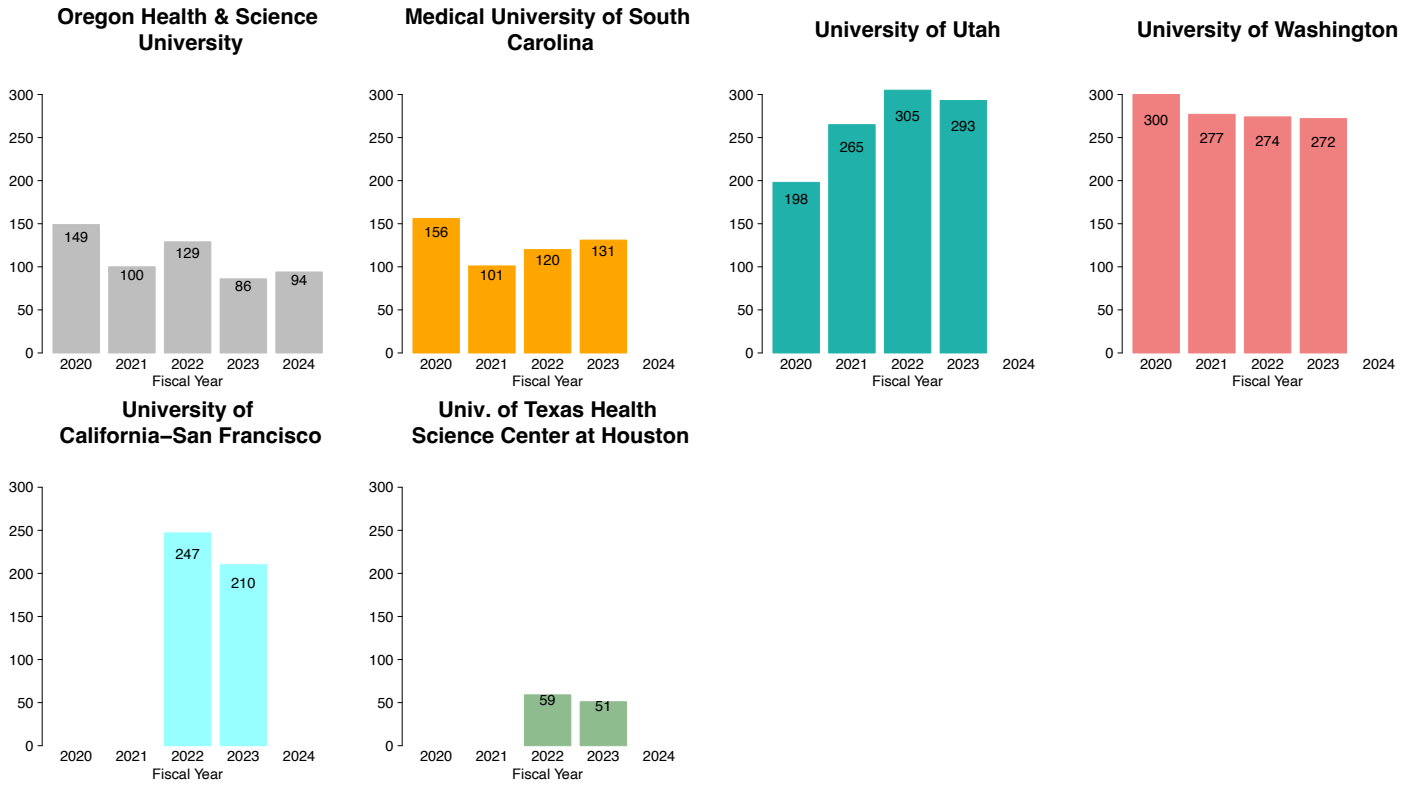
NIH Total Sponsored Project Revenue



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]).

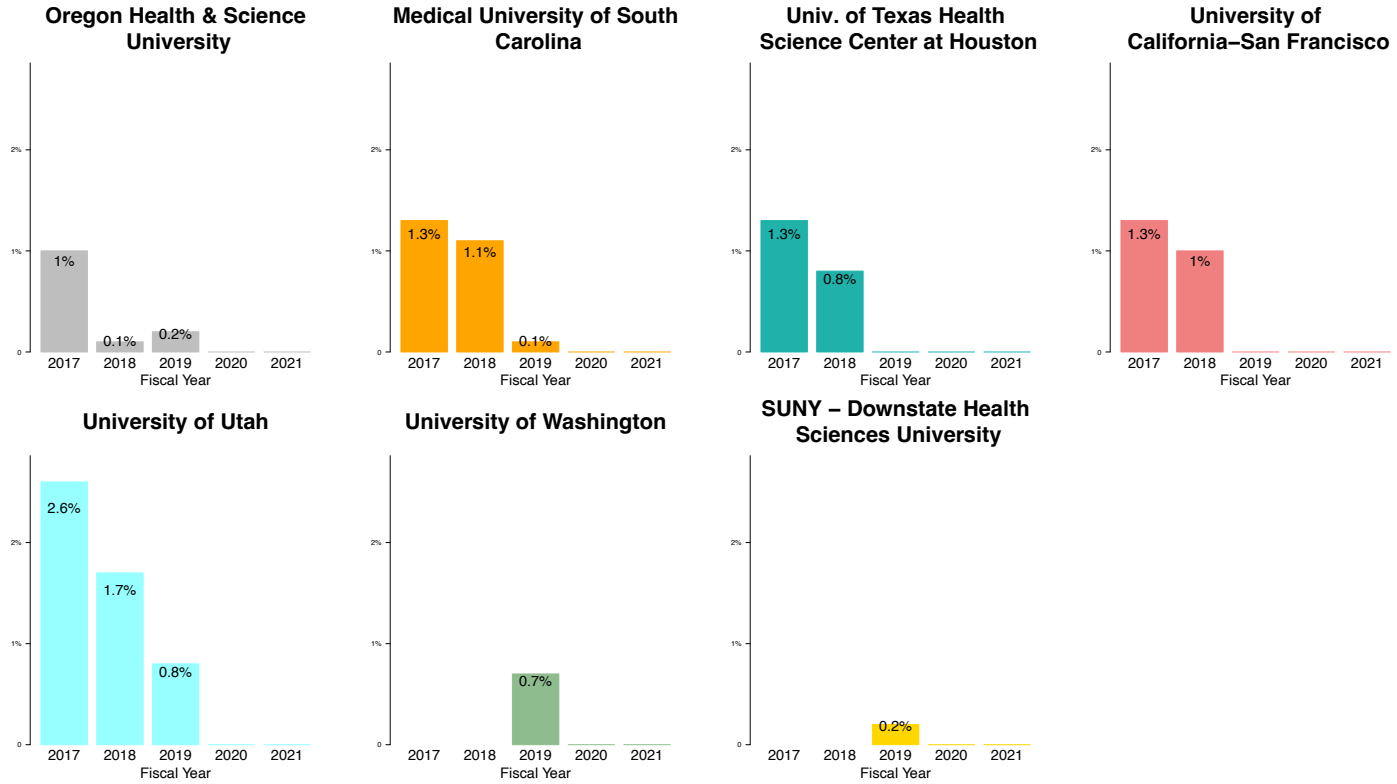
Number Of New Inventions Disclosed In A Given Year



Source: Association of University Technology Managers.

OHSU has identified peer institutions for accreditation purposes which includes SUNY Downstate Health Sciences University. However, the Association of University Technology Managers (AUTM) does not disaggregate invention disclosures for this institution but instead reports the combined results for their entire SUNY university system, so this institution has been omitted from the peer comparators. The University of California – San Francisco and the University of Texas Health Science Center at Houston reported inventions independently by AUTM, rather than as university systems, beginning in 2022.

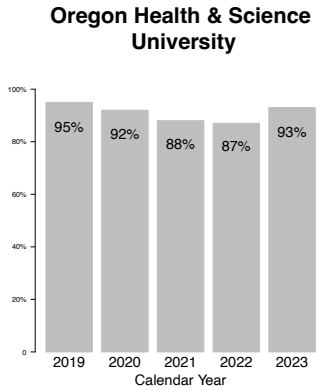
Official Fiscal Year Cohort Default Rate As Published By The U.S. Department Of Education

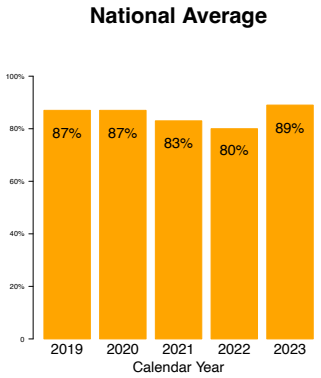


Source: National Student Loan Data System (NSLDS): Official Cohort Default Rates for Schools

With the pause of student loan repayment because of COVID-19, the default rates for all peers were negligible. OHSU will continue to monitor this indicator as student loan repayment has resumed.

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

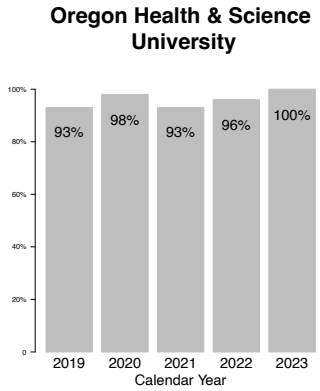


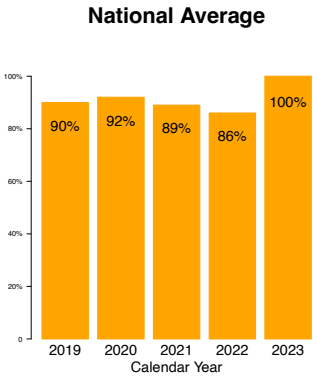


Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt.

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.

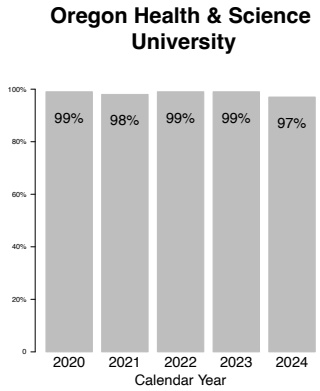
Percent Of D.M.D. Students Passing Senior-Level Credentialing Examinations On The First Attempt

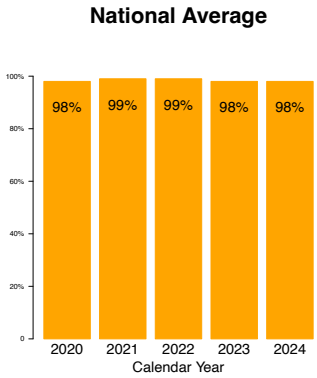




Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as national comparison differences for the D.M.D. Students - National Board Dental Part II Exam are tracked prior to 2023 to ensure graduates are adequately prepared to become healthcare professionals. The OHSU School of Dentistry began using the Integrated National Dental Board Exam in 2023 and comparison data reflect national average for that exam.

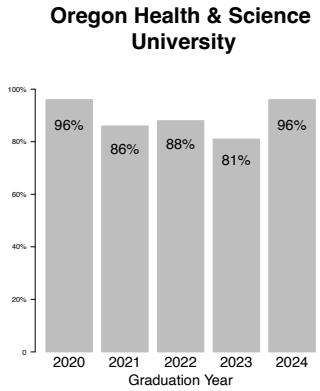
Percent Of M.D. Students Passing Senior-Level Credentialing Examinations On The First Attempt

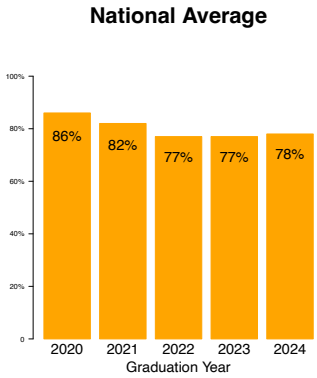




Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates as well as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

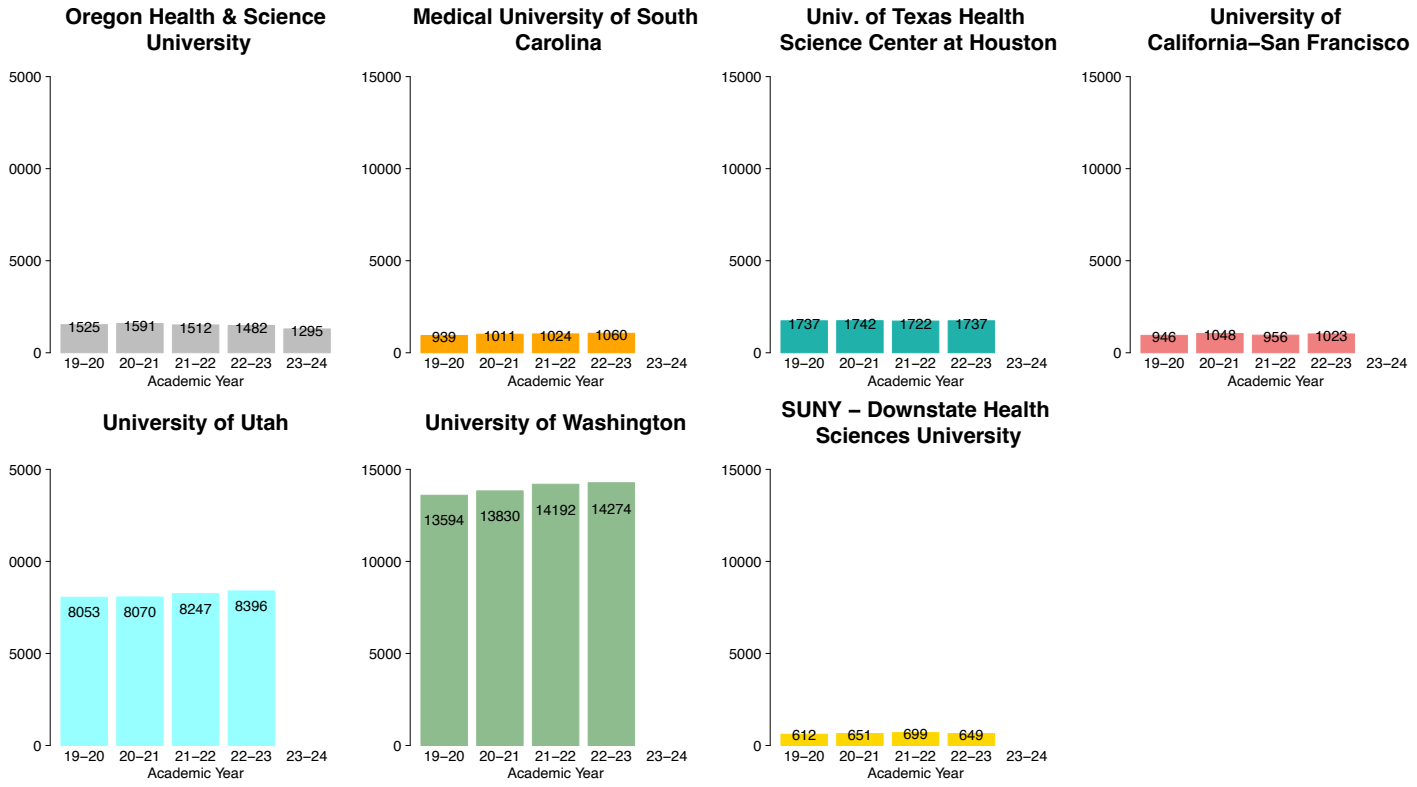
Percent Of Pharmacy Students Passing Senior-Level Credentialing Examinations On The First Attempt





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 Pharm.D. Students - North American Pharmacist Licensure Examination (NAPLEX) are tracked to ensure graduates are adequately prepared to become healthcare professionals.

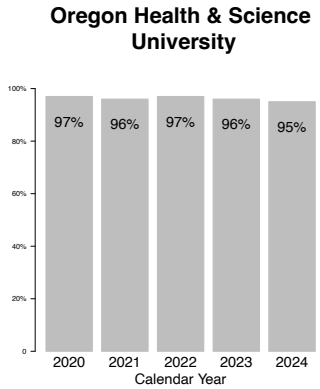
Number Of Degrees And Certificates Awarded Each Academic Year

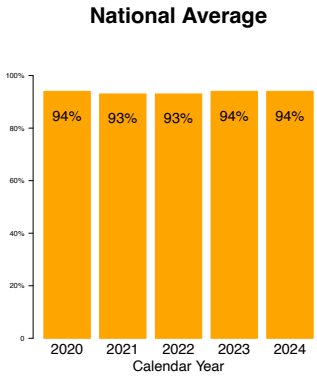


Source: IPEDS: Completions - Number of students receiving awards/degrees. OHSU Factbook.

The number of degrees/certificates listed for OHSU includes the degrees awarded directly by OHSU and 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.