

2025 Indicators of Effectiveness

Office of Institutional Research and Effectiveness

October 22, 2026

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Mission Fulfillment

Indicator Count by Status

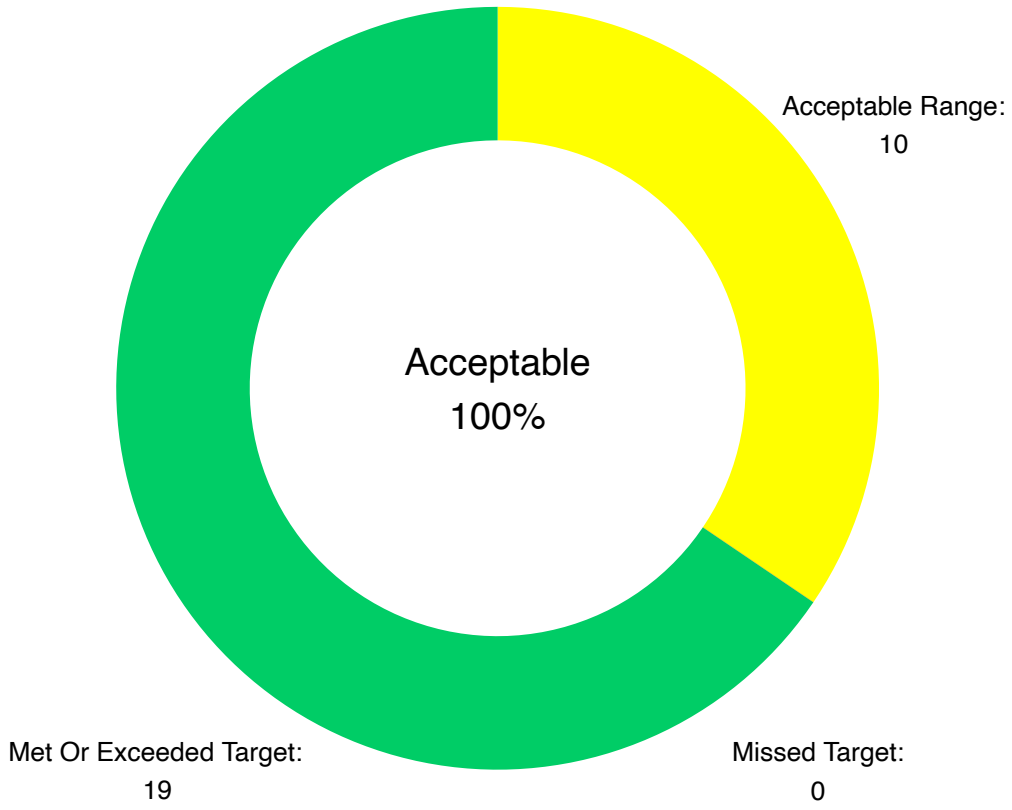


Figure 1: A summary of OHSU's 29 indicator outcomes. With 19 meeting or exceeding and 10 in the acceptable range, 100% of indicators measured at least acceptable outcomes.

Score	Description
✅	Meets or exceeds target; continuous effort needed to maintain acceptable performance or improve further. Results are at 100% or above target.
⚠	Difference between the target and the result is $\leq$ 20%; continued monitoring and effort needed to reach target. Results are within 80-99% of target and are considered to be within an acceptable range.
❌	Difference between the target and the result is $>$ 20% and immediate action is required. Results are $<$ 80% of the target and are not considered to be within an acceptable range.

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

Mission fulfillment for OHSU is then determined by whether the combined total of the indicators that have exceeded or are within an acceptable range of the target is ≥ 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.

ID	Details	Target	Actual	Result
IIE 1.1	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%	95%	✅
IIE 1.2	Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.	60%	66%	✅

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

ID	Details	Target	Actual	Result
IIE 2.1	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%	84%	✅
IIE 2.2	Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.	70%	69%	⚠
IIE 2.3	OHSU faculty and staff respondent sense of engagement at OHSU, as demonstrated through the annual Press Ganey Engagement score.	4	3.6	⚠

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

ID	Details	Target	Actual	Result
IIE 3.1	Number of degrees and certificates awarded in clinical and translational research training.	25	27	✅
IIE 3.2	Total sponsored project revenue in a given year.	$400M	$601M	✅
IIE 3.3	Number of new inventions disclosed in a given year.	115	95	⚠

Objective: Provide access to healthcare for patients across Oregon.

ID	Details	Target	Actual	Result
IIE 4.1	Hospital occupancy rate in a given year.	80%	89%	✅
IIE 4.2	Total ambulatory patient visits in a given year.	950	1260	✅
IIE 4.3	Percentage of hospital and clinic patient visits by Oregon counties other than Multnomah.	60%	61%	✅

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.

ID	Details	Target	Actual	Result
SLI 1.1	The percentage of academic programs that demonstrate proficiency in evaluating student learning by aligning with the annual institutional assessment process.	80%	73%	⚠

ID	Details	Target	Actual	Result
SLI 1.2	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.	85%	81%	⚠
SLI 1.3	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%	✅

Student Achievement Indicators of Effectiveness (SAI)

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

ID	Details	Target	Actual	Result
SAI 1.1	Percentage of entering degree/certificate seeking students that are retained to their second year.	95%	91%	⚠
SAI 1.2	Percentage of all degree/certificate seeking students that persist from Fall to Spring.	95%	97%	✅
SAI 1.3	Percentage of students completing a bachelor's degree within 100% of usual program time.	80%	88%	✅
SAI 1.4	Percentage of students completing a master's degree within 100% of usual program time.	50%	59%	✅
SAI 1.5	Percentage of students completing a professional doctoral degree within 100% of usual program time.	80%	81%	✅
SAI 1.6	Percentage of students completing a research doctoral degree within 100% of usual program time.	40%	39%	⚠
SAI 1.7	Percentage of students completing a graduate certificate within 100% of usual program time.	40%	39%	⚠
SAI 1.8	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).	70%	71%	✅
SAI 1.9	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.	91%	91%	✅
SAI 1.10	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.	92%	99%	✅
SAI 1.11	Percent of M.D. students passing senior-level credentialing examinations on the first attempt.	98%	97%	⚠
SAI 1.12	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.	87%	79%	⚠
SAI 1.13	Number of degrees and certificates awarded each academic year.	1100	1372	✅
SAI 1.14	Percentage of M.D. graduates matching to a Residency Program.	95%	100%	✅
SAI 1.15	Official OHSU Fiscal Year Cohort Default Rate as published by the U.S. Department of Education.	1%	0%	✅

Guide to Interpreting Indicator Graphs

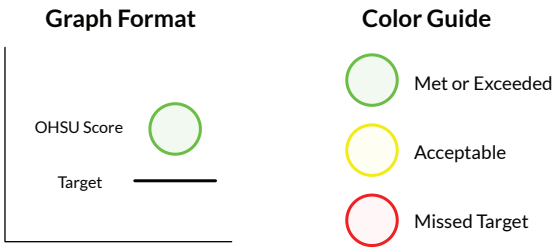


Figure 2: Historical indicator data are depicted in each indicator graph. Targets are depicted as solid bars. A green circle indicates 'Met or Exceeded' the target. Yellow indicates 'Acceptable'. Red indicates 'Missed'.

Indicators of Effectiveness Details

IIE 1.1

INDICATOR	IIE 1.1
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	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 in 2024 to demonstrate the desired impact of the program.

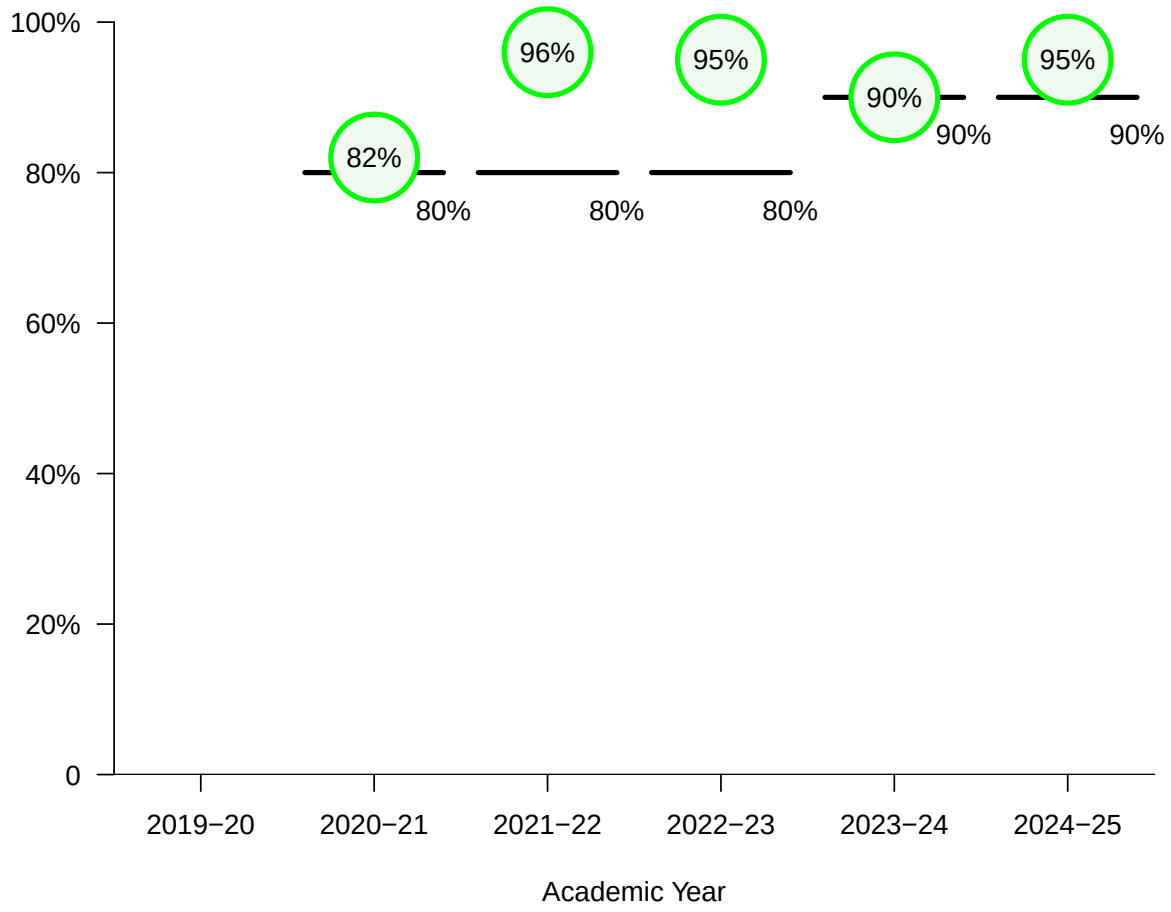


Figure 3: Percentage of participants reporting increased interest and engagement in a health or science field.

IIE 1.2

INDICATOR	IIE 1.2
DETAILS	Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.
OBJECTIVE	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%.

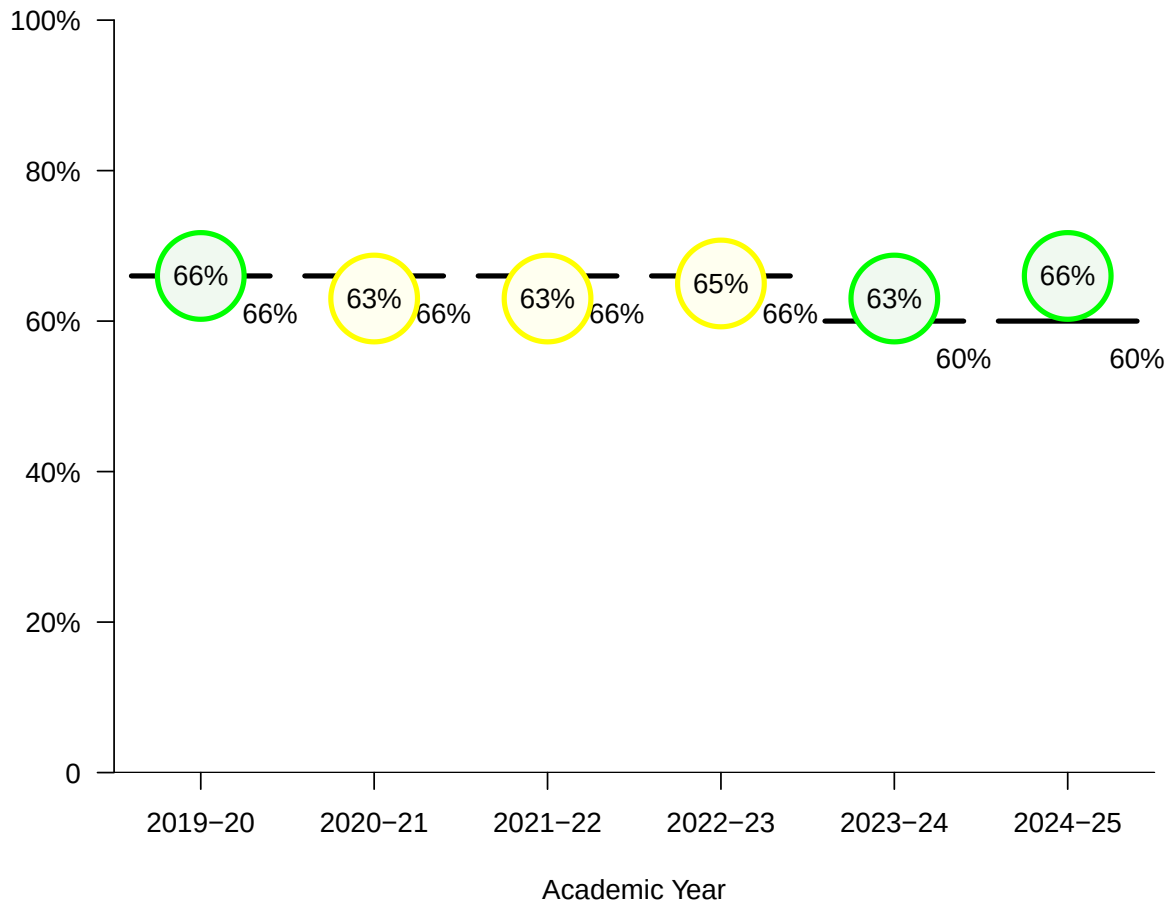


Figure 4: Percentage of OHSU nursing B.S. graduates educated outside the Portland campus.

IIE 2.1

INDICATOR	IIE 2.1
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	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.

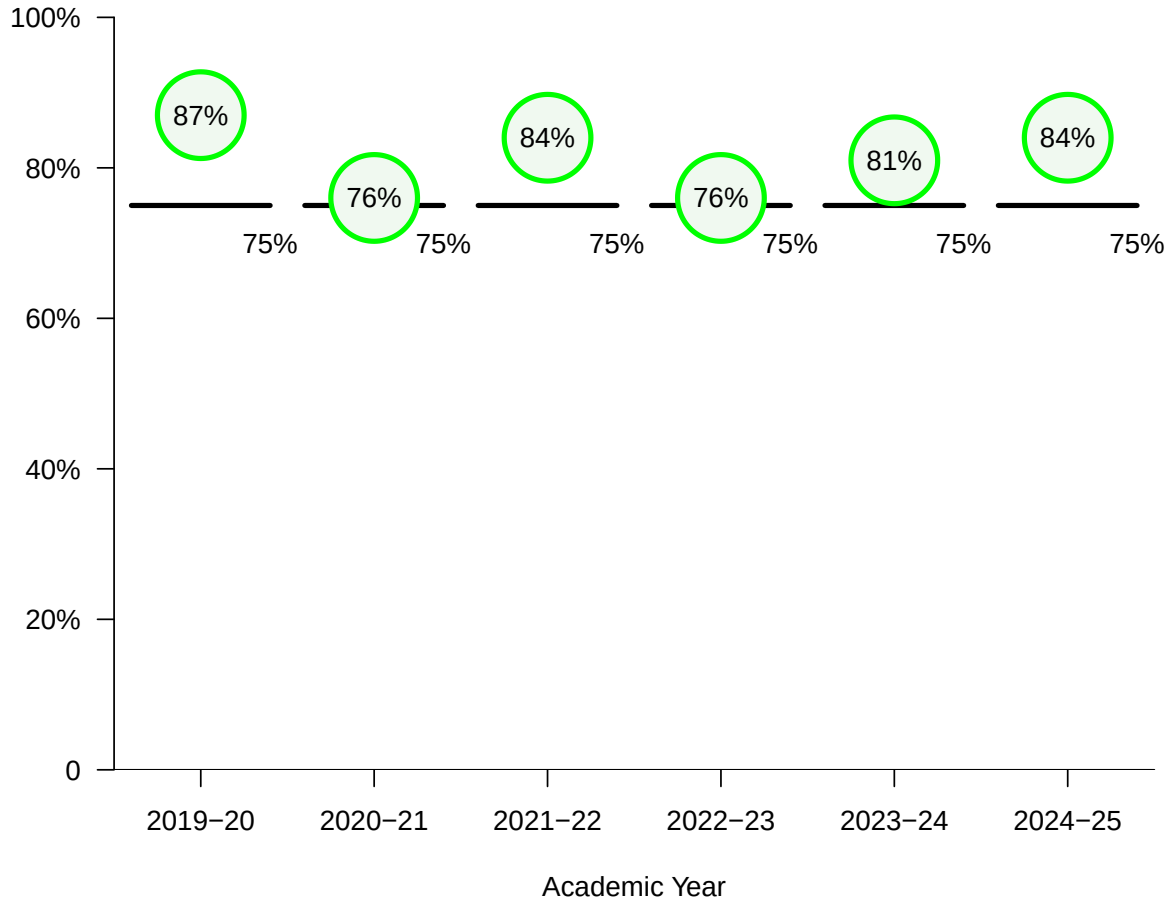


Figure 5: Percentage of student respondents reporting that as a result of their IPE Foundations course, they have an increased appreciation of other health care professionals.

IIE 2.2

INDICATOR	IIE 2.2
DETAILS	Percentage of courses evaluated that have an average student rating of ≥ 5 on a 6-point scale.
OBJECTIVE	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.

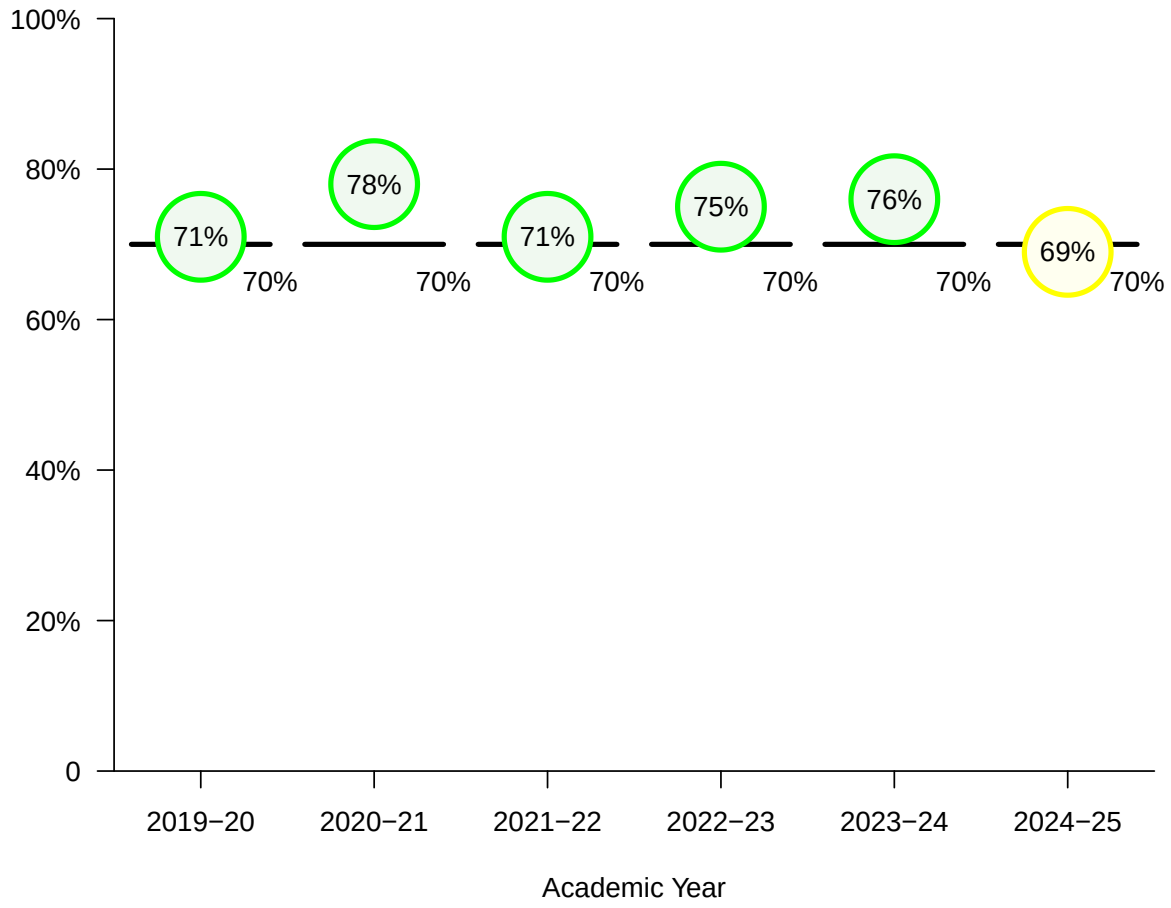


Figure 6: Percentage of courses evaluated that have an average student rating of ≥ 5.

IIE 2.3

INDICATOR	IIE 2.3
DETAILS	OHSU faculty and staff respondent sense of engagement at OHSU, as demonstrated through the annual Press Ganey Engagement score.
OBJECTIVE	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.

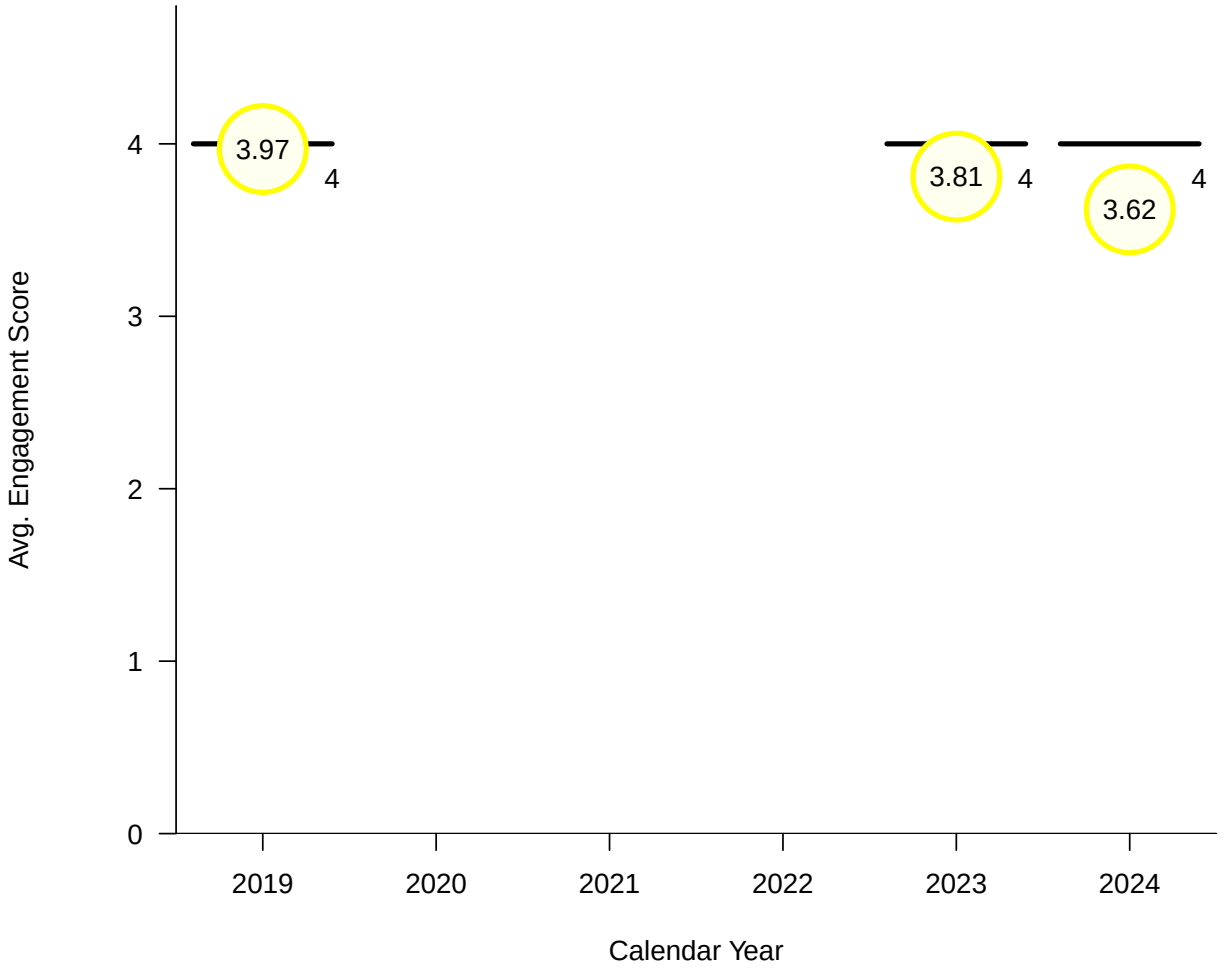


Figure 7: Average employee sense of engagement score.

IIE 3.1

INDICATOR	IIE 3.1
DETAILS	Number of degrees and certificates awarded in clinical and translational research training.
OBJECTIVE	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.



Figure 8: Number of degrees and certificates awarded in clinical and translational research training.

IIE 3.2

INDICATOR	IIE 3.2
DETAILS	Total sponsored project revenue in a given year.
OBJECTIVE	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.

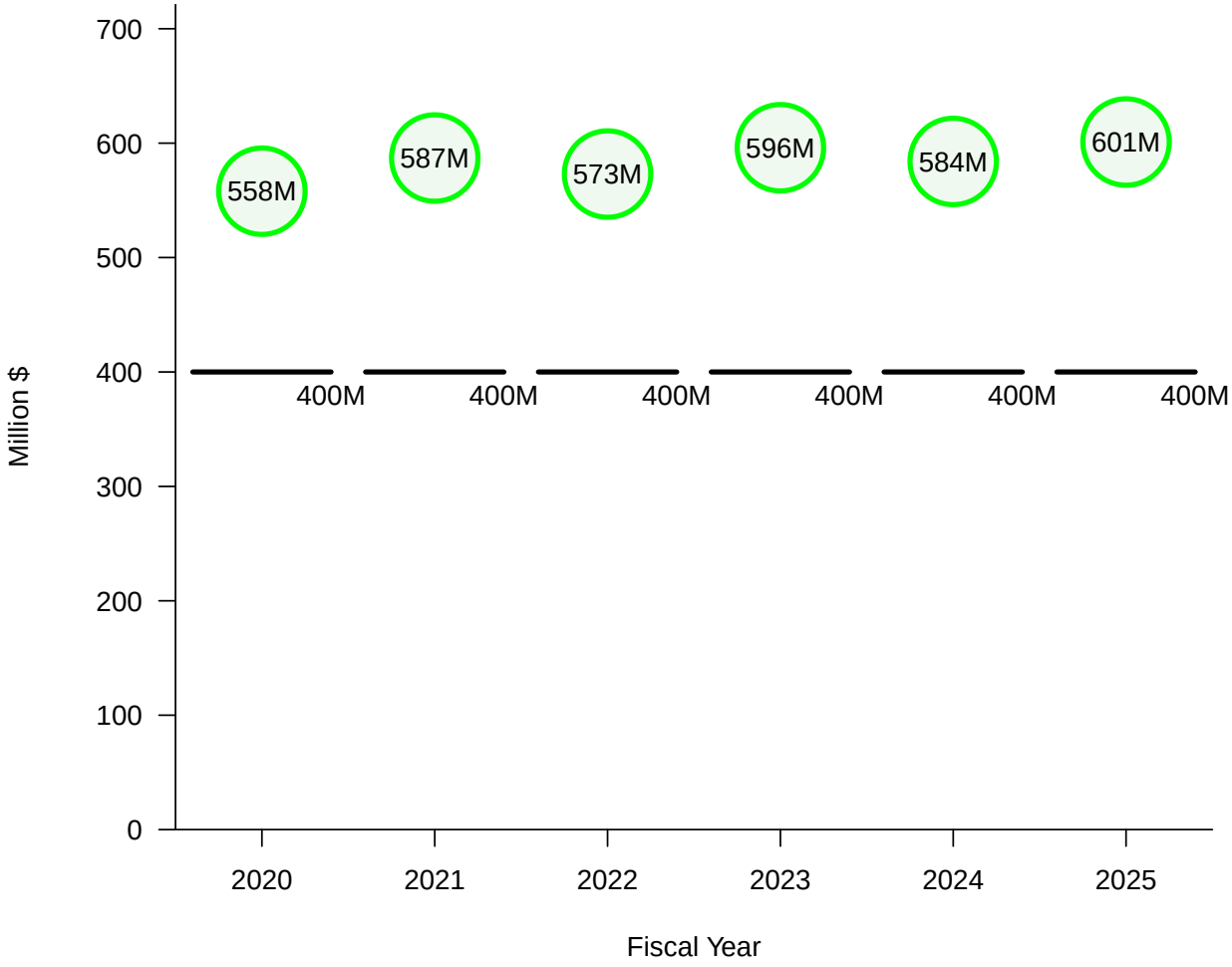


Figure 9: Total sponsored project revenue.

IIE 3.3

INDICATOR	IIE 3.3
DETAILS	Number of new inventions disclosed in a given year.
OBJECTIVE	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.

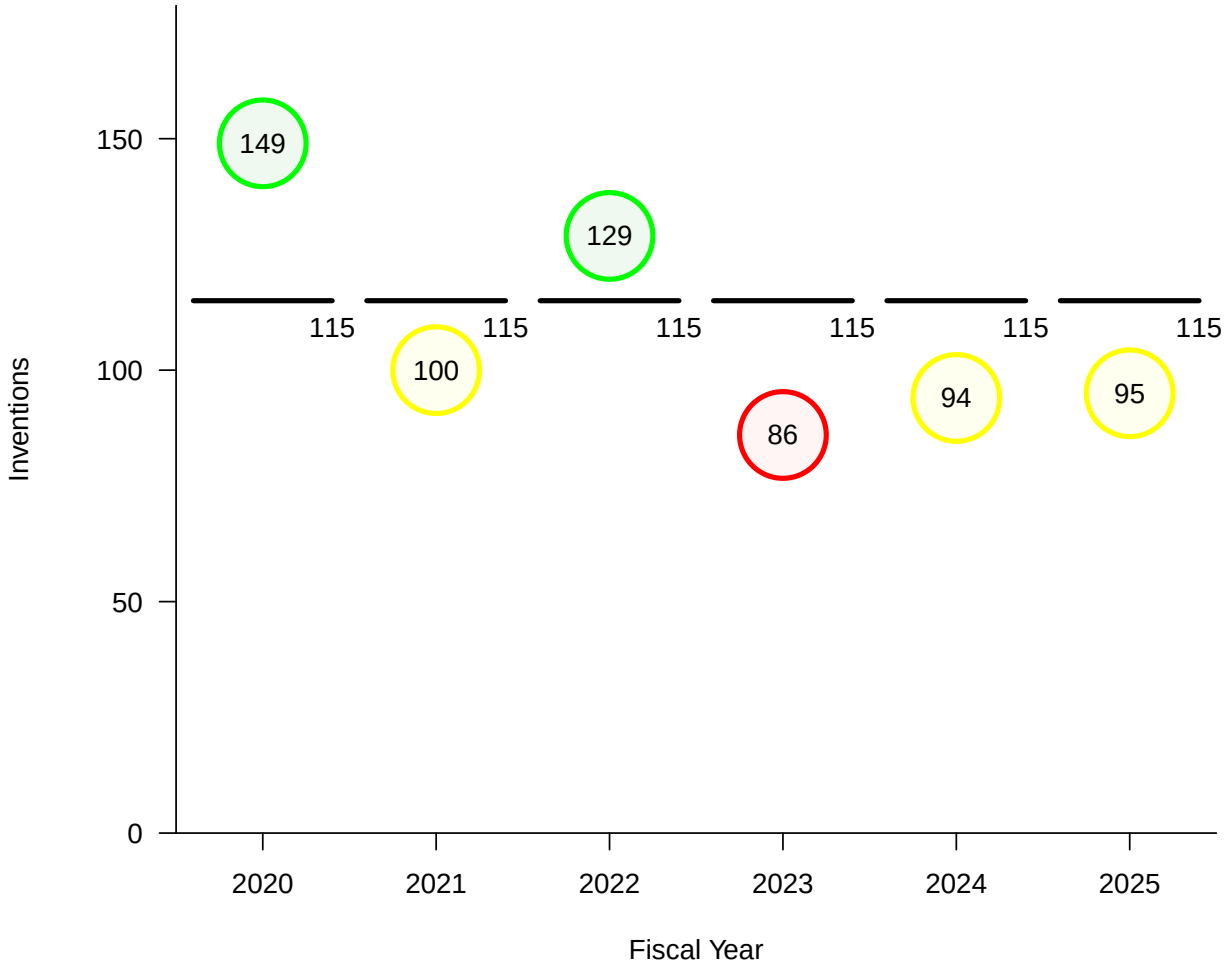


Figure 10: Number of new inventions.

IIE 4.1

INDICATOR	IIE 4.1
DETAILS	Hospital occupancy rate in a given year.
OBJECTIVE	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 has consistently been over 80%, the institution initiated a hospital inpatient addition project to increase hospital capacity. That project was completed in 2026.

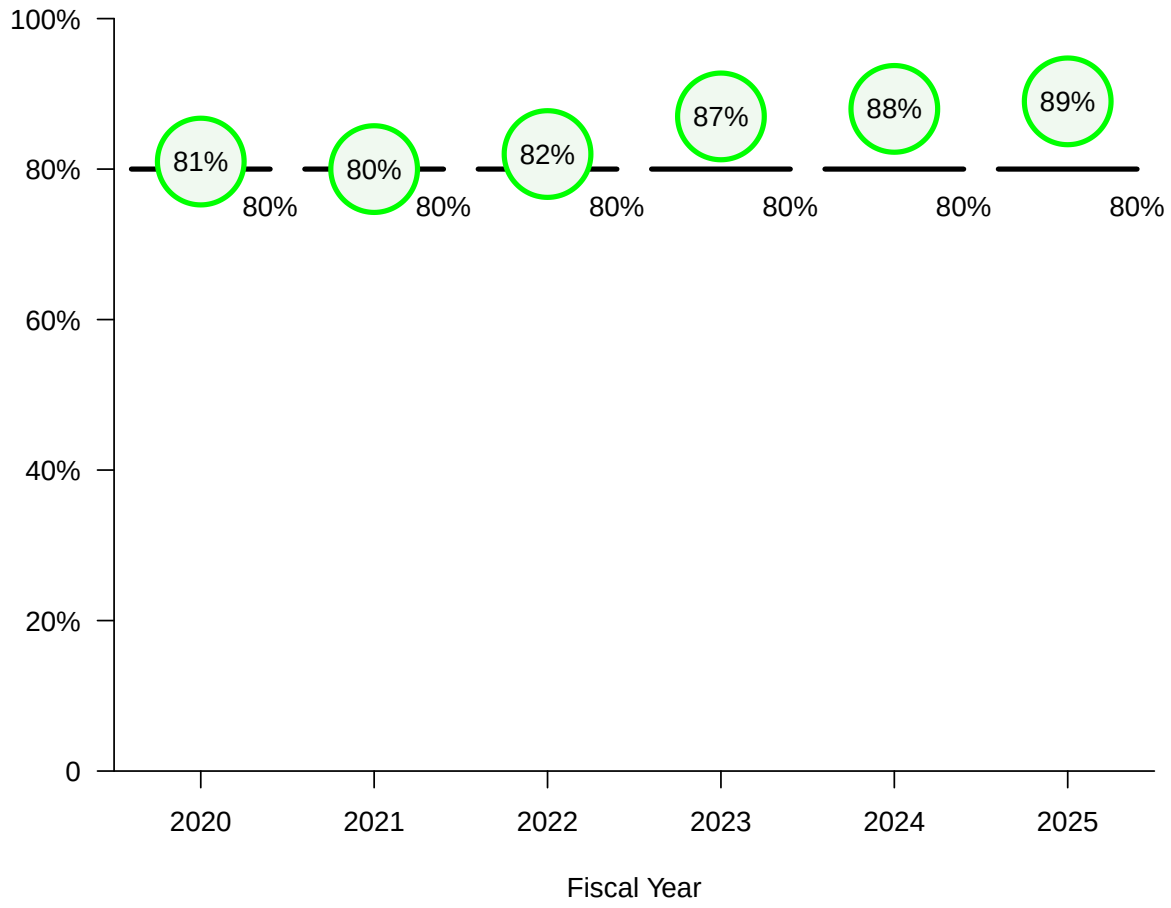


Figure 11: Hospital occupancy rate.

IIE 4.2

INDICATOR	IIE 4.2
DETAILS	Total ambulatory patient visits in a given year.
OBJECTIVE	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.

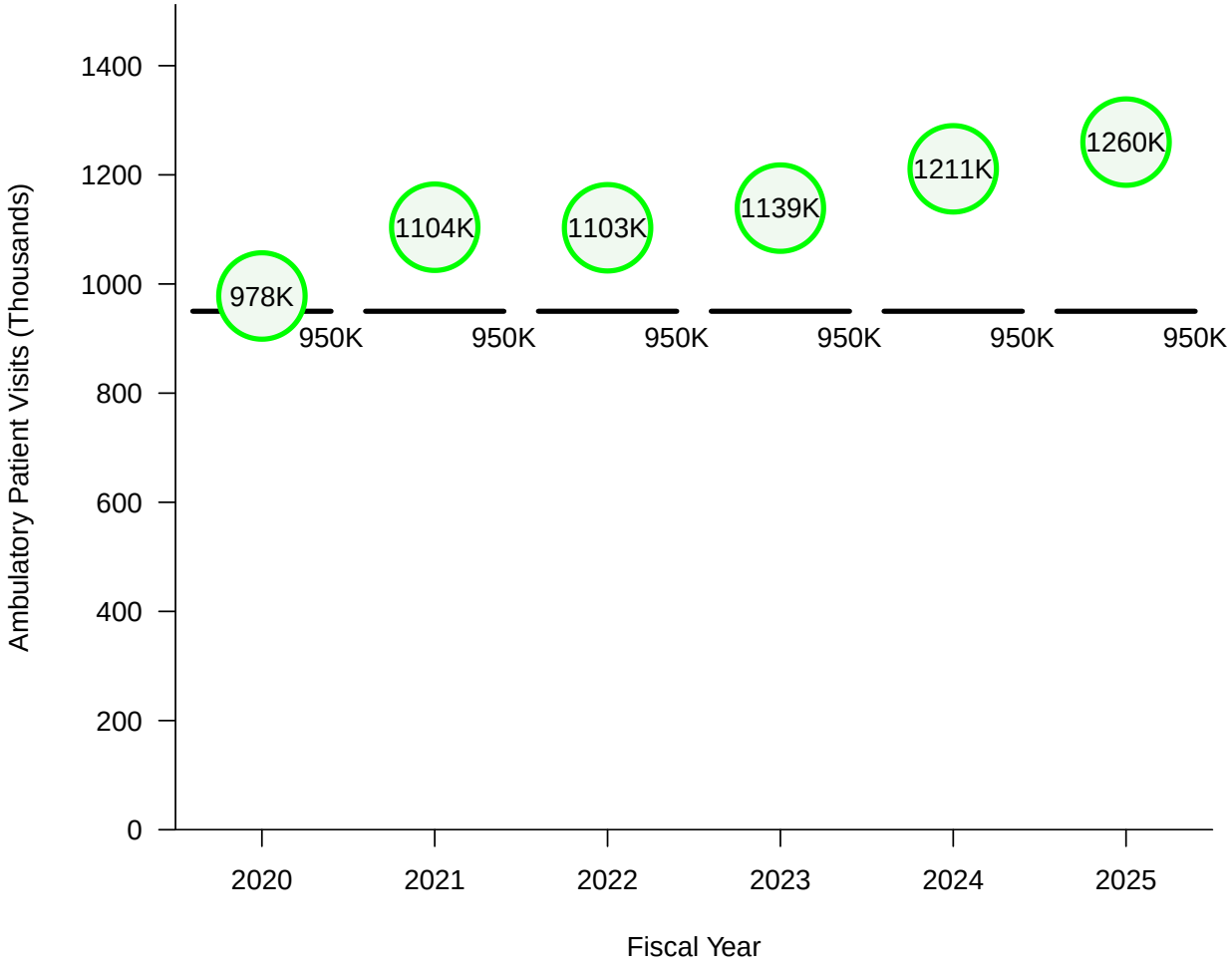


Figure 12: Total ambulatory patient visits.

IIE 4.3

INDICATOR	IIE 4.3
DETAILS	Percentage of hospital and clinic patient visits by Oregon counties other than Multnomah.
OBJECTIVE	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.

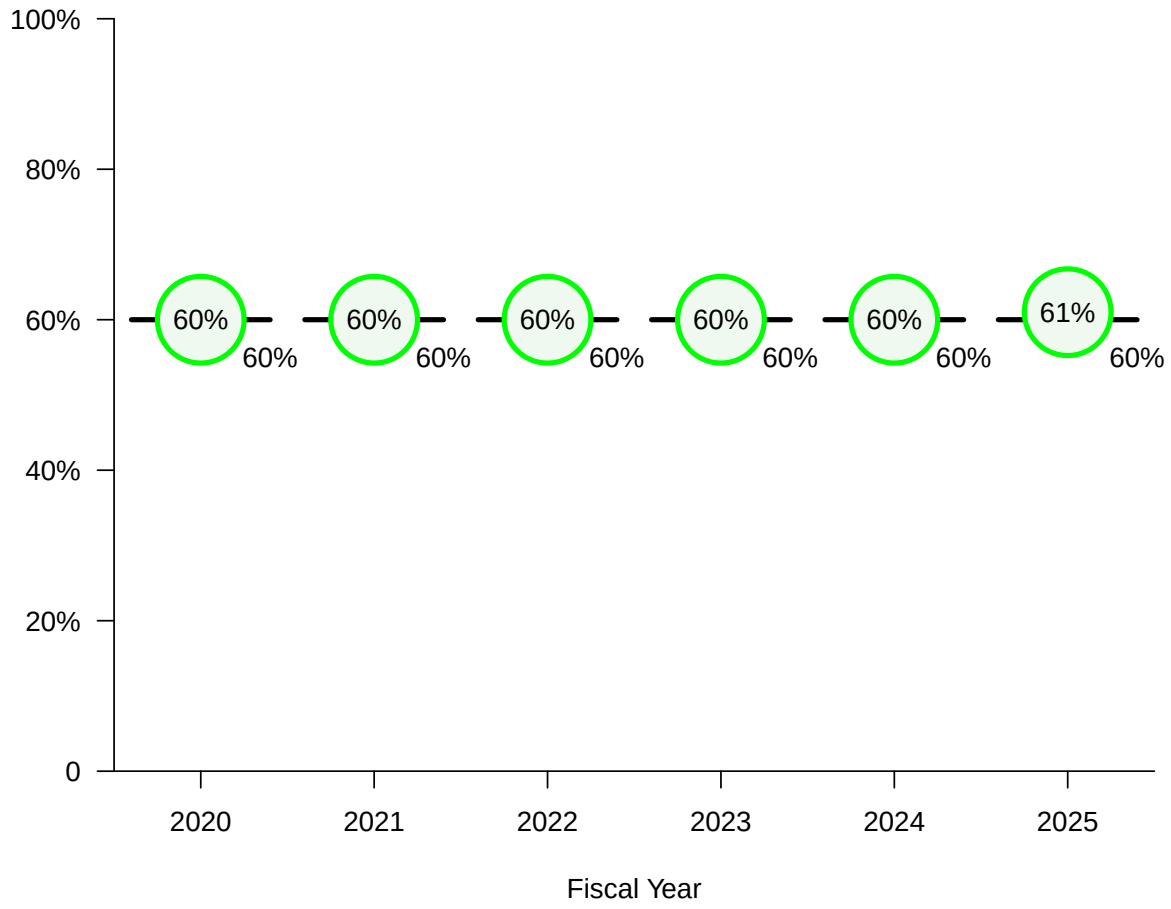


Figure 13: Percentage of hospital and clinic patient visits by Oregon counties other than Multnomah.

SLI 1.1

INDICATOR	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	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.

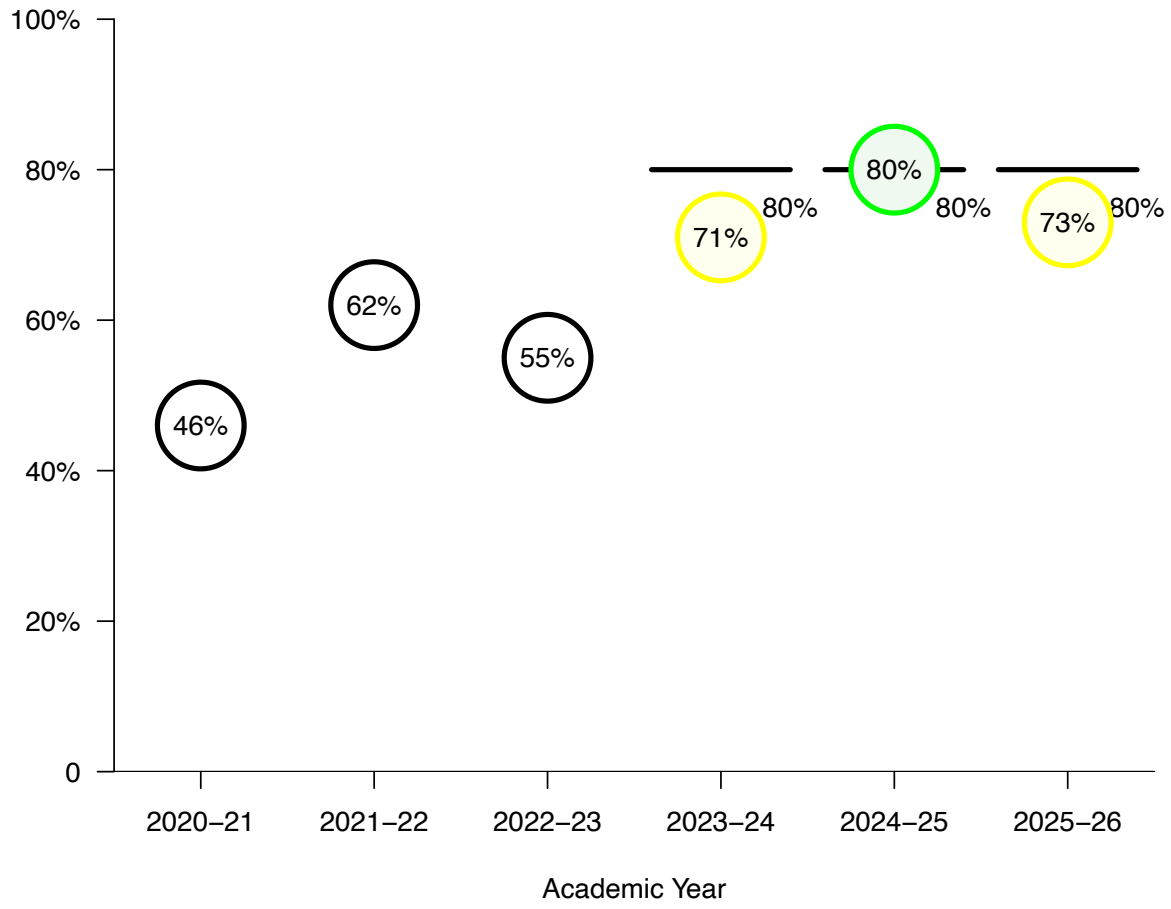


Figure 14: The percentage of academic programs that demonstrate proficiency in evaluating student learning by aligning with the annual institutional assessment process.

SLI 1.2

INDICATOR	SLI 1.2
DETAILS	Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.
OBJECTIVE	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.



Figure 15: Percentage of academic programs that use assessment data to improve or maintain the achievement of student learning outcomes.

SLI 1.3

INDICATOR	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	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.

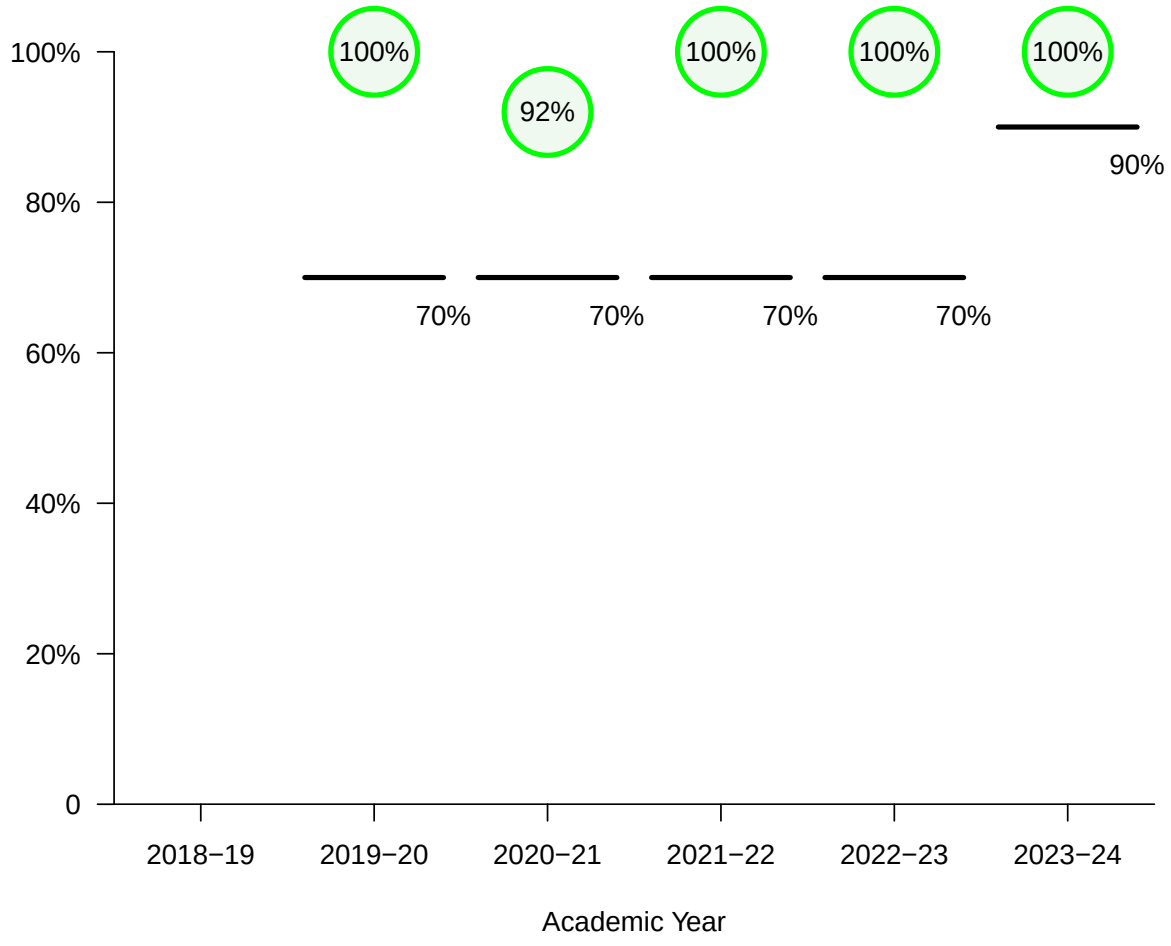


Figure 16: Percentage of Central Student Services units which create, follow, and report on a continuous assessment plan.

SAI 1.1

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

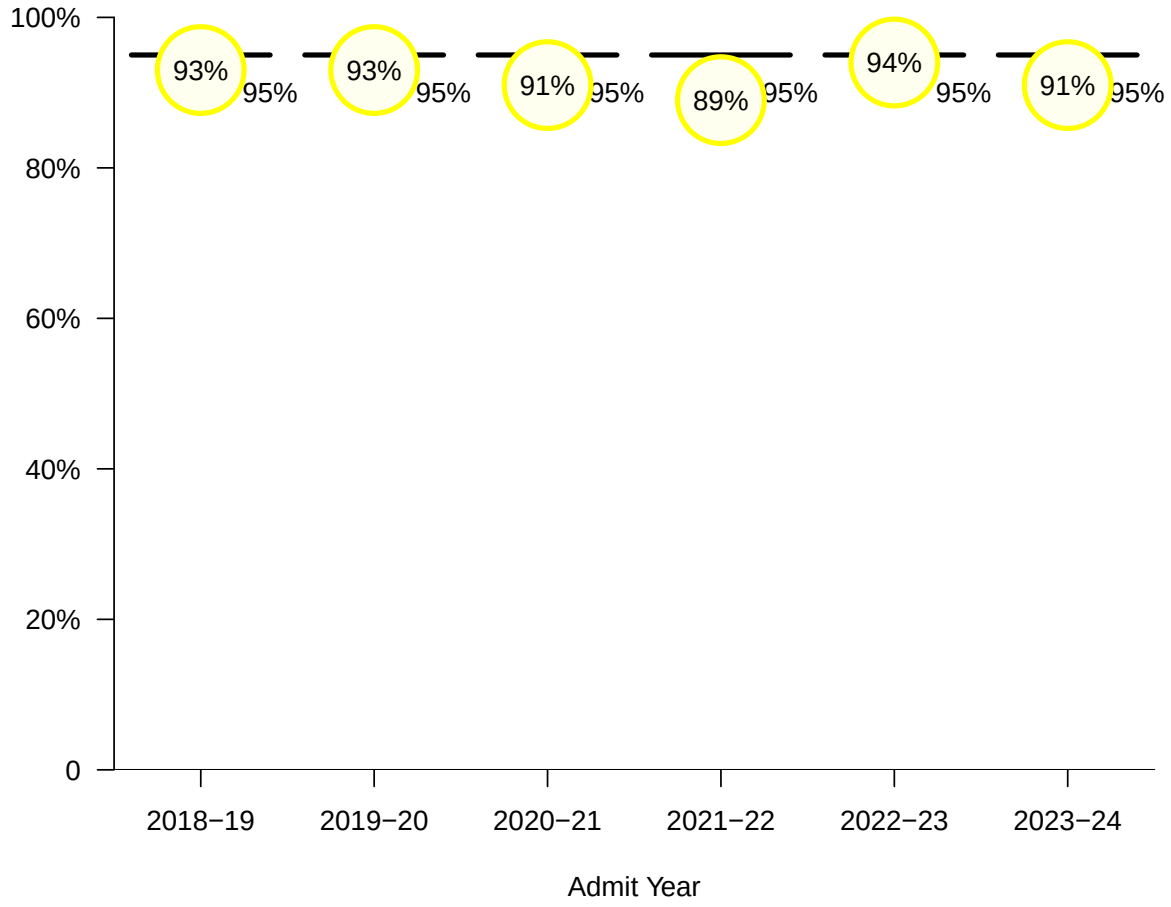


Figure 17: New student first-year retention.

SAI 1.2

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

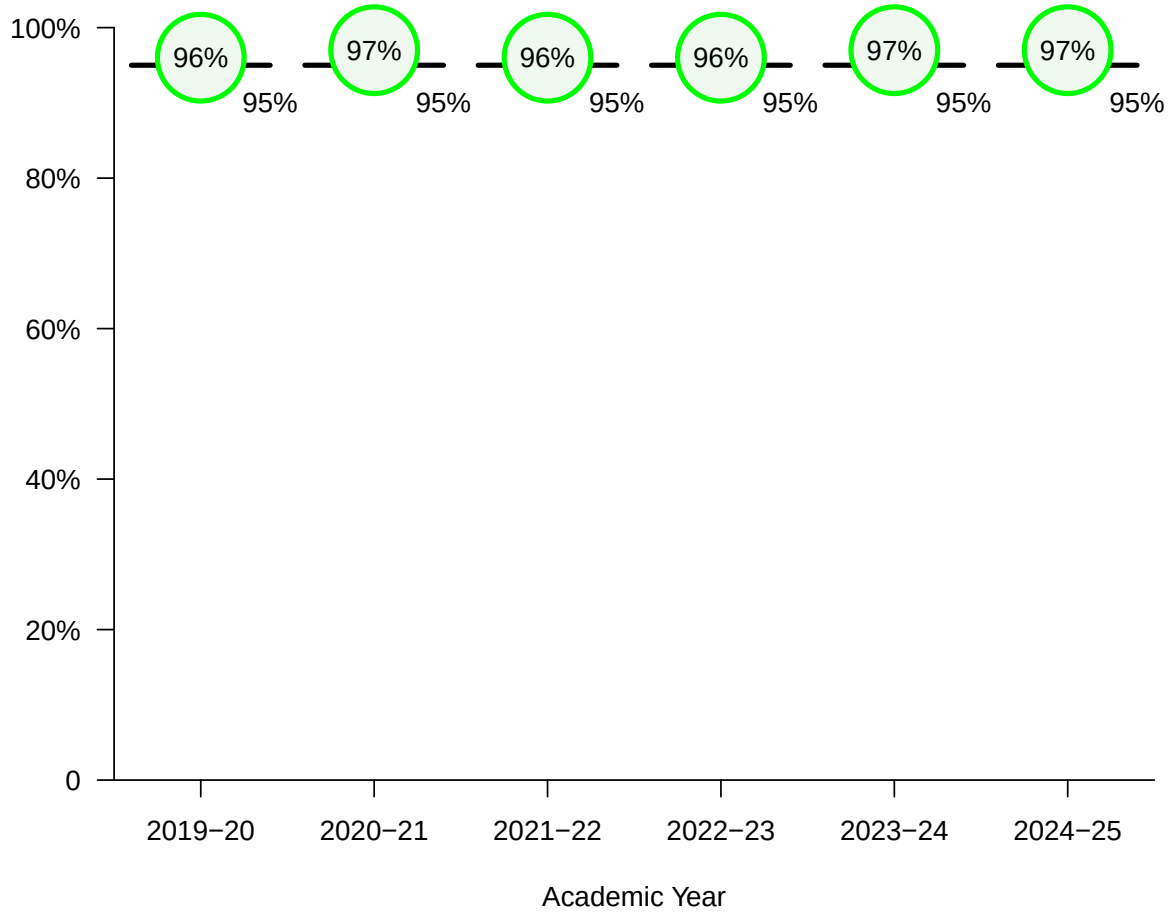


Figure 18: All student fall to spring persistence.

SAI 1.3

INDICATOR	SAI 1.3
DETAILS	Percentage of students completing a bachelor's degree within 100% of usual program time.
OBJECTIVE	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.

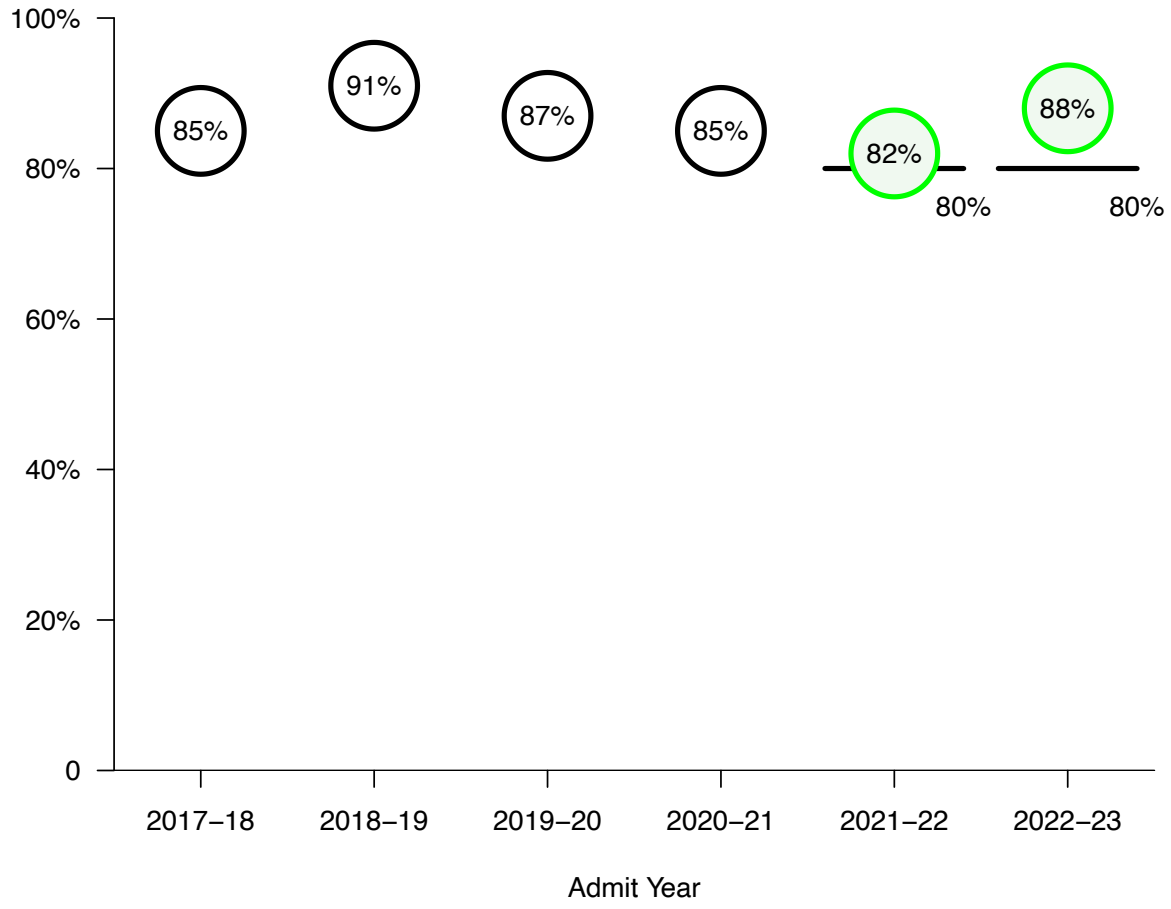


Figure 19: Bachelor's degree on-time completion.

SAI 1.4

INDICATOR	SAI 1.4
DETAILS	Percentage of students completing a master's degree within 100% of usual program time.
OBJECTIVE	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).

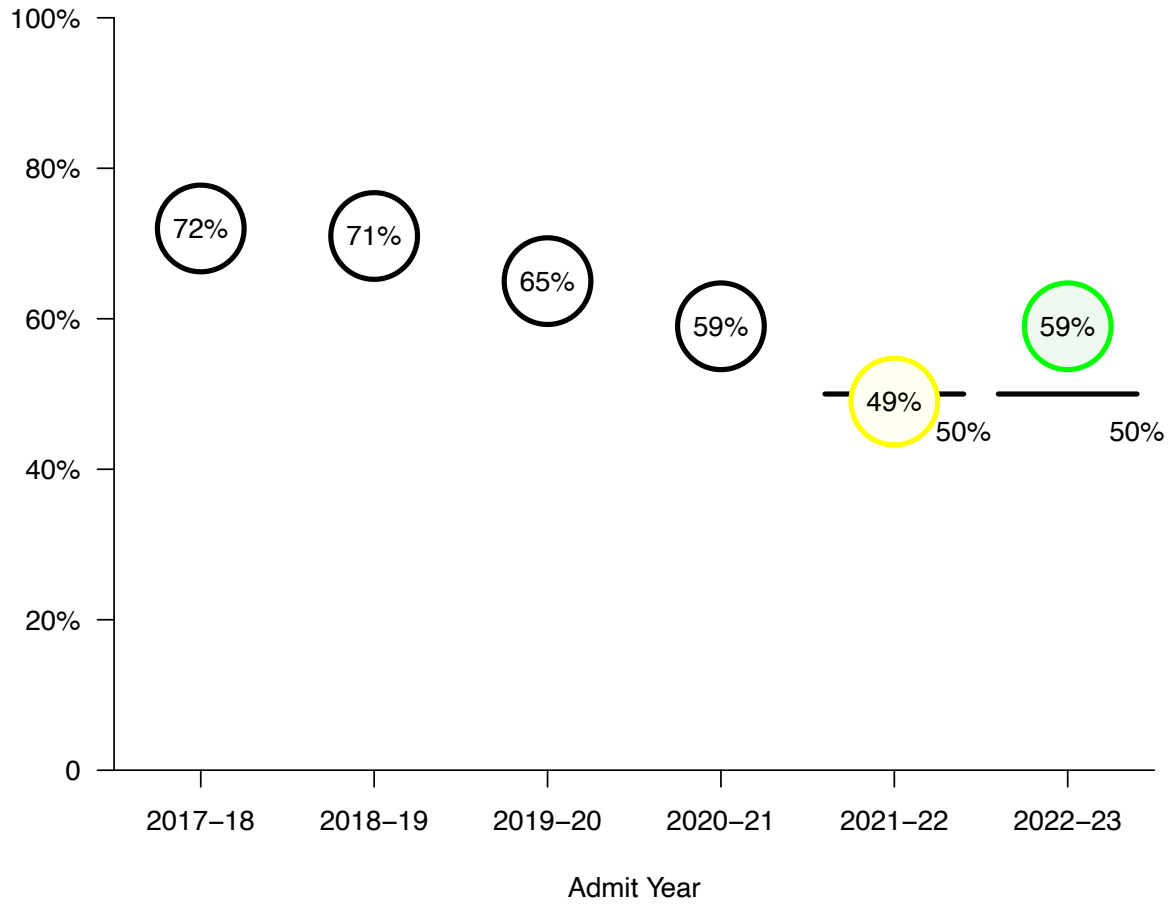


Figure 20: Master's degree on-time completion.

SAI 1.5

INDICATOR	SAI 1.5
DETAILS	Percentage of students completing a professional doctoral degree within 100% of usual program time.
OBJECTIVE	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.

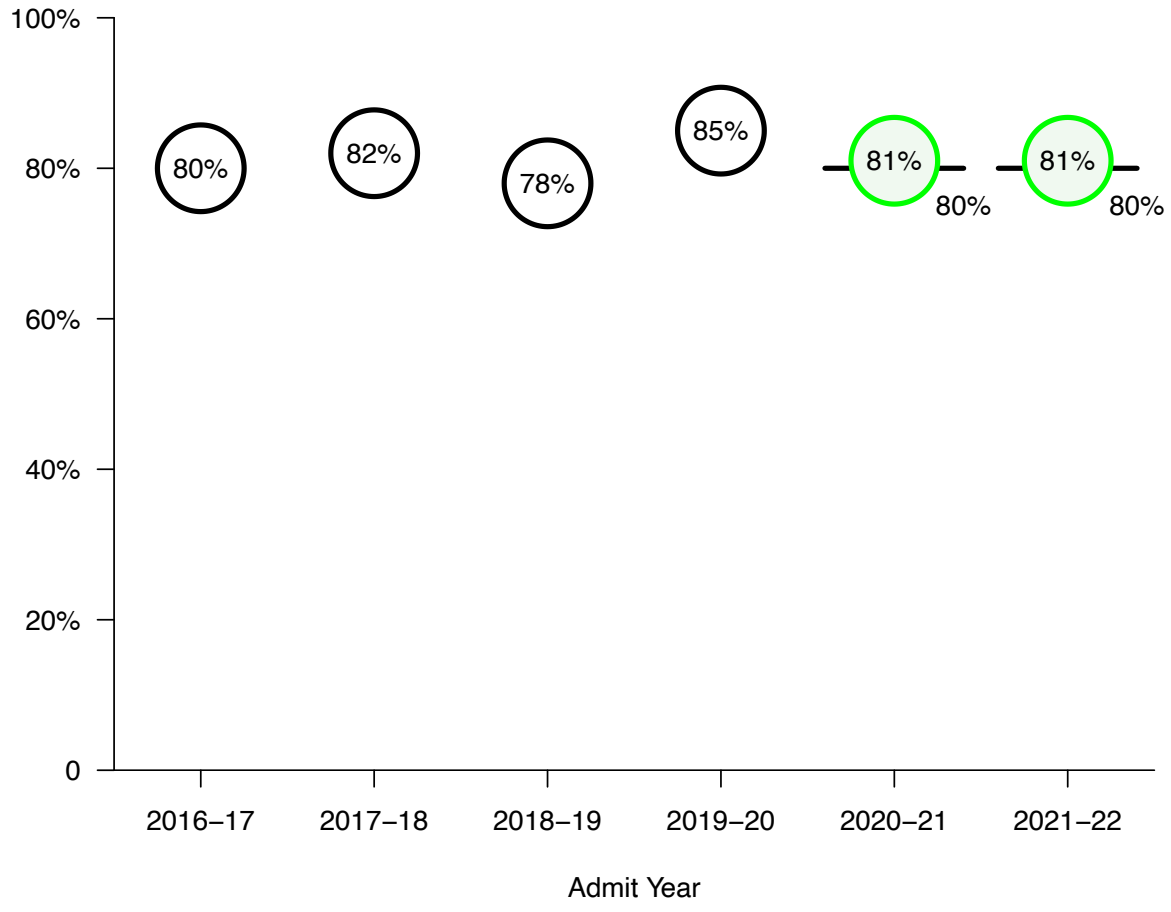


Figure 21: Professional doctoral degree student on-time completion.

SAI 1.6

INDICATOR	SAI 1.6
DETAILS	Percentage of students completing a research doctoral degree within 100% of usual program time.
OBJECTIVE	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).

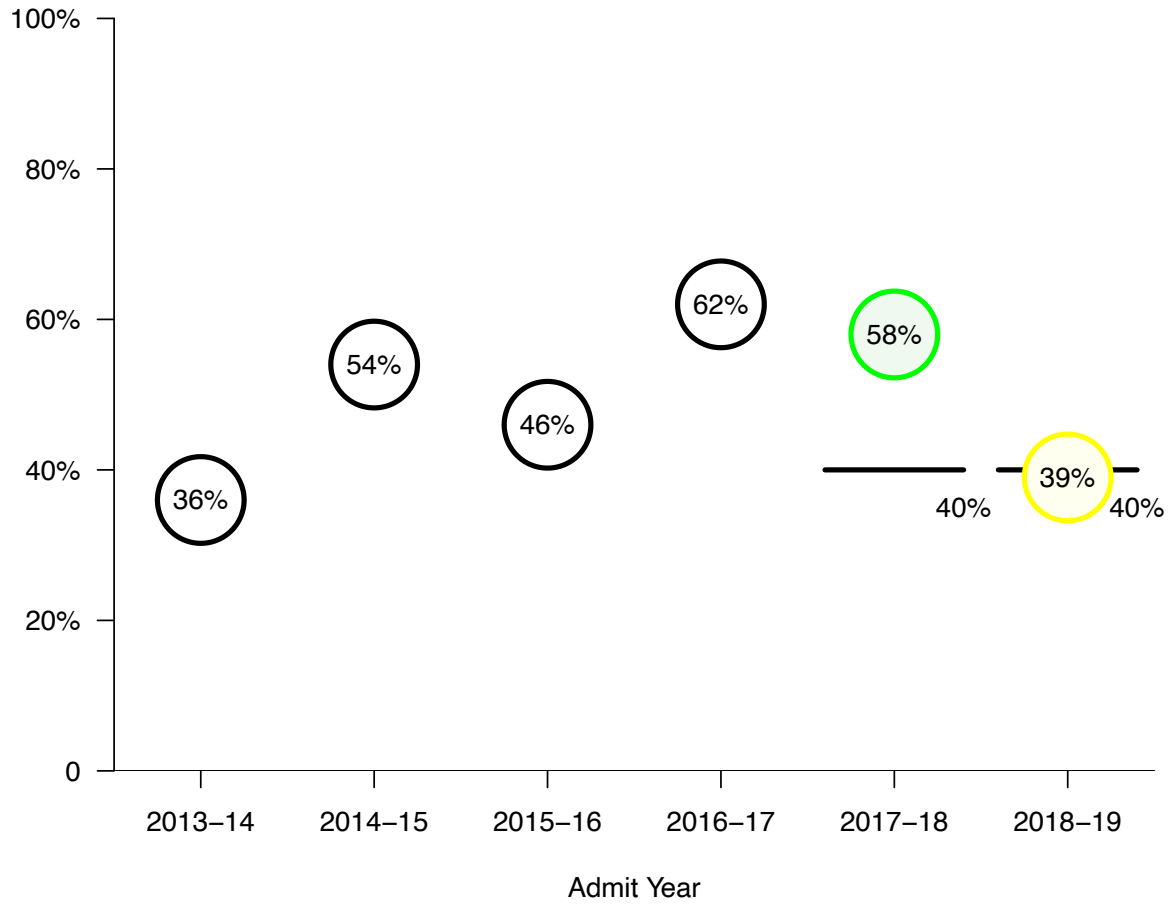


Figure 22: Research doctoral degree student on-time completion.

SAI 1.7

INDICATOR	SAI 1.7
DETAILS	Percentage of students completing a graduate certificate within 100% of usual program time.
OBJECTIVE	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 (80% as of Fall 2025).

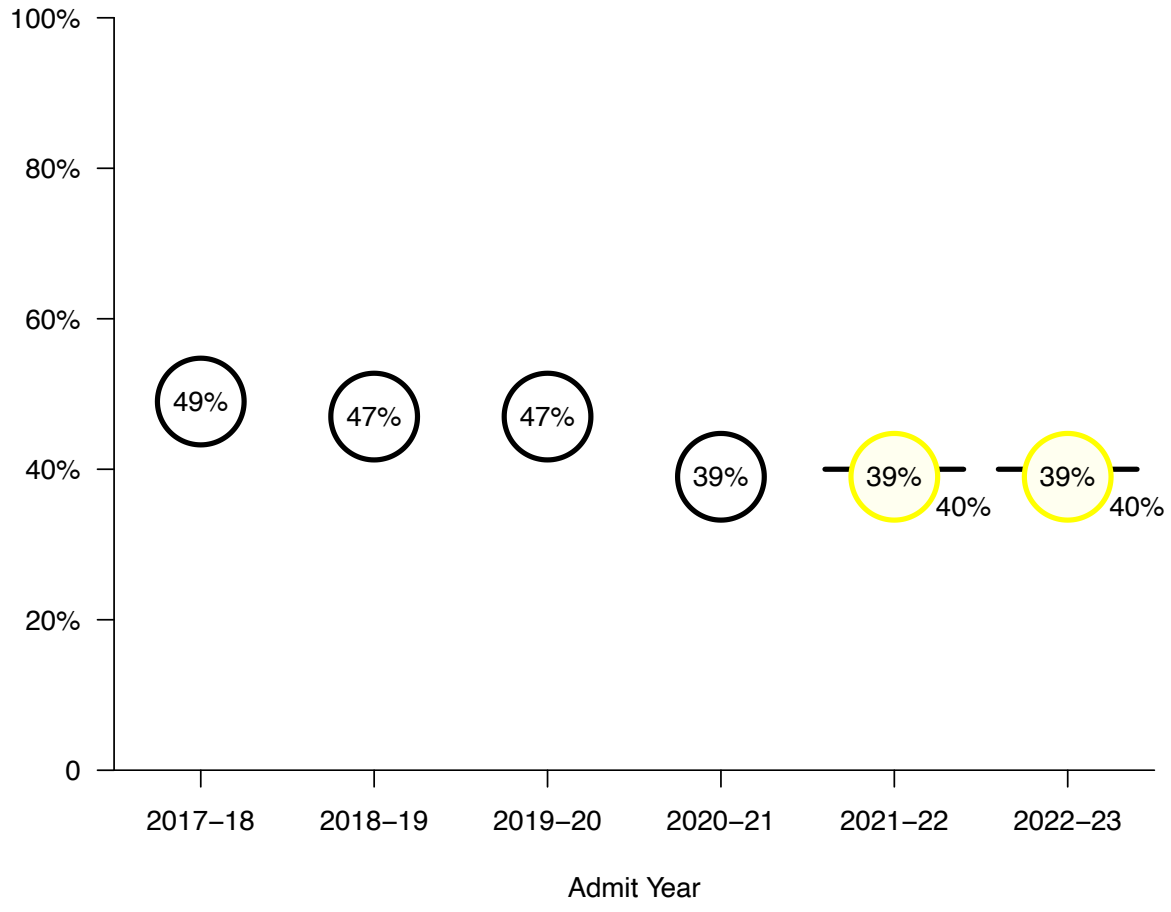


Figure 23: graduate certificate on-time completion.

SAI 1.8

INDICATOR	SAI 1.8
DETAILS	Percentage of graduating respondents reporting post-graduation success (post-graduation employment or post-graduation study).
OBJECTIVE	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.



Figure 24: Post-graduation success.

SAI 1.9

INDICATOR	SAI 1.9
DETAILS	Percent of B.S. nursing students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	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.

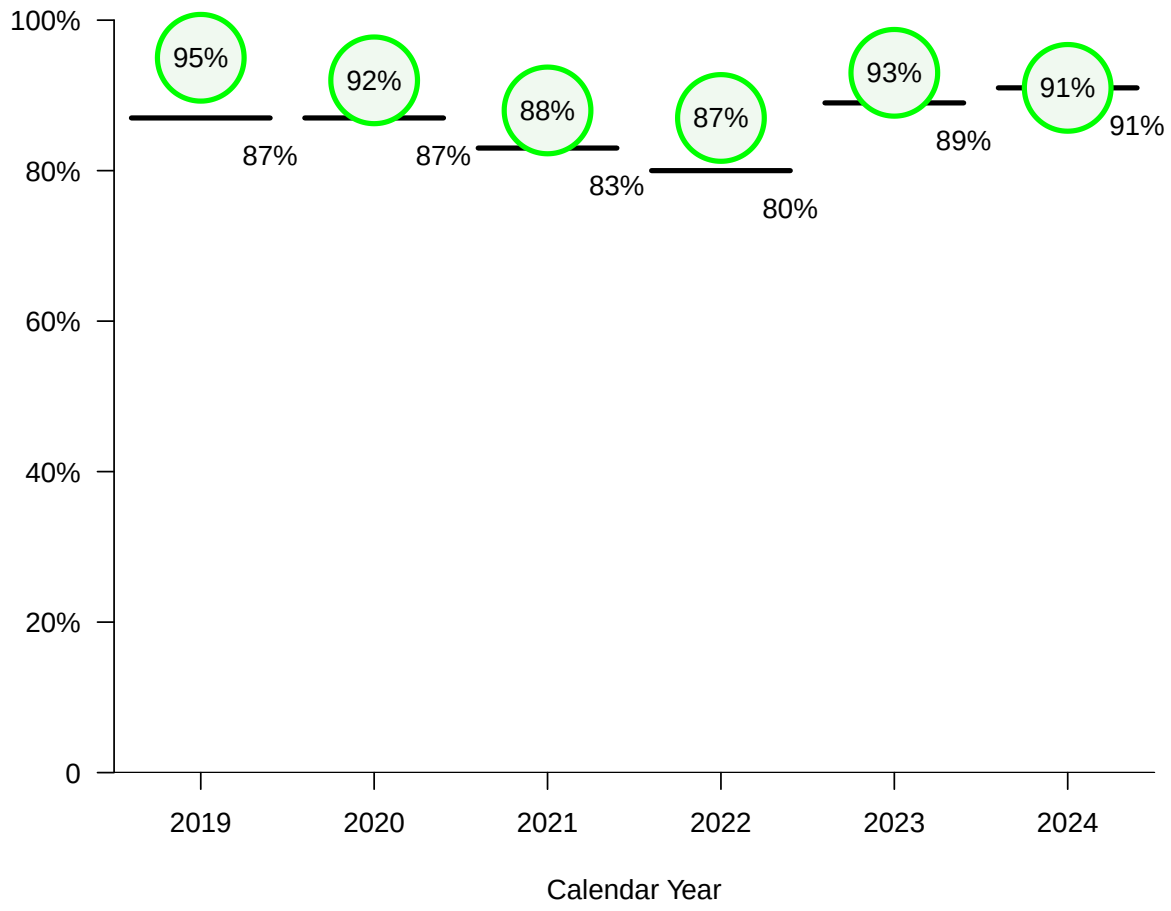


Figure 25: B.S. student 1st-time pass rates on credentialling examinations.

SAI 1.10

INDICATOR	SAI 1.10
DETAILS	Percent of D.M.D. students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	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.

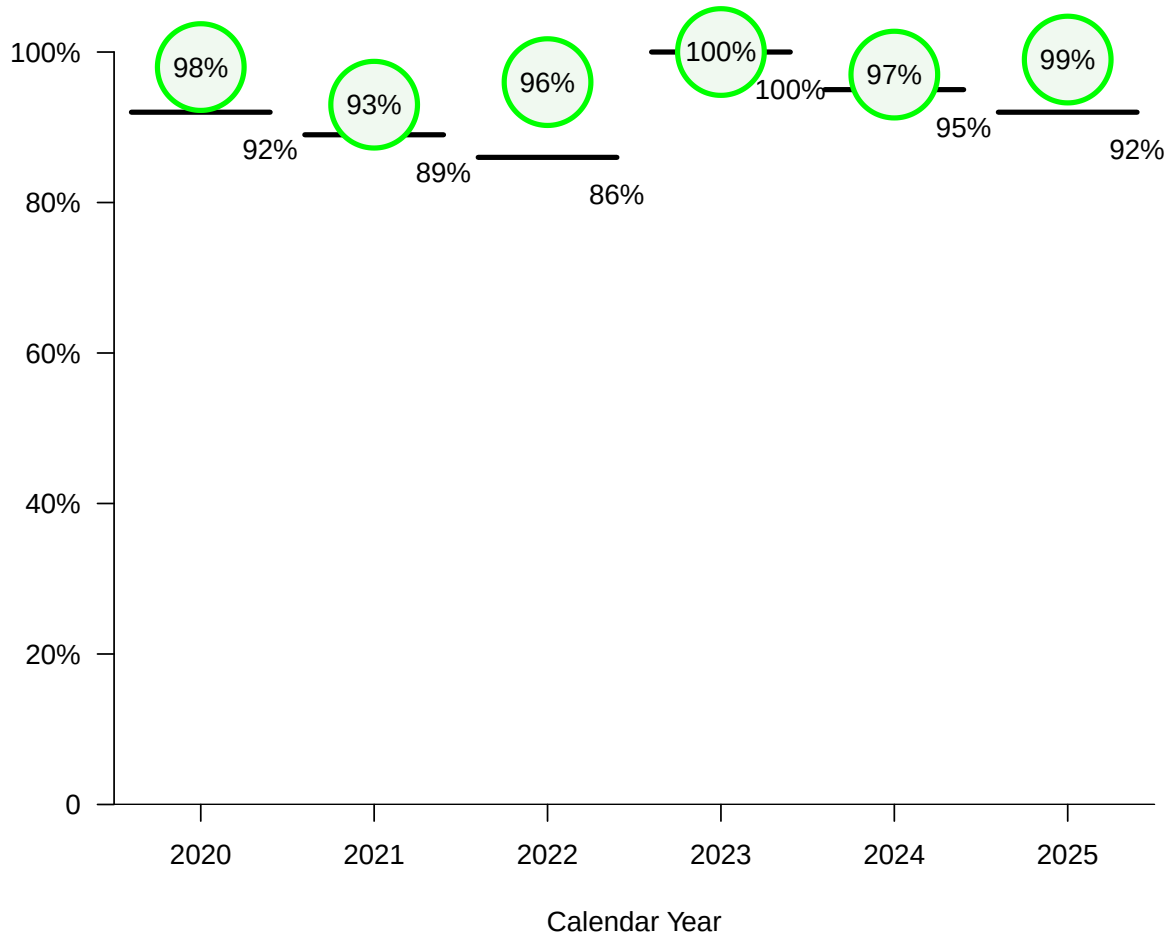


Figure 26: D.M.D student 1st-time pass rates on credentialling examinations.

SAI 1.11

INDICATOR	SAI 1.11
DETAILS	Percent of M.D. students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	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.

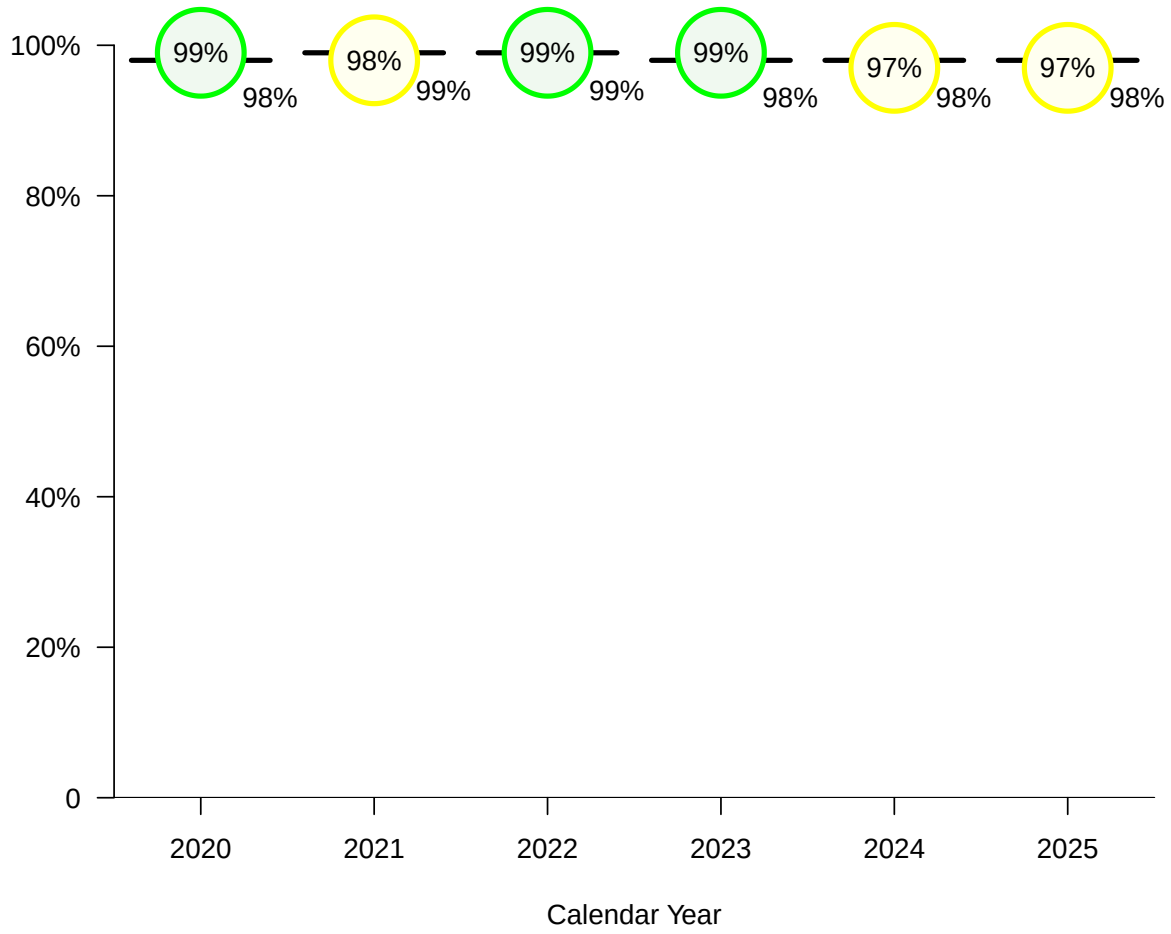


Figure 27: M.D. student 1st-time pass rates on credentialling examinations.

SAI 1.12

INDICATOR	SAI 1.12
DETAILS	Percent of Pharmacy students passing senior-level credentialing examinations on the first attempt.
OBJECTIVE	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.

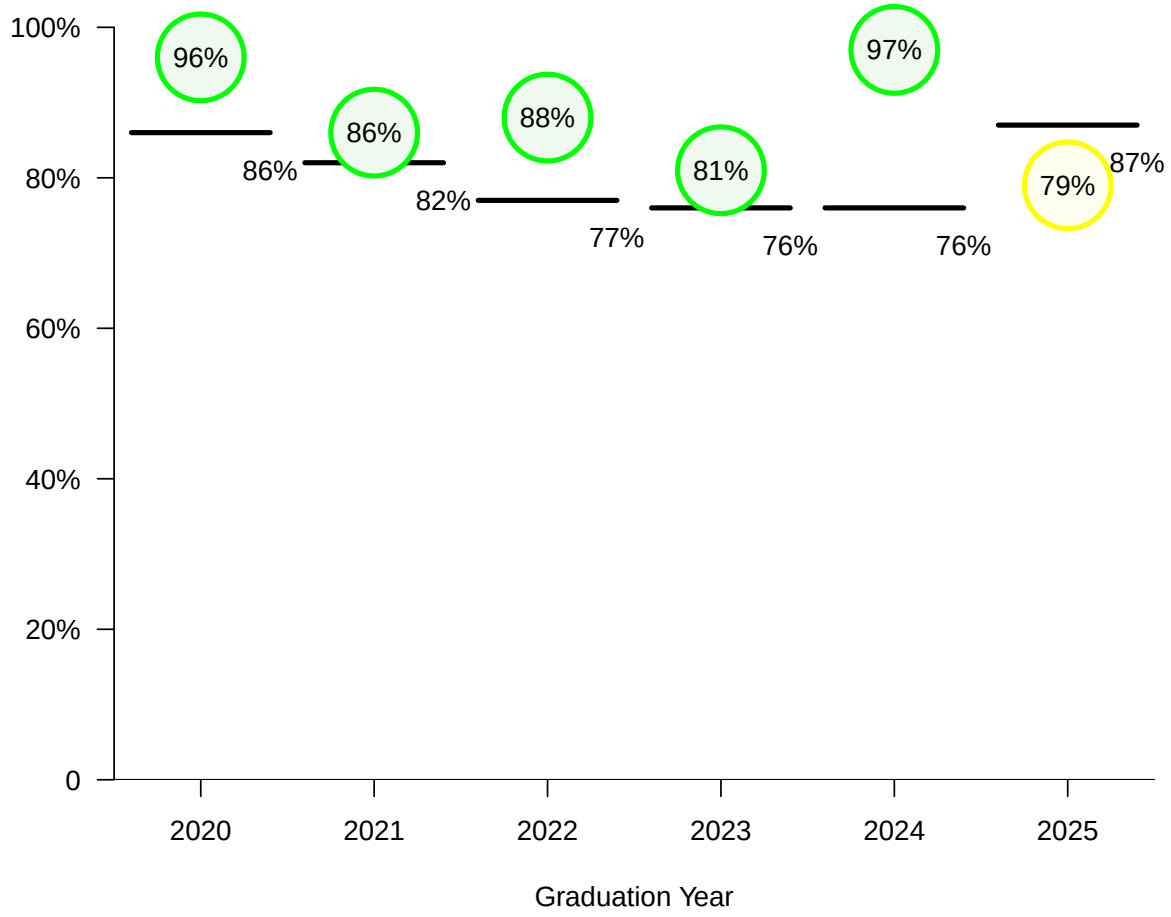


Figure 28: Pharmace student 1st-time pass rates on credentialling examinations.

SAI 1.13

INDICATOR	SAI 1.13
DETAILS	Number of degrees and certificates awarded each academic year.
OBJECTIVE	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.

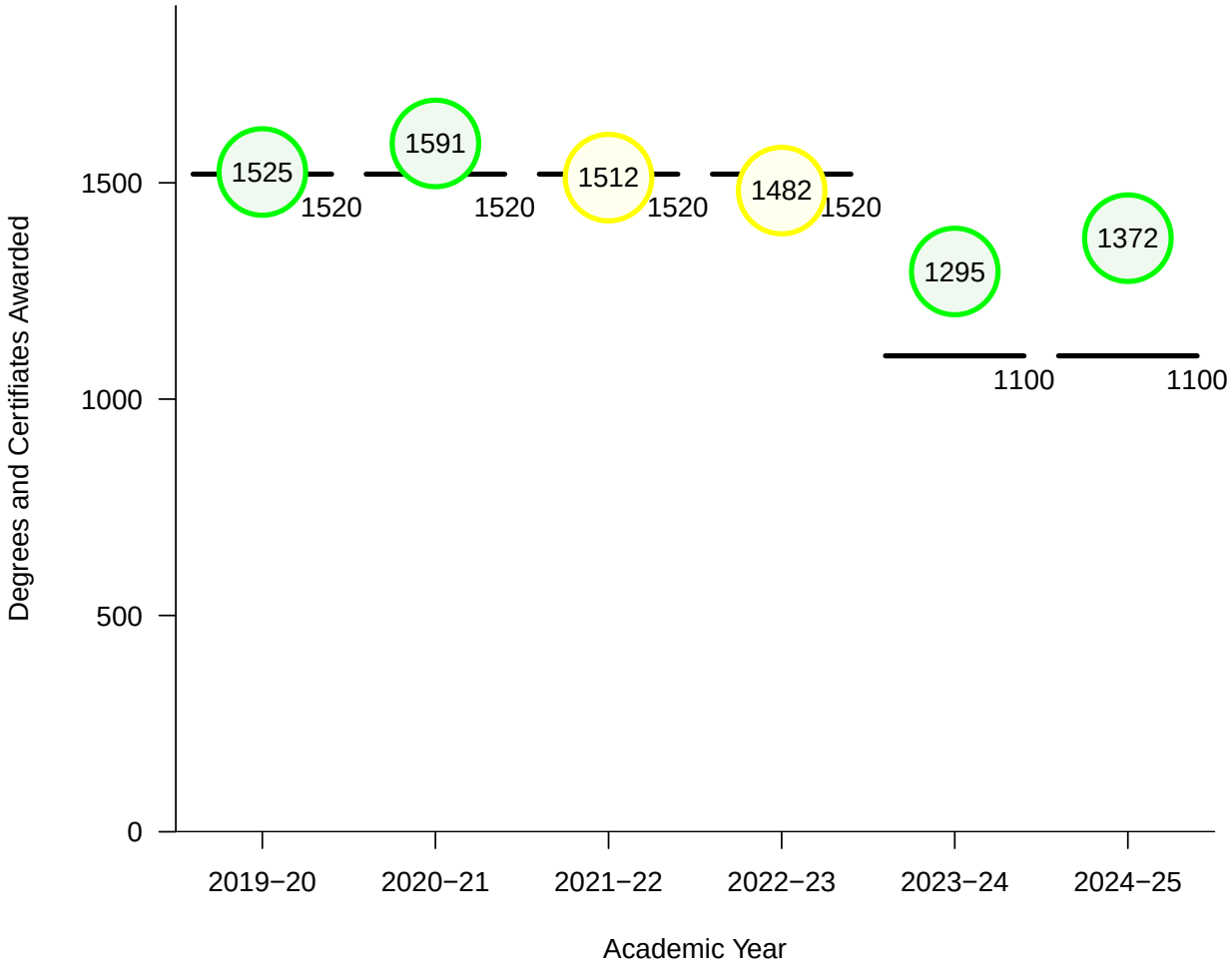


Figure 29: Number of degrees and certificates awarded.

SAI 1.14

INDICATOR	SAI 1.14
DETAILS	Percentage of M.D. graduates matching to a Residency Program.
OBJECTIVE	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.

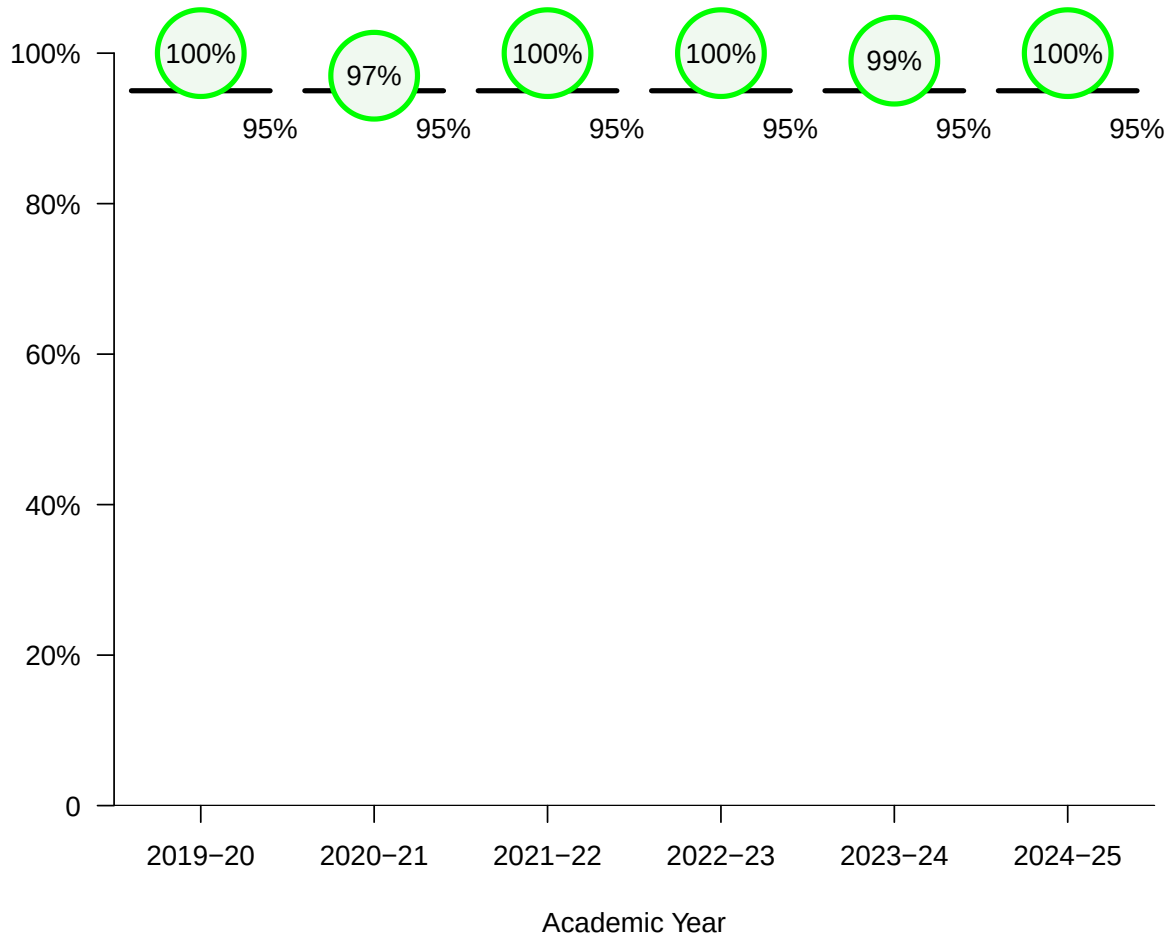


Figure 30: Percentage of M.D. graduates matching to a Residency Program.

SAI 1.15

INDICATOR	SAI 1.15
DETAILS	Official OHSU Fiscal Year Cohort Default Rate as published by the U.S. Department of Education.
OBJECTIVE	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.

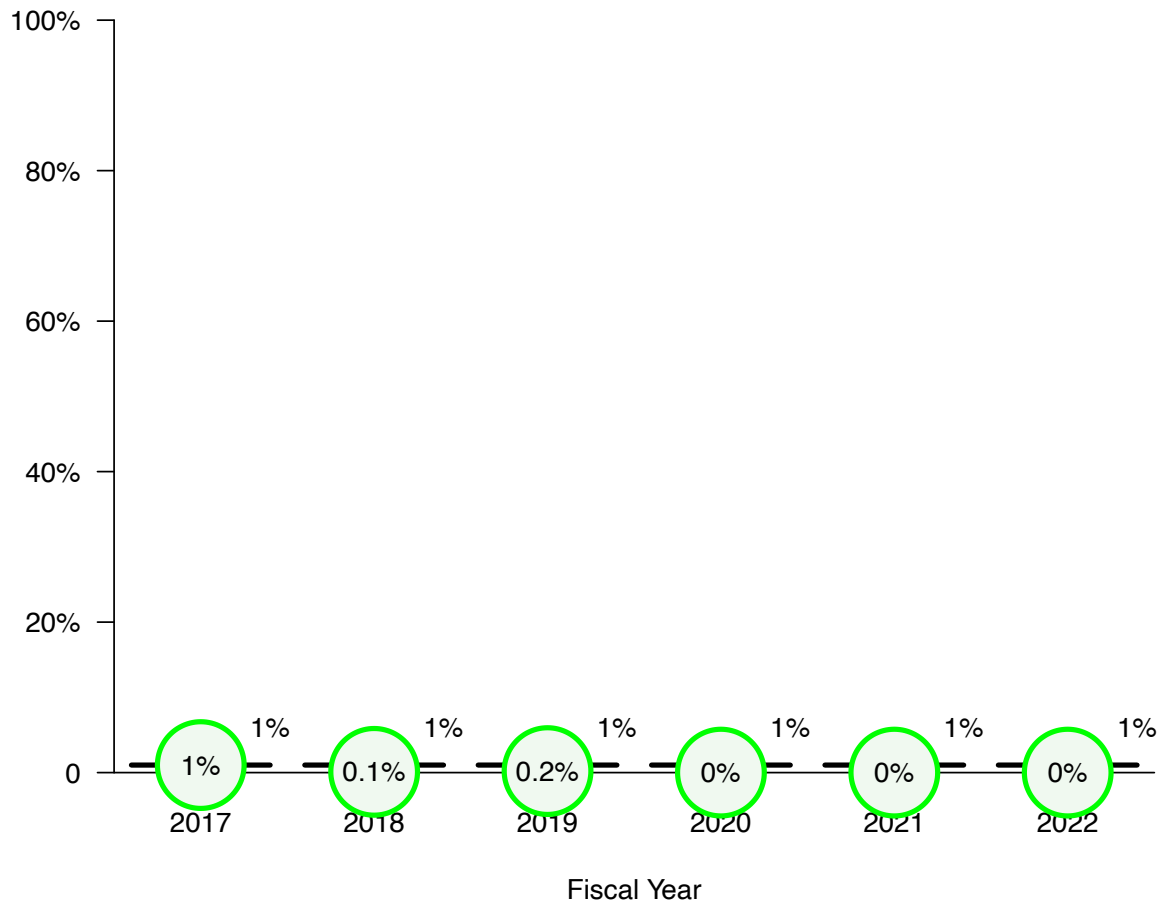


Figure 31: Official OHSU Fiscal Year Cohort Default Rate.

Disaggregation

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

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.

Retention by Age

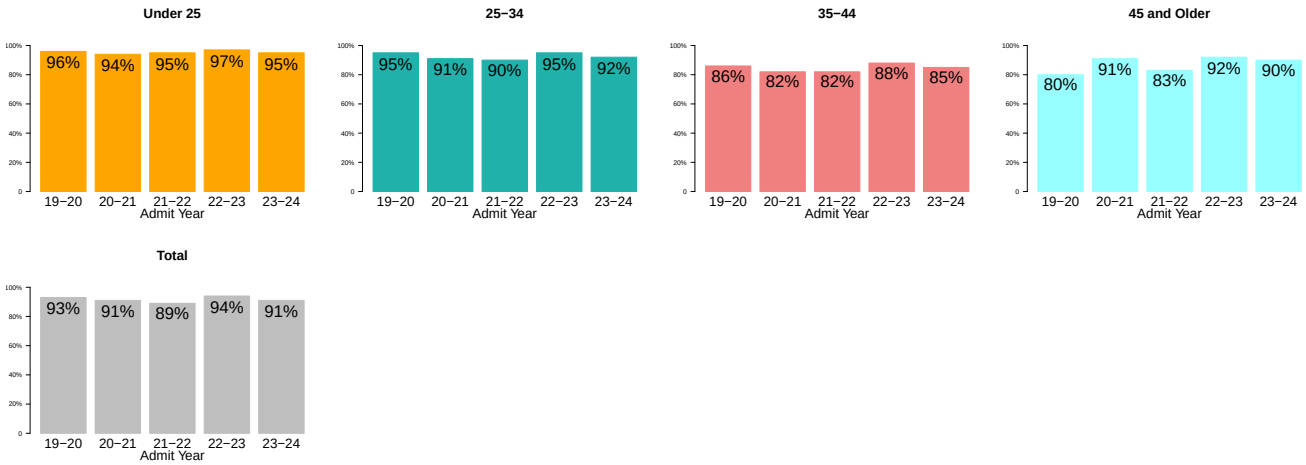


Figure 35: Disagreggated retention data by age over time.

Five-year averages for Retention

Group	Avg. Num. of Students	Avg. Outcome
Under 25	270.8	95%
25-34	608.2	93%
35-44	200.8	85%
45 and Older	57.4	87%
Total	1137.2	92%

Retention by Degree Type

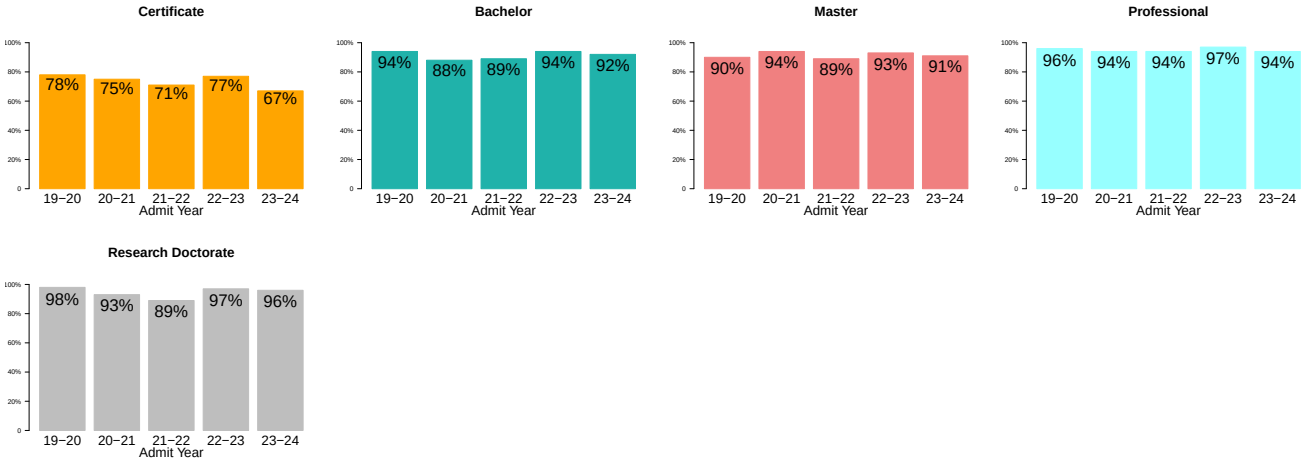


Figure 36: Disagreggated retention data by degree type over time.

Five-year averages for Retention

Group	Avg. Num. of Students	Avg. Outcome
Certificate	74.4	74%
Bachelor	419.8	91%
Master	257.4	91%
Professional	317.2	95%
Research Doctorate	68.4	95%

Retention by Expected Family Contribution

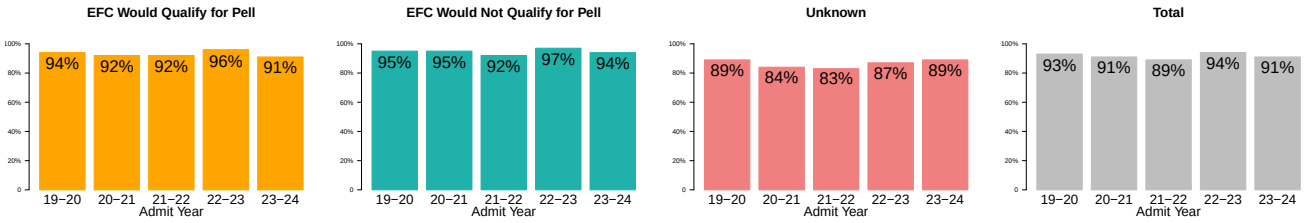


Figure 37: Disagreggated retention data by expected family contribution over time.

Five-year averages for Retention

Group	Avg. Num. of Students	Avg. Outcome
EFC Would Qualify for Pell	446	93%
EFC Would Not Qualify for Pell	379.4	94%
Unknown	311.8	86%
Total	1137.2	92%

Retention by Legal Sex

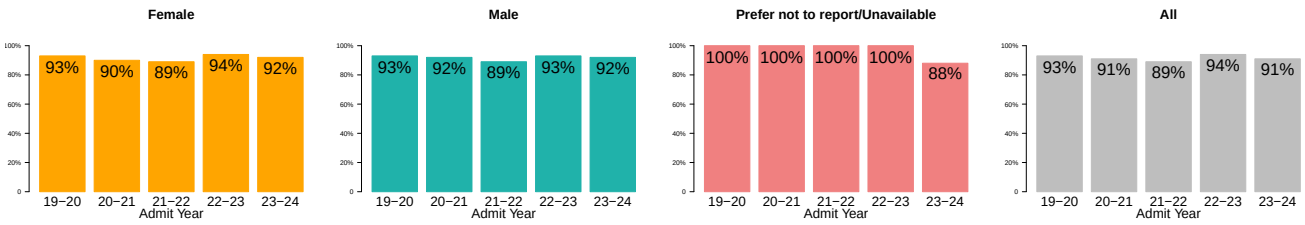


Figure 38: Disagreggated retention data by legal sex over time.

Five-year averages for Retention

Group	Avg. Num. of Students	Avg. Outcome
Female	815.2	92%
Male	312.4	92%
Prefer not to report/Unavailable	9.6	94%
All	1137.2	92%

Retention by Highest Parent Education

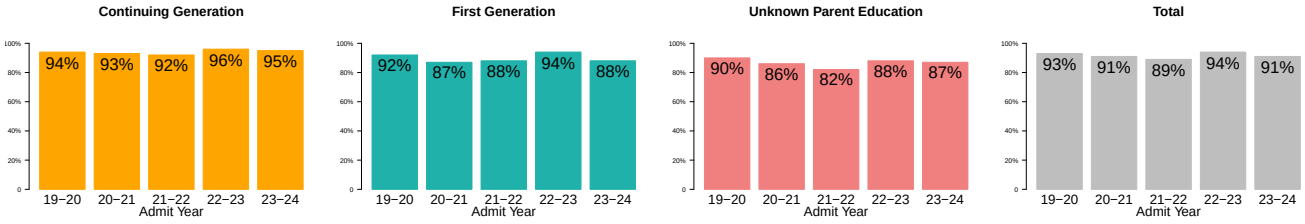


Figure 39: Disagreggated retention data by highest parent education over time.

Five-year averages for Retention

Group	Avg. Num. of Students	Avg. Outcome
Continuing Generation	672.4	94%
First Generation	225.6	90%
Unknown Parent Education	239.2	87%
Total	1137.2	92%

Retention by Racial Identity

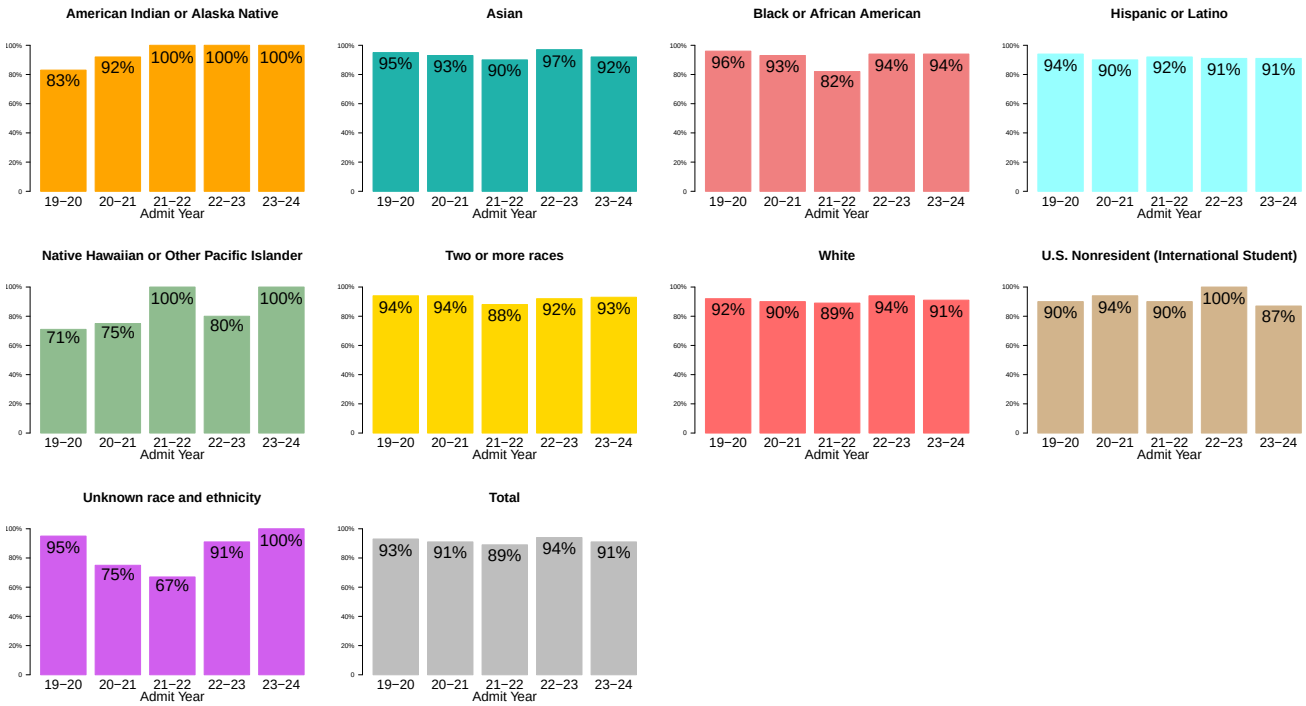


Figure 40: Disagreggated retention data by racial identity over time.

Five-year averages for Retention

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	6.6	94%
Asian	135.2	93%
Black or African American	30.4	91%
Hispanic or Latino	148	91%
Native Hawaiian or Other Pacific Islander	4.2	81%
Two or more races	75.4	92%
White	700.6	91%
U.S. Nonresident (International Student)	26.2	92%
Unknown race and ethnicity	10.6	85%
Total	1137.2	92%

Retention by School

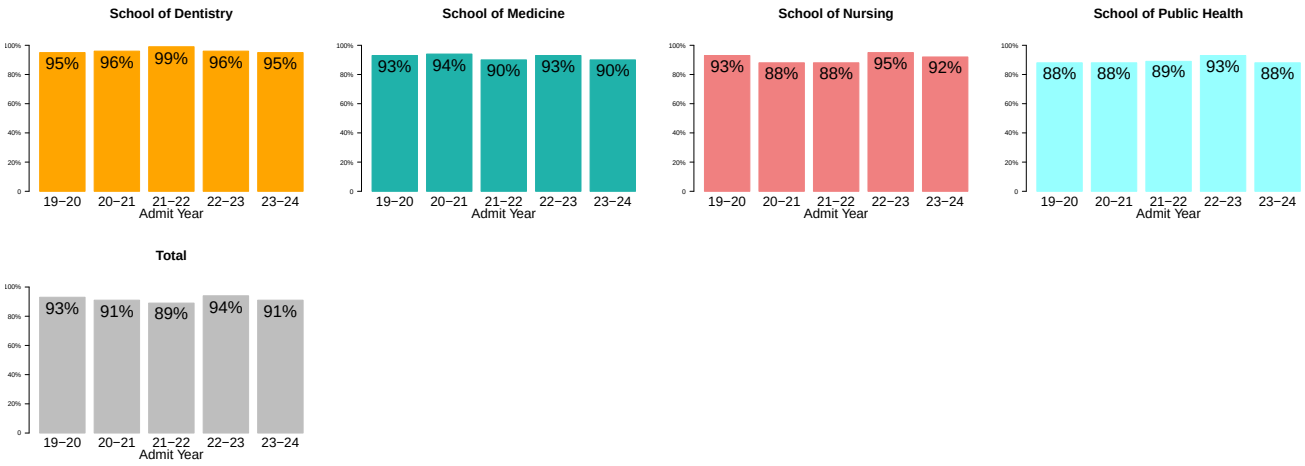


Figure 41: Disagreggated retention data by school over time.

Five-year averages for Retention

Group	Avg. Num. of Students	Avg. Outcome
School of Dentistry	83.6	96%
School of Medicine	414.8	92%
School of Nursing	532.2	91%
School of Public Health	106.6	89%
Total	1137.2	92%

Persistence Disaggregated

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.

Persistence by Age

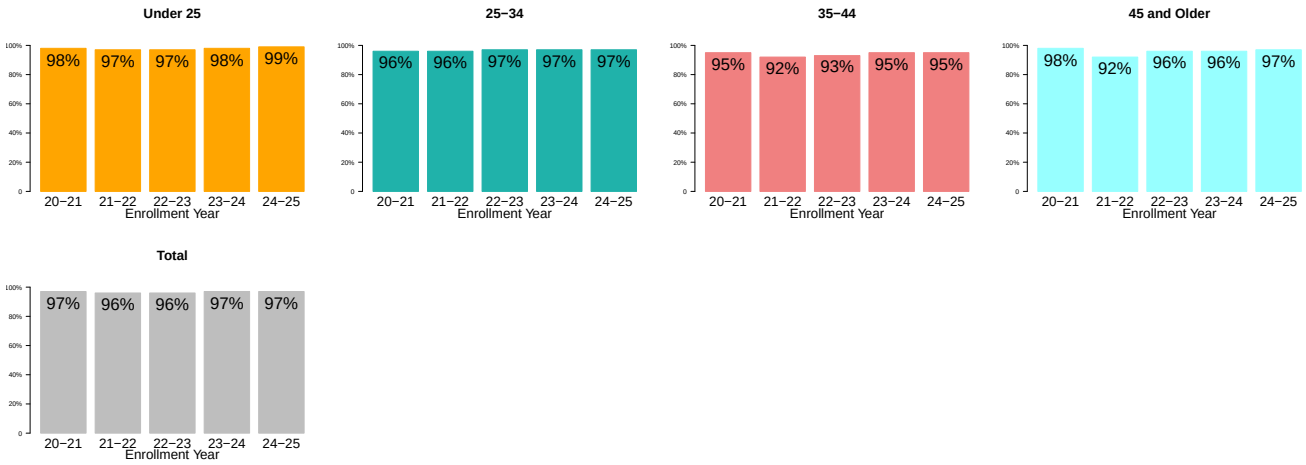


Figure 42: Disagreggated persistence data by age over time.

Five-year averages for Persistence

Group	Avg. Num. of Students	Avg. Outcome
Under 25	819.4	98%
25-34	1558.2	97%
35-44	424	94%
45 and Older	118.8	96%
Total	2920.4	97%

Persistence by Degree Type

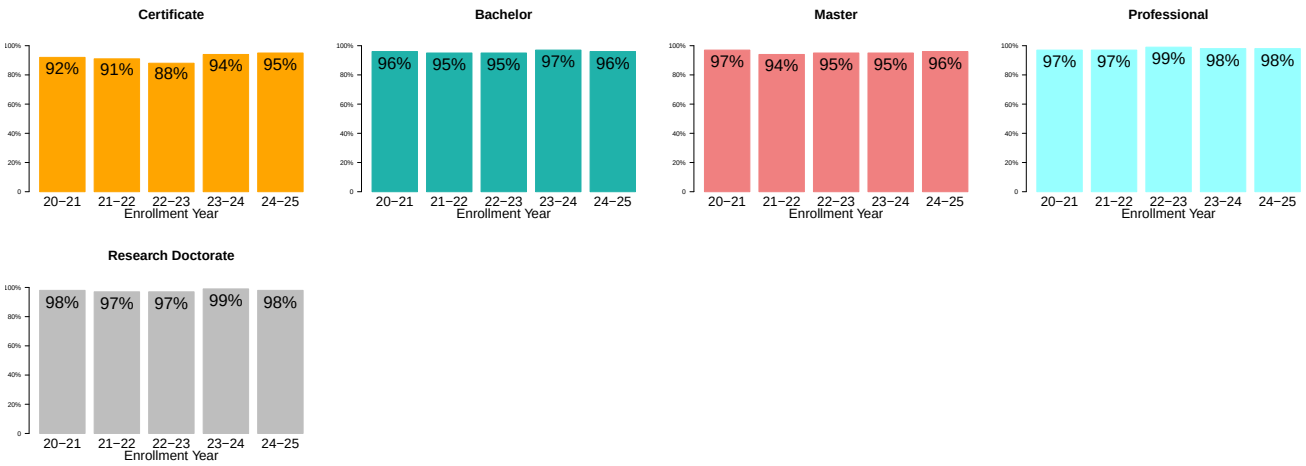


Figure 43: Disagreggated persistence data by degree type over time.

Five-year averages for Persistence

Group	Avg. Num. of Students	Avg. Outcome
Certificate	113.2	92%
Bachelor	794.2	96%
Master	561.2	95%
Professional	1081.8	98%
Research Doctorate	370	98%

Persistence by Expected Family Contribution

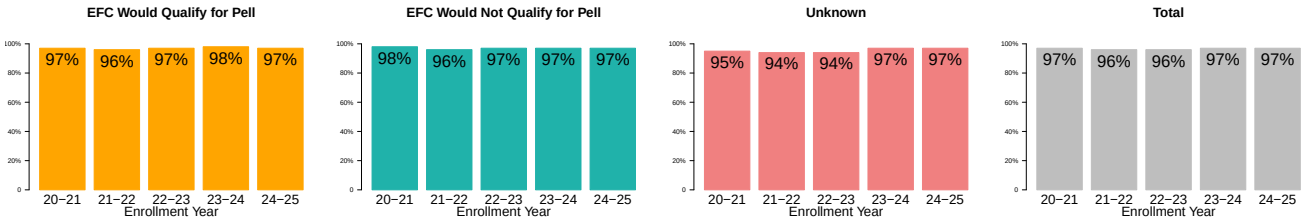


Figure 44: Disagreggated persistence data by expected family contribution over time.

Five-year averages for Persistence

Group	Avg. Num. of Students	Avg. Outcome
EFC Would Qualify for Pell	1202	97%
EFC Would Not Qualify for Pell	877.2	97%
Unknown	841.2	95%
Total	2920.4	97%

Persistence by Legal Sex

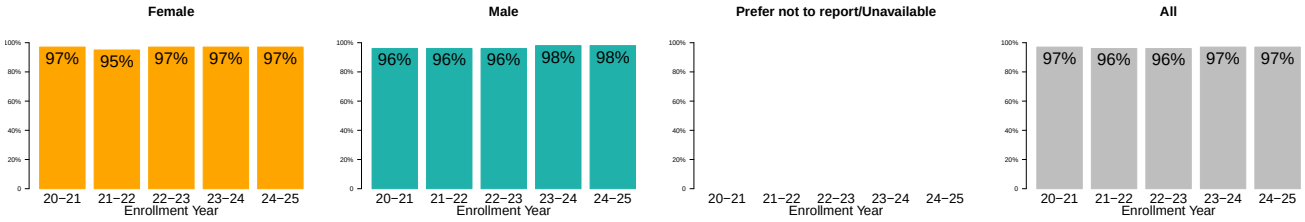


Figure 45: Disagreggated persistence data by legal sex over time.

Five-year averages for Persistence

Group	Avg. Num. of Students	Avg. Outcome
Female	1997	97%
Male	903.4	97%
Prefer not to report/Unavailable	0	-
All	2920.4	97%

Persistence by Highest Parent Education

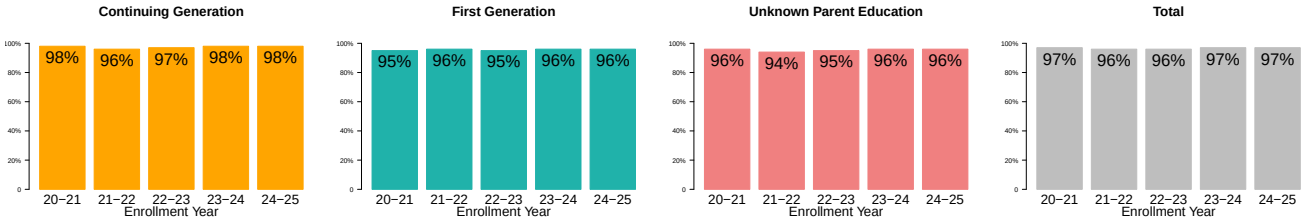


Figure 46: Disagreggated persistence data by highest parent education over time.

Five-year averages for Persistence

Group	Avg. Num. of Students	Avg. Outcome
Continuing Generation	1629.8	97%
First Generation	503.6	96%
Unknown Parent Education	787	96%
Total	2920.4	97%

Persistence by Racial Identity

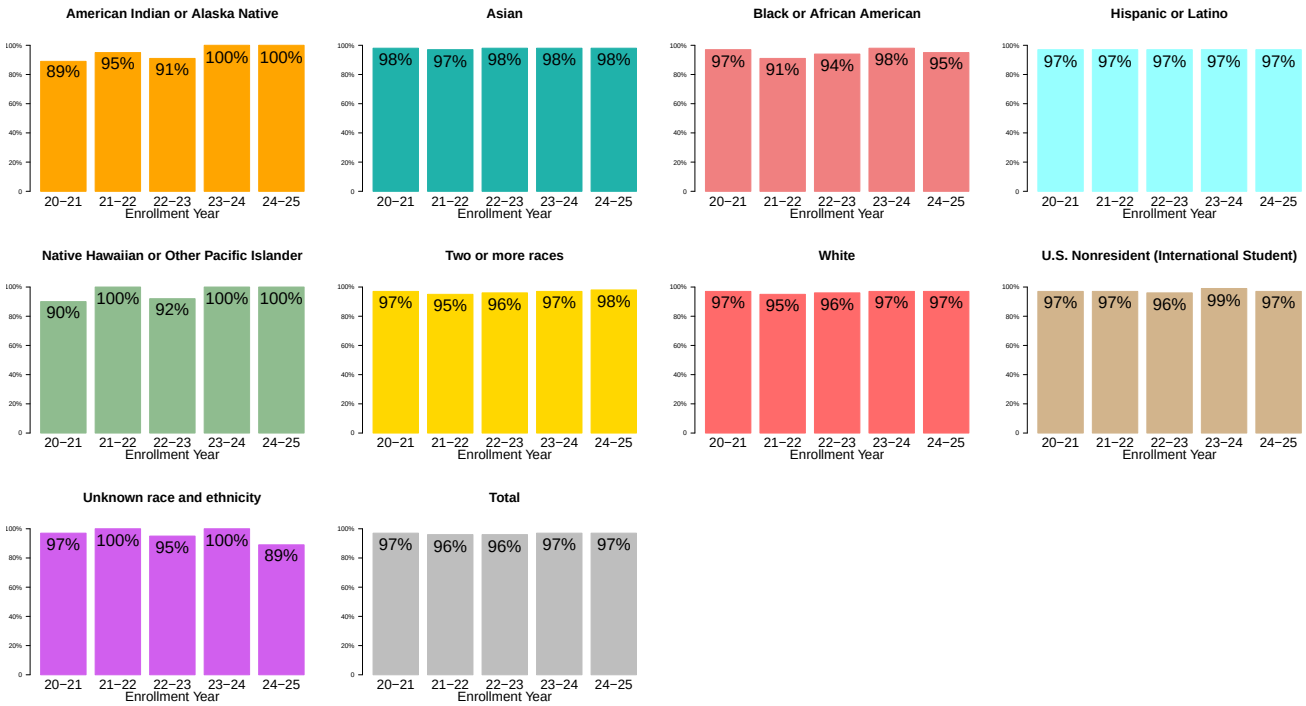


Figure 47: Disagreggated persistence data by racial identity over time.

Five-year averages for Persistence

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	18.2	95%
Asian	370.2	98%
Black or African American	78.4	95%
Hispanic or Latino	368.4	97%
Native Hawaiian or Other Pacific Islander	9	96%
Two or more races	197.4	97%
White	1769.8	96%
U.S. Nonresident (International Student)	83.6	97%
Unknown race and ethnicity	23	97%
Total	2920.4	97%

Persistence by School

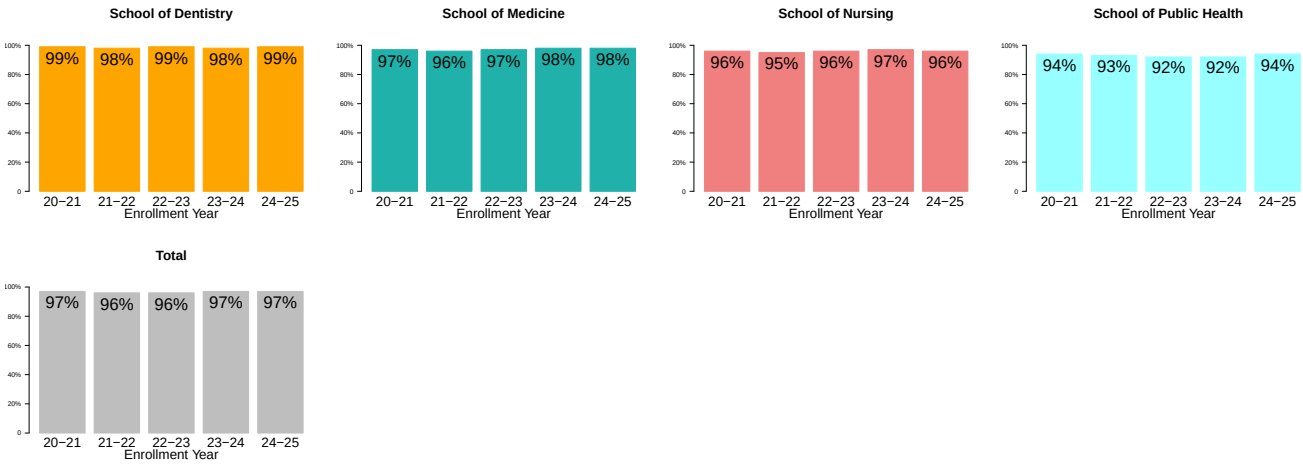


Figure 48: Disagreggated persistence data by school over time.

Five-year averages for Persistence

Group	Avg. Num. of Students	Avg. Outcome
School of Dentistry	315	99%
School of Medicine	1274.8	97%
School of Nursing	1062.4	96%
School of Public Health	268.2	93%
Total	2920.4	97%

Bachelor's Degree Completion On-Time Disaggregated

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.

Bachelor's Degree Completion by Age

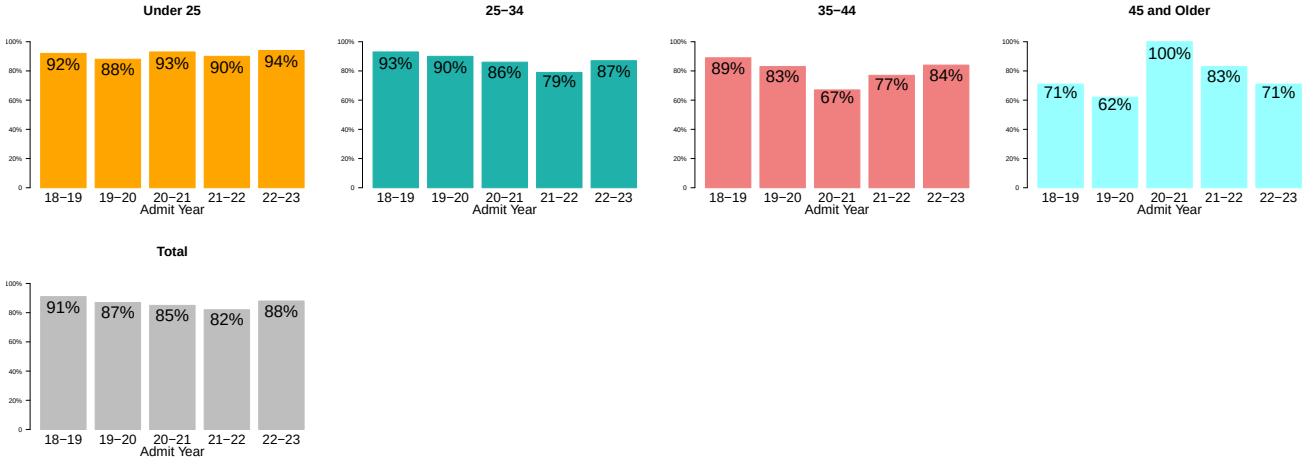


Figure 49: Disagreggated bachelor's degree completion data by age over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Under 25	110.2	91%
25-34	202.4	87%
35-44	78	80%
45 and Older	18.8	79%
Total	409.4	86%

Bachelor's Degree Completion by Expected Family Contribution

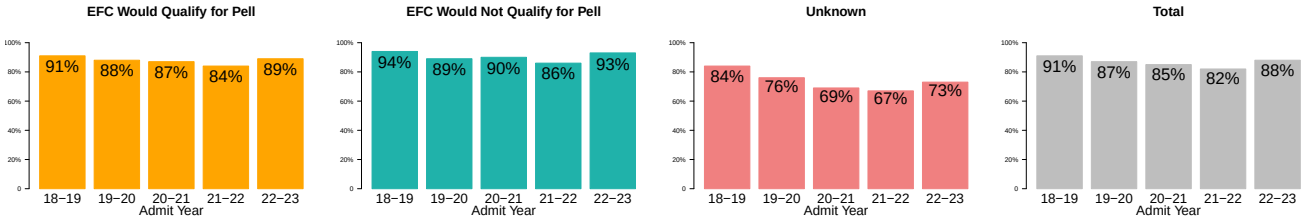


Figure 50: Disagreggated bachelor's degree completion data by expected family contribution over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
EFC Would Qualify for Pell	188	88%
EFC Would Not Qualify for Pell	160.4	90%
Unknown	61	73%
Total	409.4	86%

Bachelor's Degree Completion by Legal Sex

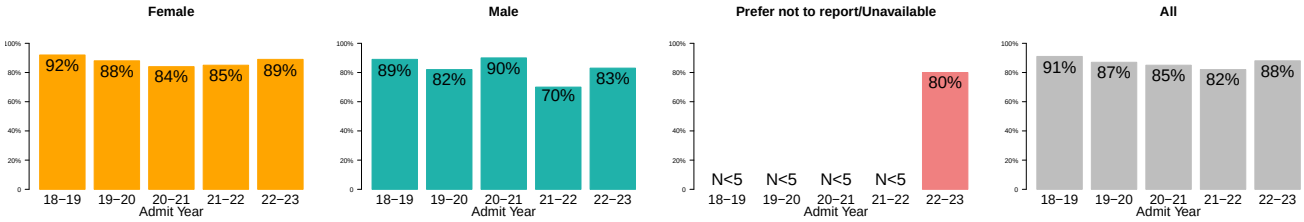


Figure 51: Disagreggated bachelor's degree completion data by legal sex over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Female	332.6	87%
Male	74	83%
Prefer not to report/Unavailable	2.8	86%
All	409.4	86%

Bachelor's Degree Completion by Highest Parent Education

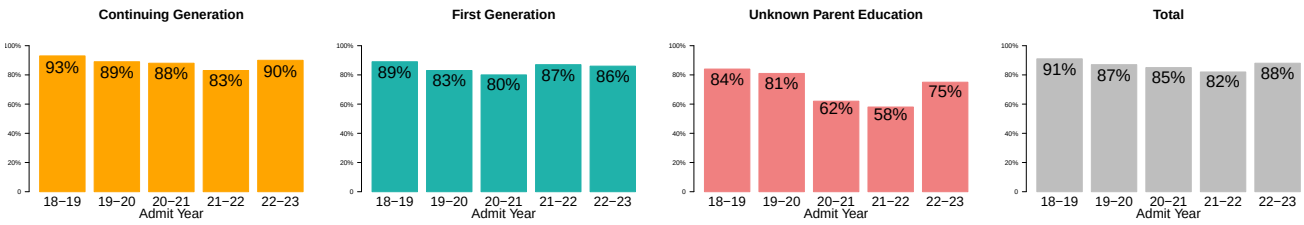


Figure 52: Disagreggated bachelor's degree completion data by highest parent education over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Continuing Generation	269.2	88%
First Generation	115	85%
Unknown Parent Education	25.2	71%
Total	409.4	86%

Bachelor's Degree Completion by Racial Identity

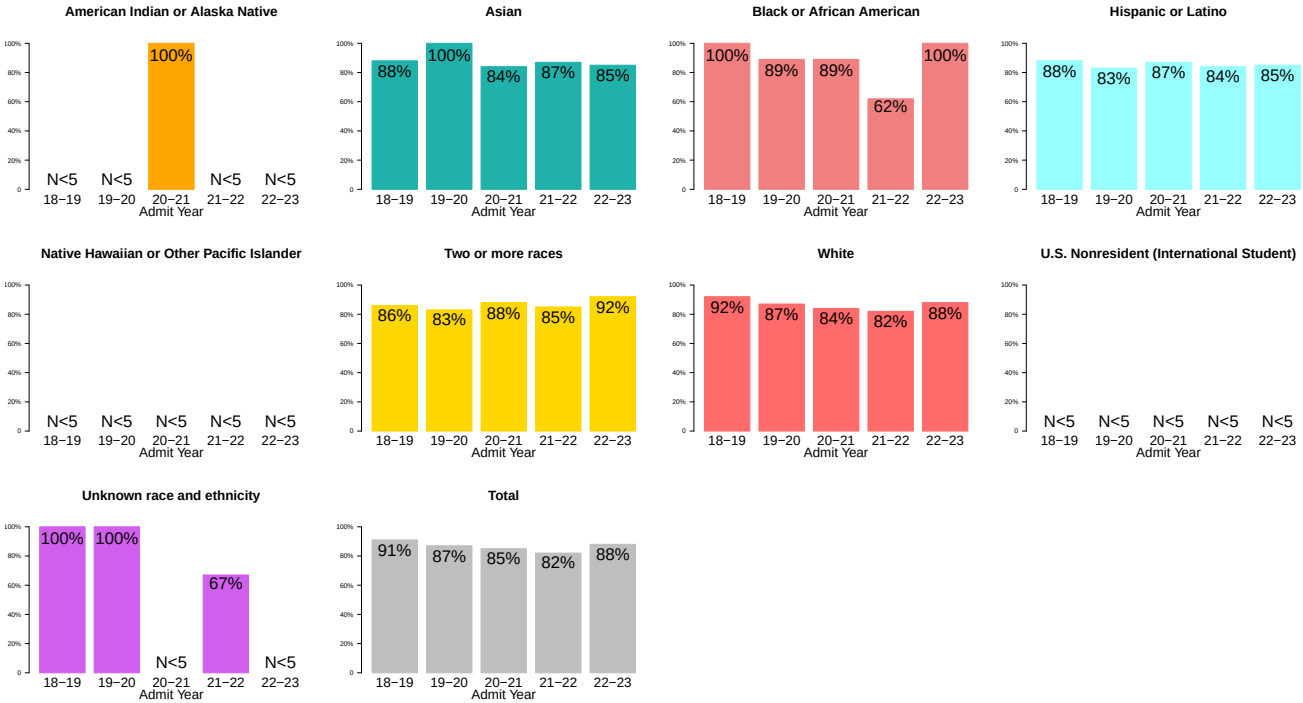


Figure 53: Disagreggated bachelor's degree completion data by racial identity over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	1.6	100%
Asian	24.6	88%
Black or African American	9.6	85%

Hispanic or Latino	71	85%
Native Hawaiian or Other Pacific Islander	2.8	79%
Two or more races	25.6	87%
White	266.4	87%
U.S. Nonresident (International Student)	2.2	73%
Unknown race and ethnicity	5.6	89%
Total	409.4	86%

Bachelor's Degree Completion by School

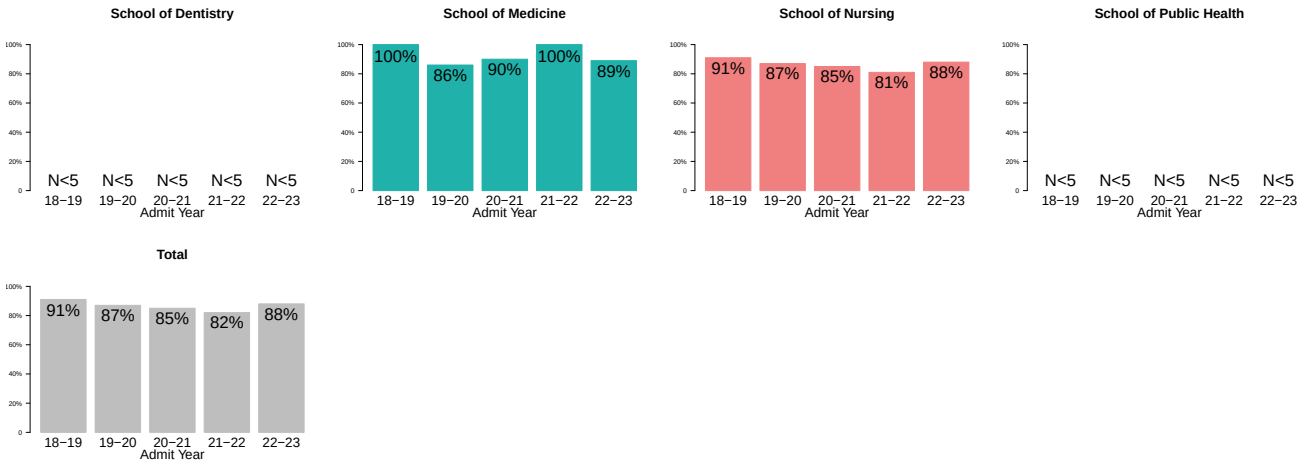


Figure 54: Disagreggated bachelor's degree completion data by school over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
School of Dentistry	0	-
School of Medicine	9	93%
School of Nursing	400.4	86%
School of Public Health	0	-
Total	409.4	86%

Master's Degree Completion On-Time Disaggregated

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.

Master's Degree Completion by Age

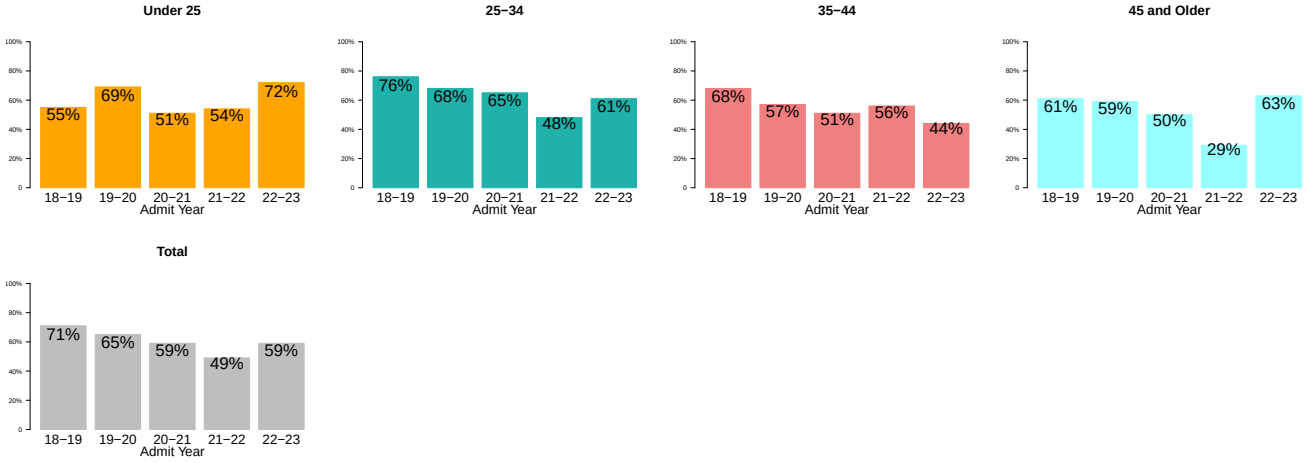


Figure 55: Disagreggated master's degree completion data by age over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Under 25	40	60%
25-34	153	65%
35-44	64.2	57%
45 and Older	24	52%
Total	281.2	61%

Master's Degree Completion by Expected Family Contribution

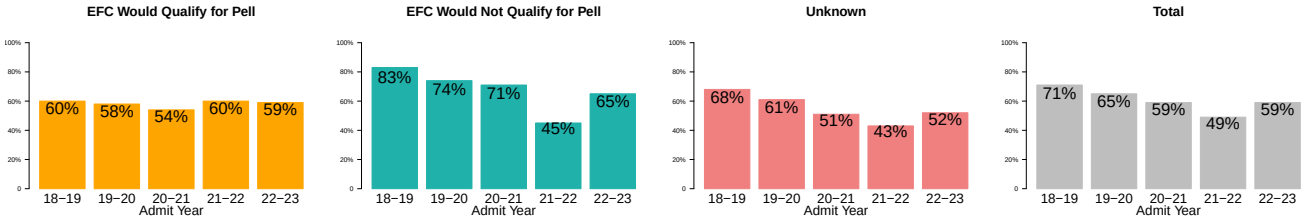


Figure 56: Disagreggated master's degree completion data by expected family contribution over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
EFC Would Qualify for Pell	85.4	59%
EFC Would Not Qualify for Pell	102.6	69%
Unknown	93.2	56%
Total	281.2	61%

Master's Degree Completion by Legal Sex

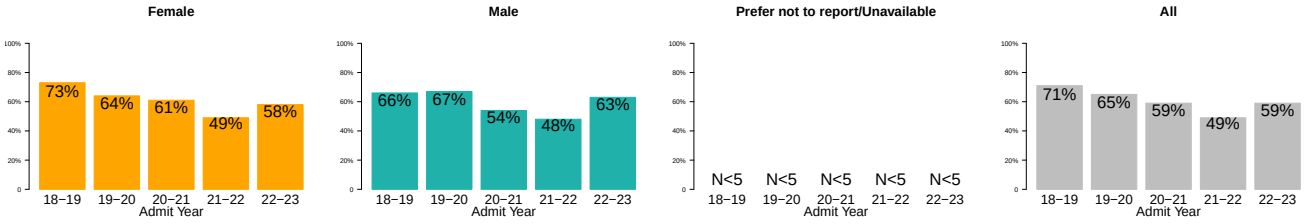


Figure 57: Disagreggated master's degree completion data by legal sex over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Female	201	62%
Male	79.4	60%
Prefer not to report/Unavailable	0.8	50%
All	281.2	61%

Master's Degree Completion by Highest Parent Education

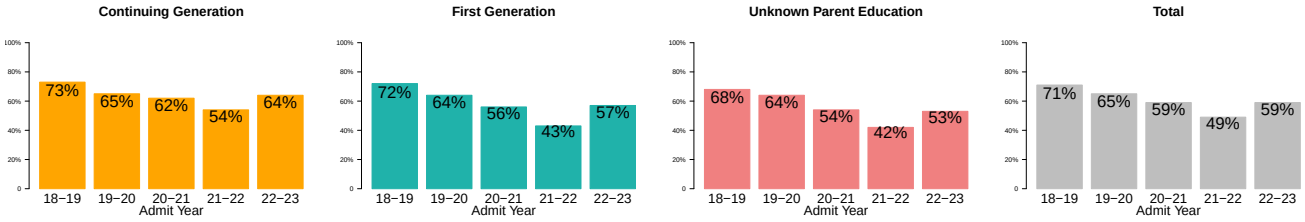


Figure 58: Disagreggated master's degree completion data by highest parent education over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Continuing Generation	145.4	64%
First Generation	58	60%
Unknown Parent Education	77.8	58%
Total	281.2	61%

Master's Degree Completion by Racial Identity

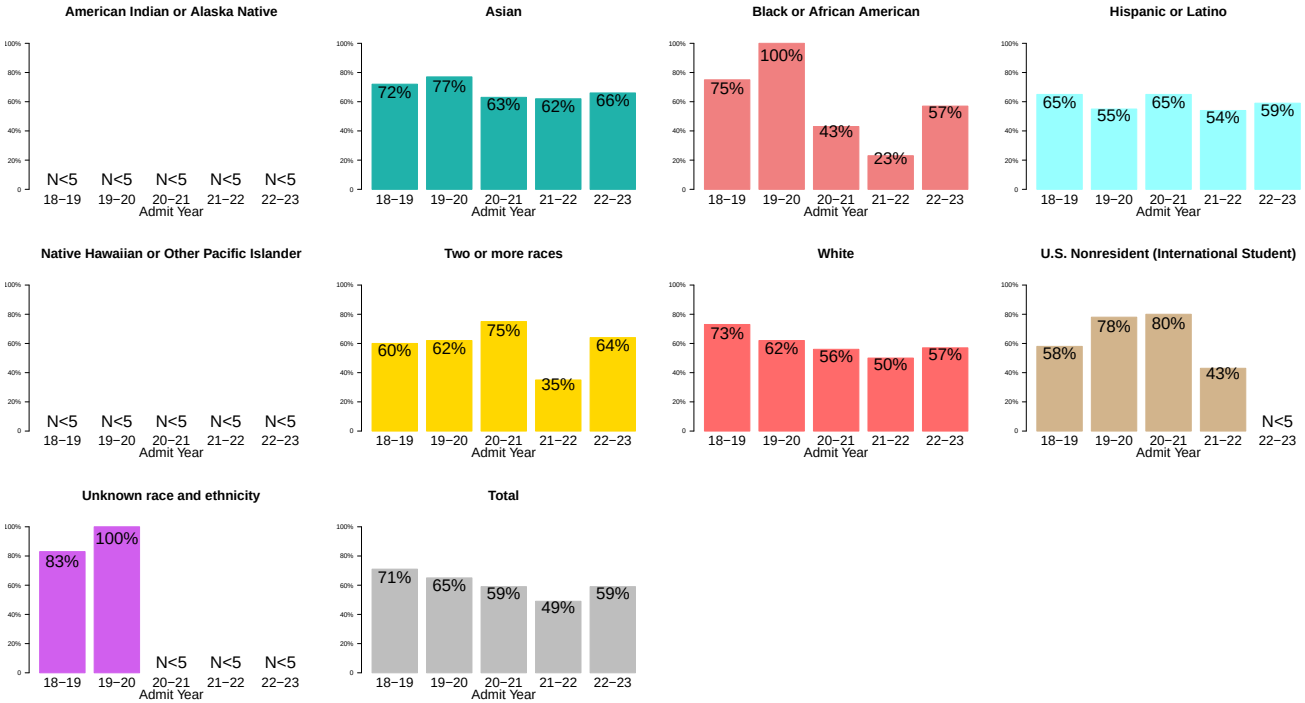


Figure 59: Disagreggated master's degree completion data by racial identity over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	1.8	56%
Asian	33.4	68%
Black or African American	8	52%

Hispanic or Latino	27	59%
Native Hawaiian or Other Pacific Islander	1	60%
Two or more races	16.8	57%
White	183	61%
U.S. Nonresident (International Student)	6.8	65%
Unknown race and ethnicity	3.4	82%
Total	281.2	61%

Master's Degree Completion by School

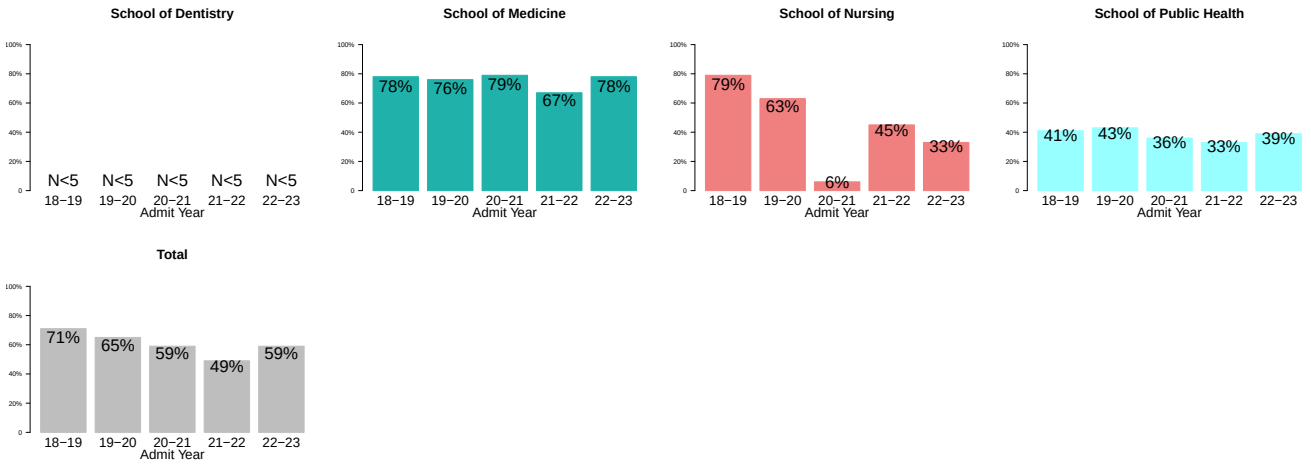


Figure 60: Disagreggated master's degree completion data by school over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
School of Dentistry	4	100%
School of Medicine	143.8	76%
School of Nursing	39.6	62%
School of Public Health	93.8	38%
Total	281.2	61%

Professional Degree Completion On-Time Disaggregated

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.

Professional Degree Completion by Age

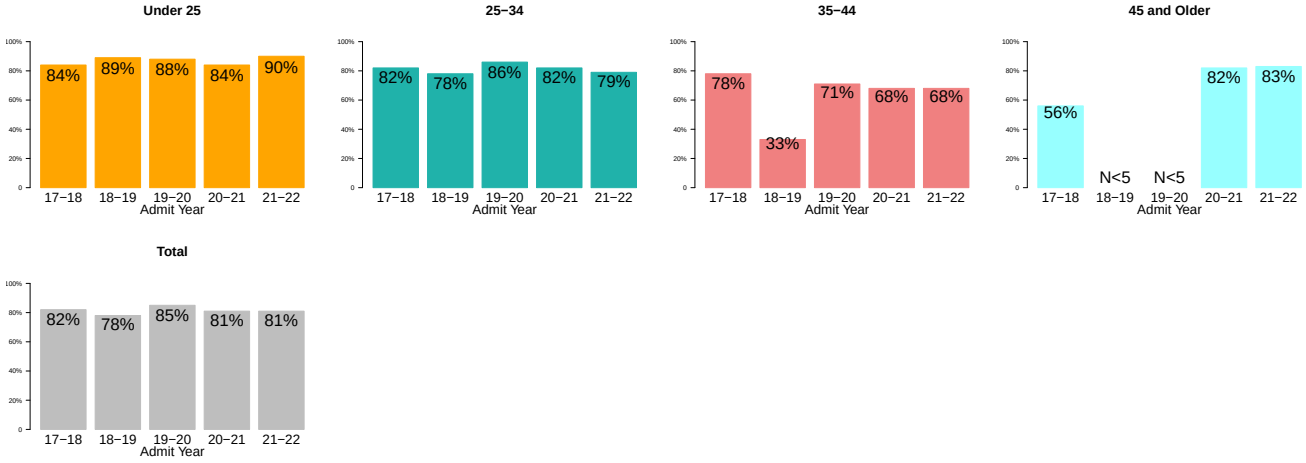


Figure 61: Disagreggated professional degree completion data by age over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Under 25	97.2	87%
25-34	162.2	82%
35-44	22.8	64%
45 and Older	6.8	65%
Total	289	82%

Professional Degree Completion by Expected Family Contribution

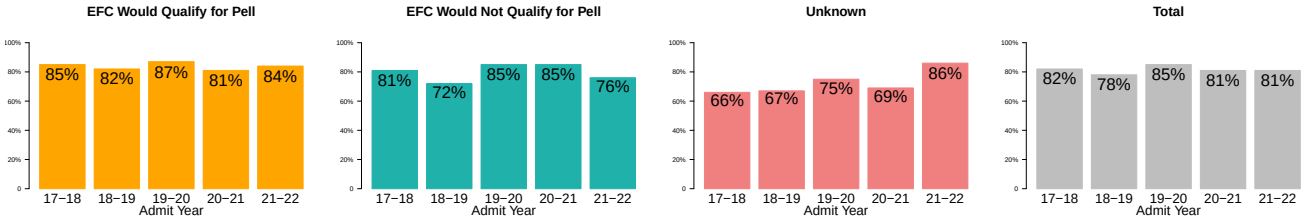


Figure 62: Disagreggated professional degree completion data by expected family contribution over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
EFC Would Qualify for Pell	171.6	84%
EFC Would Not Qualify for Pell	86.8	81%
Unknown	30.6	72%
Total	289	82%

Professional Degree Completion by Legal Sex

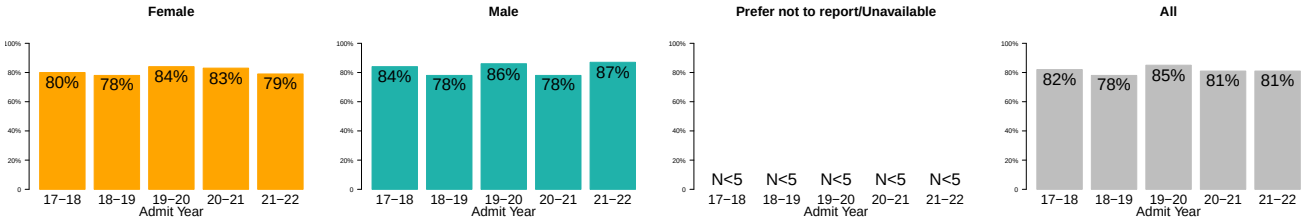


Figure 63: Disagreggated professional degree completion data by legal sex over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Female	178.8	81%
Male	109.8	83%
Prefer not to report/Unavailable	0.4	50%
All	289	82%

Professional Degree Completion by Highest Parent Education

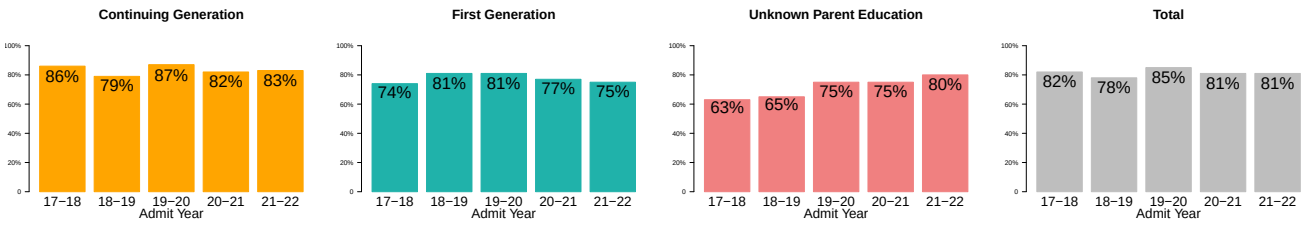


Figure 64: Disagreggated professional degree completion data by highest parent education over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Continuing Generation	218.6	84%
First Generation	45	78%
Unknown Parent Education	25.4	71%
Total	289	82%

Professional Degree Completion by Racial Identity

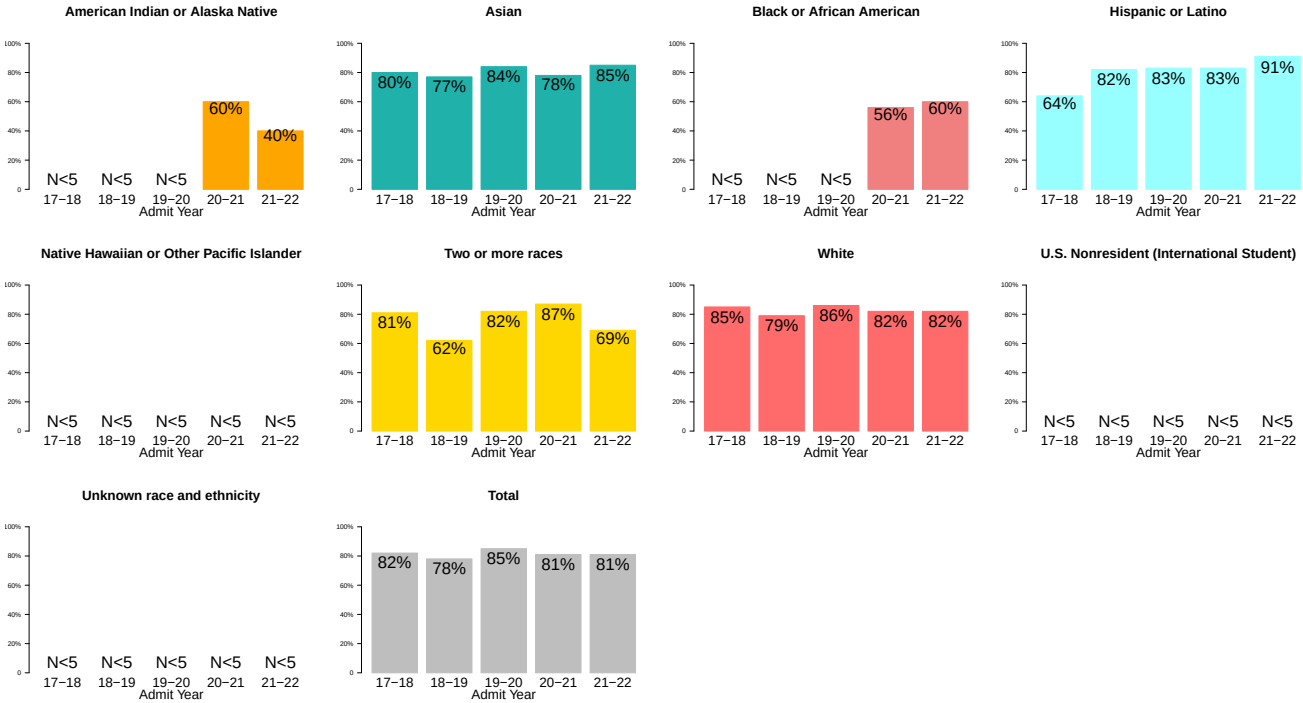


Figure 65: Disagreggated professional degree completion data by racial identity over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	3.2	56%
Asian	47.6	81%
Black or African American	4.4	59%

Hispanic or Latino	24	83%
Native Hawaiian or Other Pacific Islander	0.2	0%
Two or more races	21.4	78%
White	184.6	83%
U.S. Nonresident (International Student)	0.8	75%
Unknown race and ethnicity	2.8	100%
Total	289	82%

Professional Degree Completion by School

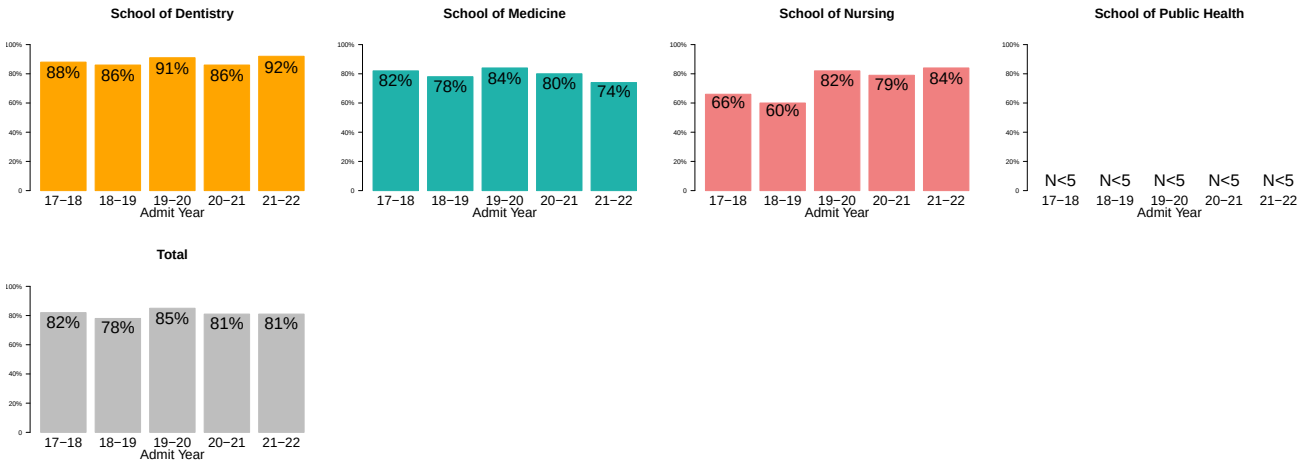


Figure 66: Disagreggated professional degree completion data by school over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
School of Dentistry	73.4	89%
School of Medicine	141.4	80%
School of Nursing	74.2	78%
School of Public Health	0	-
Total	289	82%

Research Doctorate Degree Completion On-Time Disaggregated

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.

Research Doctorate Completion by Age

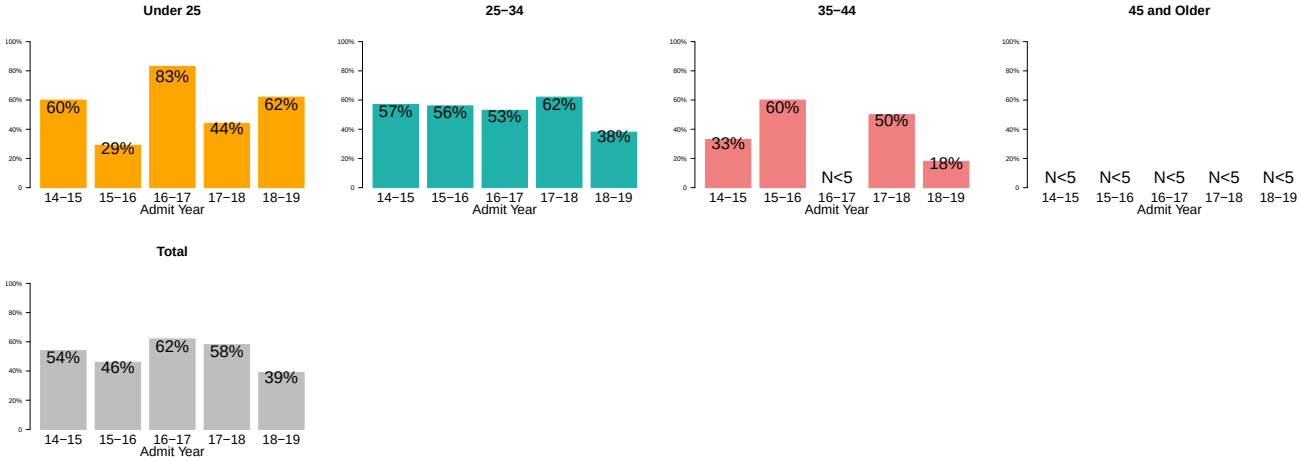


Figure 67: Disagreggated research doctorate completion data by age over time.

Five-year averages for Completion

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

Research Doctorate Completion by Expected Family Contribution

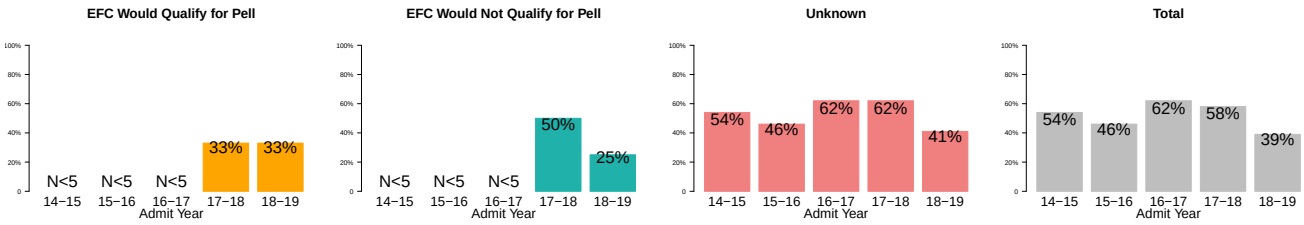


Figure 68: Disagreggated research doctorate completion data by expected family contribution over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
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 Doctorate Completion by Legal Sex

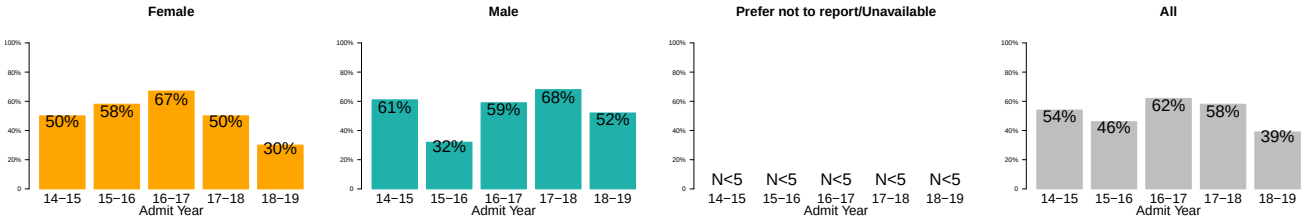


Figure 69: Disagreggated research doctorate completion data by legal sex over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Female	32	49%
Male	23.8	55%
Prefer not to report/Unavailable	0.2	0%
All	56	51%

Research Doctorate Completion by Highest Parent Education

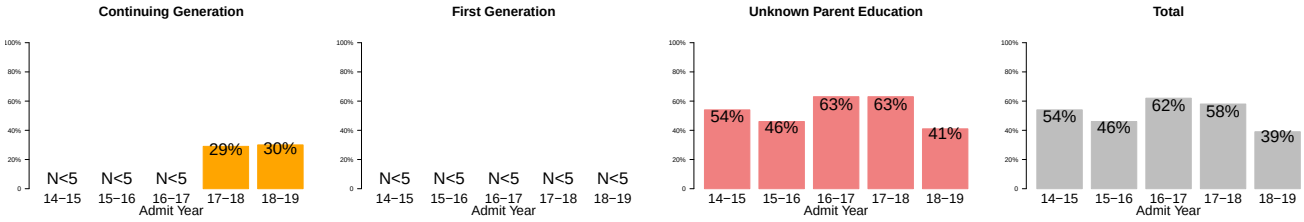


Figure 70: Disagreggated research doctorate completion data by highest parent education over time.

Five-year averages for Completion

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

Research Doctorate Completion by Racial Identity

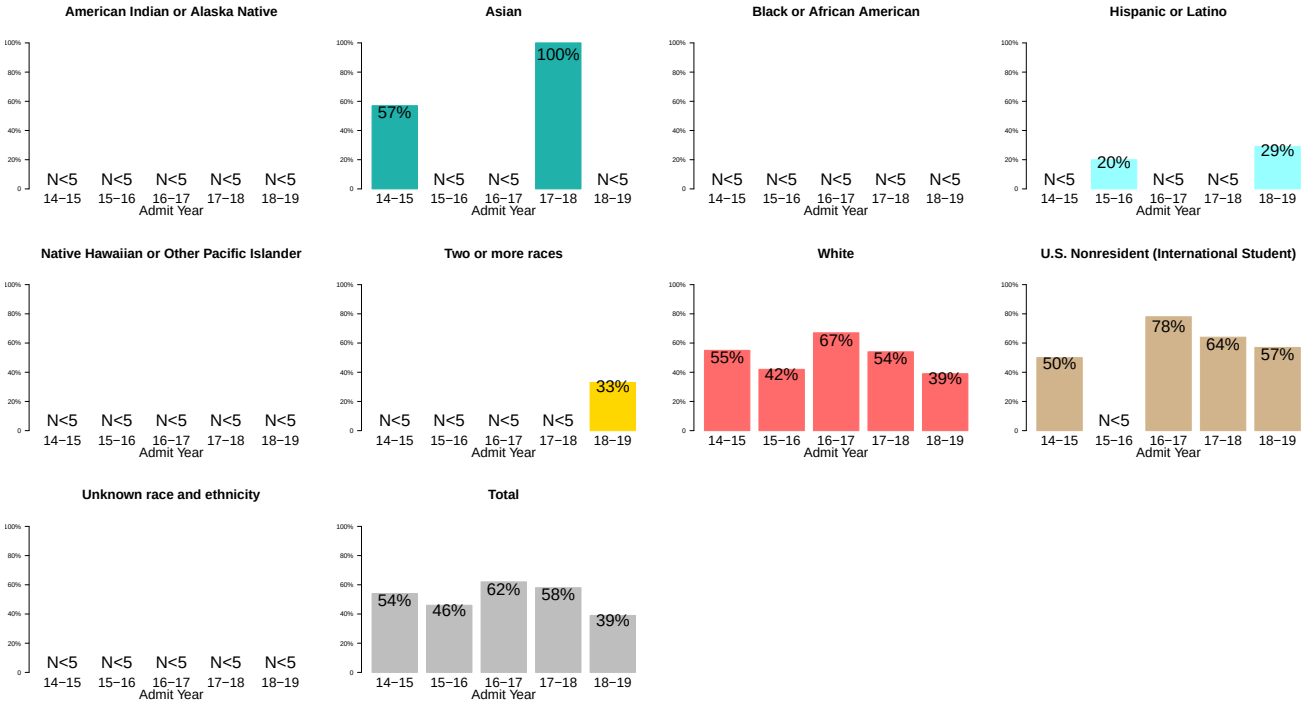


Figure 71: Disagreggated research doctorate completion data by racial identity over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	0.2	0%
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 Doctorate Completion by School

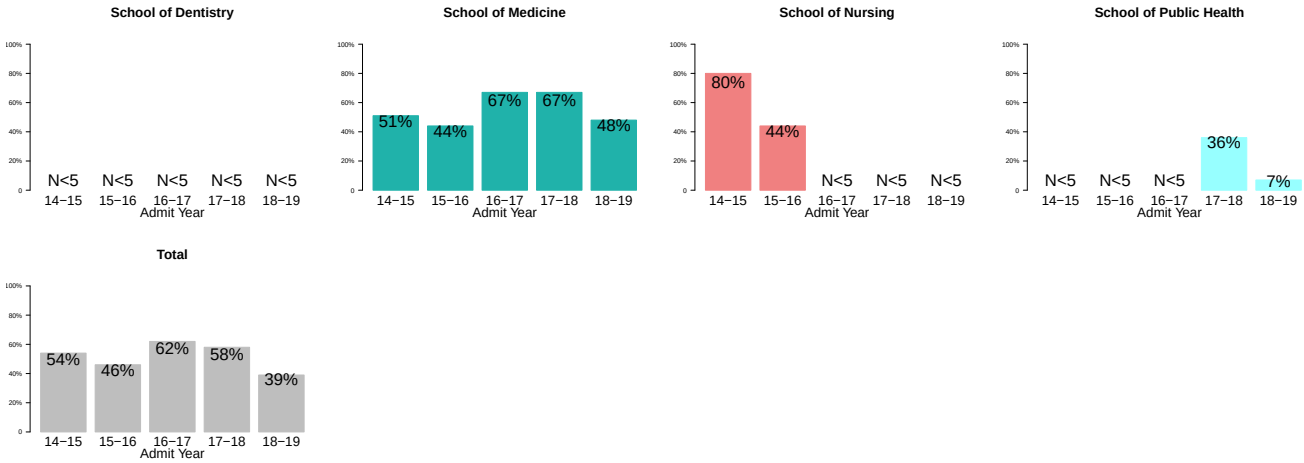


Figure 72: Disagreggated research doctorate completion data by school over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
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%

Graduate Certificate Completion On-Time Disaggregated

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.

Certificate Completion by Age

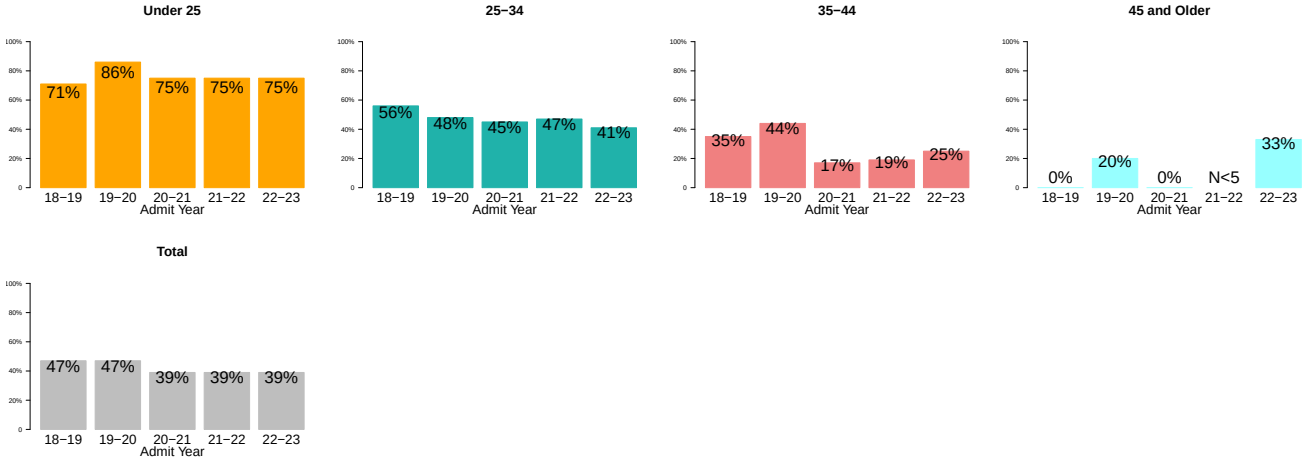


Figure 73: Disagreggated certificate completion data by age over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Under 25	8.4	76%
25-34	40.2	48%
35-44	23	27%
45 and Older	6	17%
Total	77.6	42%

Certificate Completion by Expected Family Contribution

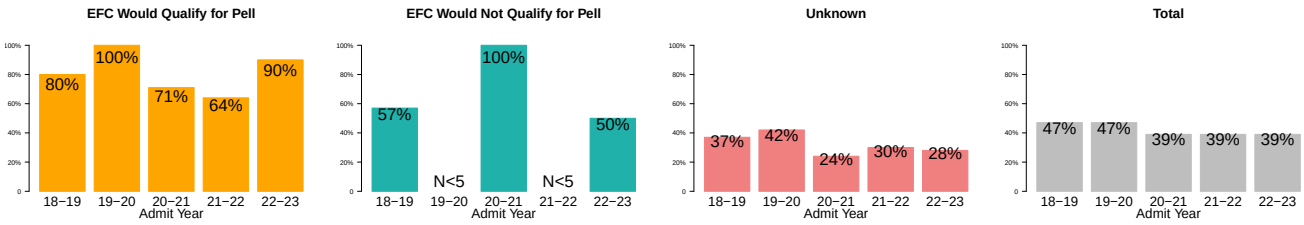


Figure 74: Disagreggated certificate completion data by expected family contribution over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
EFC Would Qualify for Pell	11.6	78%
EFC Would Not Qualify for Pell	5.2	73%
Unknown	60.8	33%
Total	77.6	42%

Certificate Completion by Legal Sex

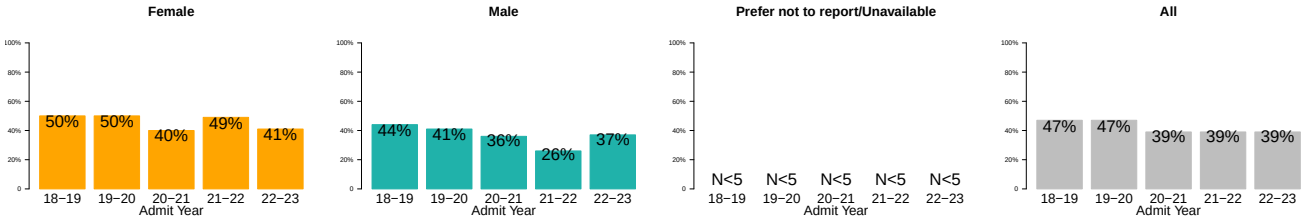


Figure 75: Disagreggated certificate completion data by legal sex over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Female	48	46%
Male	29	37%
Prefer not to report/Unavailable	0.6	0%
All	77.6	42%

Certificate Completion by Highest Parent Education

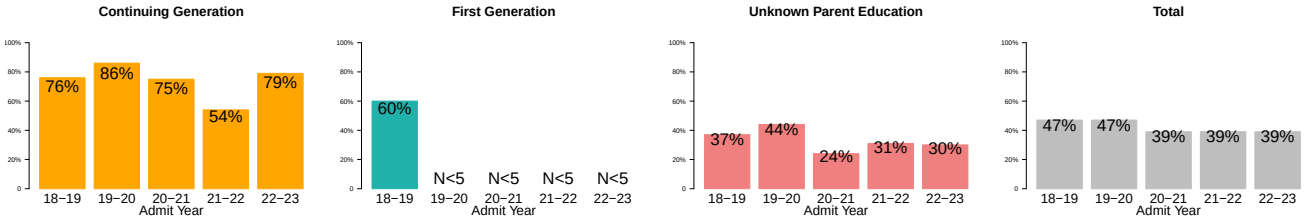


Figure 76: Disagreggated certificate completion data by highest parent education over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
Continuing Generation	15	73%
First Generation	3.6	50%
Unknown Parent Education	59	34%
Total	77.6	42%

Certificate Completion by Racial Identity

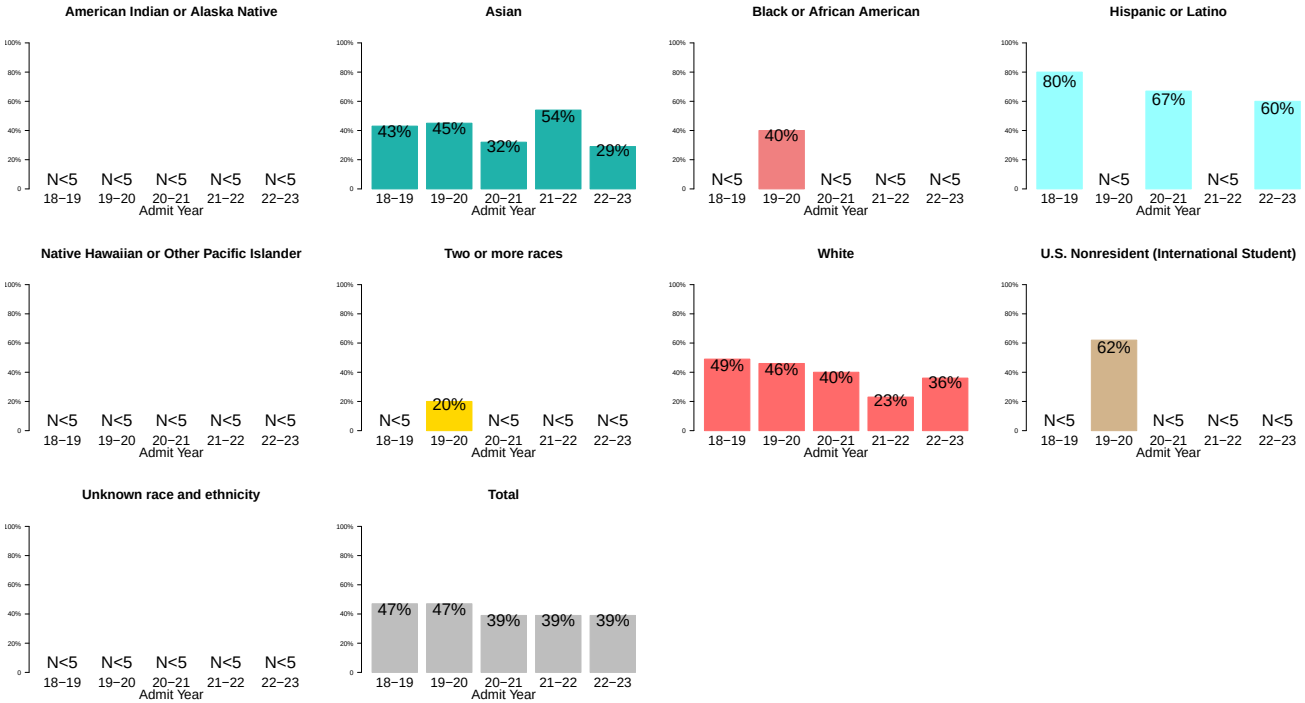


Figure 77: Disagreggated certificate completion data by racial identity over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	0.2	0%
Asian	16.8	42%
Black or African American	2.4	17%

Hispanic or Latino	6.4	66%
Native Hawaiian or Other Pacific Islander	0.2	100%
Two or more races	3.8	42%
White	42.4	41%
U.S. Nonresident (International Student)	4	50%
Unknown race and ethnicity	1.4	14%
Total	77.6	42%

Certificate Completion by School

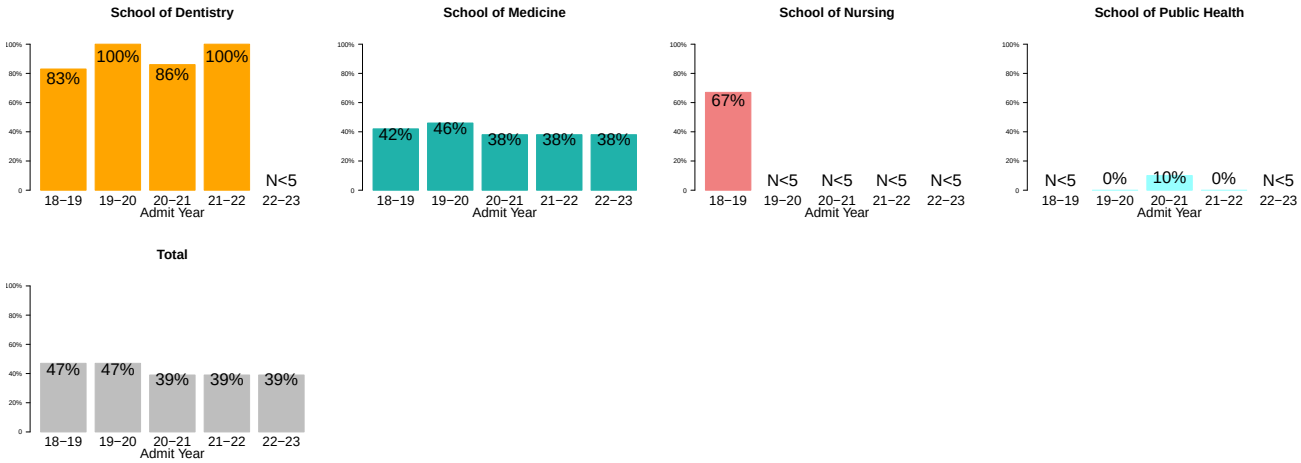


Figure 78: Disagreggated certificate completion data by school over time.

Five-year averages for Completion

Group	Avg. Num. of Students	Avg. Outcome
School of Dentistry	5.4	93%
School of Medicine	65.6	41%
School of Nursing	1.2	67%
School of Public Health	5.4	7%
Total	77.6	42%

Post-Graduation Success Disaggregated

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.

Post-Graduation Success by Age

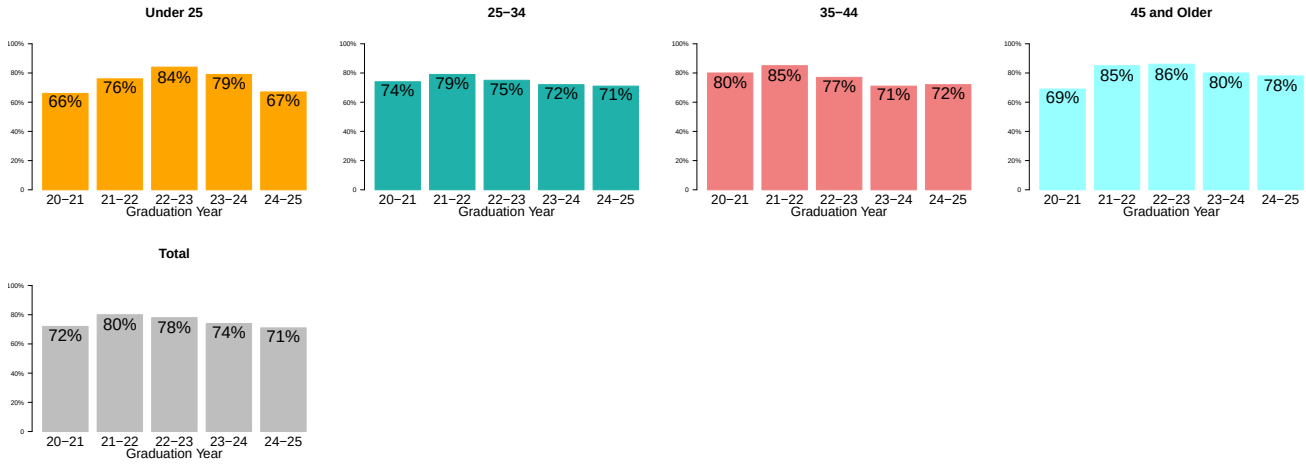


Figure 79: Disagreggated post-graduation Success data by age over time.

Five-year averages for Post-Graduation Success

Group	Avg. Num. of Students	Avg. Outcome
Under 25	108.2	76%
25-34	251	75%
35-44	82.6	78%
45 and Older	28.8	80%
Total	470.6	76%

Post-Graduation Success by Degree Type

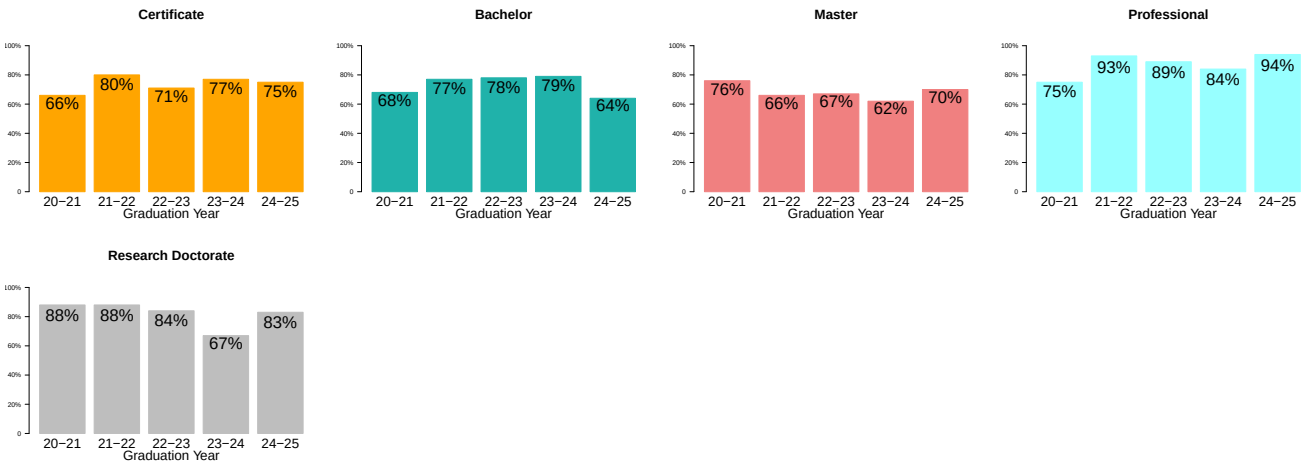


Figure 80: Disagreggated post-graduation Success data by degree type over time.

Five-year averages for Post-Graduation Success

Group	Avg. Num. of Students	Avg. Outcome
Certificate	19.6	72%
Bachelor	168.4	74%
Master	137.6	68%
Professional	121.6	87%
Research Doctorate	23.4	83%

Post-Graduation Success by Expected Family Contribution

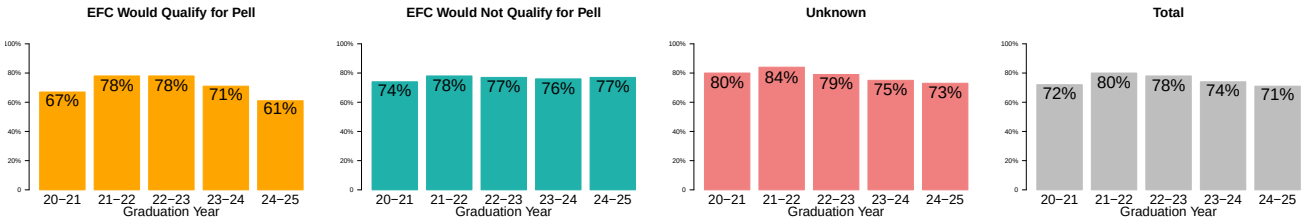


Figure 81: Disagreggated post-graduation Success data by expected family contribution over time.

Five-year averages for Post-Graduation Success

Group	Avg. Num. of Students	Avg. Outcome
EFC Would Qualify for Pell	189.6	73%
EFC Would Not Qualify for Pell	169.2	77%
Unknown	111.8	79%
Total	470.6	76%

Post-Graduation Success by Legal Sex

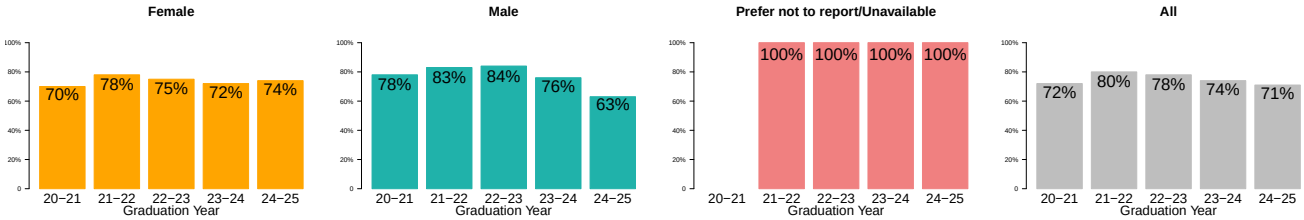


Figure 82: Disagreggated post-graduation Success data by legal sex over time.

Five-year averages for Post-Graduation Success

Group	Avg. Num. of Students	Avg. Outcome
Female	331.4	74%
Male	137.4	80%
Prefer not to report/Unavailable	1.8	100%
All	470.6	76%

Post-Graduation Success by Highest Parent Education

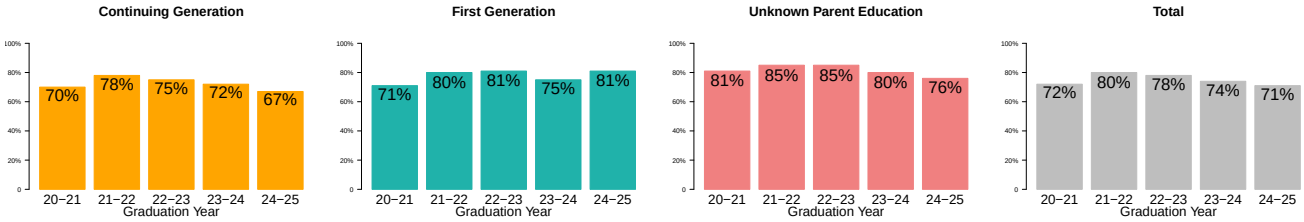


Figure 83: Disagreggated post-graduation Success data by highest parent education over time.

Five-year averages for Post-Graduation Success

Group	Avg. Num. of Students	Avg. Outcome
Continuing Generation	295	73%
First Generation	89	78%
Unknown Parent Education	86.6	83%
Total	470.6	76%

Post-Graduation Success by Racial Identity

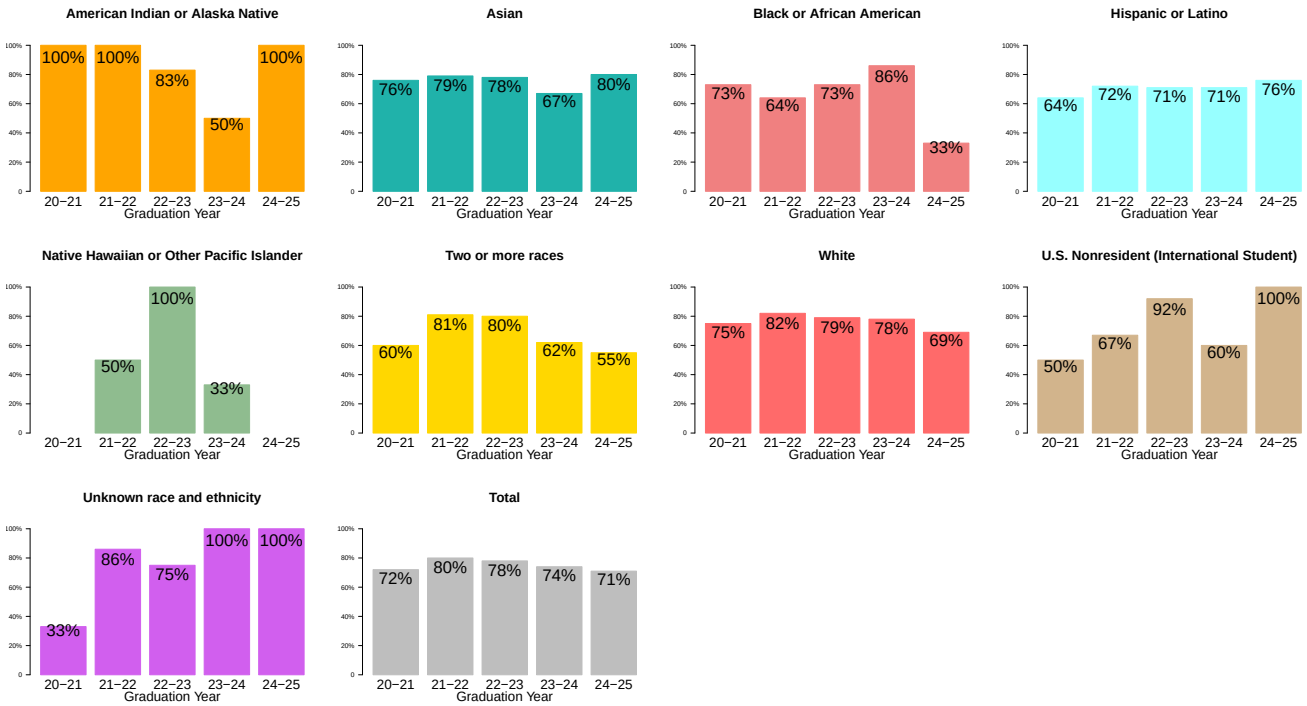


Figure 84: Disagreggated post-graduation Success data by racial identity over time.

Five-year averages for Post-Graduation Success

Group	Avg. Num. of Students	Avg. Outcome
American Indian or Alaska Native	3.2	81%
Asian	53.4	76%
Black or African American	11.4	72%
Hispanic or Latino	52.6	71%
Native Hawaiian or Other Pacific Islander	1.4	57%
Two or more races	29.2	71%
White	307.2	78%
U.S. Nonresident (International Student)	8	75%
Unknown race and ethnicity	4.2	71%
Total	470.6	76%

Post-Graduation Success by School

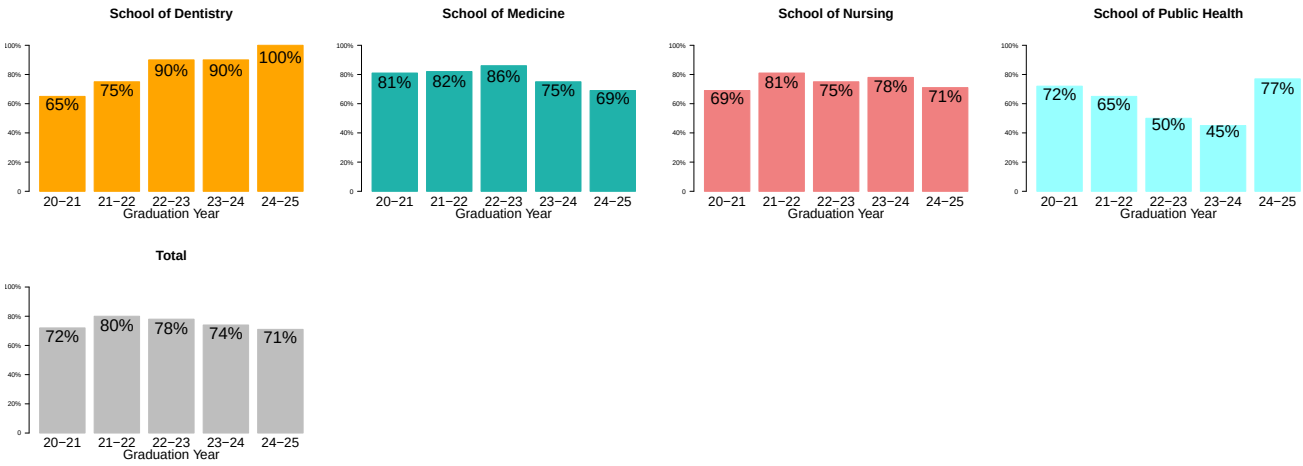


Figure 85: Disagreggated post-graduation Success data by school over time.

Five-year averages for Post-Graduation Success

Group	Avg. Num. of Students	Avg. Outcome
School of Dentistry	35.4	80%
School of Medicine	168	81%
School of Nursing	215.4	75%
School of Public Health	51.8	59%
Total	470.6	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	Description	Comparison Metric
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 based upon Carnegie Classifications:

Institution	Carnegie Classification	Size Cat.	Med Deg.?
Oregon Health & Science Univ.	Special Focus: Med. Schools & Centers	Small	Yes
Medical Univ. of South Carolina	Special Focus: Med. Schools & Centers	Small	Yes
The UT Health Sci. Center at Houston	Special Focus: Med. Schools & Centers	Medium	Yes
Univ. of California-San Francisco	Special Focus: Med. Schools & Centers	Small	Yes
Univ. of Utah	Mixed Under/Grad - Doctoral Large	Large	Yes
University of Washington	Mixed Under/Grad - Doctoral Large	Large	Yes
SUNY-Downstate Health Sciences Univ.	Special Focus: Med. Schools & Centers	Small	Yes

Number Of Degrees And Certificates Awarded In Clinical And Translational Research Training (Indicator IIE 3.1)

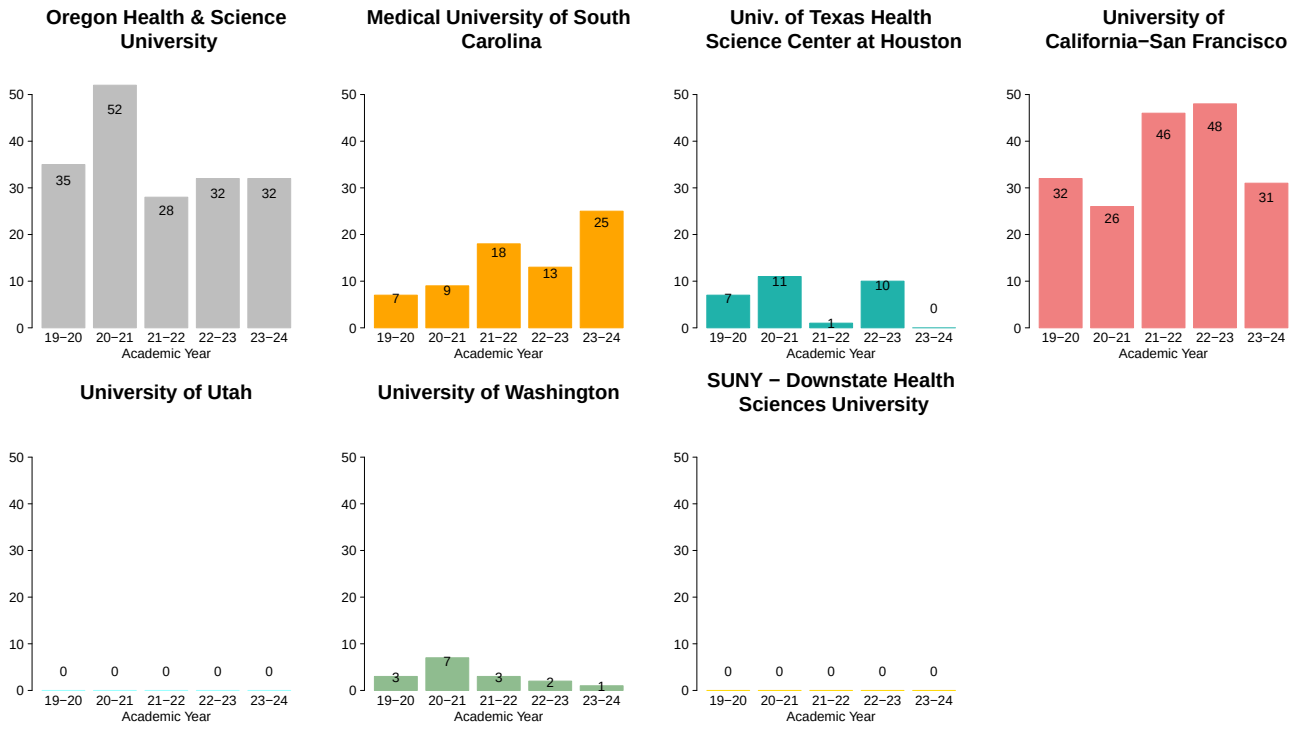


Figure 86: Source: IPEDS: Completions - Awards/degrees conferred by program.

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 (Indicator IIE 3.2)

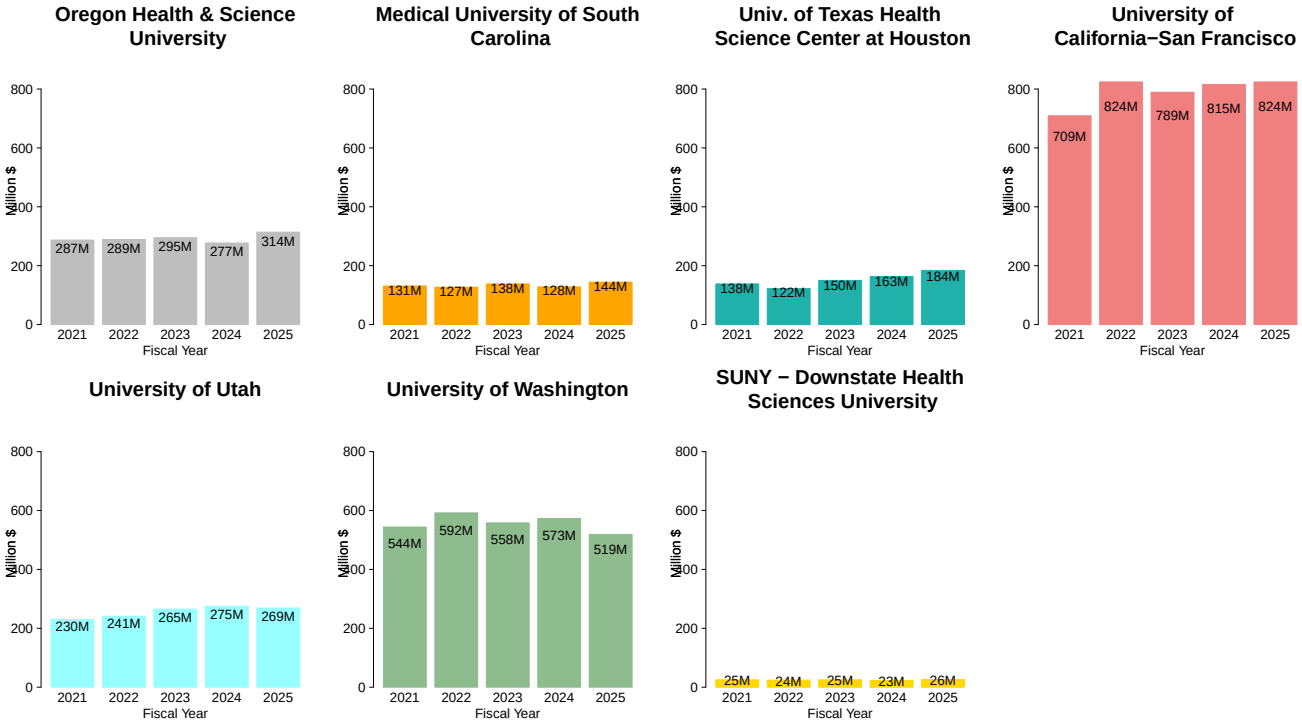


Figure 87: Source: NIH RePORT: NIH Awards by Location & Organization

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 Inventions Disclosed (Indicator IIE 3.3)

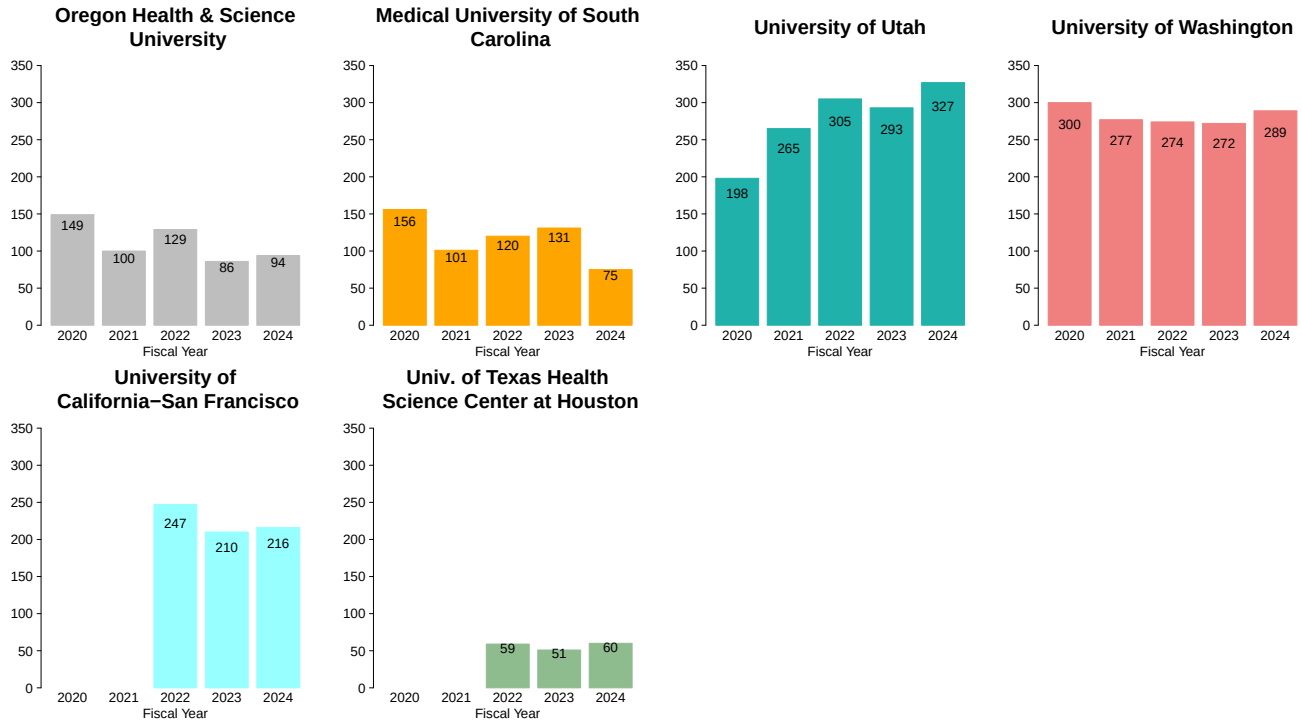


Figure 88: Source: Association of University Technology Managers.

OHSU has identified peer institutions for accreditation purposes which include 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.

Percent of B.S. Nursing Students Passing Senior-Level Credentialing Examination On The First Attempt (Indicator SAI 1.9)

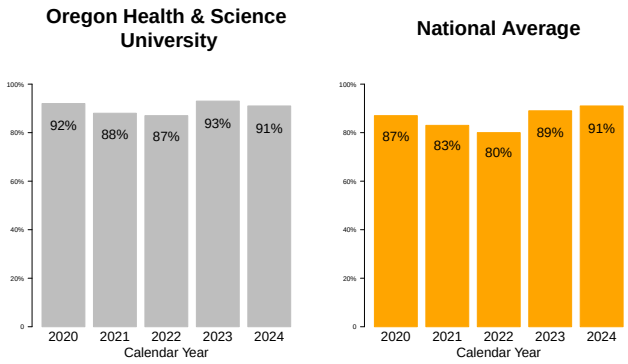


Figure 89: Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt.

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 (Indicator SAI 1.10)

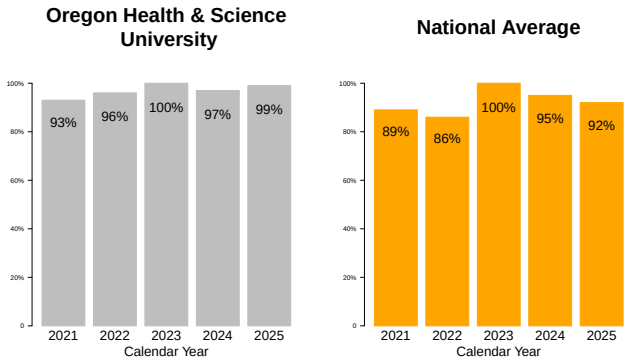


Figure 90: Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates 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 Examination On The First Attempt (Indicator SAI 1.11)

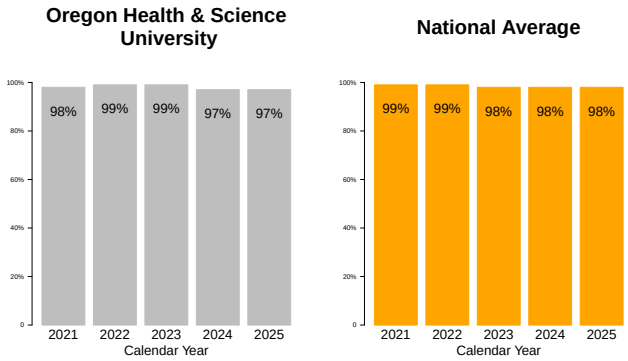


Figure 91: Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates 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 Examination On The First Attempt (Indicator SAI 1.12)

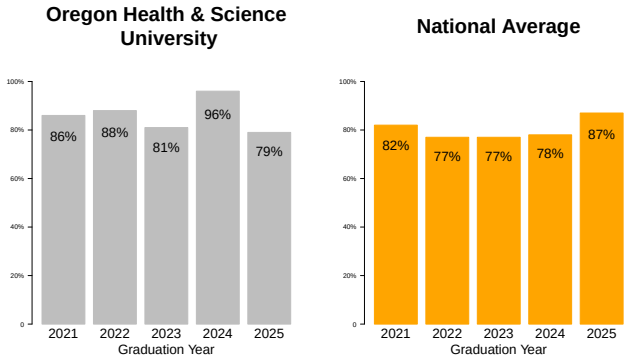


Figure 92: Source: OHSU Factbook: Students Passing Senior-Level Credentialing Examinations on the First Attempt
OHSU tracks and benchmarks student preparedness, as well as appropriate curriculum content, by comparing first-time pass rates on national professional examinations. First-time passing rates 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 (Indicator SAI 1.13)

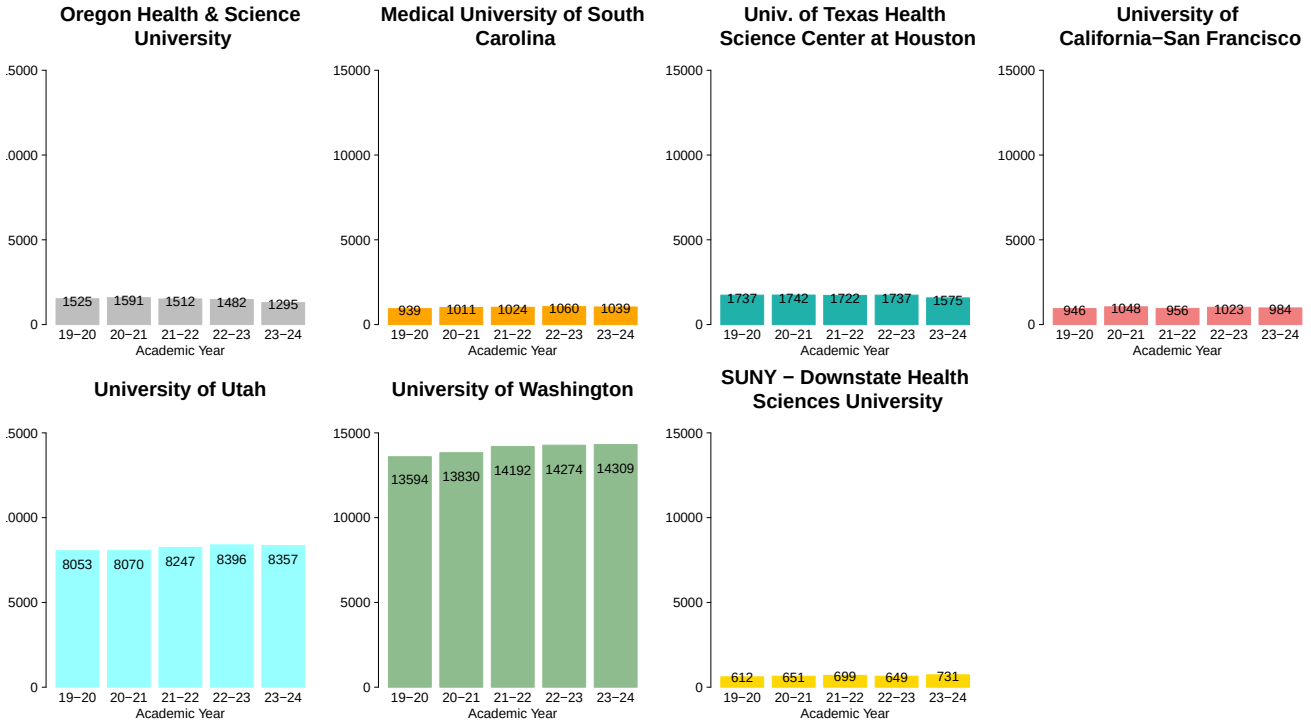


Figure 93: Source: IPEDS: Completions - Number of students receiving awards/degrees. OHSU Factbook.

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 (Indicator SAI 1.14)

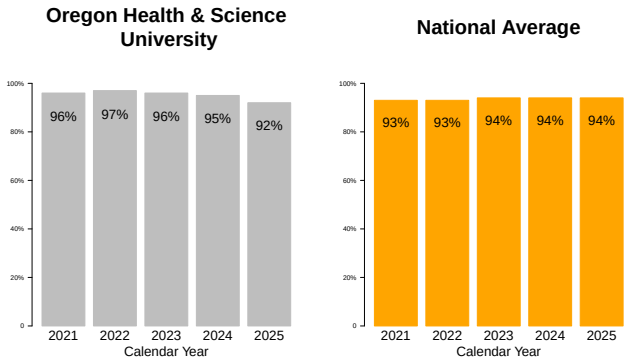


Figure 94: Source: NRMP

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.

Offical Fiscal Year Cohort Default Rate As Published by the U.S. Department of Education (Indicator SAI 1.15)

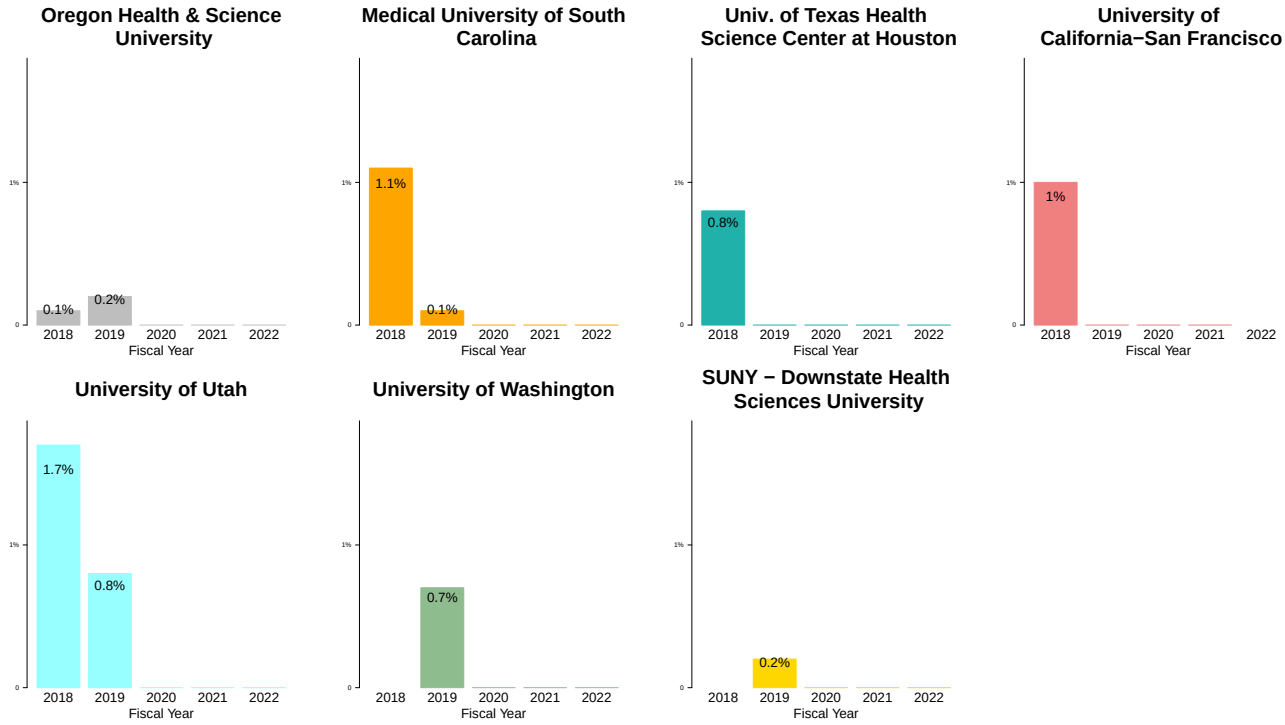


Figure 95: Source: National Student Loan Data System (NSLDS): Official Cohort Default Rates for Schools

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.