A Comprehensive Peer-Evaluation Report

Bastyr University

Kenmore, Washington

April 2 – 4, 2012

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II. Introduction

An evaluation Committee of seven members from peer institutions representing the Northwest Commission on Colleges and Universities with the assistance of Dr. Pamela Goad visited Bastyr University on April 1 – 4, 2012 to conduct a Comprehensive evaluation under all five of the Commissions' Standards. In advance of the visit all Committee members reviewed the university's Comprehensive Self-Evaluation report and reviewed additional materials provided electronically or in hard copy. Committee members were aware that this was a review of a campus transitioning to the Commission's new Standards. Bastyr had a Year One Evaluation in Spring 2011 at which time accreditation was reaffirmed. That immediately preceded this Comprehensive Review. The university will have a second Year One Evaluation next year as it begins the new seven-year cycle.

The Committee met variously with the Board of Trustees, the president, all members of the senior administration, all deans, many program chiefs, various faculty leaders and committees and held open forums for students, staff and faculty in our efforts to validate the findings of the Self-Evaluation Report and confirm that Bastyr University meets the Commission's *Eligibility Requirements.*

The university's presentation of documents and exhibits was complete and easily accessible on-line and in the workroom. Assistance with locating additional information was effective. Scheduling for the Committee's various meetings was superb and open meetings were well attended.

The Committee notes with thanks the highly effective staff work that facilitated this visit. Additionally, we express our thanks for scheduling, hospitality, transportation, workroom readiness, and a welcoming community that supported our work.

We especially appreciated the open and forthright conversations with the Bastyr University community.

III. Assessment of the Self-Evaluation Report and support materials.

Bastyr University's 2012 Comprehensive Self-Evaluation report is a well-written, intelligent presentation of the institution as it currently exists. Its coverage of the required materials is complete and the organization clear and easy to follow. While the Self-Evaluation is thorough in its coverage of the institution as parsed by the NWCCU Standards it is definitely more descriptive than reflective. Its utility as self-analysis and grounding for reviewers, however, is strong when the institution analyses its Core Themes, goals, measures and indicators in chapter 4 on Core Theme Planning, Assessment and Improvement. There the Committee found a frank assessment of Goals not yet fulfilled, measures yet to be applied, and indicators not yet met.

Many support materials for the Self-Evaluation were available electronically on an institutionally designed intranet site that is notable for its ease of use and completeness. It facilitated the work of the Committee greatly. Some materials not available on the web were provided to the Committee in advance of and during the site visit. All requests for materials were met quickly during the visit.

IV. Topics Addressed from the Last Evaluation

The Spring 2011 Year One Evaluation included three recommendations and a "concern" regarding Eligibility Requirement 2. The Eligibility Requirements are addressed below. Recommendation 1 regarding an articulation of an acceptable threshold or extent of mission fulfillment is continued in this Committee's Recommendation 1. The second recommendation regarding an alignment of one of the institution's Strategic Initiatives with its Core Themes is successfully addressed in Bastyr's *Comprehensive Self-Evaluation Report.* The third recommendation regarding the refinement of the university's list of indicators of achievement has been partially addressed but is still reflected in this Committee's Recommendation 1.

V. Eligibility Requirements

The institutional *Comprehensive Self-Evaluation Report* addresses Eligibility Requirements 2 (Authority) and 3 (Mission and Core Themes) successfully. In response to a "concern" expressed by the Year One Report reviewers regarding Eligibility Requirement 2, the university has provided an adequate summary of how it meets the requirement. The Committee also reviewed all of the other Eligibility Requirements and found that Bastyr University meets each one.

VI. Mission, Core Themes, and Expectations

1.A.1 Bastyr University has a widely published and well understood mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, derives from and is well understood by, its community. The mission statement is brief, clear, concise, and sufficiently comprehensive to encompass the institution's activities:

> *We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind and spirit are intrinsically inseparable, we model an integrated approach to education, research and clinical service.*

The statement of mission is accompanied in most circumstances by an aspirational statement of vision that is also intended to lend direction to institutional development:

As the world's leading academic center for advancing and integrating knowledge in the natural health arts and sciences, Bastyr University will transform the health and well-being of the human community.

The current mission and vision statements were adopted in 2007 after a year of community-wide process of discussion aimed at strengthening the core message of the institution and clarifying its goals and objectives.

Bastyr University further characterizes itself with three broad themes that now align well with three of its Core Themes: Academic Excellence, Pioneering Research, and Renowned Clinical Services. These are expanded as Core Themes 1 – 3.

1.A.2 The use of Core Themes (below) drawn from its mission and further explicated by objectives that – if achieved – would represent incremental progress toward fulfilling its institutional vision statement is how Bastyr University defines its acceptable threshold or extent of mission fulfillment. Stated more directly, the institution asserts that progress toward meeting the objectives associated with its Core Themes *will* constitute "an acceptable threshold or extent of mission fulfillment" and advance toward fulfillment of the aspirational statement of vision.

Although, in general, the Core Theme goals and objectives position the institution well to fulfill its mission, the Committee is concerned that Core Theme success may be undermined by indicators of success that are insufficiently rigorous or aspirational, or clearly operationalized. This global concern is elaborated further in each of the Core Theme subsections (addressed most completely in this report in the response to Standards 3.B, 4.A, 4.B) and culminates in our Recommendation #1 at the end of this document.

1.B Core Themes

1.B.1 The institution has identified four Core Themes – Academic Achievement, Research in the Natural Health Arts and Sciences, Clinical Training and Community Health, and Interdisciplinary Integration. Upon due consideration and in response to its Year One Report, the institution has incorporated objectives and indicators relating to the fourth Theme – Interdisciplinary Integration – into each of the other Themes. The institution acknowledges that achieving interdisciplinary integration necessitates embedding related objectives into the other three Core themes and benefits by retaining specific objectives within a separated Core theme – Interdisciplinary Integration.

Three Core Themes now flow directly from Bastyr University's statement of mission that states clearly the intent to prepare leaders in the natural health arts and sciences through an integrated approach to *education* (Academic achievement), *research* (Research in the Natural Health Arts and Sciences), and *clinical service* (Clinical Training and Community Health). The fourth Core Theme – Interdisciplinary Integration – represents an overarching theme, consistent with the

university mission and threaded through the other three themes.

The Committee is impressed with the fit and affirms that the Core Themes *are* the essence of Bastyr University.

Core Theme One – Academic Achievement

This Theme (that equates well with Bastyr's aforementioned self-characterizations) pertains mainly to maintaining high academic standards in the preparation of its graduates for practice or advanced study. It has three sensible goals: A) offering a rigorous and relevant curriculum; B) having a highly qualified faculty with excellent teaching skills, and C) supporting student success and program completion.

Goal A objectives describe commitments to 1) national curriculum standards, 2) continuous improvement through curriculum and faculty review, 3) well-prepared graduates and 4) university culture that encourages integrative and interdisciplinary collaboration. That last, of course, is related to the fourth Core Theme. The measures are meaningful, assessable, and verifiable but the Committee has reservations as to whether the indicators are sufficiently strong to guide the campus in assessing how well the goal is being fulfilled and its objectives met. These reservations are articulated in Recommendation #1.

Goal B's three objectives are a mix of input (having a strongly credentialed faculty in appropriate disciplines) and output. Beyond the objective of employing well-credentialed faculty in the disciplines are two related to a solid program of faculty/course evaluation and faculty current in their disciplines.

Goal C's four objectives in supporting student success and program completion span most of the student experience including educational cost. The measures and indicators, while relying in some parts on softer survey data, set a modest bar for student academic progress and program completion. The fourth objective – reducing financial dependency on tuition and fees – is commendable and, the Committee hopes, realistic. The indicator implies that core revenue from tuition and fees is already below 75%.

Core Theme Two – Research in the Natural Health Arts and Sciences

This Theme recognizes a campus reality that has developed substantially over the past decade. Research has become more important and essential to Bastyr University's efforts to establish a unique identity and its definition of mission fulfillment. As with Core Theme One, it is consonant with one of the three self-described "characterizations" Bastyr uses. There are two goals associated with the Theme – one related to A) faculty research and the other related to B) encouraging student participation in research/scholarly activity.

Goal A's objectives and indicators are evidence of the institution's commitment to support its faculty's research efforts. The four objectives – 1) allocate resources to support faculty research, 2) inter-institutional collaboration, 3) dissemination of research findings, and 4) engagement in interdisciplinary research – have sensible measures and indicators that establish baseline institutional support for faculty efforts and accelerating expectations for the output of research.

In Objective 1, the indicators of achievement primarily measure institutional inputs supporting faculty research endeavors. These institutional support measures include funding seed grants, providing gap funding for faculty between grants, supporting faculty sabbaticals and allocating extramural grant overhead funding in support of research activities. Although these measures are assessable and verifiable and a good start, they remain a relatively modest threshold for achievement.

Objective 2 regarding inter-institutional collaboration in research requires a 25% increase in such projects over the next five years (note Objective 4 below) and Objective 3 requires a 10% increase in faculty research findings/scholarly output over five years and the sponsoring of one research conference annually.

Objective 4 regarding interdisciplinary research also seems modest. The indicator is having at least one grant application submitted each year that involves co-investigators from different disciplines.

The objectives in Goal B, which focus on encouraging student engagement in research training and scholarship arise from student interest and the development of the Center for Student Research established in 2010. Its two objectives again mix inputs (institutional commitments to provide opportunities to students), soft outputs (surveys of student satisfaction with services/opportunities), and outputs (student production of research to increase 20% over initial year activity).

The input measures seem sensible, crucial, in fact, as the institution begins to move forward on this Core Theme. The Committee encourages further development of output measures over time.

Core Theme Three: Clinical Training and Community Health

Bastyr University establishes two broad goals (clinical training preparing competent entry-level practitioners and provision of high-quality services) that align with the two topics of the Core Theme.

The clinical training goal, A., has three objectives that mix strong curricular and assessment measures and indicators of achievement. Objective 1, Indicator 1.a would be strengthened by stating the expected outcomes in the use of comprehensive evaluation tools. The other Indicators are strong. Objective 2 related to student exposure to a variety of medical conditions and demographics is strong. And Objective 3 related to appropriate patient management including

referrals to and collaboration with other health professionals also seems in line with measures for evaluating accomplishment of the objective.

The second goal (B) again mixes institutional input measures and indicators with program and student output measures. Both seem sensible and useful in on-going program assessment. Objective 1, however, attempts to measure delivery of "quality health care" with the institutional objective of providing services to underserved populations. The measure and indicator, however, do not address quality and, a second measure and indicator would be useful. Objectives 2 and 3 have measures and indicators that should prove useful, although Objective 3, Indicator 3.c. is repeated in Core Theme Four.

Core Theme Four: Interdisciplinary Integration has a single Goal (A) relating to student acquisition of knowledge, skills and attitudes required for collaborative work with peers and others in a variety of health professions. The four Core Theme Objectives have generally useful measures and indicators. While again there is a mix of institutional inputs (Indicator 1.b "all schools offer interdisciplinary degree programs") with measures that would assess outcomes, both have a place as the institution tracks its commitments on an on-going basis. The Committee notes that Objective 2, Indicator 2.b could be further developed to describe the nature of the "competency-based assessments" and the acceptable thresholds of achievement that will form the basis for assessing accomplishment of the objective.

That concern -- the acceptable thresholds of achievement that will form the basis for assessing accomplishment of the objective – applies to other Indicators of Achievement where evaluation tools are described without a specific threshold of achievement being noted (e.g. Theme Three, Objective 1, Indicator 1.a). While the enumeration of expected outcomes at the program or course level could lead to endless Indicators, the institution could consider how and where to capture them as part of a reflective practice of self-evaluation and continuous improvement. This relates directly to Recommendation One of the Year One Peer-Evaluation Report.

Throughout this section of the Self-Evaluation Report, Bastyr University has spoken in text accompanying each goal to its rationale as to why the indicators are assessable and meaningful measures of achievement. That language is a helpful explication of the indicators, occasionally providing information that could in itself become an indicator. For example, the rationale accompanying Core Theme One, Goal A reveals that faculty are responsible for reviewing outcomes data from their programs at least annually and basing recommendations for program improvements on that data.

VII. Resources and Capacity

2.A Governance

2.A.1 – Bastyr University's governance system is fully consonant with the expectations of Standard 2.A. It is well understood within the campus community, differentiates between Trustee responsibility for broad direction and policy and administrative responsibilities of the President and senior administrators, and has provision for consideration of the views of faculty, staff, administrators and students.

The administrative structure is typical. A Faculty Senate, a Faculty Assembly, a Student Council, and a Staff Council have various opportunities for consideration of their views on matters on which they have interest.

Through the Office of the Provost who servers as NWCCU institutional liaison and its participation in the on-going process of accreditation, (2.A.3) the institution monitors its compliance with the Commission's Standards for Accreditation

2.A.4 – Bastyr University's 12 member Board of Trustees operating under recently updated and restated Articles of Incorporation includes two university employees – the president and a core faculty member. The Board is organized with an Executive Committee, and sub-committees for Finance, Academic Affairs, Student Affairs, Nominating and Stewardship, and Compensation. The president is an *ex-officio* member with vote, on all committees, save Compensation, and appropriate campus employees (e.g., Provost) serve on sub-committees of the Board. Board Policies and Procedures appropriate and were updated as recently as June 2010. The current, clear Amended By-Laws were accepted in 2009.

2.A.5., 2.A.6, 2.A.7, & 2.A.8 – Acting only as a committee of the whole, the Bastyr University Board meets quarterly and provides broad oversight to university policy, exercises authority through selection and evaluation of the president who is responsible for implementing and administering board approved policy, approves budgets and strategic plans and initiatives, and – in 2010 – went through a formal self-analysis. The Board has a conflict of interest policy that is signed annually and reinforced by the Chair who requests conflict of interest disclosure at each quarterly meeting.

The representatives of the Committee met with 5 members of the Board, reviewed Board minutes and policies, and affirmed thorough involvement in planning and financial oversight. Recently, the Board responded to various campus priorities by moving its approval of the annual budget to an earlier point to facilitate operations making information about tuition and resources available for searches. In recent history, the Board has clearly been evaluating its own purpose and functions. Their involvement in the development of Bastyr's Core Themes and its efforts at mission fulfillment was apparent. Board members were well informed regarding university operations, aware of the challenges ahead, and fully supportive of the mission and Core Themes.

Leadership and Management

2.A.9 – Various members of the Committee were able to meet at length with members of the university's administration and found them to be qualified, possessed of appropriate authority, well aware of responsibilities and engaged in on-going assessment of the institution's progress. Committee members were able to explore academic planning, financial and strategic planning and other processes with each of the administrative bodies within the governance structure and were positively impressed by the high level of professionalism and spirit of collaboration encountered.

2.A.10 – The Committee chair and others met with the president who has full-time responsibility for the institution. The president serves with vote as one of two employees on the Board of trustees, and, to reiterate, is *ex officio* with vote on all Board committees except Compensation. The president has both a Cabinet (composed of senior officers) and an Extended Cabinet that includes Human Resources and Development chiefs. Together those administrative groups hold responsibility for the on-going operation of all aspects of campus operation and assessment of its progress. The president's deep understanding of the institution's challenges and potential impressed the Committee.

2.A.11 – Various members of the Committee met with all senior members of the administration both individually and in group settings. Cross-unit functionality is managed at the level of the President's Cabinet and Extended Cabinet and there is every indication there of collaborative work fostering mission fulfillment and Core Theme accomplishment. At the Provost's level where the academic leaders come together as the Academic Leadership Council, there is good understanding of the Core Themes and their objectives. The Academic Leadership Council, in fact, played a central role in the development of the Core themes. Members were aware of the high level of collaboration that will be necessary in meeting the objectives of the Core Themes and evidenced the ability to do that work.

The Committee was impressed by the quality of administrators with whom we met. While at the deans' level some were in acting or interim positions, the senior administration was stable, experienced, and – as with the deans – aware of the work ahead in mission fulfillment and meeting Core Theme Objectives.

Policies and Procedures

Academics

2.A.12 – The Committee found that the institution's academic policies regarding teaching, service, research, and artistic creation were generally clear and widely

know. The *Academic Policies and Procedures* Manual, Research Institute Policies, Standard Operating Procedures, and *The Faculty* Handbook are all available on the campus intranet and have been reviewed and updated as necessary. A useful *Adjunct Faculty Handbook* is also provided to all adjunct faculty.

2.A.13 – Library and information resources policies were clear as well as documented, published and enforced. The library's comprehensive policy manual provides extensive coverage to appropriate issues. A useful section of the campus intranet entitled *Copyright Central* covers fair use, copyright, and intellectual property issues and is a portal to training for all faculty.

2.A.14 – The admissions website features a useful course equivalency guide for all Washington community colleges as well as selected campuses in other states that is a useful item as is an equivalency guide to online courses. The transfer policy and individual attention to transfer students facilitates entry to Bastyr University.

2.A.18-20 – Bastyr University publishes comprehensive human resource policies. The policies address all matters pertaining to the recruitment, retention, evaluation, promotion, termination and professional development of faculty and staff. All faculty and staff are provided with an updated position description at the time of hiring. Position descriptions are regularly reviewed and updated. Human Resource policies clearly describe types of positions, performance expectations, salary levels, and other particulars necessary to understand the responsibilities associated with employment at Bastyr University. All employee records are maintained in paper format and are stored in secure files in the Office of Human Resources.

Institutional Integrity

2.A.21 – The Committee found that Bastyr University has represented itself accurately in its publications, web presence, and communications with students and its external audiences.   All reviewed communications appear to be current and represent accurately the institution's realities.

2.A.22 – In a review of policies and campus interviews, the Committee found consistently high ethical standards being exemplified. This was especially notable in the clinical operations area. A clear statement regarding grievances appears in the *Faculty Handbook*, which also guarantees rights of due process for any potential instances of non-adherence to academic freedom expectations.

2.A.23 – Clear conflict of interest policies govern members of Bastyr University's Board, administration, faculty and staff.

2.A.24 – Oversight of intellectual property issues is being assigned to a multi-constituency committee and is governed by policy published on the MyBU website by the Office of Human Resources.

2.A.25 – The Committee found that the institution has accurately portrayed its various accreditations and 2.A.26 – only enters contractual relationships with

external entities for products or services that are consistent with its Mission and all of its various accreditation standards.

2.A.27 – The Bastyr University's Board of Trustees has authorized use of the "1940 Statement of Principles on Academic Freedom and Tenure" that appears in in both *Faculty Handbook* and the *Adjunct Faculty Handbook*. The Committee found that through the institution's Mission and Core Themes as well as "values" published in the *University Catalog* (2.A.28), there is a commitment to free inquiry and independent thought on campus, although the academic freedom statement for faculty is not specifically restated for other members of the campus community beyond the strong statements in the *Faculty Handbook* that do include students. The *Faculty Handbook* is specific in its reference to Mission, Core Themes, Vision and institutional values. The institution also presents a number of policies covering matters such as fair use, copyright, FERPA, whistle blowing protection, and an excellent Code of Ethics covering all employees. There is a firm commitment to responsible scholarship (2.A.29) on the part of the institution.

2.B – Human Resources

Bastyr University employs sufficient and appropriately qualified faculty and staff to execute its mission. Hiring criteria are clearly stated for all open positions and applicants are screened by Office of Human Resources personnel to ensure minimum screening criteria has been met before candidates are screened and interviewed by the hiring department. Up-to-date position descriptions are provided for all positions.

All faculty and staff participate in annual performance review processes, as outlined in Human Resources Policies and Procedures and the Faculty Handbook. Staff are evaluated every December and administrators are reviewed every February. The extent of the performance review is dictated by the employee's position. Staff evaluated as not performing to the expected level are provided with an improvement plan by the immediate supervisor.

All employees have access to professional development opportunities. Faculty development falls under the leadership of the university Provost and is governed by a committee of five faculty, representing each academic school in the university. The Provost's Office provides funds to support the professional development of faculty. Staff development is the purview of the Office of Human Resources. Staff development needs are assessed annually through a faculty/staff engagement survey. Staff Council plays a major role in the development and offering of staff learning opportunities. Staff members are also provided with support to join relevant professional associations. In addition, the university has launched an Employee Health Enhancement Program to support employee health and wellness, which is greatly appreciated by staff. University staff offered praise to the university's leadership for its support of work-life balance among employees.

Bastyr University provides detailed descriptions of faculty roles and responsibilities, including expectations for teaching, research, and service. Faculty workloads and expectations are determined by the category and track to which the faculty member is appointed. Each faculty track - Core academic faculty; Clinical core faculty; Core research faculty; Core clinical research faculty; Adjunct faculty; and Faculty Administrators – has a defined scope of work and unique definition and clarification of requirements for promotion within each of the tracks.

Core faculty members are evaluated on a regular basis. The university utilizes standardized evaluation tools to assess the performance of didactic, research and clinical faculty. The faculty handbook offers a timeline for the annual performance review cycle; faculty self-evaluation is a component of the review process, as is a review of progress towards the previous year's goals and goals for the next year. After completion of the probationary period and at least a minimum of one additional successful annual contract and performance evaluation period, a faculty member may be eligible to receive a multi-year contract. Performance concerns are addressed through a specific work plan with the department chair or Dean of the school.

Standard 2.C. Education Resources

2.C.1 – 2.C.8. Bastyr University offers a multitude of certificate and degree programs in each of its three academic schools. All bachelor completion programs, masters degree programs and doctoral degree programs are offered in disciplines that are consistent with the university mission. The curricula for each of the academic programs are published in both the *University Catalog* and on the public web site. The program curricula are coherently designed following a logical progression of appropriate coursework. Student learning outcomes are published for each of the degree programs but they are non-uniform in their nature. Some of the degree programs have their student learning objectives published in the catalog and the web site whereas others are available only via the web site. Several of the program learning objectives (particularly for masters and doctoral programs) are beneficially expressed as graduate competencies or abilities. The learning objectives for the bachelor completion programs are much more limited in their elaboration and utility. The Committee encourages the institution to adopt a method of expressing student learning outcomes that is more consistent across all its academic programs and to be consistent in publishing these expected outcomes in each venue where the programs are described in depth.

Bastyr faculty have very well-defined processes establishing their primary responsibility and authority to design, implement, assess and revise each of the various program curricula. In response to their assessments of student and program learning outcomes, faculty are empowered and tasked with regular review and reflection on curriculum performance. Proposals for curriculum change generally arise from department faculty and are then first vetted at the respective school-level curriculum review committee. Each of the three schools within the

university has a school-level curriculum review committee comprised of a cross section of faculty drawn from that school's academic departments. Faculty comprising the university-level curriculum review committee scrutinize curriculum change proposals approved at this level again. If approved at this level of faculty review, proposals then continue through appropriate levels of administrative review. The library and information resources are very well integrated into the learning processes in the degree programs throughout the institution. Faculty are appropriately empowered, and called upon when necessary, to make decisions regarding granting transfer credit and credit for experiential learning. Faculty administer challenge exams in some instances to ensure the student has achieved the competencies connected to the credits granted.

2.C.9

General education requirements for admittance of transfer students to the bachelor's degree programs specify the number of quarter credits in humanities and fine arts, mathematics and natural science, and social science. Articulation agreements with accredited educational institutions in the area specify the courses, which are acceptable in each block. In addition, a course in public speaking is a prerequisite for admission, as are courses, which are identified as basic proficiency: composition, algebra, biology, and chemistry.

2.C.10

As transfer students are required to have the specified number of credits in each of the three areas prior to admittance, there are no learning outcomes to be specified. Transfer credits are accepted from accredited institutions.

2.C.11

The content (required courses) of the 2 certificate programs offered at Bastyr, Chinese herbal medicine and holistic landscape design, are clearly specified as are the learning outcomes. Bachelor's programs have clearly identified learning outcomes, which have been mapped to courses, and learning activities within those courses. A review of selected syllabi for the undergraduate programs identifies the methods of student assessment, which address the learning objectives within the course. For the qualifications of faculty, the human resources department does initial vetting. Qualified applicants are then passed on to the search committees.

Graduate Programs

2.C.12 – The graduate programs of Bastyr University are dedicated to training in the natural health arts and sciences, appropriately reflecting the mission of the institution. They differ from the degree completion undergraduate programs offered by the institution, as they are offered at a level requiring greater depth of study, increased demands on the abilities of the student, and greater depth of knowledge in the field. The professional master and doctoral level courses lead to

professional practice and encourage scholarly activities, and the graduate programs engage students in research and scholarship.

2.C.13 – Program faculty and deans/chairs play a major role in the definition of policies concerning transfer of credit, and graduate admission and retention policies are compatible with the institution's mission and the requirements of its programs.

2.C.14 – Graduate credit is not awarded for life experience nor for learning experiences external to that afforded within the formal graduate programs. Credit is awarded for faculty supervised clinical practice, such as internships, preceptorships, or practicums.

2.C.16 – The first professional degree programs and graduate programs of the institution are designed to prepare students for professional practice within their chosen fields, to advance the training of practitioners, and/or to prepare students for research and scholarship toward advancing knowledge within their field.

Continuing Education and Non-Credit Programs

2.C.16 – Identifying continuing education programs are coordinated through one office: the Certificate, Community and Continuing Education department. Programs offered are identified via a process specified in a document created by Bastyr. Ad hoc committees comprised of staff from the CCCE department and appropriate faculty and/or staff are created as necessary to review potential offerings. Any questions about the fit of the program with the institutional objectives are forwarded to the School dean for recommendations. Final authority regarding the approval of programs rests with CCCE director.

2C.17 – The process of ensuring the academic quality of continuing education programs is well established, documented and followed. Credentials of presenting faculty are documented. Those programs that offer CEUs have learning outcomes identified, published in the brochures, and on the website. The evaluation of student accomplishment of the learning objectives is via student self-assessment at the conclusion of the program. Those continuing education programs offered for academic credit are facilitated by the CCCE office, but control over objectives and student assessment remain with the department offering the program.

2.C.18 – While the usual standard for awarding CEUs is 50 minutes of contact time for one CEU, Bastyr has chosen to utilize the more conservative standard of 60 minutes for one CEU for all offerings because of the requirement of one professional association, the National Certification Commission for Acupuncture and Oriental Medicine. On the Continuing Education Seminar Proposal form the institution's vision and mission are stated, and enforce that proposals be in accordance with institutional mission. Proposal forms include the contact hours, instructor bio, and learning objectives. Students evaluate their experience in the continuing education program in accordance as to whether or not the stated learning objectives were met.

2.C.19 – Initial course proposal forms including learning outcomes, bios of instructors, date course presented, attendance records, brochure, and CEUs awarded, are all kept for seven years in an easily accessible file cabinet.

The evaluator would like to compliment Bastyr University for the effectiveness and professionalism of the CCCE department.

Standard 2.D Student Support Resources

Bastyr has a strong culture of student support. It is clear that the university employees have a strong service ethic, which puts a strong emphasis on supporting the educational and personal needs of students. Student programs and services advance the university's mission through supporting and contributing to the education and development of students. Programs and services are organized and function consistently with the university's guiding values and central mission to "educate future leaders in the natural health arts and sciences." The university offers a comprehensive array of support services that respond to the diverse programs in which students are enrolled. Student service professionals perform their roles through an educational philosophy that recognizes student learning occurs in all aspects of a student's university experience and that program rigor at Bastyr requires unique preparation and specific support.

Bastyr University provides student services based upon assessment of student needs. Services and programs are designed to address the common and unique needs found among the diverse students at the university. University leaders conduct an annual student satisfaction survey to assess general student perceptions of student services programs and services, as well as a detailed assessment of one particular service. The university should make a more concerted effort to share the results of surveys with students and communicate its follow up on those results (2.D.1). One of the most significant needs of students is academic support to navigate a challenging curriculum. The university provides professional and peer tutoring to address the academic challenges encountered by students; however it appears more resources need to be allocated to meet the tutoring needs of students (2.D.1). Bastyr University provides study space and computer access to enhance the student learning experience; both of these areas appear to not match up with the level of student needs or expectation. While it is clear the university is space challenged, as more space is created there should be a conscious effort to create more space for studying. University leaders consistently assess academic course experiences to ensure the formats through which courses are taught employ contemporary methods and make appropriate use of technology. Over time some courses have evolved to employ face-to-face and on-line modalities to facilitate contemporary students' learning and engagement needs.

Bastyr University employs a campus security staff, which is available around the clock – professional staff during evenings and student patrols of parking lots during daylight hours. In addition, regular safety training is provided for key campus

personnel. The University publishes crime data as well as information on reporting crimes or security concerns. Policies, procedures and programs are designed to be in alignment with the university's mission. Policies and procedures are widely and clearly communicated and students are provided with clear and accessible information on their rights and responsibilities. Crime data is prominently available on the university's website. The student handbook and *University Catalog* are available on-line and in hardcopy. The university must more explicitly communicate its policy for compliance with Title IX, concerning the management of incidents of sexual violence, as communicated in the April 4, 2011 "Dear Colleague" letter distributed by the U.S. Department of Education. The university must communicate to students its incident reporting process, and approach managing allegations. Also, because the university requires immunizations and health screening for students involved in clinical activities, it should more explicitly state how student medical record privacy is protected, in compliance with the Health Insurance Portability and Accountability Act (HIPAA). The university is in the process of implementing a new security alert system that will notify all campus participants in the event of a threat or emergency. (2.D.2)

Bastyr University articulates a commitment to recruit a diverse student body. Admissions and financial aid policies, processes and strategies align to create a congruent and integrated approach to enrolling students. Admissions and financial aid professionals adhere to the ethical standards of their professional associations, as reflected in their departmental strategies. The university admits students through a comprehensive review of the applicant's profile, relying upon multiple sources of information to judge a prospective student's capabilities. Each school admits graduate students based on demonstration of specific skills and abilities. Because of the university's concern about the rigor of its graduate programs, all graduate students must participate in personal interview to ensure that entering students are aware of challenges and program demands. All new students receive a comprehensive orientation to Bastyr University during fall term of the first year of enrollment. Orientation programs are offered by each school of the university and are crafted to the particular needs of each academic program. Orientations allow students to participate in community building activities, receive essential information, meet with faculty and academic advisors, and become familiar with campus policies and procedures.

The initial academic schedule and course placement for admitted students is determined based on specific program requirements. In addition to courses chosen in conjunction with an academic advisor, first-year students are provided orientation, which extends into fall term, to help students navigate the issues that come with being in a diverse campus community. University policies governing academic continuation, maintaining good standing, and graduation are clearly articulated in the *University Catalog* and are reinforced in individual advising sessions and orientation. Additionally, there are well-defined appeal and readmission processes for students suspended from the university for academic reasons.

The university has a well-developed process for working with students in the event of discontinuation of or significant change in an academic program. The process allows for the student to be informed of available options for program completion.

The university publishes and distributes its *University Catalog* annually. The catalog provides students with essential information on policies, procedures, academic program requirements, course offerings, faculty and staff qualifications, rights and responsibilities, and other required information. Tuition and fee information is published annually. The Registrar's Office effectively communicates and manages criteria for evaluating student academic performance, documenting degree progress, administering policies related to transfer credit, and awarding credits. Policies governing the student academic experience are regularly updated and information regarding student financial aid is made available in numerous formats.

The *University Catalog* contains information on licensure and entry requirements associated with its professional programs. The university further supports the professional advancement of its students through on-going mentoring, the career services center, and regular informational sessions. Because of the nature of Bastyr's programs and its use of adjunct faculty who are active practitioners, Bastyr student have regular interaction and communication with persons actively engaged in the career areas students are pursuing.

Student service staff members are well qualified to execute the responsibilities of their roles. The university applies rigorous standards and has well-defined processes when filling vacancies for professional positions. Individual staff are evaluated annually and provided with sufficient feedback to enable on-going professional growth and development.

The Office of the Registrar and the Office of Financial Aid each retains confidential student records in a manner that ensures the security of those records. University employees are provided with regular training on the Family Educational Rights to Privacy Act (FERPA), as it applies to their particular roles. There is a system in place to ensure that personnel have the necessary training prior to granting access to student records or data. Training is provided for all new faculty and staff on a monthly basis. FERPA is adhered to in the management of student records. In addition to student records maintained on a secure computer system, hard copies are maintained in secure files.

Bastyr University administers financial aid in accordance with the standard practices of the profession. The university regularly audits its program to insure the soundness of practices. The university's website and catalog provide students with accurate information and sufficient guidance to complete the application process, understand the various categories of aid, and expectations for repayment. The university complies with federal policy mandating financial aid counseling for new and departing students, and monitoring and publication of the institution's default rate. The university is to be congratulated on its incredibly low default rate, which is truly exceptional given the debt load of its graduates is extremely high.

The university's approach to academic advising is strong and comprehensive. Every student is assigned two academic advisors – one in the area in the student's academic major and one in the Registrar's Office. The university works very closely with students throughout their academic career to monitor degree progress and performance. Advisors work collaboratively to ensure students receive the level of academic support needed to achieve success.

The Student Council of Bastyr University is the formal student leadership body for the university. Student Council sponsors more than 30 student organizations and plays a significant role in planning student events and activities. Student input on university governance and functioning is provided through course evaluation, annual satisfaction surveys and the Student Council teams that focus on specific dimensions of student life. Bastyr University offers a rich and diverse array of extra-curricular activities for students. The university provides an appropriate level of support for student activity planners who arrange and manage student programs. There is a robust student co-curricular life, the major challenge being students' ability to participate, given the rigor of the academic program.

University housing and food service are both unique. The Student Village, a state-of-the-art residence, receives positive evaluations from students. The housing program contributes positively to the quality of the Bastyr student experience. Currently, the vacancy rate in housing is quite high, possibly this is related to the newness of the housing inventory. The university provides adequate bookstore services, which function consistent with the university's mission. The university's food service is widely praised as being an exemplary feature of campus life. The food service enterprise clearly functions in alignment with the mission and values of Bastyr University.

Bastyr University does not offer intercollegiate sports teams.

Bastyr University does not offer distance education courses. In instances where the university offers courses through a hybrid format, the courses have a face-to-face and on-line component, which allows for verification of the identity of students participating in the on-line portion of the course.

Standard 2.E Library and Information Resources

2.E.1 – Bastyr University Library, as stated in their self-study, provides an extensive collection of quality materials in a variety of formats, supportive of the entire array of academic programs and is consistent with the campus mission.

Journal coverage and a wide array of electronic full-text databases, including the clinical point of service tools, MD Consult and Up to Date, provide current medical and CAM articles. Unique botanical and oriental medicine databases provide

additional support. A functional OPAC (Online Public Access Catalog), an SQL-based A to Z journals lists and multiple Lib-Guides on discreet topics provide ample avenues of discovery with a backend link resolver delivering the full-text of articles and e-books. Access to journals, e-books and databases is available 24/7 from anywhere with a web connection through the MyBU portal for current students, faculty and attending clinicians. Resources are set behind a firewall, which allows authentication of users in compliance to license agreements with vendors and publishers. Tracking data suggests active usage of these resources by the campus community.

The library continues to appropriately curate a unique and viable print collection of journals and monographs. The collection development policy delineates detail to collection and weeding chores of various classification sectors; ex: simultaneously acknowledging the historical continuity of botanical medicine while setting currency as a primary standard for biomedical textbooks. Policy also sets rules for the acquisition of the most credible of titles on controversial topics, along with balancing with opposing or conflicting views, after faculty and subject specialist review. The historical/archival collection is readily available to students, faculty and visiting scholars on the first floor of the stacks. A wide selection of anatomical models is available for study and circulation. Participation in DOCline, OCLC Inter-Library-Loan (ILL) program, and reciprocal arrangements with the University of Washington and King County Public Libraries mean that materials not found in the BU collection are readily available within a short timeframe.

2.E.2 – The library is a pleasant and well laid-out space, maximizing the floor plan to provide maximum space for study carrels and stacks. Plants, art and displays create a welcoming ambiance. Student satisfaction surveys indicate a high degree of satisfaction with library offerings and staff support and service.

The same survey indicates high usage of the library space for study, however scores and comments indicate that students feel strongly that there is inadequate study seating during peak study times. Librarians report that lots of students sit on the floor during midterm and finals weeks. The library has no dedicated group study space; another consequence of limited floor space. The six members of the library staff are crowded into a very tight group office space, which does not lend itself to reflective practice. It is a credit to the staff that they continue to be a high functioning, collaborative and cohesive unit. The survey likewise informed a decision to adjust library hours to accommodate student study patterns.

Collection purchases and planning are driven by a combination of assays of usage statistics from electronic journals, databases, and the ILS, input from faculty and course syllabi, the Library Committee and student requests.

2.E.3 – Meetings with faculty reveal a strong collegial relationship between the professional library staff and teaching faculty and administration. Faculty report the library staff is responsive to article/material requests, provide expert assistance in research projects, and are proactive in reaching out to them to offer curriculum

support and information literacy instruction. Years of reach-out and collaboration have culminated in an extensive teaching and instruction schedule throughout the curriculum. The library sequences training modules, intersecting with students at least two times in every degree program, at every level; undergraduate, master's and doctoral. In the initial phase of a program, the library delivers program targeted information literacy instruction or evaluation and critical assessment of clinically relevant evidence. These classes, given in support of an assignment, are usually an hour to two hours in length and include demonstration followed by hands-on practice. Research methodology/design is covered for advancing students in support of capstone, thesis or dissertation. Faculty that have integrated library instruction into curricular activities observe and record demonstrable enhancement to student learning though these library sessions.

Librarians Jane Saxton and Susan Banks have established a new set of global competencies for information literacy and evidence-based medicine, based on ALA Information Literacy Standards for Science and Engineering Technology and the American Medical Colleges (AAMC) Medical School Objectives Project: Medical Informatics Objectives, in support of the new Integrative Naturopathic curriculum rolling out in the Fall of 2012.

Beyond classroom instruction the library has created web accessible Lib-Guide pages. (Lib-Guides are a packaged and brand-able CSS – cascading style sheet – subject study guide.) Examples of topics covered are proper citation creation, Midwifery, Herbal Science and Health Statistics. These informational pages are developed by working with faculty and subject experts in an iterative process to provide asynchronous teaching sites that include stand-alone tutorials and links to targeted quality information resources. The pages are available to all students and faculty at all times through the MyBU portal.

These Lib-guides have been so successful at organizing information for specific subjects and audiences. The library has championed and the campus has embraced the technology and set up informational sites for a variety of departmental uses, including the clinics. Training modules on how to use the technology are offered by the library for all constituencies.

The library oversees Bastyr University copyright education and enforcement. Seeking to educate faculty on the intricacies of copyright observance the library staff developed an innovative copyright module called Copyright Central. This online interactive training for faculty explains the tenets of fair use and infringement behavior and includes a 'fair use' worksheet for usage assessment and a self-administered quiz. The MyBU-based module is now a required activity for all incoming faculty. A corollary Lib-Guide unit for students covers the various aspects of plagiarism and is utilized in undergraduate programs to promote critical thinking also available on MyBU, the campus portal 24 hours a day, seven days a week.

The reviewer compliments the admirable degree to which the library staff led by their director has engaged with campus community beyond traditional library

service. Examples of this extended reach are their involvement in the planning and implementation of the diversity program Living Library, an ongoing Food for Fines program and making the new web-based information tool, Campus Guides available to the campus community.

2.E.4 – Evaluation of databases, journal subscriptions and print collection is ongoing as specified in the comprehensive collection development/weeding policy.

Consistent budgetary support for the library program is exemplified by the reliable, stable and inflation-adjusted funding of the library capital purchases, online databases and systems tools, and journal subscriptions.

The university recently supported an human resources review and reclassification of several library employees; acknowledging and compensating professional and para-professionals staff for their accomplishments, skill, expertise and service.

Given the obvious institutional support and generalized community appreciation of the quality service the library has provided it is troubling that that the library's role is not more delineated in planning, particularly in Core Theme 2 (encouragement to faculty and students to engage in research). A case can be made there for access to library curated evidence and advanced information literacy/search skills most necessary. The strategic plan does not elaborate on the library's role. This may reflect a tacit inclusion of library services.

2. F Financial Resources

During the site visit, meetings and interviews were held with the Board of Trustees, the President the Chief Financial Officer, the Facilities and Safety Director, the Director of Human Resources and Information Technology, the Supervisor of Information Technology, the Director of Development and the Budget Director.

In addition, open meetings were held with the Faculty, Staff and Students. Recent minutes of the Board of Trustees, and the Finance and Audit Committee were also reviewed.

In all of the reviewer's meetings with the Board of Trustees, the President and the Faculty, Staff and students, a commitment by all to the university's focused Mission Statement in that the university had a purpose and "makes a difference" was present. There is a family atmosphere and "people care about each other." They are to be complemented for a very positive spirit of collegiality and commitment to the Mission Statement.

With regard to financial resources, the institution has achieved balance budgets over the past few years and has generated sufficient cash flows to meet its current obligations. For example, at June 30, 2011 the institution had a working capital ratio of 2.92:1 verses 2.03:1 one year previously, certainly an indication of current fiscal stability and its ability to meet its current obligations and a Department of Education annual Composite score well above the passing.

However, there are no significant reserves to support any future financial shortfalls or unexpected events or exigencies that may occur. While the enrollment is steady, a large percentage of the operating budget is derived from tuition (almost 70%) and fees and the balance from clinic and other revenues .

2.F.1 – The identifiable Unrestricted Endowment is a little over $1.2M, which is admittedly minimal. The President, the Board of Trustees, the Chief Financial Officer and the Development Director are cognizant of this issue.

2.F.2 – A review of the Pro-Forma financial plan through 2016 appears to be realistic which provides for a secure base of financial support. The assumptions for net operations, capital budgets for depreciable assets and the leverage capacity to borrow adequately provide for resource planning and allocation. The Budget Director reports directly to the President. This individual works closely with the Controller to ensure the CFO and President of budget compliance at all levels of responsibility.

2.F.3 – There are definite policies and procedures in place that clearly define financial planning and budget development. Although the budget appears to be realistic for its present location, it remains to be seen how the budget will be affected after the addition of the San Diego initiative.

2.F.4 – & .7 – The university undergoes an annual certified independent audit each year performed by an outside independent CPA firm. The federal funds received are also audited under Circular A-133. For the past two years the audit reports and financial records received "unqualified opinions" from the auditors and contained neither material weaknesses nor significant deficiencies. The institution is considered a "low risk auditee," which indicates two consecutive years of no significant deficiencies or material weaknesses. While the last Management Letter to the Board of Trustees contains a few comments, they were immaterial, informal and easily corrected.

2.F.5 – The university is adding a facility in San Diego to take advantage of growth opportunities. While the plans for this facility were necessary to be reviewed at this time, the reviewer would recommend that the next few years Capital and Operating Budgets be reviewed again next year to determine reasonableness. With a minimal Unrestricted Endowment, there should be some assurance that the new facility will not provide a drain on the existing programs.

2.F.6 – The revenue from the clinic, bookstore and cafeteria (auxiliary enterprises) are treated as general operating revenues, but there is unrelated business income reported from the "catering services. A review of the 990-T tax return indicates that the catering services are operated with excess expenditures over revenue.

2.F.8 – The institutional fund-raising activities continue to be in their nascent stages. There is a Gift Acceptance Policy and the Director of Development appears to be a competent and experienced fund-raising professional

G. Physical and Technological Infrastructure

The current facilities appear to be accessible and safe and the campus is located on a beautiful well-maintained, 51 acres wooded campus in a concrete and brick facility constructed in 1958. Interviews with staff indicate some concern about safety due to the openness of the campus, however, a review of the Crime Statistics show few or no crimes reported. The facilities are clean and appear to be well-maintained and most issues relating to deferred maintenance appear to be addressed. With the present planned relocation in 2012 no changes are contemplated to the present physical facilities (Standard 2.G.1).

2.G.2 – With regard to hazardous materials, there does not appear to be any stored or used on campus.

2.G.3 – The university has a Master Plan in place as it relates to its relocation efforts.

2.G.4 – The current equipment appears to be adequate in order to support the current institutional functions; replacement should be budgeted accordingly.

2.G.5 – The institution appears to have adequate and appropriate technology systems and infrastructure to support its management and operational functions, academic programs and support services. While not "State of the Art," The faculty and staff appear to be satisfied with the level of support and attention received from the Technology Services Unit.

Standard 2.G.6 – Interviews with the Faculty and Staff indicated satisfaction with the services of the Technology Unit but it appeared to be a general consensus that more training in the effective use of Technology Systems related to the university's programs, services and instructional operations would be welcomed and appreciated and the system is "slow".

Standard 2.G.7 – While a 5 year Technology Plan exists. There appears to be little input from the various constituencies, particularly from the Library Staff. Items are categorized into "X" for completed, "R" for re-schedule and "C" for cancelled. There, however no narrative which explains why items are re-scheduled or cancelled.

VIII. Planning

The Committee found that Bastyr University is engaged in ongoing, participatory planning linked to its Mission and Core Themes. Three converging elements of planning have emerged – a Strategic Plan, a Master Plan, and a facilitating financial plan.

3.A Institutional Planning

The Strategic Plan is the result of an 18-month development process that solicited input from all of the university's constituencies through the Office of Institutional Effectiveness. A multi-constituency *ad hoc* Strategic Planning Committee including Board members organized key concepts into six Strategic Initiatives that were subsequently vetted through an iterative campus-wide process and approved by the Board in 2008. Although these short and long-term priorities precede the Commission's 2010 *Standards for Accreditation* the institution is proceeding with its comprehensive plan implementation guided by its new Core Themes and their objectives. The Committee found a reasonable fit amongst the elements. University constituencies – faculty, students, staff, administration and ultimately the Board of Trustees – played appropriate roles in an iterative plan development process. Four of the six Strategic Initiatives will mesh well with Bastyr's first three Core Themes, although a thoughtful presentation of that alignment would help the campus better understand how the whole is integrated. In 2010 through a Strategic Initiative Implementation Fund (SIIF), the institution is providing one-time funding to proposals that facilitate key elements of the Strategic Plan. Similar projects were again proposed for AY 2010-11 and 2011-12.

The Master Plan also pre-dates the new NWCCU standards. That plan is a 10-year comprehensive plan worked on with the City of Kenmore and was approved by the City Council in 2009. Prospectively, the plan should guide campus development through 2020 in providing expanded accommodations for educational, administrative, research student life and health/wellness services.

The third element of planning – the financial plan – is not a document *per se*. Rather, the institution conceives it as the annual budget process that is guided – especially regarding new services or resources – by the alignment with mission and Core Theme objectives. While the Committee understands that as a process useful in aligning resources with Core Themes and Strategic Plan, a clear institutional statement could be made through more public and widely distributed policy/guidelines/etc.

3.A.1. – The overall planning process at Bastyr has been comprehensive (as described above) and is directed toward mission fulfillment. Implementation is ongoing and appropriate constituencies are appropriately involved and informed. (3.A.2) The current plans have been developed through a broad-based process with adequate opportunity for input.

3.A.3 – Additional new data developed to track mission accomplishment as articulated through the Core Themes will be needed. (3.A.4) While the Strategic Plan is not overly specific about a hierarchy of priorities – and there are many – it is clear that the institution is actually following the plan through resource allocation. (3.A.5) The institution is in process with additions to its good processes for physical emergencies, specifically with public safety warnings. It has not moved to secure digitalizing of records.

3.B Core Theme Planning

3.B.1 – At the point of this Comprehensive Evaluation visit – sandwiched between two year-one reports – there is a reasonable expectation that future planning for each Core Theme will be consistent with the campus Strategic Plan, Master Plan and financial plans. Conversations with the institution's leaders indicated that decisions regarding specific programs and services were already being shaped by the Core Themes. That alignment was also evident at the level of the contributing components of those programs and services (3.B.2).

3.B.3 – Planning under Bastyr University's Core Themes has begun even as the institution is in full implementation of its 2008 Strategic Plan. In as much as that plan has been based on useful data and is reasonably meshed with the Core Themes developed and adopted in 2010-11, Core Theme Planning exists. As the institution more fully articulates its threshold of mission fulfillment, subsequent years of Commission review should reveal what cannot be assessed at this point.

IX. Core Themes

Core Theme One: Academic Achievement

Academic achievement is very appropriately identified as Core Theme One for Bastyr University. This core theme is centered most directly around the education component expressed in the university mission statement. There is clear and overt institutional emphasis placed both on quality instruction provided by the faculty and measurable and successful learning achieved by the students. All constituencies of the university seem to recognize and support the inherent significance of this core theme as it relates to mission fulfillment.

Standard 3.B. Planning of Core Theme One – Academic Achievement

Core Theme One very nicely and directly integrates with several of the six institutional strategic initiatives. Planning of this core theme and development of its underlying goals and objectives was appropriately stratified involving executive administration and mid-level administration (i.e., program deans and department chairs) with input from core faculty and staff. The bulk of the university resources (human, physical and fiscal) either directly or indirectly support academic achievement. The three goals of this Core Theme, relating to curriculum, faculty effectiveness and student success, are appropriate and adequately comprehensive. The objectives underpinning each of the three goals are appropriately measurable by a number of quantitative and qualitative indicators. The indicators of achievement for each of the objectives range from definitive quantitative performance measures to subjective qualitative satisfaction measures. The performance thresholds for several of the indicators of achievement (Goal A: 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c ; Goal C: 2a, 3a, 3b) are set at levels, which establish 80% (4 of 5 on a Likert scale) as an acceptable level of success. As an initial benchmark for

success, this 80% performance threshold is acceptable but likely not optimal (or rigorous enough) for an institution having the lofty aspirations of success that Bastyr has. The Committee encourages the institution to establish performance thresholds for each of its indicators of achievement at levels that will promote institutional growth and improvement with regard to academic achievement.

Standard 4.A. Assessment of Core Theme One – Academic Achievement

In the approximate one year since the adoption of core theme one, the institution has collected its first set of performance data for each of the indicators of achievement. These data sets establish the initial performance benchmarks the institution will use in contextualizing and establishing future performance thresholds for each of its indicators of achievement. Several of the indicators have absolute thresholds for success (Goal A: 1a, 1b, 1c, 2a, 2d, 3d; Goal B: 1b, 2a, 2b, 2c, 2d, 3b; Goal C: 1b). Outcomes for these indicators of achievement at levels less than these absolute thresholds provide clearly actionable areas of improvement. As indicated above, many of the remaining indicators have performance thresholds of 80% set as acceptable. This level of performance also establishes a binary outcome measure (i.e., 80% or greater is acceptable whereas less than 80% is not acceptable) but the question remains as to whether the 80% benchmark is sufficiently rigorous and aspirational to effectively drive improvement in this core theme. The institutional infrastructure is in place to support and implement ongoing, systematic collection of these performance indicators.

Evaluation of core faculty member effectiveness is in a state of transition. New evaluation instruments have been developed and piloted through one evaluation cycle. The institution acknowledges these evaluation instruments may not be stringent enough in delineating gradations of faculty effectiveness. Feedback from this initial use of the faculty evaluation instruments will inform subsequent revision efforts. Faculty are appropriately empowered with the primary role of evaluating and revising program curricula. Assessment of student success in the professional programs is readily accomplished by both internal measures (e.g., course and comprehensive exams) and external measures (e.g., licensure exams). The undergraduate and certificate programs are assessed solely by internal measures.

The institution clearly aligns and allocates substantial faculty, staff and administrative services in support of core theme one. Assessment of faculty effectiveness and student success are based on direct, measurable and meaningful indicators. Assessment of effectiveness of support services are based on indirect, qualitative satisfaction indicators. No indicators of achievement in Core Theme One directly or indirectly assess the effectiveness of administrative support for academic achievement. The Committee encourages the institution to consider broadening the scope of indicators of achievement to directly assess the effectiveness of not only faculty and students but also staff and administration with regard to achieving the objectives in core theme one.

Standard 4.B. Improvement of Core Theme One – Academic Achievement

For each indicator of achievement where the institution failed to meet its benchmark performance threshold, an improvement plan of action has been put in place. In some instances, improvement has already been realized. With regard to evaluating faculty effectiveness (Goal B: 2b), the institution acknowledges the 100% outcome measure may be the result of insufficiently stringent evaluation instruments. Despite having met the stated performance threshold for this indicator, the institution is in the process of reviewing and revising the instruments and procedures used in evaluating faculty effectiveness. For those indicators of achievement in which the institution set the performance threshold at 80% (Goal A:3a, 3b. 4c; Goal B: 2a) and surpassed that threshold with its benchmark data, there exists opportunity to evaluate whether the 80% threshold is sufficiently stringent and aspirational. The Committee encourages the institution to enhance its growth in the Core Theme of academic achievement by ensuring each of the indicators of achievement have performance thresholds set at levels that will drive improvement.

Core Theme Two: Research in the Natural Health Arts and Sciences

Core Theme Two is in perfect alignment with the second pillar of the university mission statement and overlays several of the institution's strategic initiatives. As a complementary and alternative medicine (CAM) health education institution, Bastyr University is very well positioned with regard to its research endeavors and aspirations. In addition to its dedicated clinical research facility, the university is unique among its CAM peer institutions with regard to its significant resources and capacity for supporting and conducting basic sciences research. The university research faculty members have a proud history of extramurally supported research productivity and those endeavors continue today with significant federal funding of ongoing research projects. The significance of Core Theme Two lies both in recognizing the ongoing efforts of the research faculty and, moreover, in broadening the beneficial impact of research at the institution by involving a broader spectrum of faculty and students across all its academic programs.

Standard 3.B. Planning of Core Theme Two – Research in the Natural Health Arts and Sciences

Inclusion of research as a core theme for the institution is logically responsive to the mission as well as to the interests and expectations of several of the university constituencies. The long-standing research emphasis in the institution has now been appropriately recognized and articulated as a Core Theme. Research endeavors at Bastyr University have been, and are expected to continue being, largely self-supporting by virtue of ongoing extramural funding. The institution recognizes the climate for procuring extramural funding has become much more competitive and that acknowledgement contextualizes the planning for this core theme. The genesis of the Center for Student Research (CSR) is an excellent example of the institution strengthening a Core Theme input by taking action in response to

an identified need. The two institutional goals within this theme are directed at two primary constituencies: faculty and students. As this core theme was being developed, the institution already understood it needed to better position itself to foster and support student participation and success in research endeavors. The implementation of the CSR was very well aligned with the planning of Core Theme Two and has already resulted in the accomplishment of several indicators of achievement. The objectives and indicators of achievement underpinning both of the goals in this Core Theme are a mix of inputs (or processes to be put in place) and output measures. The inputs are modest and clearly achievable as evidenced by the benchmark accomplishment of several of the indicators of achievement (e.g., Goal A: 1a, 1b, 1c, 1d, 3b; Goal B: 1a,1b, 1c, 1d, 2a). Several of the outcomes-based indicators of achievement (e.g., Goal A: 3a, 4a; Goal B: 1e, 2b, 2c, 2d) are also modest and very likely achievable (although benchmark data is pending for some of these indicators). The Committee encourages the institution to critically review the objectives and indicators of achievement in Core Theme Two to ensure they will effectively promote an appropriate level of success and improvement while still remaining feasible for the institution.

Standard 4.A. Assessment of Core Theme Two – Research in the Natural Health Arts and Sciences

The institution has appropriate personnel and processes in place to collect the data required to assess effectiveness in meeting or exceeding the stated indicators of achievement. Benchmark results data for each indicator of achievement have either already been collected or are in the process of being collected. Several of the resulting data sets (Goal A: 1c, 1d, 3b; Goal B: 1a, 1d, 2a) were known to meet or exceed the threshold for the respective indicators of achievement at the time the indicator threshold was established. Although the Committee recognizes these indicator thresholds may remain valid and beneficial as prospective measures, it seems likely that indicators with more aspirational thresholds (or possibly other objectives with their own indicators) may better position the institution for success and improvement in this Core Theme. The Committee encourages the institution to clearly articulate what defines an aspirational level of success in this core theme and ensure the underpinning objectives and indicators of achievement will specifically promote improvement.

Standard 4.B. Improvement of Core Theme Two – Research in the Natural Health Arts and Sciences

Some of the indicators of achievement (Goal A: 1a, 2a, 3a) in this core theme are modestly aspirational but others (Goal A: 1b, 1c, 1d, 3b, 4a) basically endorse the current status as being acceptable evidence of Core Theme success. Opportunity exists for the institution at this juncture to use the benchmark data already collected to inform the ongoing review and revision of the objectives and indicators in this Core Theme. Understandably, thoughtful consideration of how best to evolve the objectives and indicators hasn't yet been possible given the very short time frame

from core theme development through indicator data collection followed by self-evaluation and the current accreditation site visit. Nonetheless, given the resources, capacity and historical success of research endeavors at Bastyr University the Committee is confident that improvement and success in Core Theme Two will be more fully realized by a second generation of objectives and indicators of achievement.

Core Theme Three: Clinical Training and Community Health

Clinical training provides an important portion of the educational program for over 75% of the students of Bastyr University. In addition, the teaching clinic and external outreach clinics support the institution's vision statement toward transforming "the health and well-being of the human community." The two goals for this theme flow naturally from the mission and vision of the institution, one focusing internally and one externally. Goal A states, "All Clinical Programs Provide Clinical Training that Prepares Competent Entry-Level Health Professionals." Goal B is, "All Clinical Programs Provide High-Quality Services to the Community."

Standard 3.B Planning for Core Theme Three – Clinical Training and Community Health

The institution's planning is consistent with Core Theme Three. Four Strategic Initiatives, SI 2, 3, 4 and 6 are supported by this theme (3.B.1). The strategic decision to purchase and implement an EHR system and the recent dedication of resources toward expansion of classroom space within the teaching clinic are examples of planning in support of accomplishment of this theme including the appropriate allocation of resources. The clinic includes the technological and physical infrastructure required for its operation and appropriate student and faculty support (3.B.2).

Improvement is needed in the identification of appropriately defined data that is used to evaluate achievement of objectives (3.B.3). The only indicator for Objective 1, Goal B, "Bastyr student clinicians and supervisors will continue to provide accessible, quality health care to underserved populations," is "Continue to offer a sufficient number of external site clinics to give students exposure to underserved populations." The threshold for sufficiency is not established, and data that measures the quality of health care required by this objective is not addressed by this indicator.

"Successful implementation of an EHR system ... by the end of the 2012-13 academic year" is an indicator for Goal B, Objective 3, "An effective model of collaborative, collegial and integrative practice is demonstrated at BCNH." Having or not having a specific resource such as an EHR system is not an indicator for which thresholds of potential achievement could be identified, although data generated through this newly acquired system could be utilized as a measurable indicator for Objective 3. For the same objective, "Grand Rounds are conducted quarterly on interdisciplinary collaboration" is identified as an indicator. Conducting Grand

Rounds could contribute to interdisciplinary collaboration but is not, in and of itself, an indicator that measures an effective model of collaboration, collegiality, and integrative practice.

Standard 4.A Assessment of Core Theme Three – Clinical Training and Community Health

Although, as indicated above, some indicators and thresholds could be improved, the institution engages in the collection and analysis of meaningful, assessable, and verifiable data toward the accomplishment of its core theme objectives. For example, objective 1 of Goal A, "Training that facilitates the progressive acquisition of clinical competencies essential for safe and effective professional practice," is verified through the documentation of achievement by students of clinical core competencies. National board, professional registration, and licensing examinations provide an external measure of competencies (4.A.1). Faculty play a key role in the institution's evaluation of educational programs and services (4.A.2), in the identification of competencies, and the creation of clearly identified course, program, and degree learning outcomes, and the evaluation of student achievement (4.A.3). The institution evaluates holistically the accomplishment of the two objectives of Core Theme Three, and these objectives are in close alignment with the principle services of the main teaching clinic and external outreach clinics of the institution, i.e. clinical training and delivery of patient care (4.A.4).

The institution has holistically evaluated its success in meeting the indicators of success toward the achievement of the objectives and goals of Core Theme Three. Of the eight indicators for the three objectives for Goal A – "All Clinical Programs Provide Clinical Training that the Prepares Competent Entry-Level Health Professionals," three indicators are achieved, one is partially achieved, results are pending for one, and three are not achieved. For Goal B – "All Clinical Programs Provide High-Quality Services to the Community," three objectives with a total of five indicators are identified. One has been achieved and four are pending.

Standard 4.B Improvement of Core Theme Three – Clinical Training and Community Health

For the five pending indicators, the results of assessment are not available to be used for improvement. The institution has created plans for improvement on the areas for which results are available. The institution has also utilized the results of assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning. In 2010 a threshold for achievement on a licensure exam was not met for one of the graduate schools. A strategy was implemented within the applicable degree programs that included a modification to the applicable curriculum, and an additional competency exam was added prior to advancement of students to the next level of study. In the following year students exceeded the threshold for successful accomplishment of this indicator. Similarly, survey results indicated a perceived area of weakness within the business and practice management training. In response, the university career

center sponsored a training that has become popular as an addition to the practice management courses.

Core Theme Four: Interdisciplinary Integration

This core theme is inculcated into the other three themes by specific identification of core theme objectives. It apparently is the intent of the institution to manifest this core theme via the development of courses, case studies, and modeling across the Schools. Although definitions of 'interdisciplinary' and 'integration' have not been identified, this approach is the kernel of the intent of core themes. Bastyr is to be applauded for explicitly identifying this cross-department and cross-school emphasis.

3.B.1 – Planning for this theme is consistent with the institution's comprehensive plan. The emphasis in the university curricula and philosophy on the integration of multiple disciplines into a variety of student experiences resulted in the inclusion of aspects of interdisciplinary integration into the goals of the previous core themes.

3.B.2 – Planning for this core theme has instigated programs, which contribute to the intended outcomes of curricular offerings. Examples are courses being created across departments, case conferences offered quarterly in which faculty from different departments present their approach to treatment of the diagnosis, curricular programs offered which explicitly link diverse departments, and a specific course offered to new undergraduate students which is intended to encourage students to begin developing an interdisciplinary perspective. Most students are aware of an interdisciplinary emphasis.

3.B.3 – Not all data for planning for this core theme are yet available, or clear in what way they will be utilized. The results of satisfaction surveys were the impetus for the initiation of case study integration presentations open to the campus as a whole.

X. Standard Four Effectiveness and Improvement

Standard 4.A. Assessment

4.A.1 – Systematic data collection has been initiated for satisfaction surveys. The meaningfulness of all intended indicator data is not clear.

4.A.2 – Evaluation of programs and services is systematically accomplished via faculty in the department offering that program. Changes to the program are identified through satisfaction survey results, comparison to peer programs, and information gathered at national conferences. Once vetted at the department level, the corresponding School reviews changes and submits them through the faculty curriculum review committee. If appropriate, proposals are submitted to the Provost.

4.A.3 – A regular system of assessment is in place. Course mapping to program learning objectives and class activities has been accomplished for all programs. While this is true for undergraduate programs, the explicit link between Core Themes and the components of curricula are not specified.

4.A.4 – Program evaluation with respect to core theme objectives is at the initial stages.

4.A.5 – Planning for San Diego branch campus was and is holistic regarding student demand, employment demand, location, costs, and phased-in implementation. The campus master plan created in 2008 has directed the allocation of resources (student housing). In all cases, departments, programs, and allocation of resources the mission of the institution is apparent. Elements of planning pertaining to the Core Theme were not explicitly identified.

4.A.6 – The assessment processes are predominately at the course level or rely on professional credentialing. Systematic review of achievement of learning outcomes at the undergraduate level was not present.

Standard 4.B Improvement

4.B.1 – Linking results of assessments of learning to improvements in programs is not always evident, especially at the undergraduate level. Core theme 4 assessments are predominately included in the assessments of the other 3 core themes or are in the planning stage. The improvement of programs based on core theme assessments has not yet been institutionalized. Program assessments are utilized to inform and plan program improvements to a greater extent, especially at the graduate level.

4.B.2 – Student learning assessments at the class level of undergraduate programs is used to plan support for student learning. Learning plans are created for those students having difficulty. As student-learning assessment of curricula relies primarily on professional certification, those programs without such certification rely on faculty perception of student performance.

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XI. Mission Fulfillment, Monitoring, Adaptation and Sustainability

5.A. – After assessing its external environment and other factors in 2007 as a precursor to launching its Strategic Plan in 2008, Bastyr University set its direction under six Strategic Initiatives that are now reasonably well blended with its Core Themes. Since the development of the Core Themes in 2010-11, the institution has taken initial steps toward assessing mission fulfillment through the Themes, their

goals, measures and indicators. With promising openness, the Self-Evaluation Report reflects on areas in which measures and indicators identified shortcomings. Plans to address areas of weakness are unfolding. Two things matter here. The institution took an initial measure of itself using Core Themes and identified shortcomings. The institution then began to address them. That, the Committee hopes, bodes well for progress in mission fulfillment.

5.A.1 – The Committee found that the institution has invested itself in a regular, increasingly evidence-based, strongly participative planning process using its Core Themes as the expression of mission. There is evidence that at this starting stage the institution is becoming comfortable with self-reflection and willingness to take corrective action based on newly acquired information.

5.A.2 – As the institution gives further needed attention to its definition of mission fulfillment and to the objectives, measures, and indicators that support its Core Themes, there are indications that it will use assessment results in making determinations about quality. The more self-reflective sections of the Self-Evaluation Report signal publically its initial demonstration of using new data to make changes publically.

5.B – Adaptation and Sustainability

5.B.1 – As Bastyr University incorporates its San Diego operation into its financial realities and deals with the immediate challenges of enrollment, the current planning and financial review protocols should be adequate to ensure that it maintains its potential for mission fulfillment and accomplishment of its Core Theme objectives as well as its Strategic Initiatives.

5.B.2 – While the university has work to do in continuing to build its Board designated reserve funds, it will need to continue the spirit of honest self-assessment evidenced in several sections of the current Self-Evaluation Report – and, in fact, expand on it.

5.B.3 – While the timing of this particular review for the Commission does not give the reviewers or the campus evidence of how well and effectively Core Theme Planning and assessment have worked, the Committee found strong evidence that the campus is carefully monitoring its environment, tracking emerging patterns and trends is such areas as enrollment, and making effective use of its assessment discoveries to set strategic direction. The opportunity to revisit the core themes, objectives, and measures next year should allow Bastyr University to sharpen its focus of meaningful indicators.

Summary

Bastyr University is uniquely blessed with a concise and understandable mission statement that is well understood by the campus and most of its external audiences. That is a great advantage in maintaining institutional focus, doing Core Theme planning and assessment and teasing out meaningful indicators of mission

fulfillment. The Committee found the institution to be a willing participant in those efforts.

In the majority of aspects, this unique institution is doing well under the Commission's Standards.

XII. Commendations and Recommendations

COMMENDATIONS

1. The Committee commends Bastyr University for the shared sense of purpose and dedication within the university community – students, staff, faculty, and administration – to its powerful and focused mission.

2. The Committee commends Bastyr University for the spirit of community, collaboration, generosity, and respect that characterizes the daily activities of the campus.

3. The Committee commends Bastyr University for finding its splendid current physical home and adapting it to reflect and reinforce the mind, body and spirit dimensions of its mission.

RECOMMENDATIONS

1. The Committee recommends that Bastyr University give further attention to its definition of mission fulfillment (1.A.2) and to the objectives, measures and indicators supporting its Core Themes to ensure that clear statements of acceptable thresholds of achievement are present (1.B.2).

2. (2.F.1) The identifiable Unrestricted Endowment is minimal, which the President and Board of Trustees acknowledge. In order to be able to deal effectively and financially with future unexpected events or financial exigencies and the new San Diego initiatives, the Committee recommends that the university give significant attention to continuing to increase the its unrestricted board-designated reserve funds.