

**BASTYR**  
UNIVERSITY

**NWCCU Comprehensive  
Self-Evaluation Report**



**Submitted to the Northwest  
Commission on Colleges and  
Universities**

**February 21, 2012**

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## Institutional Overview



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## Institutional Overview

Bastyr University is a progressive, accredited non-profit university, internationally recognized as a pioneer in natural health arts and science education and research. It was founded in 1978 as a single-purpose college for naturopathic medicine but today offers a variety of graduate and undergraduate degree programs that reflects multidisciplinary, science-based natural health curricula with an emphasis on the integration of mind, body, spirit and nature. Bastyr's 51-acre campus is uniquely suited for this study. Ten miles northeast of Seattle in Kenmore, Washington, the 186,000-square-foot campus complex is nestled among fields and woodlands on the northeast shore of Lake Washington.

Since its inception, Bastyr University has based its educational, clinical and research programs on the following key principles:

- Treatment of the whole person
- Prevention of disease
- Teaching patients how to take responsibility for their own health
- Enhancing each individual's inherent healing ability, using natural, nontoxic therapies

Over the years the University has broadened its mission to integrate Western scientific standards with traditional natural healing methods from around the world. The University has expanded and strengthened the academic and clinical education of naturopathic medicine practitioners. It has developed unique academic degree programs in acupuncture and Oriental medicine, nutrition, exercise science and wellness, herbal sciences, culinary arts, integrated human biology, midwifery, and health psychology, as well as specialized non-degree programs that reflect its founding philosophy.

The education of graduate practitioners and undergraduate students at Bastyr University emphasizes development of the scientific understanding of the structure and function of the human body and the disease process balanced with a profound appreciation for, and ability to activate, the self-healing capability inherent in every human being. The University's educational approach is an integrated one, offering traditional didactic instruction combined with innovative, evidence-based learning in rigorous academic and clinical environments. The learning experience emphasizes academic excellence, the development of individual talents, and mastery of critical competencies.

Students learn under the guidance of outstanding faculty. More than 90 percent of the University's core faculty members have earned terminal degrees. Many are also successful private practitioners who contribute a wealth of practical experience to classroom and clinical instruction.

Laboratory experiments, demonstrations, clinical experience and case-oriented instruction help students develop practical, patient-oriented skills and understanding. Student clinicians are also trained to recognize when other modes of treatment are in the best interests of the patient and to make appropriate referrals to colleagues in other health care professions.

Bastyr University is dedicated to educating individuals to meet the health needs of the 21<sup>st</sup> century. By educating leaders in the natural health arts and sciences, the University strives to transform the health and well-being of the human community. In practice and through research, Bastyr graduates will further develop ways in which to integrate scientific and traditional healing methods in support of the human community and each individual's innate healing power.

## Preface



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## Preface

### Brief Update on Institutional Changes since the Last Report

Bastyr University submitted a Progress Report to NWCCU in April 2010, following up on two recommendations made during the spring 2009 Focused Interim Visit. Confirmation from NWCCU was subsequently received (correspondence dated August 6, 2010) stating that the University was in compliance with all Commission criteria for accreditation.

Since the 2010 Progress Report, University faculty and academic administration have continued to develop additional academic programs:

- A master's degree in midwifery was added to the University's curriculum in summer 2010, upon approval from NWCCU for a merger with Seattle Midwifery School.
- Bastyr received approval for a certificate in holistic landscape design, which started in fall 2011.
- A Bachelor of Science degree program in Integrated Human Biology and a Master of Arts degree in Counseling Psychology received approval, and enrollment will begin fall 2012.
- The School of Naturopathic Medicine substantially revised its doctor of naturopathic medicine curriculum.
- The University submitted a proposal to NWCCU to open a second campus in San Diego, California in fall 2012. This proposal was approved by NWCCU on February 8, 2012.
- Other programs are currently under development.

The composition of President's Cabinet has remained stable, as has the overall University management team. Two school deans resigned within the past year for unrelated reasons. Nationwide searches are currently underway, and we are confident that competent replacements will be hired.

The faculty has continued to grow over the last several years and has remained relatively stable. The University has matured to the point of having the opportunity to celebrate the retirement of one of its first full professors at the end of the 2011-12 academic year.

### Response to NWCCU Recommendations from 2011 Year One Report

In this section, Bastyr University responds to the concerns and recommendations presented by NWCCU following the submission of its Year One Report in March 2011. One concern was noted along with three recommendations.

**Concern One:** "The Year One Report indicates that Bastyr University gained approval for its Core Themes from its Board of Trustees in early 2011 and Eligibility Requirement 3 was fully addressed. However, Eligibility Requirement 2 was not fully addressed in the year-one self-evaluation report. In light of the late notice from the Northwest Commission on Colleges and Universities about year-one self-evaluation reports addressing eligibility requirements 2 and 3, we encourage Bastyr University to provide a brief summary of how the institution meets these eligibility requirements when revising the response to Standard One for the Year Three Report. The panel recommends that the university address eligibility requirement 2 when writing its Three Year Report."

**Response to Concern One:** The reviewers of the 2011 Year One Report noted that Eligibility Requirement 2 had not been fully addressed. In light of the instructions to provide an executive summary of eligibility requirements as part of the comprehensive report due in 2012, this concern has been addressed by providing information related to each eligibility requirement in the following five chapters.

**Recommendation One:** “The panel recommends that the university articulate institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. (Standard 1.A.2)”

**Response to Recommendation One:** Through the iterative process of substantially revising the indicators that support the accomplishment of the core themes in Chapter One and the work that has been devoted to documenting the relative accomplishment of those key indicators in Chapter Four, the University has more clearly defined outcomes that, when accomplished, represent an acceptable threshold of mission fulfillment. The mission of Bastyr University is to “educate future leaders in the natural health arts and sciences” and “model an integrated approach to education, research and clinical service.” While these are clearly aspirational goals that are not readily measurable in a purely quantitative sense, the University believes that by redefining the objectives in Chapter One and reporting on their relative level of accomplishment at this stage in the accreditation process, the University has provided meaningful measures related to each core theme.

The University has attempted to indicate its progress toward mission fulfillment by carefully reporting and analyzing specific measures and their relationship to the objectives that underlie each of the goals resident in the core themes. The mission directs Bastyr to educate future leaders, yet leadership is measured in many ways and is often not evident in a particular individual until many years after graduation from the institution. The University believes that progress has been made toward fulfilling those specific aspects of the mission on an incremental basis by ensuring a rigorous and relevant curriculum, employing a highly qualified faculty with excellent teaching skills, supporting student success and program completion, encouraging and supporting the pursuit of scholarly activity for faculty and students, providing clinical training that prepares competent entry-level health professionals, providing high-quality health care services to the community, and emphasizing interdisciplinary integration and collaboration in all that the University seeks to accomplish.

**Recommendation Two:** “The panel recommends that the university align Strategic Initiative #6 with its Core Themes. It stands out as the only Initiative that is not encompassed within the Core Themes. (Standard 1.B.1)”

**Response to Recommendation Two:** The Bastyr University Strategic Plan is a living document that guides the University in fulfilling its mission. During eighteen months of discussions, leading to its approval by the University Board of Trustees in 2009, the Strategic Plan was divided into six initiatives including the first five that are mission specific and one that was created to be instrumental to or supportive of the other five initiatives. To motivate the University to remain mission-wise in everything it strives to accomplish, Bastyr leadership agreed that ensuring the effective management and growth of existing resources as well as the generation of new resources would be strategically necessary – hence, the addition of Strategic Initiative #6.

Strategic Initiative #6 recognizes that in order for the University to meet its obligations in educating the future leaders in the natural health arts and sciences through meeting the objectives embodied in the



core themes, the institution must continually work toward improving its position as the world's leading academic center in the natural health arts and sciences. Strategic Initiative #6 outlines how this position improvement will be achieved, through four areas – physical plant, operations, philanthropic development, and effective communications – all of which support the accomplishment of the University's core theme objectives.

Strategic Initiative #6 also helps connect the Strategic Plan to the University's comprehensive planning process which, as described in Chapter Three, also incorporates master and financial planning. Additionally, it has served as the mechanism for the creation and fulfillment of the Strategic Initiative Implementation Fund (SIIF), which provides infusions of funding for the specific purpose of implementing key aspects of the Strategic Plan. With the development of the annual operating budget(s), the University prepares a narrative that summarizes new requests for program, operating and capital additions. The summary document references the strategic initiatives (SI #1-5) funded through the annual operating and capital budget plans.

**Recommendation Three:** “The panel recommends that as the university refines the list of indicators that it focus on those that measure effectiveness and output so that they might more fully inform decisions and improvements. (Standard 1.B.2)”

**Response to Recommendation Three:** Bastyr University conducted a comprehensive analysis of the indicators of achievement that were included in its 2011 Year One Report. The University agreed with the Commission's recommendation that refining the list of indicators and focusing on those that measure effectiveness and output in order to more fully inform the decision-making process would better serve the institution. The University worked diligently over the past year to review and refine each indicator and its relation to the relevant core theme. In addition, the University restated many indicators to more meaningfully define target values. Quantifiable measures that meet or surpass/exceed achievement parameters replaced the indefinite measure of “annual increases.” The result is a substantial revision of the 2011 Year One Report, or Chapter One, which is also reflected in the measures of effectiveness delineated in Chapter Four and summarized in Chapter Five.

## Chapter One

# Mission, Core Themes and Expectations



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## Chapter One: Mission, Core Themes and Expectations

### Executive Summary of Eligibility Requirements 2-3

#### Eligibility Requirement 2: Authority

Bastyr University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU) and has been continuously accredited since 1989. Bastyr University is authorized to operate as an institution of higher education by the Higher Education Coordinating Board of the State of Washington.

The Naturopathic Medicine program is accredited by the Council on Naturopathic Medical Education (CNME) and has been approved by this agency since 1987. All degree offerings in the School of Acupuncture and Oriental Medicine are accredited through the Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM) and have been since 1994. The dietetics program in the Department of Nutrition and Exercise Science is accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and has been continuously accredited since 2005. The Master's in Midwifery is accredited through the Midwifery Education Accreditation Council (MEAC) and has been continuously accredited since 2011.

#### Eligibility Requirement 3: Mission and Core Themes

As defined and affirmed by the University's Board of Trustees, the University's mission and core themes reflect the institution's commitment to serve the educational interests of students enrolled in all of its 15 degree programs. Bastyr devotes essentially all of its resources in support of its educational mission and core themes.

#### Mission (Standards 1.A.1 and 1.A.2)

Bastyr University has a widely published mission statement that was approved by the Board of Trustees in 2007. The mission statement appears in the *University Catalog*, is posted in all classrooms, conference rooms and offices on campus and at Bastyr Center for Natural Health (BCNH), and is published on the University website and intranet, in many University publications and all press releases.

The commitment of the University to develop leaders in the natural health arts and sciences is reflected in its mission statement and articulates as well as directs the institution's integrated efforts in achieving its vision.

#### **Bastyr University Mission Statement**

*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.*

#### **Bastyr University Vision Statement**

*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.*

## **Date of Most Recent Review of Mission and Vision Statements and Development of Core Themes**

After over a year of thorough consideration and discussion among Bastyr University's Board of Trustees, administration, students, faculty and staff, the University adopted revised mission and vision statements in 2007. This process was conducted as a review of existing mission and vision statements in order to strengthen the core message. The revisions to the mission and vision statements do not reflect a change in direction, but rather a careful and deliberate attempt to capture the nuances that further clarify Bastyr University's goals and objectives going forward.

In pursuit of its mission and vision, the University is characterized by:

- **Academic Excellence:** Curricula that present cutting-edge natural medicine philosophy and practices; programs that facilitate student development of high-level academic and/or clinical expertise; utilization of teaching methodologies that optimally facilitate student skill and knowledge base development; and an educational environment that incorporates and models the principles of natural medicine.
- **Pioneering Research:** Foundational inquiry into the underlying concepts of natural medicine; iterative research that continuously evaluates the efficacy of therapeutic strategies and agents; and research partnerships to deepen and broaden the kinds of possible inquiry.
- **Renowned Clinical Services:** Leading natural medical care; instruction that helps students model ideal clinical practice behaviors; and collaborations that provide the opportunity to explore and develop integrated care protocols and clinical practices.

For the University to fully meet these commitments, it must think and act strategically. Following a campus-wide, iterative and broadly inclusive process, the University's Board of Trustees in December 2008 adopted and committed itself to the following strategic initiatives (SI):

- **Strategic Initiative #1:** Convene essential generative conversations that inform the cultivation of practitioners and influence policy decisions that contribute to restoring the world's intrinsic health.
- **Strategic Initiative #2:** Determine what academic programs are essential to a robust and universal education in the natural health arts and sciences and ensure that each program is focused on the achievement of excellence.
- **Strategic Initiative #3:** Attract, support and retain world-class faculty and staff in the natural health arts and sciences.
- **Strategic Initiative #4:** Attract, support and retain world-class students representing different cultures.
- **Strategic Initiative #5:** Our methods of and access to instruction are innovative enough to attract the most diverse and qualified students, while maintaining the highest standards of academic, research and clinical excellence.
- **Strategic Initiative #6:** Establish a secure base of financial support and appropriate physical assets so we can invest in and support those things that ensure we will always lead the way in education, research and clinical practice of the natural health arts and sciences.

Bastyr University has played a key part in establishing the credibility of science-based natural medicine and initiating transformation in the health care system. In order to retain a leadership role in promoting

the benefits of natural medicine, Bastyr will continue to improve and transform the institution into a fully developed, well-financed mature academic center for natural health arts and sciences education and research.

Following the decision of NWCCU to update its accreditation process and standards, Bastyr University's Academic Leadership Council (ALC) reviewed the new requirements and recommended a set of core themes for consideration by President's Cabinet. In 2011, President's Cabinet recommended and the Board of Trustees approved four core themes for Bastyr University: 1) Academic Achievement; 2) Research in the Natural Health Arts and Sciences; 3) Clinical Training and Community Health; and 4) Interdisciplinary Integration. These four core themes embody the mission of Bastyr University and form the basis for ongoing accreditation efforts within the context of the new NWCCU standards.

While none of the core themes have changed since the 2011 Year One Report, the administration recognized how the siloing of Core Theme 4, Interdisciplinary Integration, is counterintuitive. In order for interdisciplinary integration to occur, it must be incorporated into each of the other three core themes – academics, research and clinical training. Thus, an additional objective related to interdisciplinary integration has been added to the other three core themes. Consequently, the goals and objectives for this final core theme have been amended to exclusively address interdisciplinary integration in a more generalized institutional context.

### **Extent of Mission Fulfillment**

Paramount to Bastyr University's mission is respect for the healing power of nature. Not only is this a shared belief among members of the University community, it is the very essence of Bastyr's existence. The principles that guide natural health are just as important to the University today as they were at its founding in 1978. While Bastyr has expanded considerably in its 33-year history – from offering a single-degree to 31 students to an institution with nearly 1,000 students pursuing 15 graduate and undergraduate degrees – respect for the innate ability of the body to heal itself remains a core University value.

The core themes discussed in this report reflect the methods and standards by which the University delivers on its commitment to the natural health arts and sciences and the students who choose to study them. By achieving the core theme objectives outlined in this report, Bastyr will advance its goal of mission fulfillment.

Bastyr University defines an acceptable threshold of mission fulfillment as making continual, incremental progress toward accomplishing its aspirational mission within the context of the stated goals and objectives discussed in this comprehensive self-evaluation. Through an iterative process of revising the indicators that support the accomplishment of the core themes in the 2011 Year One Report, the University has more clearly defined outcomes that, when accomplished, represent an acceptable threshold of mission fulfillment.

The mission of Bastyr University is to “educate future leaders in the natural health arts and sciences” and “model an integrated approach to education, research and clinical service.” While this ambitious undertaking serves to guide the University's purpose and future planning, it is not readily measurable in a purely quantitative sense. By basing its core themes directly on the mission, developing goals, objectives and measurable indicators in support of these themes, and reporting on their relative level of achievement, the University can provide a meaningful framework in which to assess level of mission fulfillment.

## Bastyr University’s Assessment Model

Bastyr University’s model for evaluating institutional effectiveness is based on the “Nichols Five-Column Model” (Nichols and Nichols, 2005).

Column One	Column Two	Column Three	Column Four	Column Five
Expanded Statement of Institutional Purpose  <b>Stated Mission</b>  <b>Institutional Goals</b>  <ul style="list-style-type: none"> <li>• Goal 1</li> <li>• Goal 2</li> <li>• Goal 3</li> </ul>	<b>Intended Educational Outcomes</b>  <i>Multiple outcomes stated for each listed goal</i>	<b>Means of Program Assessment and Criteria for Success</b>  <i>Means and criteria stated for each listed outcome</i>	<b>Assessment Data Results</b>  <i>Reported results from each criteria measured</i>	<b>Use of Results</b>  <i>Stated use of each result as it relates to analysis and continuous improvement</i>

Source: Nichols and Nichols, 2005

Following the guidelines presented in that work, Bastyr developed a working model for Standard One that parallels the Nichols model framework but presents it in a slightly different layout in order to comply with the format of Standard One. The first column of the Nichols model includes the *Expanded Statement of Institutional Purpose* (which is the NWCCU equivalent of *The Mission*) and the *Institutional Goals* (the NWCCU equivalent of *Core Theme Goals*). The second column in the Nichols model includes *Program Intended Educational Outcomes* (the NWCCU equivalent of *Core Theme Objectives*). Column three of the Nichols model includes the *Means of Program Assessment and Criteria for Success* (*Measures* and the NWCCU equivalent of *Indicators of Achievement*, respectively). Column four of the Nichols model includes *Assessment Data Results* and column five includes *Use of Results*. The following is a preview of the Bastyr modified Nichols Model.

**The Mission** (*Nichols Expanded Statement of Institutional Purpose from column one*)

**Core Theme Goals** (*Nichols Institutional Goals from column one*)

Core Theme Objectives	Measures	Indicators of Achievement
<i>(Nichols Intended Educational Outcomes from column two)</i>	<i>(Nichols Means of Program Assessment from column three)</i>	<i>(Nichols Criteria for Success from column three)</i>

Chapter One presents only the first three columns of the Five Column Model. In subsequent chapters (primarily Chapter Four), all aspects of the model will be used to evaluate Bastyr University’s progress toward achieving its stated goals and to describe how those results are being used to inform the institution’s process of continuous quality improvement. The following section describes University core themes, goals and objectives. Indicators of achievement are also described briefly and developed in more detail in Chapter Four.

## Core Themes (Standards 1.B.1 and 1.B.2)

### Core Theme 1: Academic Achievement

#### Goal A – Bastyr University Offers a Rigorous and Relevant Curriculum

Bastyr University is committed to providing a rigorous and relevant curriculum that meets the highest academic standards. The ultimate goal of academic achievement is to prepare graduates to meet or exceed established professional standards in order to prepare them for professional practice or advanced study. Additionally, Bastyr University is making strides to incorporate more integrative and interdisciplinary collaboration in the curricula to make students’ respective degrees more relevant to the 21<sup>st</sup> century health care model.

Core Theme Objectives	Measures	Indicators of Achievement
<b>1. Curriculum meets or exceeds the most current educational standards for respective discipline.</b>	Curriculum Review Process.	1.a. Evidence that a comprehensive curriculum review process occurs at least every five years for each program.
	Curriculum requirements established by discipline-specific accrediting agencies.	1.b. Evidence that the curriculum review process reflects the incorporation of revised standards and requirements of applicable discipline-specific accrediting agencies.
	Mapping of learning outcomes from program to course.	1.c. Program learning outcomes are mapped to course competencies for all programs.
<b>2. Systematic curriculum and faculty review processes are effective in facilitating continuous improvement.</b>	Faculty teaching evaluations.	2.a. 100% of core faculty members receive a score of “effective” or “outstanding” for teaching on their annual performance evaluation.
	Student satisfaction surveys.	2.b. Annual student ratings of program satisfaction average 4.0 or higher on a five-point scale.
	Alumni outcomes surveys.	2.c. On average, alumni rate their level of career preparedness at 4.0 or higher on a five-point scale for all applicable programs.
	University-level and school-level faculty curriculum review.	2.d. All program changes or additions receive approval from faculty curriculum review committees.



Core Theme Objectives	Measures	Indicators of Achievement
<b>3. Bastyr graduates are well prepared for a career or advanced study.</b>	Alumni outcomes survey.	3.a. 80% of bachelor's degree alumni who apply to graduate school gain acceptance into a graduate-level program.
		3.b. 80% of undergraduate students who attended graduate school after Bastyr indicated they were adequately or well prepared for graduate-level work in a related field.
		3.c. On average, alumni rate their level of preparedness to practice professionally, upon graduation and licensing, at 4.0 or higher on a five-point scale for all applicable programs.
	National board/professional registration and/or licensing examination results.	3.d. Graduates exceed national averages on national board, professional registration and/or licensing examinations.
<b>4. A fully developed and supported University culture that actively seeks to teach and advance best practices of integrative and interdisciplinary collaboration.</b>	Student satisfaction surveys.	4.a. On average, students rate their level of satisfaction with the amount of interdisciplinary integration occurring in their clinical shifts at 4.0 or higher on a five-point scale, for all applicable programs.
	Alumni outcomes surveys.	4.b. On average, alumni rate their level of preparedness to collaborate with other health professionals at 4.0 or higher on a five-point scale, for all applicable programs.
	Faculty satisfaction surveys.	4.c. On average, faculty rate their support for Bastyr University's emphasis on integrative and interdisciplinary collaboration 4.0 or higher on a five-point scale.

### Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement

Course and program analysis is ongoing. The doctoral program in naturopathic medicine is undergoing a comprehensive curriculum restructuring, which is targeted for introduction fall quarter 2012. When the revised curriculum is fully implemented, the University will have reached the expected standard of 100 percent of program learning outcomes mapped to course competencies for all programs. Content analysis of program curricula is a useful way to measure whether course content reflects best practices and is consistent with newly emerging understandings within disciplines.

Faculty members are responsible for reviewing outcomes data for their programs at least annually and basing recommendations for program revisions on that evidence-informed analysis. Annual student program satisfaction survey and course assessment data indicate whether changes and/or additions to the curricula have had the intended effect. Program curricula must remain relevant to student learning goals and outcomes. Thus, faculty involvement in curriculum change is standard at Bastyr, and regular student feedback informs the curriculum review process.



Student satisfaction and alumni outcomes data are readily assessable through regularly conducted surveys conducted by the Office of Institutional Effectiveness (OIE). These surveys provide data used in assessing how well Bastyr has achieved its core theme objectives. The University’s ultimate goal is to prepare graduates who are both satisfied with their education and prepared to be successful in their careers or advanced study, thereby qualifying this indicator as meaningful. Pass rates on standardized professional, registration and licensing board examinations are also strong indicators of the effectiveness of the curricula. After data are reviewed by academic leadership, appropriate changes to existing curricula are made with careful consideration and full discussion among relevant faculty.

Bastyr University believes the future of health care lies in collaboration, integration, and patient co-management across medical and health care disciplines and is committed to providing students with opportunities for integrated learning. The more opportunities students have to interface with interdisciplinary and integrative practice models, the greater the likelihood that they will be adequately prepared to work successfully with other health care professionals in their practices and/or professions. This is a meaningful objective because modeling an integrative approach is important to mission fulfillment.

**Goal B – Bastyr University Has a Highly Qualified Faculty with Excellent Teaching Skills**

A highly qualified and skilled faculty is essential for the successful delivery of a rigorous and relevant curriculum. Therefore, Bastyr recruits and strives to retain world-class talent with excellent teaching skills. Teaching effectiveness is evaluated regularly through course assessments, peer reviews and annual faculty performance evaluations. A couple of the indicators listed below derive from these evaluation tools.

Faculty members are expected to stay current in their respective disciplines. Institution-wide faculty development activities are organized by the Faculty Senate through the Office of the Provost, and departmental faculty trainings occur on a regular basis as well. Faculty members are also expected to remain current through external professional development, continuing education and/or scholarly activities.

Core Theme Objectives	Measures	Indicators of Achievement
<b>1. Faculty members have strong credentials in appropriate disciplines.</b>	Hiring process and department records.	1.a. Percentage of core faculty with terminal degrees in disciplines exceeds 90%, where appropriate.
	Clinical Records.	1.b. 100% of clinical faculty members maintain appropriate licensure and/or other professional requirements.

Core Theme Objectives	Measures	Indicators of Achievement
<b>2. Faculty teaching skills are regularly evaluated, and appropriate improvement actions are taken.</b>	Course assessments.	2.a. Course assessments are conducted and analyzed for all new courses and courses taught by new faculty as well as selected courses on a quarterly cycle.
	Annual faculty evaluations.	2.b. Annual faculty evaluations, informed by peer evaluations, course assessments, and in-class or in-clinic observations, rate 100% of core faculty as “effective” or “outstanding” in the area of teaching.
	Quarterly reports prepared for dean review.	2.c. Department chairs review course assessments, and written reports are submitted to the dean of the school quarterly.
	Annual faculty evaluations.	2.d. Evidence that if core faculty ratings fall below “effective,” improvement actions are taken in the area of teaching.
<b>3. Core faculty stays current with best practices in disciplines by actively participating in professional development or continuing education activities.</b>	Faculty development attendance records.	3.a. Faculty development activities are available regularly within the University, and 75% of core faculty participate at least once per year.
	Faculty portfolios and annual faculty evaluations.	3.b. Annual faculty evaluations, informed by faculty portfolios, rate 100% of core faculty as “effective” or “outstanding” in the area of scholarly activity.

### **Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement**

Recruitment and retention of highly credentialed, experienced faculty is an ongoing objective of Bastyr’s Strategic Plan (SI #3). Student success is largely dependent on the quality of faculty. New comprehensive faculty performance evaluation tools were implemented at the start of the 2011-12 academic year. These evaluation tools assess faculty teaching skills through a comprehensive process which includes student course assessments, peer evaluations and supervisor evaluation. Trends and issues are identified by these various assessment tools, and appropriate remedial measures are undertaken if warranted. Regular faculty training in current best practices in teaching results in higher quality instruction. It is expected that participation in professional development activities improves overall teaching competency. Faculty portfolios, updated annually, provide the data necessary for tracking external development activities. All of these indicators are assessable, verifiable and meaningful measures of faculty quality.

### Goal C – Bastyr University Supports Student Success and Program Completion

Systematic monitoring of student academic achievement along with tracking and supporting at-risk students serve to measure the success of Bastyr’s retention efforts. Bastyr supports its students by staffing support service offices with competent, approachable and helpful professionals. Student support contributes to student success by helping them remain emotionally stable and academically prepared to handle the rigor of Bastyr’s academic programs. The career center helps students plan their career post-graduation. The financial burdens of higher education impact a student’s ability to succeed. Bastyr University is committed to diversifying its sources of revenue (SI #6) in order to reduce the institution’s dependency on student tuition and fees.

Core Theme Objectives	Measures	Indicators of Achievement
1. Students develop knowledge and competencies in a sequential and progressive way, and at-risk students are given regular feedback on their standing.	Student progress records.	1.a. Number of full-time students who are in good academic standing is above 90% overall.
	Advisor meetings.	1.b. Students no longer in good academic standing are identified and meet with a faculty advisor to work out a plan to regain good academic standing.
2. Students successfully complete their chosen program.	Completion data.	2.a. 80% of students who enroll at Bastyr University complete their chosen program.
3. Student services staff are approachable and helpful and student service centers meet student needs.	Student satisfaction surveys.	3.a. Student ratings for student service staff from the registrar, financial aid, parking and transportation, student accounts, student affairs, bookstore and IT helpdesk average 4.0 or higher on a five-point scale.
		3.b. Student ratings for student support centers ability to meet student needs, including counseling center, tutoring center and career center, average 4.0 or higher on a five-point scale.
4. Bastyr is committed to reducing its financial dependency on tuition and fees.	IPEDS data - Percentage of core revenue.	4.a. Bastyr University’s percentage of core revenue from tuition and fees remains less than 75% per year.

### Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement

University curricula tracks are carefully designed to optimize the process of learning complex information and skills in a progressive manner. Enrollment data from the registrar’s office enables faculty to monitor student progress through their programs, readily identifying those students who are in poor academic standing in order to provide them with additional resources and/or a remediation plan, if needed. The advisement process provides qualitative documentation of student progress as well as an opportunity to address questions and concerns about program requirements authoritatively.

Graduation rates are easily assessable through the registrar and reported to the IPEDS Data Center. Trends in and causative issues regarding student success are identified, analyzed and addressed to provide meaningful assistance to at-risk students, thereby maximizing the number of students graduating from the University. Student satisfaction ratings of support services are gathered annually to track changes over time; results are analyzed and readily available. Financial information for Bastyr is updated annually and readily available through the IPEDS Data Center. Student retention enables Bastyr to educate more student leaders in the natural health arts and sciences and is directly related to mission fulfillment. Therefore, student retention data is a meaningful indicator of achievement.

## **Core Theme 2: Research in the Natural Health Arts and Sciences**

### **Goal A – Faculty are Encouraged and Supported to Pursue Research/Scholarly Activity and Disseminate Findings**

Over the last decade Bastyr University has incrementally increased its focus on research in the natural health arts and sciences. In 2010, Bastyr received two of its largest National Institutes of Health (NIH) grants to date, totaling over \$7.6 million for integrative medicine oncology research. Bastyr uses traditional research methodology to gather and interpret data in support of advancing integrative natural health practices on a global scale. The University will continue to support ongoing research initiatives and enhance efforts to make research activities a priority for the institution as a whole.

A number of NIH grants provide funding for research activities on campus, including a National Center for Complementary and Alternative Medicine (NCCAM) R01 grant. In this prospective outcomes monitoring study, faculty members across all three schools provide integrative health care services to oncology patients through the Bastyr Integrative Oncology Research Center. The School of Naturopathic Medicine has an NCCAM R25 grant designed to promote the use and practice of evidence-based medicine within the curriculum. The School of Acupuncture and Oriental Medicine is collaborating with University of Washington School of Medicine Division of Pain Medicine to analyze preexisting endogenous pain thresholds as a pre-determinant to positive outcomes with electro-acupuncture.

Although the School of Natural Health Arts and Sciences is primarily a teaching unit, a number of the school's faculty members do have research projects underway through the Bastyr University Research Institute (BURI). Correspondingly, some faculty members with research appointments also teach courses for the school, thereby adding greater authenticity and depth to its evidence-informed academic offerings.

The following objectives and indicators were chosen to support faculty members interested in research and the growth of BURI. In order to sustain growth in the area of research, a number of programs have been initiated and funded to enable Bastyr's research faculty to obtain grant funding, protect them from gaps in funding and provide them with the infrastructure and support staff needed to conduct studies. Research faculty members are expected to disseminate their research findings, and the University sponsors its own annual research conference to offer research faculty another opportunity to present study results. The University plans to sponsor other annual events highlighting interdisciplinary research.

Research, by its very nature, is a systematic and iterative process that often produces results over extended periods of time. Since many of the University's research endeavors have blossomed in recent years, the indicators that will document success will span four years beyond the scope of this self-

evaluation period. The University believes that in order for these indicators to be meaningful, a longer period of study is appropriate.

Core Theme Objectives	Measures	Indicators of Achievement
<b>1. Resources are allocated to qualified faculty members who wish to pursue research/scholarly activity.</b>	Seed Grants.	1.a. At least three projects per year receive seed grants to fund pilot data compilation for grant proposals.
	Gap funding.	1.b. University provides gap funding for full-time research faculty between funded research projects.
	Sabbatical policy.	1.c. At least three core faculty members, every five years, are awarded a paid sabbatical so they may pursue research or other scholarly activity.
	Infrastructure and support staff.	1.d. At least \$300,000 is budgeted to cover overhead for research activities annually.
<b>2. Collaborate with other institutions on research projects.</b>	Bastyr University Research Institute data.	2.a. The number of collaborative research projects increases 25% over the next five years.
<b>3. Faculty are encouraged to disseminate research findings.</b>	Faulty portfolios.	3.a. Number of faculty presenting research findings or other scholarly work increases 10% over the next five years.
	Bastyr-related research conference activity data.	3.b. Bastyr annually sponsors at least one research conference providing faculty opportunities to present research findings.
<b>4. Research faculty engages in interdisciplinary research.</b>	Bastyr University Research Institute data.	4.a. At least one grant application submitted each year involves co-investigators from different disciplines.

### Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement

These indicators are assessable through the Bastyr University Research Institute, research activity records and faculty portfolios. Advancing knowledge in the natural health arts and sciences is an important goal for the University, explicitly stated in its vision statement. Supporting faculty members to pursue research maximizes Bastyr University’s capacity to achieve its vision, making it a very meaningful outcome.

Indicators of support for faculty research dissemination are reflected in the form of institutional research development funds, faculty release time and Bastyr-sponsored research conferences. The hosting of an annual research conference provides an opportunity to invite external researchers to campus to learn of the University’s on-going research studies and give attendees from various disciplines an opportunity to meet, exchange ideas and establish collaborative relationships. The student and faculty development events on interdisciplinary research highlight collaborative studies and communicate the value that the University places on interdisciplinary integration. These are all meaningful measures and steps toward mission fulfillment.

**Goal B – Students are Encouraged to Participate in Research Training/Scholarly Activity**

Based on an analysis of entering student surveys over the last few years indicating a strong interest in research participation, the University established the Center for Student Research (CSR) in 2010. The CSR is the central institutional point of contact for students who desire to do research at Bastyr University. The center informs students about all ongoing research projects at Bastyr and links students to appropriate faculty mentors depending on the research interest. The CSR also provides funding, through competitive awards, for faculty-student research projects. The CSR director is a seasoned research professor who has trained undergraduate, graduate and post-doctoral researchers. Because the CSR is a fairly new resource to campus, longitudinal data is in the process of being collected. Consequently, the indicators presented below are more qualitative measures than quantitative.

Core Theme Objectives	Measures	Indicators of Achievement
<b>1. Opportunities and guidance are available for students who wish to participate in research activities.</b>	Center for Student Research (CSR) data.	1.a. Student applicants will have a one-on-one consultation with the CSR director to receive information on research opportunities.
		1.b. The CSR director will introduce the center and its opportunities to all first-year classes to maximize exposure to student research.
		1.c. CSR will hold semi-annual research updates for the students and the University community at large.
		1.d. CSR is available to facilitate individual student research advising appointments concerning research opportunities and identify faculty mentors as appropriate.
	Student Satisfaction Survey.	1.e. The annual student survey will indicate that at least 85% of students are aware of CSR resources available to them.
<b>2. Students participate in research in collaboration with faculty and other students.</b>	CSR data.	2.a. Interested students are matched with an appropriate research project and faculty mentor as physical and monetary resources allow.
		2.b. CSR grant recipients will provide the director with a summary of their research activities and results to help monitor the success of the center.
	CSR satisfaction surveys.	2.c. Students will be surveyed at least annually to determine their level of satisfaction with the CSR, and data will be used to improve the viability and relevancy of the center.
	Student research.	2.d. Over the next five years, student research output, coordinated through the CSR, (e.g. research posters, presentations, grant submissions/awards, publishing, etc.) will increase by 20% over founding-year productivity.

## **Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement**

Indicators assessable through surveys and records from the newly formed CSR provide meaningful measures of how well it is fulfilling the CSR mission of facilitating and expanding student research/scholarly activity opportunities at Bastyr. Student presentations, posters and publishing derived from research initiated with assistance from the CSR will be documented to ensure the viability and relevancy of the center. These are meaningful measures because they support Bastyr University's mission to integrate research into its academic model while educating future leaders in the natural health arts and sciences.

## **Core Theme 3: Clinical Training and Community Health**

### **Goal A – All Clinical Programs Provide Clinical Training that Prepares Competent Entry-Level Health Professionals**

Effective clinical training is critical to future professional success. The University provides clinical training to its students in a wide variety of settings. Bastyr Center for Natural Health (BCNH) is the institution's primary clinical training facility. Additionally, students complete some of their training at external sites which include medical hospitals, community health centers, cancer care centers, senior centers, outpatient pediatric clinics and homeless shelters. Students also acquire knowledge and skills in practice management by spending time with community preceptors in private practice. Students are expected to acquire progressively more complex knowledge, skills and attitudes (KSA) as they advance through clinical training. Clinical competency benchmarks are used to assess the sequential acquisition of these skills.

A required clinical training entrance examination documents the basic entry-level competency of each student. An exit assessment process is in place for each clinical program. Clinical faculty provide both formative and summative assessments of students throughout the clinical training period. Formal remediation processes are in place for students who do not meet established benchmarks.

Bastyr distinguishes its curricula by embracing, encouraging and teaching interdisciplinary collaboration. It is the aim of every clinical program that its graduates are competent to practice patient co-management with other health professionals, inclusive of both natural health care and allopathic providers. These principles of integration are introduced in the classroom and reinforced in clinical training, ensuring that graduates are prepared to collaborate in private/professional practice.



<b>Core Theme Objectives</b>	<b>Measures</b>	<b>Indicators of Achievement</b>
<b>1. Training that facilitates the progressive acquisition of clinical competencies essential for safe and effective professional practice.</b>	Clinical competency evaluation process.	1.a. All clinical programs use comprehensive evaluation tools to assess the sequential acquisition of core competencies of its students.
	Professional board examination results, where applicable.	1.b. Pass rates on standardized professional examinations exceed national averages.
	Alumni outcomes surveys.	1.c. Alumni ratings of perceived level of preparedness to begin private/professional practice upon graduation and licensure average 4.0 or higher on a five-point scale.
<b>2. Clinical experiences that expose students to a variety of medical conditions and patient demographics.</b>	Patient contact records and program accreditation requirements.	2.a. Patient contacts and conditions seen by all student clinicians exceed the minimum required by each applicable program's accrediting body.
	Patient contact records.	2.b. Clinic patient demographic report reveals student clinicians have contact with diverse populations representing various health conditions, ages, races/ethnicities and socio-economic circumstances.
<b>3. Student clinicians receive training in appropriate patient management, including referrals to and collaboration with other health professionals.</b>	Clinical course curricula.	3.a. All graduate clinical programs have a specifically stated objective in support of collaboration and interdisciplinary integration.
		3.b. For each clinical course, content analysis reveals at least one course learning objective that emphasizes interdisciplinary integration.
	Alumni outcomes survey.	3.c. Alumni rate their level of preparedness to collaborate with other health professionals (natural health and allopathic providers) at 4.0 or higher on a five-point scale.

### **Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement**

Indicators are all assessable through clinic reports, student assessment of clinical experiences, patient contact records, clinical course curricula and surveys.

Comparison of Bastyr student pass rates with national averages on standardized professional examinations provides a meaningful index of student mastery of essential knowledge and skills needed for clinical competency. The examinations are designed to assess entry-level skills with an emphasis on safe and effective practice knowledge. As such, they are a meaningful indicator.

Bastyr conducts regular surveys of graduates who self-report levels of agreement regarding their preparation to be competent health practitioners upon graduation. The data are reviewed by academic leadership, and changes to the various programs of study are considered based on analysis of that data.



Currently, Bastyr students exceed the national requirements for patient contacts during the course of their clinical training. This is a meaningful measure because evidence indicates that the more exposure a student has to a patient population with a wide variety of health conditions, the better prepared that student will be for professional practice upon graduation. Documenting exposure, reviewing patient demographic data and attempting to address deficiencies help to ensure that students will have a greater comfort level when serving diverse populations.

**Goal B – All Clinical Programs Provide High-Quality Services to the Community**

The University provides high-quality primary and specialty health care at BCNH as well as at many external sites. Many of the services provided at BCNH and external sites are discounted or free of charge. These services are not only important for student training but are also of significant benefit to the community. Bastyr prioritizes external community placements for its clinical program, selecting those that will enhance student clinical education, help develop clinical specialties and provide care to underserved populations.

It is important that students are trained to not only deliver excellent quality health care but to also model competency in appropriate patient management. High-quality service includes excellent patient care practices as well as appropriate patient management skills such as accurate patient recordkeeping and co-management of patient conditions where appropriate.

<b>Core Theme Objectives</b>	<b>Measures</b>	<b>Indicators of Achievement</b>
<b>1. Bastyr student clinicians and supervisors will continue to provide accessible, quality health care to underserved populations.</b>	Number of external site clinics.	1.a. Continue to offer a sufficient number of external site clinics to provide students with exposure to underserved populations.
<b>2. Patients have a high regard for the quality of care provided by Bastyr University student clinicians and providers.</b>	Patient/client surveys.	2.a. Survey results of patients/clients indicate moderate to high satisfaction ratings on quality of health care services provided by Bastyr student clinicians and providers.
<b>3. An effective model of collaborative, collegial and integrative practice is demonstrated at BCNH.</b>	Patient referrals.	3.a. Random chart audit reveals patients are being referred to other health care providers where appropriate.
	Grand rounds.	3.b. Grand rounds are conducted quarterly on interdisciplinary collaboration.
	Launch of electronic health records (EHR) system.	3.c. Successful implementation of the EHR system at BCNH by the end of the 2012-13 academic year.

**Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement**

Support for new initiatives to improve the quality of clinical service to the community is of ongoing importance to the University. Bastyr believes that the patient population students see during their clinical education should be reflective of the entire community. The University seeks opportunities to serve a diverse patient population through specific patient recruitment efforts, use of an income-based fee structure and availability of convenient appointment times at its various community clinics. This is

meaningfully consistent with the University's stated vision to "transform the health and well-being of the human community."

The BCNH patient satisfaction survey will be revised and conducted again in 2012 to assess patient satisfaction with clinical services. To date, Bastyr has not surveyed patients at external sites. That process will also begin by the end of 2012. Survey data will provide useful information for planning and improvement processes.

Clearly articulated curricula pertaining to interdisciplinary practice communicate the University's commitment to interdisciplinary integration. It also provides a framework by which faculty and students can apply their knowledge and skills in a variety of collaborative settings. The inclusion of interdisciplinary integration in this core theme communicates its importance to clinical practice.

Full implementation of an electronic health records (EHR) system by the end of the 2012-13 academic year is another example of the University's commitment to improvement in clinical health service to the community. EHR is considered to be a critical element in successful 21<sup>st</sup> century health care delivery. Its implementation is a meaningful measure of BCNH's commitment to quality clinical education and patient care. Adoption of EHR is a meaningful measure of achievement because it also maximizes the ability of faculty to further model collaboration skills for students and enhances the development of student skills in this area during all phases of their clinical training, supporting the University's commitment to interdisciplinary integration.

#### **Core Theme 4: Interdisciplinary Integration**

The number of integrative degree programs available to students at Bastyr University continues to grow. These programs include nutrition and clinical health psychology, exercise science and nutrition, nutrition and culinary arts, naturopathic medicine and traditional Chinese medicine, and naturopathic medicine and midwifery. In fall 2012, the University hopes to welcome its first cohort in naturopathic medicine and counseling psychology.

Similarly, integrative training opportunities for all clinical programs include a combination of external preceptorships and student clinician sites through which students practice co-management and collaboration (under the supervision of faculty and accomplished practitioners from other disciplines) with conventional providers as well as other integrative, alternative and complementary health care practitioners. Furthermore, the University's teaching clinic offers students integrative clinical training in the areas of HIV/AIDS care, minor office procedures and chronic pain management. An integrated mental health clinical teaching shift to provide opportunities for students to develop further skills with integration and co-management is currently in development at BCNH.

University faculty members host integrative case presentations as part of new student orientation and throughout the year for the entire community. Bastyr also actively recruits faculty who can mentor other faculty members in professional interdisciplinary experiences. For example, one of Bastyr's newest core clinical faculty members is a medical doctor (MD) and a naturopathic doctor (ND) as well as a board certified psychiatrist.

#### **Goal A – Students Gain the Knowledge, Skills and Attitudes to Work Collaboratively with Peers and Others in a Variety of Health Professions**

Training in interdisciplinary integration is important at every stage of student education at Bastyr. Exposure to interdisciplinary integrative concepts in the classroom ensures that students are familiar

with those concepts and comfortable collaborating in a clinical setting. Likewise, monitoring student clinical competency in collegial and collaborative practice reinforces its significance and holds students accountable for this core skill. The ultimate goal is to provide adequate exposure to interdisciplinary integration in both classroom and clinical settings so that students have the opportunity to become competent collaborators in private/professional practice

<b>Core Theme Objectives</b>	<b>Measures</b>	<b>Indicators of Achievement</b>
<b>1. Students learn appropriate knowledge, skills and attitudes (KSA) for interdisciplinary integration in didactic courses.</b>	Pre and post KSA surveys.	1.a. Post-didactic instruction KSA surveys show improvements in all areas.
	Number of degree programs reflecting interdisciplinary integration.	1.b. All schools offer interdisciplinary degree programs for students.
<b>2. Students are trained in interdisciplinary interaction during clinical training.</b>	Student satisfaction surveys.	2.a. Student clinicians rate their satisfaction with the level of integration occurring in their clinical shifts at 4.0 or higher on a five-point scale.
	Student clinical competency evaluations.	2.b. Evidence that all student clinicians exhibit competency in interdisciplinary collaboration/co-management of patients through competency-based assessments.
<b>3. Alumni in private/professional practice are prepared to engage in collegial and collaborative practice upon graduation/licensing.</b>	Alumni outcomes surveys.	3.a. On average, alumni rate their level of preparedness to collaborate with other health professionals at 4.0 or higher on a five-point scale, for all applicable programs.
<b>4. Establishment of technology infrastructure to support interdisciplinary integration in clinical programs.</b>	Launch of electronic health record system.	4.a. Successful implementation of an EHR system at BCNH by the end of the 2012-13 academic year.
		4.b. Full-time EHR specialist hired to manage new electronic health record system.
		4.c. Extensive EHR training for both core and adjunct clinical instructors and staff.

### **Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement**

Pre- and post-assessment surveys of student knowledge, skills and attitudes regarding interdisciplinary integration are under development and are believed to be appropriate measures for documenting student growth and development in this critical area. The data will provide useful diagnostic tools to address necessary improvements to the curriculum as well as assist with student recruitment due to increasing demand for integrated clinical skills. The more opportunities students have to experience

interdisciplinary and integrative practice models, the greater the likelihood that they will be adequately prepared to work successfully with other health care professionals in their practices/professions.

The number of integrated health programs offered at the University communicates Bastyr's commitment to an integrative model of education. The number of dual-track programs and combined interdisciplinary degree programs are meaningful measures as they provide evidence of this commitment.

Student satisfaction and alumni outcomes data regarding interdisciplinary integrative learning opportunities at Bastyr are readily assessable through regular surveys conducted by the Office of Institutional Effectiveness. These surveys provide information to help assess how well Bastyr has achieved its objectives, qualifying the data as a meaningful measure.

Student clinical competencies are monitored by faculty throughout clinical training, and students are continually evaluated throughout their participation in the clinical training program. Demonstrating and practicing interdisciplinary and integrative skills in clinical training increases the likelihood of their use in professional practice.

While the University has historically embraced the concept of interdisciplinary integration, the operational aspect has been left to the various graduate clinical programs. Over the past several years, the University has actively endorsed and developed an institution-wide culture of interdisciplinary integration, and that process remains ongoing. Monitoring student and alumni attitudes toward interdisciplinary integration over time is the best way to measure a change in culture. Surveying alumni on this topic provides a meaningful measure of how well University instructional efforts result in increased and successful practice patterns of interdisciplinary care.

The adoption of an electronic health records (EHR) system is a monumental step for BCNH. Its adoption involves significant time and effort as well as substantial commitments in financial and human resources. However, it considerably improves clinical operations, patient management and student ability to co-manage patient care. Consistent with Bastyr's mission, EHR will facilitate an integrative approach to clinical services, thus qualifying it as a meaningful indicator.

## **Chapter One Summary**

In Chapter One, the University has summarized the results of its campus-wide, broadly inclusive institutional process which provided the appropriate structure for reviewing and revising the mission and vision statements, developing an ambitious strategic plan, and arriving at appropriate core themes that collectively encompass and reflect the mission of the institution. These core themes will be used to frame this comprehensive self-evaluation in the context of the revised standards and process.

For each core theme, the University has provided a list of objectives along with appropriate indicators of achievement to assess its progress in achieving those objectives. By applying this framework in subsequent chapters, the University documents its progress toward accomplishing these institutional objectives within the context of mission fulfillment in anticipation of the comprehensive site visit in April 2012.

## Chapter Two Resources and Capacity



**BASTYR**  
UNIVERSITY

## Chapter Two: Resources and Capacity

### Introduction

In this chapter, Bastyr University details the sufficiency of its resources and capacity to fulfill its mission and achieve its core theme objectives. With the guidance of its governing board, the University administration establishes, reviews and revises the policies and procedures necessary to operate the institution effectively.

### Executive Summary of Eligibility Requirements 4-21

#### Eligibility Requirement 4: Operational Focus and Independence

Bastyr University is a private, 501(c)(3) educational institution offering 15 degree and three certificate programs with an operational focus in higher education. Two more degree programs are slated to enroll students in fall 2012. The institution is an independent organization, governed by its Board of Trustees, a group of educators, public servants, business persons, philanthropists and community volunteers. The University has a right to acquire both real and personal property, to enter into contracts, and to otherwise have and enjoy such other powers, rights and privileges of corporations organized under Chapter 24.03 of the Revised Code of Washington in the furtherance of the purpose described above.

#### Eligibility Requirement 5: Non-Discrimination

Bastyr University strictly adheres to the following non-discrimination policy:

*Bastyr University is an equal opportunity institution. We do not discriminate in matters of employment or participation in programs, services or benefits on the basis of gender, race, creed, color, religion, national origin, age, sexual orientation, gender identification, disability or veteran status. Our programs, services and facilities are accessible to individuals with disabilities. Please contact the University in advance if you require special accommodation due to a disability.*

This policy is widely published in a number of places including open employment announcements, human resources policies and procedures, affiliation agreements, faculty handbooks, admissions materials and the *University Catalog*. Documents that are not posted on MyBU and/or Bastyr.edu will be made available to the site visit team.

#### Eligibility Requirement 6: Institutional Integrity

Bastyr University desires to maintain the highest level of established ethical standards. Policies, procedures and practices govern the fair and equitable treatment of all its internal and external constituencies. Bastyr University makes every effort to ensure that all its communications are accurate and timely, has a defined policy that prohibits conflicts of interest, and has a clearly articulated academic honesty policy for students and faculty.

#### Eligibility Requirement 7: Governing Board

The University is governed by a single governing board consisting of 12 voting members, 10 members of which have no contractual, employment or financial interest in the University. The board chair is not an executive officer of Bastyr University. The University's board establishes, regularly reviews, revises as necessary and exercises broad oversight of institutional policies. It also ensures that the University

remains appropriately focused on achieving institutional goals that support mission fulfillment, its Strategic, Master and financial plans, and its core theme objectives.

#### **Eligibility Requirement 8: Chief Executive Officer**

The University's board selected Bastyr's current chief executive officer, or University president, Daniel K. Church, PhD, in 2005. The president has full-time responsibility for the overall operation of the institution. He is also an *ex officio* member of the board and does not serve as board chair.

#### **Eligibility Requirement 9: Administration**

Bastyr University employs a qualified administrative team that provides oversight and leadership for the institution's major operational and support functions. A number of interdepartmental councils and committees work with the heads of various administrative and academic departments to ensure that the University is successful in its efforts toward mission fulfillment and the achievement of core theme objectives.

#### **Eligibility Requirement 10: Faculty**

Bastyr employs a sufficient number of highly qualified core and adjunct faculty members with excellent teaching skills to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. Teaching effectiveness is evaluated regularly through course assessments, peer reviews and annual performance evaluations.

#### **Eligibility Requirement 11: Educational Program**

The University offers 15 undergraduate and graduate degree programs consistent with its mission and core theme objectives. The University prides itself on its academic rigor. All degree programs have stated student learning outcomes which are tied to graduation eligibility and are consistent with the standards of each program's recognized field of study.

#### **Eligibility Requirement 12: General Education and Related Instruction**

All Bastyr's bachelor (degree-completion only) and graduate degree programs have specified curricula of major specialization or a specific concentration.

#### **Eligibility Requirement 13: Library and Information Resources**

The Bastyr University Library provides educational materials in all formats to ensure an appropriate level of currency, depth and breadth in terms of the University's mission, core themes, programs and services. Included in the 19,000 volume collection are print and electronic books; 250 journals; videos, DVDs, conference CDs and MP3s; anatomy models; and electronic databases. Off-site access to electronic resources is available to current students, staff and faculty.

#### **Eligibility Requirement 14: Physical and Technological Infrastructure**

The University maintains sufficient physical and technological infrastructures to support its operational functions and the fulfillment of Bastyr's mission, core theme objectives and intended outcomes for its programs and services.



### **Eligibility Requirement 15: Academic Freedom**

All members of the faculty are entitled to academic freedom as set forth in the “1940 Statement of Principles on Academic Freedom and Tenure” published by the Association of American Colleges and Universities and the American Association of University Professors. This policy is sanctioned by the University’s governing board and published in both faculty handbooks.

### **Eligibility Requirement 16: Admissions**

The University student admissions policy, specifying all academic degree and certificate program prerequisites and required characteristics, is published in the *University Catalog* as well as on the University’s public website. The University admissions teams, which include faculty from academic departments, adhere to this policy in its admissions procedures and practices.

### **Eligibility Requirement 17: Public Information**

Bastyr publishes the following current and accurate information in the annually-updated *University Catalog*: the University mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of academic administrators and faculty; tuition, fees, and other program costs; refund policies and procedures; requirements for financial aid; and the academic calendar. The catalog is available in print from the registrar or admissions office and electronically on the University’s external website and intranet.

Bastyr publishes the following current and accurate information on its external website, Bastyr.edu: the University mission and core themes; admission requirements; information on academic programs; names, titles and academic credentials of core faculty; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Bastyr publishes the following current and accurate information on its intranet, MyBU: the University mission and core themes; grading policy; information on academic courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; opportunities and requirements for financial aid; and the academic calendar.

### **Eligibility Requirement 18: Financial Resources**

The University regularly monitors and measures financial stability and adequacy of cash resources to support its programs and services and determine capacity to meet short- and long- term obligations. Benchmarks have been established for cash, debt-to-equity and fixed-charge ratios. Requirements and ratios are projected for future periods and guide development of operating plans, capital expenditures, repayment of short- and long-term debt, and institutional borrowing. Resource planning and development is informed by year-to-date spending, extensive enrollment modeling by the University registrar’s office and non-tuition revenue projections. Contingency funds have been established to accommodate a potential tuition revenue shortfall, if needed.

### **Eligibility Requirement 19: Financial Accountability**

The University is audited annually by an independent CPA firm in accordance with generally accepted accounting principles at the close of each fiscal year (June 30). The University finance team focuses on auditor recommendations from the previous year to ensure progress and compliance. Audits are reviewed by the Board of Trustees and considered for adoption.



## **Eligibility Requirement 20: Disclosure**

Bastyr University agrees to accurately disclose to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

## **Eligibility Requirement 21: Relationship with the Accreditation Commission**

Bastyr University accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, Bastyr University agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

## **Standard 2.A: Governance**

Bastyr University demonstrates an effective and widely understood system of governance with clearly defined authority, roles and responsibilities. The University Board of Trustees works with the president in setting broad goals that are implemented under the leadership of the president and his senior team of administrators (President's Cabinet). The University's decision-making structures and processes take into consideration the views of faculty, staff, students and members of the administration through various formal and informal channels.

The University Board of Trustees meets four times each year, with senior administrators in attendance. Subcommittees of the board meet prior to each board meeting and are comprised of both board members and individuals from the University community. For example, the Academic Affairs Committee, a subcommittee of the Board, is comprised of four voting members from the Board and attended by the University senior vice president and provost (provost) and the Faculty Senate chair and vice chair. These *ex officio* members provide program development, accreditation and faculty updates. The Finance Committee, another subcommittee of the board, is comprised of four voting members of the board and attended by the University president, provost, vice president for finance and administration, vice president for student affairs, and chief of staff in the Office of the President to give input on the financial status of the institution, annual budget proposals and other financial matters.

A list of board members and the subcommittees on which each serves as well as Board of Trustee meeting agendas and minutes are available on MyBU, the University intranet.

Weekly President's Cabinet meetings are chaired by the University president and attended by the provost, vice president for finance and administration, vice president for student affairs, and chief of staff in the Office of the President. Other members of the University community attend as needed for additional input. The provost brings to President's Cabinet input from the Academic Leadership Council, made up of the provost and University school deans. The provost also reports on recent discussions in the Academic Council, which is comprised of approximately 25 individuals representing each school and department, academic and student services and other departments involved in the academic structure of the University. Lists of members of these and other University councils and committees are located in the Supplemental Information section at the end of this comprehensive report. Meeting minutes, if applicable, can be found on MyBU and available during the site visit.

Faculty members are actively involved in University governance and provide vital input to the administrative and academic decision-making process through the Faculty Senate, senate committee

work and Faculty Assembly meetings. The Faculty Senate, comprised of an elected chair, vice chair, secretary as well as University school senators, meets monthly. Faculty Assembly, which includes all core and adjunct faculty members, meets quarterly with the provost in attendance to discuss current issues and develop policy statements as needed on a wide variety of issues. Faculty Senate and Faculty Assembly meeting minutes are referenced in the appendix and located under Academics on MyBU. Policies and procedures regarding faculty governance are outlined in the *Faculty Handbook*, also located on MyBU, under Faculty Resources.

Staff may submit input on University issues by serving on various University committees, as part of the annual staff evaluation process and by attending monthly Staff Council meetings. The Staff Council chair may request quarterly meetings with the University president or President's Cabinet. Staff Council meeting minutes are posted on MyBU under Administration.

Students have multiple opportunities to provide the University with their perspective on University matters through quarterly course assessments, the annual student satisfaction survey and participation in student government through the Student Council. Student Council is comprised of six teams representing different areas of student life (e.g., academics, technology, etc.), and each team elects a student team leader. Student Council membership may be found in the Supplemental Information section of this report, and team meeting minutes are located in the student access section of MyBU under Student Council. (2.A.1)

Divisions of authority and responsibility are clearly delineated in University governing practices as documented in the University by-laws, Board of Trustees Policies and Procedures, *Faculty Handbook*, and various documents maintained by the Office of Human Resources. An organizational chart, outlining in brief each senior administrator's role and area(s) of responsibility, is maintained by the human resources department. A copy of the organizational chart may be found in the Supplemental Information section. Other documents are located, respectively, in the Administration, Faculty Resources and Human Resources sections of MyBU. (Standard 2.A.2)

The University closely monitors its compliance with Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. The Office of the Provost oversees all areas governed by NWCCU policies and procedures, such as development of new academic degree programs within accreditation guidelines, submission of prospectuses for new programs and self-study evaluation reports. Schools and departments within the University monitor and maintain their professional accreditation status under the direction of the provost. These professional accreditation agencies include the Council for Naturopathic Medical Education (CNME) for the naturopathic doctoral program, the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) for the University's acupuncture and Oriental medicine programs, the Midwifery Education Accreditation Council (MEAC) for the midwifery program, and the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Department of Nutrition and Exercise Science undergraduate and graduate degree programs in didactic dietetics.

Bastyr University is not a party in any collective bargaining agreements nor is it subject to any special legislative actions or mandates regarding its governance. (Standard 2.A.3)

## **Governing Board**

The University is governed by a single governing board consisting of 12 voting members including 10 members who have no contractual, employment or financial interest in the University. The names of

these individuals are available in the Administration section of MyBU and as part of the Supplemental Information section. Board policies and procedures, referenced in Section 2.A.2, determine the hierarchical structure, roles, responsibilities and authority of each trustee. These are also available on MyBU. (Standard 2.A.4)

The University's board acts only as a committee of the whole in documented quarterly meetings. No member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole, as outlined in board policies and procedures. (Standard 2.A.5)

The University's board establishes, regularly reviews, revises as necessary and exercises broad oversight over institutional policies, including those regarding its own organization and operation. Board review and action regarding University policy occur each quarter during regularly scheduled meetings. The 2011-12 academic year meeting schedule for the Board of Trustees is posted under Administration on MyBU. (Standard 2.A.6)

The University's board selects and annually evaluates the chief executive officer, or University president, who is accountable for the overall operation of the institution, guided by the board-approved Strategic Plan. The board delegates authority and responsibility to the president to implement and administer board-approved policies. Progress on University goals and objectives is reviewed by the board quarterly. The board held a formal evaluation of the president in 2010 and unanimously approved his continuation of service at its April 9, 2010 regular meeting as outlined in a multi-year contract. These meeting minutes are available on MyBU. (Standard 2.A.7)

The University's board also evaluates its performance on a regular basis to ensure that its duties and responsibilities are fulfilled in an effective and efficient manner. The board went through a formal self-evaluation process in 2010 and assesses itself during quarterly board meetings. In addition to each board member signing an annual conflict of interest disclosure form, the Chair of the Board requests that any member who may have a conflict of interest with any board business make a declaration at the beginning of each quarterly meeting. Board member conflict of interest disclosure forms will be available for site visit team review. (Standard 2.A.8)

## **Leadership and Management**

The University has an effective system of leadership, which has evolved significantly over the past 33 years, and is staffed by qualified administrators with appropriate levels of education, experience, responsibility and accountability. President's Cabinet consists of the University president, provost, vice president for finance and administration, vice president for student affairs, and chief of staff in the Office of the President. The extended cabinet also includes the Executive Director of Human Resources and Information Technology as well as the Executive Director of Development. These individuals are responsible for planning, organizing and managing the activities of the institution and assessing its overall effectiveness. Copies of individual curricula vitae and senior administrator CVs will be made available for the site visit team. (Standard 2.A.9)

Since 2005, Daniel K. Church, PhD, has served as chief executive officer (president) of Bastyr University with full-time responsibility to the institution. The president serves as an *ex officio* member of the Board of Trustees and actively participates on a number of its key subcommittees such as the Finance Committee and the Nominating and Stewardship Committee. President's Cabinet meets weekly to apprise the president of progress on major initiatives, upcoming events and ongoing daily activities. The

president is available to meet with the Faculty Assembly, Staff Council and Student Council upon request. (Standard 2.A.10)

Bastyr University employs a qualified administrative team, the members of which are responsible for providing oversight and leadership for the institution's major operational and support functions. A number of councils and committees provide ongoing input to support the University's mission and core theme objectives, such as President's Cabinet, Academic Leadership Council, Academic Council, Staff Council and Faculty Assembly. These groups and their individual members, lists of which are available under Supplemental Information, work collaboratively with the heads of various administrative and academic departments to ensure that the University is continuously monitoring and improving methods and practices to fulfill the University's mission and core theme objectives. (Standard 2.A.11)

## **Policies and Procedures**

### **Academics**

Bastyr University maintains and publishes several documents that detail policies and procedures concerning teaching, research, scholarship and service. These include the *Academic Policies and Procedures Manual*, the library's Copyright Central intranet site, Research Institute Policies and Standard Operating Procedures, and the *Faculty Handbook*. All policies and procedures are published on the University intranet, reviewed regularly and updated as necessary. Academic policies are reviewed with input from the respective stakeholders within the University to ensure thorough consideration of all circumstances that might influence policy development and promulgation. These documents are located on MyBU. (Standard 2.A.12)

Policies regarding access to and use of University library and information resources—regardless of format, location and delivery method—are documented, published and enforced. To ensure that all patrons are treated in a fair and consistent manner, the University Library maintains a comprehensive policy manual covering the following areas: collection development, acquisitions, resource cataloging and classification, materials processing, circulation (including electronic access policies), inventory, course-related reserves, reference, interlibrary loan, copyright, evaluation (statistics and surveys), student use of equipment, monetary matters, and student assistant training and supervision. A print copy of the library policy manual is available at the library information desk and is also available electronically on the library webpage on MyBU. Policy governing adjunct faculty access to library electronic resources is published in the University *Academic Policy and Procedure Manual* and outlined in the *Adjunct Faculty Handbook*. All policies regarding access to University library and information resources are referenced in the appendix and located on MyBU. (Standard 2.A.13)

The University's transfer of credit policy was developed and is periodically updated by University academic leadership in consultation with the registrar and assistant vice president for recruitment and retention and in accordance with professional accreditation guidelines. Transfer policy and procedures are described in the *University Catalog*, available in print and electronically on the Bastyr University website and on MyBU. The entire policy governing transfer of credit is outlined in detail in the *Academic Policy and Procedure Manual*, also posted on MyBU. Detailed information regarding graduate and undergraduate transfer of credit is also easily accessible to prospective students and the public in the admissions section of the University website.

Included in the undergraduate section are course equivalency guides for all community colleges in Washington and a selection of community colleges in California, Oregon, Utah, Nevada and Idaho to facilitate mobility of students amongst a variety of educational institutions. A course equivalency guide

for a selection of online courses that Bastyr considers equivalent to several of its prerequisite entrance requirements is also available in this section of the Bastyr admissions website. All resources regarding transfer of credit are referenced in the appendix. Since Bastyr offers bachelor degree completion programs, undergraduate students are transfer students, and the admissions office works closely with prospective students to ensure they take the correct courses to qualify for entry into their chosen programs. (Standard 2.A.14)

## **Students**

Student rights and responsibilities are defined and outlined in a number of University publications, easily accessible in print and/or electronically. Most of the policies and procedures applicable to students are contained in the *Academic Policy and Procedure Manual*, the *University Catalog* and *Student Policies and Procedures*. Academic policies and procedures cover topics such as leaves of absence, grade appeals and graduation requirements.

Student policies and procedures topics include student conduct, class attendance expectations and University e-mail and IT policies. The *University Catalog* contains information on accommodation for disabilities, required prerequisites for entry, required coursework curriculum for each degree program, student tuition information and the academic calendar as well as some of the information found in other University publications. By establishing and publishing clearly outlined policies and procedures, the University ensures that all appeals, grievances and other student relations matters are resolved in a fair, consistent and timely manner. In addition to the appeal processes outlined in various academic policies and procedures, students may also access an appeal process through the Office of the Dean of Students, as described under Student Issue Resolution Process in *Student Policies and Procedures*. All resources related to student rights and responsibilities are referenced in the appendix and located on MyBU. (Standard 2.A.15)

Bastyr University has adopted and continually reviews and applies admission and prescribed program placement policies when recruiting and enrolling students to ensure a high probability of student success. Admissions committees are established and chaired by the appropriate school and/or department faculty and academic representatives to evaluate all aspects of entrance requirements. In the case of undergraduate admissions, the committee is comprised of admissions officers who communicate regularly with all academic departments offering degree completion programs.

Prerequisite requirements for entering students are determined by the appropriate academic department/school, and changes are reviewed and approved by academic leadership and the University Curriculum Review Committee. Prerequisites are published in the *University Catalog* and on the University website as well as in all relevant print materials. Applicants to a program for which prerequisites have recently been changed may be required to meet the new prerequisite requirements. An enrollment deferral of one year allows time for the prospective student to take newly required prerequisite courses. Some prerequisite course requirements may be waived based on documented learning experience. Applicants who wish to request such a waiver must submit a completed petition requesting to waive a prerequisite course to the admissions office, according to the policies referenced in the appendix and set forth in the *Academic Policy and Procedure Manual* on MyBU.

The admissions department applies approved prerequisite criteria when recruiting and advising applicants. Admission advisors are trained to evaluate and determine if course content fulfills prerequisite requirements. Advisors regularly communicate with school deans, associate deans and/or program administrators for input as needed. All applicants to graduate programs are subject to

academic evaluation by an admissions officer. Undergraduate degree completion applications are reviewed by the transfer evaluator in the registrar's office.

Non-academic required skills and abilities are also determined by the appropriate academic school/ department and published as cited above. Admissions advisors review and evaluate these requirements both quantitatively and qualitatively. Letters of reference, admissions essays and interviews, language skills, volunteer experiences, work history and standards of professional conduct, among other examples and criteria listed in the *University Catalog* under each program, are used to determine if an applicant meets the skills and abilities necessary to succeed in the chosen program of study.

Students who voluntarily leave the University after matriculating and who are not eligible for a leave of absence must reapply to the University and meet all current prerequisites and any other entrance requirements. Students who wish to be readmitted to the University after having been dismissed must reapply for admission and meet any new prerequisite requirements. Readmission to the University after having been dismissed is also contingent on the student resolving the issues and concerns that precipitated dismissal.

Policies and procedures related to admissions, program placement and continuation in and dismissal from educational programs, including appeals and readmission, are referenced in the appendix and outlined in the *University Catalog*. (Standard 2.A.16)

Student Council, under the supervision of the Dean of Students, maintains policies and procedures for club recognition, access to student activity funding, Student Council membership and other criteria. All clubs supported by the University require formal endorsement by Student Council in order to receive student activity funds and other benefits, such as being able to meet on campus and promote club events using University e-mail. The University does not offer intramural or competitive sports and does not have a student newspaper or other forms of student media. The Student Council constitution and bylaws are published on MyBU. A list of University-sponsored organizations is located on MyBU as well in the *University Catalog*. (Standard 2.A.17)

## **Human Resources**

The Office of Human Resources maintains and regularly updates human resources policies and procedures. A comprehensive revision of these policies and procedures was completed in March 2009. When substantive changes occur and revisions to policies and procedures are necessary, the Office of Human Resources presents drafts to President's Cabinet for review and feedback. Subsequently, draft policy and procedure revisions are presented to faculty and staff for feedback before publication and implementation.

Electronic access to human resources policies and procedures is provided to students, faculty and staff under Human Resources on MyBU. New employee orientation includes an introduction to the human resources webpage and content. A print copy of human resources policies and procedures is provided to all employees with supervisory responsibilities. In addition, human resource staff members explain policies and procedures to employees as needed. (Standard 2.A.18)

Each new University employee receives an offer of employment letter that provides information on position, start date, compensation and applicable benefits. Core faculty members and administrators receive contracts that outline the expectations of their positions, and staff members are provided with copies of their job descriptions. These documents outline major duties and responsibilities and provide



provision for additional instructional and/or work duties within the scope of the employee's classification as assigned by his/her direct supervisor.

All new faculty and staff are also presented with an overview of major policies and procedures as part of new hire orientation, conducted monthly. Human resources policies and procedures that outline employee rights and responsibilities as well as provide information on performance evaluations, retention, promotions and disciplinary processes are available on MyBU.

The *Faculty Handbook*, available on MyBU, is updated annually by Faculty Senate in collaboration with academic leadership. This handbook addresses academic freedom, governance, grievance resolution, appointments and promotions, performance evaluation and other policies and procedures applicable to core faculty and not addressed by human resources policies and procedures. An *Adjunct Faculty Handbook*, also accessible on MyBU, was recently developed to introduce adjunct faculty members to Bastyr's mission, vision and history, provide an overview of campus resources and policies applicable to adjunct faculty responsibilities, and assist with routine issues and principal concerns. Documents related to conditions of employment, employee rights and responsibilities, and evaluation, retention, promotion and termination processes are referenced in the appendix. (Standard 2.A.19)

Paper-based employee records are maintained in the Office of Human Resources personnel files which are locked during non-business hours. Viewing of information contained in personnel files is restricted to the individual employee and his/her supervisor/manager. The release of confidential employee information to parties outside of the University is not permitted unless the Office of Human Resources receives written authorization from the employee or the information is requested by court order or subpoena. Electronic information related to individual employment history, compensation, benefits, position, status, work hours, social security number and personal information is securely maintained by Automatic Data Processing Inc. (ADP) and administered by the payroll administrator in the Office of Human Resources. Access to ADP data is restricted to the employee; supervisor/manager use is limited to payroll-related responsibilities. Policy governing the release of confidential employee information defined in Section 2.7 of the human resources policy and procedure manual is available on MyBU. (Standard 2.A.20)

### **Institutional Integrity**

Bastyr University makes every effort to ensure that its internal and external communications are accurate and timely. The Office of the President sets high expectations for all staff members regarding the importance of accurate representation of the University and its programs. All members of the University community are expected to convey information accurately and in a professional manner to prospective students, current students, staff and faculty. The University website is continually updated with information about academic and certificate programs, application materials, special events and recent University news. The Director of Marketing and Media works closely with her staff to ensure accuracy of all posted information. The assistant vice president for recruitment and retention is responsible for ensuring that all admissions materials are accurate and consistent with University policies and procedures. Timelines for all academic and certificate programs and related matters are clearly delineated in the catalog and other print and online materials. (Standard 2.A.21)

The institution strives to conform to the highest level of established ethical standards in its dealings with internal and external constituencies. Readily accessible policies, procedures and practices govern the fair and equitable treatment of all members of the University community. From the board of trustees to the president and senior administration to faculty and staff, all members of the University are committed to

upholding commonly accepted standards of objectivity and propriety. Every effort is made to treat faculty, staff and students with the utmost respect and courtesy. Grievance resolution is specifically addressed in the *Faculty Handbook*, human resources policies and procedures and *Students Policies and Procedures* manual, each of which are referenced in the appendix. All policies and procedures are followed explicitly, including provisions for timeliness of responses within the applicable process. In addition to board members declaring potential conflicts of interest as described above in Section 2.A.8, all faculty members and managers must also sign conflict of interest disclosure forms, sample copies of which will be made available to the site visit team. (Standard 2.A.22)

Bastyr University has a clearly defined policy that prohibits conflicts of interest. Its governing board maintains a conflict of interest policy as does the faculty and senior administration. Staff with decision-making authority are also required to sign annual conflict of interest disclosure forms. The University does not require its constituencies to have specific beliefs or world views. (Standard 2.A.23)

Bastyr University maintains a dedicated section on its intranet entitled Copyright Central. This resource provides assistance to faculty on fair use, copyright and intellectual property topics. In addition, Copyright Central serves as the portal through which each faculty member must complete copyright training and fill out a fair use checklist before reproducing copyrighted materials for class use. The University copyright policy and the Bastyr University Library copyright policy are referenced in the appendix and accessible on MyBU.

The University Library also maintains a section on its intranet page entitled Be W/rite and Cite to educate and serve as a resource for students on academic honesty. This site links to information on plagiarism, various citation standards and other related topics. University policy on academic honesty is published in the *Academic Policy and Procedure Manual* and also accessible via link from both the library and *Student Policies and Procedures* intranet pages

A University-wide intellectual property policy is maintained and published on MyBU by the Office of Human Resources. Oversight will be assigned to a special committee made up of a variety of members from the University community. (Standard 2.A.24)

The University endeavors to accurately represent its current accreditation status and avoid speculative references to future accreditation actions in all its publications and communications. Awarded regional accreditation status by NWCCU (then Northwest Association of Schools and Colleges) since 1988, the University also remains in good standing with all of its other programmatic accrediting bodies such as the Council on Naturopathic Medical Education (CNME), Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM), Midwifery Education Accreditation Council (MEAC), and Accreditation Council for Education in Nutrition and Dietetics (ACEND), all of which are recognized by the U.S. Department of Education. (Standard 2.A.25)

Whenever the University enters into a contract with an external entity, scope of work and clear expectations and timelines are outlined and defined in a binding document that requires the signatures of authorized individuals within each institution. Agreements must be consistent with the mission and goals of the University and comply with published standards of the appropriate regional and/or programmatic accreditation institution(s). Sample agreements will be made available to site visit team members. (Standard 2.A.26)



## Academic Freedom

All members of the faculty are entitled to academic freedom as set forth in the “1940 Statement of Principles on Academic Freedom and Tenure” formulated by the Association of American Colleges and Universities and the American Association of University Professors. This policy was authorized by the University’s governing board and is published in both the *Faculty Handbook* and as part of the *Adjunct Faculty Handbook*, both of which are referenced in the appendix and available on MyBU. In their presentation of scholarship, faculty members are protected from undue pressures or expectations on the part of University administration and the community at large. A well-developed grievance policy in the *Faculty Handbook* guarantees the rights of due process for any potential instances of non-adherence to these expectations. (Standard 2.A.27)

The University is fully committed to promoting an academic environment in which free exchange of ideas is highly valued and encouraged. As stated in the *University Catalog*, in pursuit of its vision and mission, the University is characterized by:

- **Academic Excellence:** Curricula that present cutting-edge natural medicine philosophy and practices; programs that facilitate student development of high-level academic and/or clinical expertise; utilization of teaching methodologies that optimally facilitate student skill and knowledge base development; and an educational environment that incorporates and models the principles of natural medicine
- **Pioneering Research:** Foundational inquiry into the underlying concepts of natural medicine; iterative research that continuously evaluates the efficacy of therapeutic strategies and agents; and research partnerships to deepen and broaden the kinds of possible inquiry
- **Renowned Clinical Services:** Leading natural medical care; instruction that helps students model ideal clinical practice behaviors; and collaborations that provide opportunities to explore and develop integrated care protocols and clinical practices

The University has developed a set of core values through an iterative process involving all constituencies, including faculty, staff and students. The values that each member of the University community strives to embody are:

- Compassion
- Community
- Integrity
- Connection to nature
- Whole systems health

Within the context of these values as published in the *University Catalog*, the University encourages the examination, discussion and sharing of various perspectives on intellectual matters. Freedom of thought and expression are highly valued and respected.

While University policy on academic freedom, as noted above in Section 2.A.27, specifically guarantees the right to freedom of expression for faculty, the entire University community embraces independent thought and intellectual freedom. Openness to the free exchange of ideas and beliefs is one of the hallmarks of Bastyr University. All cultural perspectives and religious values are respected. Although the campus is located on the grounds of a former Catholic seminary and the chapel is often used for public

and private sectarian events, the University is undoubtedly a secular institution, where all races and ideologies are respected. The dissemination of knowledge is valued, encouraged and celebrated through didactic presentations, clinical instruction, community lectures and public events, as well as traditional faculty and student research activities. (Standard 2.A.28)

Bastyr University faculty present instructional material in a fair and open-minded manner to students in the classroom, clinic and laboratory. Sources of intellectual property and the scholarship of others are appropriately cited, and faculty members are expected to note personal positions and beliefs as such. Policies and practices regarding objective and accurate sources of scholarship and opinion are referenced in the appendix and available on MyBU. (Standard 2.A.29)

### **Finance**

As the governing body of Bastyr University, the Board of Trustees has developed clearly defined policies regarding oversight and management of institutional financial resources. Various policies and procedures govern and guide financial planning, operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The Board of Trustees elects officers biennially, and each officer holds a two-year term or serves until his/her successor has been duly elected and qualified, as outlined in Section 3.1 of the Board of Trustees Bylaws. The responsibilities of the board treasurer, which are outlined in the board bylaws, include serving as the chair of the Finance Committee. The charters of the board Finance Committee and Development Committee detail committee responsibilities with respect to financial planning, approval and monitoring of budgets and reserves, investment and investment policies, fundraising, cash management, debt management and transfers. Financial planning is guided by parameters outlined in the budget process checklist/timeline and unrestricted budget procedures.

Board approval is required for all new operating and capital budgets and is also monitored during the fiscal year. The University does not borrow between funds. Bastyr University assets are available without restriction for support of the University's operations. The Board designates certain unrestricted net assets for cash reserve and endowment purposes, which includes an anonymous bequest received by the University in 2007. Rules governing oversight and management of University financial resources are outlined in a variety of board and Department of Finance and Administration policies, procedures and other documentation. Board of Trustees bylaws, policies and procedures; financial planning documents and budget approval procedures; investment and gift policies; cash and debt management policies; and other policies and procedures are referenced in the appendix and will be made available to the site visit team. (Standard 2.A.30)

## Standard 2.B: Human Resources

Bastyr University currently employs approximately 55 core and 56 adjunct faculty members and 228 administrative and staff employees at its two locations in the Seattle area. Staffing needs are reviewed annually as a part of the budgeting process. Proposals for new faculty, administrative and staff positions are submitted by each academic or operational department to meet their educational and business needs as guided by the University Strategic Plan and core theme objectives. All new positions must be approved by President's Cabinet as part of the overall decision-making process in the allocation of University resources.

To ensure a sufficient number of qualified candidates from which to begin a selection process, all core faculty, administrative and staff openings are posted outside the human resources office and listed under Employment Opportunities on the University website. Some positions are also advertised externally in publications such as *craigslist.org* and *The Chronicle of Higher Education*, depending on the opening being filled. Postings summarize main job responsibilities, qualifications and procedures for application. Criteria, procedures, policies and other factors governing the new employee selection process are governed by the guidelines listed in the *Human Resources Policy and Procedure Manual* available to the University community on MyBU.

Current job descriptions detailing responsibilities, minimum qualifications and authority levels are maintained in electronic format for all staff positions within the University and updated periodically. New administrative and staff employees receive copies of detailed job descriptions with offers of employment. Annual and multi-year contracts for core faculty members are governed by *Faculty Handbook* policies, which delineate ranking criteria, obligations and expectations and other employment-related policies and procedures. Adjunct faculty contracts are produced on a quarterly basis and outline course/clinic shift assignments, administrative duties and other responsibilities. Samples of these documents will be made available to the site visit team. (Standard 2.B.1)

Job performance for University administrators and support staff is evaluated annually using an established list of standard competencies, one of which addresses employee attention to University mission and standards. Each employee is rated on a scale of 1 to 5 on how well s/he fulfills these competencies and job expectations. An employee self-evaluation is completed in addition to the supervisor evaluation. Employee strengths and areas needing improvement are discussed as part of the evaluation process as well as developmental and job goals for the next evaluation period. Forms and procedures related to the annual evaluation process are located in the Human Resources section of MyBU. (Standard 2.B.2)

As part of the University's Strategic Plan to provide quality educational programs and development opportunities for its faculty and staff, each department chair, dean or department manager identifies developmental and professional growth needs and opportunities for their faculty and/or staff. Budget managers identify the resources needed to fulfill these developmental and professional growth needs and include them in their annual financial budgets. Members of Staff Council arrange training on a variety of professional topics of interest to staff members. Both core and adjunct faculty members have regular opportunities to participate in a variety of on-site professional development workshops, and funds are made available for individual faculty members to attend professional meetings, conventions and other events appropriate to their didactic or clinical teaching responsibilities. Information on development workshops sponsored by Staff Council and Faculty Senate will be made available to the site visit team. (Standard 2.B.3)

University academic leadership, under the direction of the provost and comprised of department chairs, deans, associate deans and directors/managers of academic support departments, is responsible for ensuring that the University's mission as well as core themes and educational objectives are fulfilled by the curricula, faculty and support services delivering the academic programs. Academic leadership also establishes and enforces academic policy and procedure to ensure the integrity and continuity of all University activities. Department, school and University curriculum review committees help identify the required number of didactic credits and clinical shifts needed to fulfill program curricula. Academic leadership identifies the necessary number of administrative credits and faculty members required to deliver University programs prior to the commencement of the budgeting process for the upcoming academic year.

The faculty Appointments and Promotions Committee (APC) reviews the qualifications of all prospective core faculty members before a final offer of employment is made to a candidate. The APC recommends an appropriate faculty rank for the candidate, and the provost makes the final determination. The faculty performance evaluation process, as set forth in the *Faculty Handbook*, ensures that the institution continues to employ appropriately qualified instructors.

The *University Catalog*, *Academic Policy and Procedure Manual* and *Faculty Handbook*, which outline the above-mentioned policies and procedures in greater detail, are referenced in the appendix and available on MyBU. Sample documents (such as the Curriculum Review Committee proposal form and appointments and promotions letters) will be made available to the site visit team. (Standard 2.B.4)

Core faculty workloads and responsibilities regarding teaching, service, research and scholarship activities are outlined in the *Faculty Handbook* and performance evaluation tools. Following the annual core faculty evaluation and contract process, faculty members meet with their deans or department chairs to establish objectives and determine instructional responsibilities for the upcoming academic year.

Bastyr University utilizes an established group of specialized adjunct faculty members to fulfill critical instructional and clinic supervisory roles. Course loads and other responsibilities for adjunct faculty members are set forth in contracts issued quarterly. The *Adjunct Faculty Handbook* is available on MyBU, and adjunct faculty contract templates will be available to the site visit team. (Standard 2.B.5)

Core faculty members are evaluated annually according to parameters outlined in the *Faculty Handbook* and performance evaluation tools. Teaching effectiveness, service expectations, and research and scholarly activities, among other indicators, are considered. The evaluation process includes self-assessment, peer review and dean or department chair feedback. Student course assessment results are also considered. Core faculty members may qualify for multi-year contracts following an evaluative process. Concerns about performance are addressed formally on an annual basis in conjunction with the development of a clearly articulated improvement plan. Core faculty performance concerns may also be addressed between regularly scheduled evaluations as appropriate.

Details regarding the processes and tools used to evaluate core faculty member performance can be found in Section F of the *Faculty Handbook*, under Faculty Resources on MyBU.

Adjunct faculty members do not participate in the annual faculty evaluation process described above. However, deans and department chairs include classes taught by adjunct faculty in the quarterly course assessment process and may elect to evaluate selected adjunct faculty members from time to time. (Standard 2.B.6)

## Standard 2.C: Educational Resources

All bachelor's, master's and doctoral degree and certificate programs offered at Bastyr University provide a rigorous and appropriate course of study with content that is designed to prepare students to pursue either further education, occupations in natural products or landscape design industries, or careers in one of the recognized professional fields of acupuncture, midwifery, naturopathic medicine, exercise science or nutrition.

All programs are evaluated for appropriate content by their respective department faculty, deans and/or chairs and curriculum review committees as well as by the University Academic Council, Academic Leadership Council, Curriculum Review Committee and President's Cabinet. After approval and implementation, programs are regularly evaluated by their respective professional or educational accrediting bodies. For example, the doctoral degree program in naturopathic medicine is evaluated by the Council on Naturopathic Medical Education (CNME), an accrediting agency recognized by the United States Department of Education. All academic programs provide education and training consistent with Bastyr's mission, vision and core theme objectives.

Clearly defined student learning outcomes are identified for each program as a whole as well as for each individual course, and multiple assessment methods are used to ensure achievement of outcomes. A balance of didactic, clinical/research education and practical training appropriate to the degree or certificate program is incorporated into curriculum content. (Standard 2.C.1)

Bastyr identifies and publishes in written form global, program, degree and course competencies as well as requisite learning outcomes. University global competencies (communication, critical thinking, and professional behavior) are published in the *University Catalog* and/or as part of every course syllabus. Degree and major program learning outcomes are also published in the catalog. Detailed program learning outcomes and/or competencies are maintained within the specific school and/or department. Course competencies, learning objectives and/or learning outcomes published in course syllabi are provided to students in written form either in hardcopy or electronically. (Standard 2.C.2)

All Bastyr University course credits apply toward degree or certificate programs. Credits are awarded on the basis of one (1) lecture credit for 11 contact hours (one hour per week on the quarter system) and one (1) lab credit for 22 contact/lab hours (two hours per week). Credits for classes with compressed scheduling (such as weekend intensives) are awarded on the same basis. Students have quarterly credit limits depending on the degree programs in which they are enrolled, and department chairs must approve any exception to the limit.

The University has developed its bachelor's degree completion and graduate degree programs to meet or exceed applicable professional accreditation requirements as well as those set forth by NWCCU. All degree offerings are designed to meet articulated educational objectives while reflecting current standards in higher education. Graduate degree programs are designed to prepare graduates for licensure in a variety of complementary, alternative and integrative medicine (CAM) professions.

Student performance is evaluated using the criteria listed in detail in each course syllabus. Developed by faculty and department chairs, the criteria are appropriate to the degree level to which a course applies. Student achievement is demonstrated and documented in exams, papers, projects, etc. and culminates in the awarding of an appropriate grade for the course.

Continuing education units (CEUs) are awarded by the Office of Certificate, Community and Continuing Education (CCCE) and the Simkin Center for Allied Birth Professions (Simkin Center) (see Sections 2.C.16-19 for more information). As is generally accepted, class and contact time and achievement of objectives determine the number of units awarded for each course, with input from the appropriate professional organization as applicable. CEUs are awarded for non-accredited programs and courses; they are not, by definition, applicable for credit toward a University degree. Access to CCCE and Simkin Center websites, workshop brochures (which show number and kinds of CEUs offered) and samples of class descriptions and certificates will be made available to the site visit team.

Periodic audits are conducted by the registrar's office to ensure accuracy of the academic record. In addition, grades are verified for accuracy prior to distribution to students. If any part of the registration record is in question, students may submit an appeal to the registrar's office. All appeals must be submitted within a year of the end of the quarter in question. American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards were used to develop University student record retention practices. University policies and procedures governing grade and registration appeals are available in the *Academic Policy and Procedure Manual* on MyBU.

Permanent academic records are maintained in the registrar's office in fireproof cabinets. In addition, computer records are maintained and backed up nightly and stored off site. The registrar's office is adequately staffed to ensure that confidential materials are not left unattended. Additionally, Bastyr University complies with the Family Educational Rights and Privacy Act (FERPA). University policies and procedures governing confidentiality of student information are available in the *Academic Policy and Procedure Manual* on MyBU. (Standard 2.C.3)

The proposed curriculum for each degree program is carefully examined and approved through a variety of institutional channels. Core faculty members in each department are responsible for the integrity of its curricula through the departmental and/or school curriculum review process. After review within the department and/or school, course proposals are forwarded to the University Curriculum Review Committee, which is comprised primarily of faculty members and meets monthly to discuss and potentially approve curricular changes. Each degree program is designed with appropriate sequencing of courses that leads to an overall synthesis and depth of learning according to the expected learning outcomes.

University degree programs are structured to reflect faculty-driven curricular design that is inclusive of the institution's mission, vision and core theme objectives. Admission requirements are designed to ensure that students are academically prepared for their program of study and have demonstrated the skills and attributes necessary for academic success. Graduation requirements are clearly articulated within the particular degree program, on the University website and intranet, and in the *University Catalog*.

Substantive programmatic changes, such as the creation of a new degree program, originate within individual academic departments. After completing an extensive risk analysis, which includes a market survey and needs assessment, the draft proposal is reviewed by Academic Council, which meets quarterly. Academic Council is made up of representatives from academic schools and departments, student affairs offices and academic services departments. It is responsible for assessment of academic integrity and appropriateness of new programs within the institutional model and has the authority to recommend further changes to the proposal, endorse and advance it to the next level of review, or deny the proposal completely. If the draft proposal is approved by Academic Council, it is then reviewed by



the University Curriculum Review Committee, Academic Leadership Council and President's Cabinet. The final proposal is then submitted to the academic subcommittee of the board of trustees, which recommends adoption by the Board of Trustees. If adopted by the Board of Trustees, the final substantive change proposal is prepared for regional as well as appropriate programmatic accreditation approval. Policies and procedures governing the development of and approval processes for new degree programs are available in the *Academic Policy and Procedure Manual* on MyBU.

Professional/graduate programs and courses in naturopathic medicine, nutrition and acupuncture and Oriental medicine as well as all undergraduate programs have been designed in a sequential model. All programs offer foundational courses in the relevant science and philosophy of the discipline, which then support continued study in applied sciences relevant to the individual program. Core theme objectives are repeated throughout each program in sequential courses, and core concepts of critical thinking are embedded in every course. The coexistence of many different programs offers an integrative multi-disciplinary curriculum to students. University course offerings are developed to facilitate student learning, and curricula are streamlined where appropriate. The University utilizes a standardized format for course syllabi, which includes course competencies that are modified as appropriate by faculty. Course competencies are consistent and expanded as needed.

Documents pertaining to course sequencing, admissions policies and graduation requirements are referenced in the appendix and published on MyBU and/or the University website. (Standard 2.C.4)

Core faculty hold collective responsibility for the development, maintenance and revision of University curricula as evidenced by these statements excerpted from the *Bastyr University Faculty Handbook*:

“It is essential to the character and mission of the University that faculty members have the primary responsibility to develop, maintain and enhance the intellectual quality and reputation of the University... Provided that actions taken by the Faculty Senate shall be subject to the approval of the Office of the Provost, University faculty shall have the right and responsibility to review and initiate recommendations regarding the following:

- a. Evaluation and formulation of institutional aims
- b. Major curricular changes within the faculty's school
- c. Maintenance of a climate of academic freedom
- d. Promotion of equity, objectivity and academic due process in the selection, review and evaluation of factors relating to promotion in rank, sabbatical leave and pay increases
- e. Maintenance of standards and procedures of faculty accountability concerning professional faculty ethics and responsibilities through a robust evaluation system
- f. Maximization of benefits from insurance and other programs that affect the welfare of the faculty
- g. Maintenance of requirements for admission and graduation and the promotion of an optimal learning environment throughout the University by the establishment of standards concerning grading, appeals of grades, class attendance, examinations, academic honesty, student honors and awards, and approval of candidates for degree
- h. Actions on plans regarding the development or discontinuation of academic programs, review of curriculum and University-wide educational objectives and policies”



Faculty within each school collaborate to ensure that the content of their courses align with the desired student educational experience and the established learning outcomes for each program of study. Faculty members also participate in activities related to curriculum mapping and assessment within their departments. Faculty members serving on their respective school curriculum review committees as well as the University Curriculum Review Committee are responsible for evaluating proposed revisions to existing curricula. Faculty members provide peer-evaluation of their colleagues to support ongoing improvement in the delivery of material in both classroom and clinical teaching environments. Additionally, faculty members collaborate within departments and schools to ensure that students meet learning outcomes. They also work in partnership to develop learning contracts and remediation plans for individual students as necessary. University faculty serve as members and chairs of *ad hoc* search committees, participate in the interview process and provide assessment of candidate teaching demonstrations. Interdepartmental teaching demonstration critiques are encouraged, especially in cases where a prospective faculty member's teaching load may include students from a variety of departments. (Standard 2.C.5)

The relationship between the University faculty and library staff is one of respect and strong collegiality. University librarians offer regular updates about resources and services to faculty and are invited to present at faculty development workshops. Faculty encourage new students to attend library orientation events, and library staff offer classroom library training to provide new students with information on specific databases and other tools in support of their respective areas of study. The library is responsive to faculty requests and proactive in ensuring that the most current information and resources are available for faculty lectures and presentations as well as student assignments and research. Individual program course assignments are designed to offer students practice in accessing and utilizing library resources and services – from databases to natural health journals, from the filing of electronic theses to the viewing of video content on topics such as plagiarism and citation requirements. The librarians are consistently sensitive to student and faculty needs, and the University supports their recommendations for new technologies and resources through the annual budget process. (Standard 2.C.6)

Bastyr University policy regarding credit for prior experiential learning conforms to NWCCU standards. Credit is granted for prior experiential learning at the undergraduate level only, and a maximum of 15 percent of credits required for a bachelor's degree may be awarded. Credit granted is identified on the student's transcript as a CE (challenge examination) grade, and no duplicate credit is awarded toward fulfillment of degree requirements. Students must petition to challenge a course and document how they gained the required knowledge/competencies required for the course. The department chair of the program in which the student is enrolled and, in some cases, the faculty member of record for the course, must approve the petition. Historically, the University has rarely received challenge examination petitions from its students. The entire challenge examination policy and process is outlined in Challenge Examinations in the *Academic Policy and Procedure Manual* on MyBU.

Graduate students are not eligible to earn credit for prior experiential learning. However, if a graduate student has mastered, outside of a classroom setting, the content of a course required for his/her program, a petition to take a challenge examination in place of the course may be submitted. If the student demonstrates mastery of the subject matter, the class is waived but the student must make up the credits for that class. Again, the policy and petition process is outlined in the same challenge examinations policy cited above. (Standard 2.C.7)

Transfer credit is only granted from regionally accredited institutions or from institutions accredited by the Council on Naturopathic Medical Education (CNME), Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM), Accreditation Council for Education in Nutrition and Dietetics (ACEND) and Midwifery Education Accreditation Council (MEAC). Faculty may consider transferring credit from a non-accredited institution if a student passes a competency examination, thereby demonstrating proficiency in the subject matter. Under the supervision of the registrar, the evaluations unit completes a preliminary review of transfer petitions to ensure that course and credit equivalencies are appropriate (according to AACRAO and NWCCU standards) before submitting the petition for transfer of credit to faculty for consideration. Faculty members then provide substantive review of potential transfer credit prior to a student's acceptance into a graduate program or doctoral program.

Faculty members who teach graduate level courses determine the transferability of all credits into graduate programs. Policies determine the eligibility of transfer credits taking into account the age of the credits, the institution at which the credits were earned and the equivalency of the potential transfer credits to the coursework at Bastyr University.

Undergraduate transfer credits are almost exclusively granted from regionally accredited institutions since undergraduate students usually do not transfer to Bastyr from a CNME-, ACAOM-, ACEND- or MEAC-accredited institution. In addition, schools accredited by professional organizations have very few courses that would satisfy undergraduate prerequisite requirements.

Undergraduate courses taken to satisfy science and general education prerequisites are reviewed for transfer by the academic advisors/evaluators in the registrar's office. Graduate level transfer courses taken which may satisfy a major requirement are reviewed by faculty within that discipline to determine Bastyr course equivalency. Before the transfer petition is submitted to faculty for review, advisors/evaluators in the registrar's office verify the accreditation status of the transfer institution and compare course level and credits with equivalent courses at Bastyr. Credits earned at schools outside the United States are evaluated according to nationally established norms. The policy and procedure governing the acceptance of transfer credits is summarized in the *University Catalog* and addressed in full in the *Academic Policy and Procedure Manual*.

Transfer students who receive an approved direct transfer associate degree from a Washington state community college are given priority consideration (both in admission and the granting of transfer credit) in accordance with the State of Washington Higher Education Coordinating Board (HECB) policy on inter-college transfer and articulation agreements. The University is an active member of the Inter-College Relations Commission (ICRC), an organization that brings together academic administrators, faculty administrators, registrars and advisors/evaluators from public community colleges and public and private baccalaureate colleges/universities across Washington State.

Bastyr University has an articulation agreement with Lake Washington Technical College (LWTC), located in the neighboring community of Kirkland, Washington. This agreement applies to students who complete the Associate of Applied Science: Fitness Specialist/Personal Trainer program at LWTC and wish to transfer into the Bachelor of Science with a major in Exercise Science and Wellness degree program at Bastyr University. In addition, the University has an articulation agreement with Cascadia Community College (CCC), located in Bothell. Students who complete the Associate in Integrated Studies program at CCC are eligible for immediate acceptance into Bastyr's undergraduate degree completion programs.

The University also has an articulation agreement with the Associates in Cultural Exchange (ACE) Language Institutes (ALI) to accept completion of its Level 6 language course as equivalent to the minimum English language proficiency level required for admission to the University. ACE assists organizations around the world to create and build interpersonal networks with those of other languages and cultural backgrounds. ALI coursework may be completed at any language institute location and is conveniently offered at Seattle Pacific University, within 30 minutes driving distance from Bastyr. More information on ACE and ALI is available on its website. Admission requirements for students whose first language is not English are outlined in the *University Catalog*.

Policies, procedures and documents cited in this section are referenced in the appendix and will be made available to members of the site visit team. (Standard 2.C.8)

### **Undergraduate Programs**

Bastyr University undergraduate general education components have been selected to support the mission for undergraduate programs, which, as stated in the *University Catalog*, is “to help each student build a strong foundation of basic knowledge and skills, as well as fostering a greater understanding of health of body, mind and spirit.” Students complete their first two years of general education requirements at other institutions prior to applying to the University for completion of a Bachelor of Science degree in a number of programs. Entrance and program prerequisite requirements include courses in the natural sciences and mathematics, arts and humanities, social sciences, communications or public speaking, and a variety of electives. Program requirements are evaluated and coordinated by the Undergraduate Committee, whose multi-disciplinary members work closely with the admissions office and the registrar.

Required general education components also align with the University’s global competencies, selected to support the creation of lifelong learners and productive and collaborative future employees and community members. Bastyr University’s global competencies are communication skills (writing, listening, speaking, information literacy and public speaking), critical thinking (synthesis and integration, reflective evaluation, problem solving, analytical skills, intuitive skills and research skills) and professional behavior (medical and professional ethics, compassionate behaviors, respectful communication, personal health and wellness, and professional boundary skills). General education requirements support further student practice and development of global competencies during two years of focused program study once admitted to Bastyr. (Standard 2.C.9)

The Undergraduate Committee, comprised of faculty chairs from departments offering undergraduate degree-completion programs, supports the ongoing assessment of general education components required for admission to the University. Each undergraduate program department aligns general education components with preparedness for admission into its various programs of study. The learning outcomes developed for each program are mapped from basic proficiency and science and general education requirements, which provide the foundation of knowledge for program entry.

Undergraduate students participate in a two-part course entitled Interdisciplinary Studies during their first two quarters at Bastyr. One of the purposes of this course is to integrate and acknowledge the value of the integrative general education components of each academic career by highlighting how many experiences translate into University global competencies. Course activities and projects, such as practice of respectful communication, professional behaviors and critical thinking skills, are offered in support of the University’s commitment to academic achievement as well as its mission to educate future leaders in the natural health arts and sciences and to model an integrated approach to education.

University global competencies, as well as Interdisciplinary Studies course descriptions, are listed in the *University Catalog*. Undergraduate learning outcomes are listed under each program on the University's website. Undergraduate Committee meeting minutes will be made available to the site visit team. (Standard 2.C.10)

Clearly mapped learning outcomes have been developed for each of the undergraduate degree programs offered by Bastyr University. Learning objectives, identified as competencies in some programs, progress from foundational courses to more advanced levels of instruction. Various methods, such as examinations, capstone projects and internship or practicum experiences, are used to evaluate student achievement and program success in meeting specified learning goals. Qualified faculty with appropriate training and related professional experience teach and/or monitor the curricula. While most courses are taught by faculty members who hold core positions, some classes are taught by adjunct faculty members who specialize in individual areas of expertise as needed. (Standard 2.C.11)

### **Graduate Programs**

Bastyr University graduate programs include master's degrees in acupuncture and Oriental medicine, midwifery and nutrition, and doctoral degrees in acupuncture and Oriental medicine and naturopathic medicine. These graduate programs deliver education and training consistent with Bastyr's mission and core theme objectives. Each department offering a graduate degree also has its own mission statement that further describes specific alignment with the institution's mission. For example, the mission of the Department of Nutrition and Exercise Science is "to promote well-being through food and activity that nourish and sustain the individual, the community and the earth."

All graduate programs meet the expectations of their respective disciplines and professions through regular evaluation and accreditation by the profession's programmatic accrediting body. For example, the master's and doctoral degree programs in acupuncture and Oriental Medicine are evaluated and accredited by the Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM), which is recognized by the United States Department of Education.

Graduate degree programs are described using appropriate nomenclature specific to the advanced degree being offered; e.g. Master of Science in Midwifery, Doctor of Naturopathic Medicine, etc. They provide education and training that are significantly more demanding than undergraduate programs and require greater effort on the part of students to fully develop and utilize their intellectual capacities, professional practice skills, and research and scholarly capabilities. Examples of the rigors of Bastyr University graduate programs are the required research capstone project for the doctoral degree in acupuncture and Oriental medicine, the demonstration of competency of a comprehensive set of clinical skills for the doctoral degree in naturopathic medicine, the research project for the master's degree in midwifery, and the thesis for the research-track master's degree in nutrition. Sample theses, research projects and capstone projects will be available to the site visit team. (Standard 2.C.12)

The graduate program admissions process includes a comprehensive review of applicant transcripts by the admissions staff, the registrar's office and the admissions committee for the respective graduate degree programs. Admission committee faculty representatives are assigned responsibility within the relevant school's graduate program(s). Transfer credit is approved only when prior coursework clearly satisfies a required course. Petitions to transfer credit may be submitted by students who have satisfactorily completed coursework at an accredited institution of higher education that is equivalent in terms of content, level and credit to a specific Bastyr course. Coursework must meet or exceed the academic objectives and competencies of the Bastyr required course. Students who apply to Bastyr

University with credit from institutions outside the U.S. are required to have international transcripts evaluated by an independent evaluation service. Information regarding transfer of credit is available in the *University Catalog* and *Academic Policy and Procedure Manual* on MyBU. (Standard 2.C.13)

Graduate degree programs offered by the University require faculty-supervised clinical practice in the form of internships, field experiences (preceptorships) and/or practicums. Under unusual circumstances, a student may challenge a required clinical course by taking a comprehensive examination. The University does not grant graduate credit for portfolio-based prior experiential learning. Policies and procedures governing experiential learning and challenge examinations are available in the *University Catalog* and *Academic Policy and Procedure Manual* on MyBU. (Standard 2.C.14)

Most of the graduate programs offered at Bastyr University prepare students for professional practice in a variety of health care fields. The didactic and clinical educational components of these programs focus on development of a high level of expertise as well as critical thinking skills through a balance of content and process-based curriculum. Extensive clinical experience in real world settings further develops practical skills. Students participate in supervised practice at Bastyr Center for Natural Health (BCNH), the teaching clinic of Bastyr University and in a variety of external preceptorship, practicum and internship settings. Competency-based assessment methods are utilized to evaluate clinical skills and measure student readiness for effective practice in their chosen fields. These assessment tools will be available to the site visit team. (Standard 2.C.15)

### **Continuing Education and Non-Credit Programs**

The University's vision, mission, goals and core themes inform all workshops, seminars and programs developed and coordinated by the Certificate, Community and Continuing Education department (CCCE) and the Simkin Center for Allied Birth Vocations (Simkin Center). CCCE coordinates health care and wellness-related seminars as well as courses for health care professionals wishing to expand their knowledge and earn continuing education units in a variety of subjects ranging from specialized acupuncture and homeopathic practices to massage therapy to tai chi and yoga. Many of these informative and fun health-centered workshops are also open to the general public.

Non-credit courses offered by the Simkin Center support the University mission, goals and core theme objectives by educating and inspiring leaders in the childbirth professions. It offers classes in subjects specific to the birth vocations, such as doula skills, lactation, childbirth training and postpartum assistance. A course schedule as well as registration and other information for all non-credit, continuing and community education classes are available on the University's website. (Standard 2.C.16)

Certificate, Community and Continuing Education is responsible for all aspects of its specialized learning programs (e.g., customer service, records retention, fiscal responsibility, presenter qualifications and curriculum excellence). Program descriptions for non-credit certificate programs clearly define student learning outcomes as well as how student achievement of these outcomes is assessed. Each course, whether a community education workshop or CEU seminar, is evaluated by how well students learned the material as measured against stated student learning objectives. If the quality of presentation and/or curriculum does not meet expectations, which are based on University mission, vision and core theme objectives as well as professional standards, the course is either amended or eliminated.

Certificate, Community and Continuing Education offers only community education classes, continuing education credit (CEUs) courses and non-credit certificate programs. New workshops, seminars and programs are developed using CCCE's *Program and Certificate Guidelines and Models*. This document,

which will be available to the site visit team, identifies the roles, responsibilities and processes for course and program development as well as the appropriate institutional bodies involved in each step of the approval process. University faculty representing related disciplines and fields of work serve on *ad hoc* advisory committees and are also consulted individually for feedback and input on new class and program proposals. After review by Academic Council and Academic Leadership Council, new course and program proposals are presented to President's Cabinet for discussion and approval before submission to NWCCU for final approval.

Bastyr University maintains direct responsibility for the quality of Simkin Center classes, which are offered through the School of Natural Health Arts and Sciences (NHAS). The Simkin Center Director reports to the dean and meets regularly with department chairs of the school. Simkin Center classes are guided by University academic policies and procedures as well as its mission and core theme objectives. Criteria on which the curricula and students learning objectives are based are also determined by professional guidelines established by associations such as:

- DONA International
- International Childbirth Education Association
- PALS Doulas
- Northwest Association for Postpartum Support (NAPS)
- International Board of Lactation Consultant Examiners
- International Association of Infant Massage
- National Certification Board for Therapeutic Massage and Bodywork

Simkin Center instructors meet professional association instructor certification standards, are involved in planning and evaluation of program content and activities, and participate in faculty development opportunities. (Standard 2.C.17)

CCCE stays current on accepted norms for continuing education credit requirements for each of the health care professions for which CEUs are granted. Professional standards which are regularly monitored include, but are not limited to, acupuncture, naturopathic medicine, allopathic medicine, chiropractic, physician assistants, nursing, massage therapy, family counseling, social services and nutrition. Policies and procedures developed by CCCE are based on and guided by generally accepted norms in post-secondary education. These policies and procedures are consistently applied to all methods of course and program delivery, which include lecture, hands-on training and distance education. Additionally, CCCE applies for and obtains CEU approval from appropriate state and/or national organizations whenever warranted by the seminar content and demographics of the target audience. Some of these organizations include:

- Washington Association of Naturopathic Physicians
- California Naturopathic Doctors Association
- California Acupuncture Board
- Commission on Dietetic Registration
- National Certification Board for Therapeutic Massage and Bodywork
- National Certification Commission for Acupuncture and Oriental Medicine



- Oregon Board of Naturopathic Medicine

Specific student learning objectives have been developed for all CCCE workshops, seminars and programs. Learning objectives are published as part of the course description, available on the University website and as printed class materials. Course evaluation forms also outline class objectives, and students self-assess how well they feel they were able to achieve published objectives. If the average score on any one student-assessed objective falls below 4.0 (on a 5-point scale), the instructor is asked to review the curriculum and/or course delivery. For certificate programs, required homework assignments, in-class activities and/or exam(s) specifically assess expected learning outcomes and objectives.

Simkin Center CEUs are granted according to the norms of the University, based on the 50-minute hour as well as published course objectives. Awarding of Simkin Center CEUs is determined by documented achievement of learning objectives. (Standard 2.C.18)

Both CCCE and the Simkin Center maintain permanent electronic and/or hardcopy records of all course descriptions and learning objectives, class schedules, instructor names and biographies, participant names, fees collected and CEUs earned. Class handouts and copies of sign-in and sign-out sheets for CEU courses are maintained for at least seven years. These records will be made available to the site visit team. (Standard 2.C.19)

## **Standard 2.D: Student Support Resources**

To support effective learning environments and promote student learning success, the University offers a variety of tutoring services, managed through the Office of the Registrar. Both student and paid professional tutors are approved by faculty and assigned to students as needed. Group tutoring is also offered for selected lab classes.

The University provides study space in various locations both on campus and at the clinic. It also maintains student access to computers in the library and computer lab, at kiosks throughout the building and via Wi-Fi from student laptops. Student Village housing has dedicated study spaces in each building, providing students opportunities to study individually in their own rooms or in group settings in one of the communal study rooms.

The University has also developed online and interactive course content using the Moodle Learning Management System platform. Faculty and administration work together to improve access to education and develop new methods of delivery beyond the traditional classroom lecture format. Some courses are now offered online while others are offered in a hybrid format that utilizes advances in content delivery by electronic means as well as some face-to-face contact. The Bachelor of Science/Master of Science degree program in direct-entry midwifery is the University's only program delivered in a hybrid format at this time. (Standard 2.D.1)

Campus security, under the direction of the Office of Facilities and Safety, is responsible for the safety and security of University students and their property. Security officers are on duty every evening, with extended hours on weekends, at both BCNH and on campus. The University widely publishes and posts phone numbers to report security/safety issues or request an escort. In addition, Student Village residents can phone security for immediate response in the case of a lock out or suspicious behavior. Further, student safety personnel regularly patrol the parking lots during the daytime. Fire drills are



conducted regularly. Evacuation routes are posted, and refuge areas are clearly marked and equipped with telephone access. All crime statistics and other federally required disclosures under the Federal Campus Security Act of 1990 are available in the campus security section of MyBU and Bastyr.edu. (Standard 2.D.2)

Entering students must meet eligibility and prerequisite requirements as defined by their academic program of study. Further, interviews are required by all graduate and professional programs to ensure that prospective students are fully informed of the rigors and expectations of their selected programs. Relevant academic requirements, including graduation and transfer policies, are published in the *Academic Policy and Procedure Manual* and *University Catalog*. Extensive orientation programs, specialized for each program, are conducted fall quarter for entering students. Students spend approximately two to four days, depending on the program, in meetings with their faculty and classmates attending information sessions about University policies and procedures. In addition, events are held during the first weeks of fall quarter to assist students in learning more about the University and its environment. (Standard 2.D.3)

In the rare event that an academic program is targeted for significant revision or elimination, the University would provide impacted students with timely notification and appropriate opportunity to complete that program. These students would receive special advising on how the changes may affect their ability to take classes required for degree or program completion. In the single instance so far of program elimination, the University provided sufficient notice, resources and flexibility to allow students to complete the program. Policies and procedures regarding significant changes to or elimination of a program are addressed in the *Academic Policy and Procedure Manual*. (Standard 2.D.4)

The University annually revises and publishes an updated catalog for the forthcoming academic year. In addition to a print version, the *University Catalog* is also available to the University community on MyBU and to the public and prospective students on the University's website. The catalog addresses key elements of University life such as the mission, vision and strategic initiatives; entrance and program completion requirements; names, titles and degrees held by faculty members and administration; tuition, fees, refund policies and financial aid information; and the current academic calendar. Supplemental information is also available to current students, faculty and staff in various areas of MyBU. (Standard 2.D.5)

Licensure information is provided in the *University Catalog* under each professional program description. Where applicable, these sections of the catalog also list information on states where licensure is available as well as scope of practice information and national professional organizations for the field of practice.

In addition to providing mentoring opportunities, the University maintains a career services center which regularly holds informational and one-on-one counseling sessions about employment requirements, licensure issues and professional opportunities. Graduates retain their University e-mail addresses, and the alumni association provides access to alumni for networking and continuing education opportunities. (Standard 2.D.6)

The University secures confidential student records in the Office of the Registrar and the Office of Financial Aid. Records for current students are kept in fire-proof filing cabinets in the offices, which are locked when the office is closed. Inactive student records are kept in fire-proof cabinets in a locked storage area on campus. The institution regularly publishes information about, conducts training on and

enforces all Family Educational Rights Privacy Act (FERPA) regulations and requirements regarding the security of student records and information. The University FERPA policy is available in the *Academic Policy and Procedure Manual* on MyBU. (Standard 2.D.7)

The Office of Financial Aid administers all aid to students, including federal and private loans, work study programs, and a variety of grants and scholarships. Information about financial aid programs is updated annually and published in the *University Catalog* as well as in the financial aid section of the University website. Printed brochures are also available, samples of which will be available during the site visit. (Standard 2.D.8)

New students receiving financial aid are required to attend a special meeting during orientation to familiarize them with processes and ensure that they are fully informed of their financial responsibilities and obligations. The Office of Financial Aid oversees the loan and aid program to ensure that all students are in compliance. A few months prior to graduating, students receive information regarding when and how repayment of any outstanding loans will begin. Student default rates for the institution are regularly monitored and published on the U.S. Department of Education and Federal Student Aid website (under OPE-ID 022425), as referenced in the appendix. For the past three fiscal years (2007-2009), the percentage of Bastyr University advanced degree students with a total of outstanding loans in default was 0.3. (Standard 2.D.9)

Students are assigned a faculty program advisor, as well as an advisor within the Office of the Registrar, to support academic success. University staff members responsible for advising students are knowledgeable and trained in program curricula and degree completion requirements. Registrar advisors work with students to help ensure that they successfully meet all program requirements. At-risk students receive additional assistance as needed. Faculty advisors also assist students with course information and other academic challenges. When appropriate, students may meet with their department chairs for additional advising. Tutoring or other resources, such as personal counseling at the University Counseling Center, may be recommended. Students may also meet with their school student progress committee to develop a personalized plan for academic success at Bastyr. Requirements and responsibilities that support student success are published in various sections of the *University Catalog* and *Academic Policy and Procedure Manual*. (Standard 2.D.10)

Co-curricular activities are, for the most part, offered by the many clubs available at the University. Student Council, under the supervision of the Dean of Students, oversees all University-sponsored clubs. Club interests and activities generally promote one or more of the principles of the University mission and vision. In addition, Student Council sponsors many opportunities to enhance student learning relevant to University mission, core themes and programs. For example, Student Council offers student Venture Grants for travel to learn about indigenous medical practices in other countries. In return, the student prepares a presentation about his/her discoveries so the University community may have the opportunity to benefit from the personal experience of the student who received the award. Information regarding Venture Grants is located in the Student Council section of MyBU. (2.D.11)

University auxiliary services contribute significantly to the support and advancement of Bastyr's mission, vision and core theme objectives. Student, faculty and staff input is solicited to develop and/or improve these services which are expected to directly enhance the educational and cultural environment of the institution.

Completed in July 2010, the Student Village was designed with extensive input from students and other members of the University community. The complex is one of the first student housing complexes in the U.S. awarded LEED Platinum certification, demonstrating Bastyr's commitment to a natural and healthy environment. Additionally, campus housing allows students to reduce their carbon footprint and save time and energy by eliminating the need to commute to campus.

Bastyr Center for Natural Health (BCNH), the teaching clinic of the University, is also a LEED-certified facility. All registered students may utilize the natural and complementary health care services of the clinic. A shuttle is available between the University campus and clinic.

University Dining Services provides nutritious whole foods cuisine to the University and greater community in support of the natural health and nutrition principles taught in the classroom. Students in the nutrition programs receive part of their practical education in the University kitchen and Dining Commons, which also provide opportunities for employment to work study students.

The University Herb Garden provides practical experience in growing botanicals used in various medical disciplines. While providing a beautiful environment for the community at large, the Herb Garden is the learning environment for the University's herbal sciences and holistic landscape design programs. It also provides produce to a local food bank.

In addition to providing all required texts and class supplies, the University Bookstore carries a large selection of books, gifts and other items that promote natural health and well-being. The bookstore also sponsors lectures and presentations by outside authors and educators on a variety of topics that enhance and supplement University curricula. (Standard 2.D.12)

The University does not offer any intercollegiate athletic or other co-curricular programs. (Standard 2.D.13)

Although the University does not offer strictly distance learning courses or programs, some courses are offered in a hybrid format that utilizes advances in content delivery by electronic means as well as some face-to-face contact. (Standard 2.D.14)

## **Standard 2.E: Library and Information Resources**

The Bastyr University Library provides materials in a variety of formats that support the educational mission of the institution and ensure an appropriate level of currency, depth, and breadth in student learning opportunities. These materials and delivery methods include print and electronic books and journals, videos and DVDs, conference CDs and MP3s, anatomy models, and electronic databases. Collection development policies ensure that materials in specified subject areas (e.g., the basic sciences, pharmacology and clinic therapeutics) are current and broadly represented. Off-site access to electronic resources, available to current students, staff and faculty, supports both research and course content with an online component. A satellite library is also maintained at Bastyr Center for Natural Health (BCNH) for student clinician access. Interlibrary loan privileges through the National Network of Libraries of Medicine are also available. Information on resource descriptions and accessibility are available on the Library Resources section of MyBU. (Standard 2.E.1)

Library operations and resource acquisition decisions are based on input and data collected in a variety of methods. The Library Committee, comprised of library professional staff, one faculty member from

each department, one or more student and staff representatives, and one staff member from the information technology department, meets as needed to ensure that feedback from affected users and appropriate library and information resources faculty, staff and administrators is considered in all resource acquisition decisions. The committee is currently working on a five-year strategic plan to identify library and information resources initiatives and goals. In addition, surveys, such as the student satisfaction survey and specialized faculty surveys, collect primary data from targeted user groups. Survey results will be made available to the site visit team. (Standard 2.E.2)

Since the volume of medical information doubles every two years, University librarians serve as pathfinders in an increasingly complex information landscape. Bastyr librarians developed a structured library literacy program over a decade ago to address the needs of all students and other members of the University community. Introductory and advanced instructional sessions are offered in research-related classes in all programs. Students in the naturopathic medicine clinical doctoral program receive additional specialized training in areas such as point-of-care clinical resources. Library training sessions for faculty are offered as both lunch hour and annual two-day faculty development programs. Specialized sessions for the research department faculty and staff and the post-doctoral fellows are also offered periodically. (Standard 2.E.3)

The library collects statistics to evaluate adequacy and usage of information resources, including collection size and composition, the number of items checked out by user groups, research and reference questions, electronic database and journal usage, annual inventory of print collections (additions and losses), and the number of journal article requests. Student and faculty surveys provide input on the adequacy of current resources and also elicit comments on additional resources that might be helpful. Statistics on electronic databases and journals are captured monthly and/or annually. A prominently displayed suggestion box collects patron ideas on an ongoing basis. Library, information technology and facilities department policies ensure the security of library resources, including those provided through cooperative agreements. (Standard 2.E.4)

## **Standard 2.F: Financial Resources**

The University regularly monitors and measures financial stability and adequacy of cash resources to support its programs and services and determine capacity to meet short- and long- term obligations. Benchmarks have been established for cash, debt-to-equity and fixed-charge ratios. Requirements and ratios are projected for future periods and guide development of operating plans, capital expenditures, repayment of short- and long-term debt, and institutional borrowing.

For the period 2007 to 2011, cash and cash reserves have increased from \$968,000 to \$8,520,000. Current assets have increased from \$2,590,000 to \$10,167,000, and net assets have grown from \$11,531,000 to \$15,604,000. During the same period, liabilities have grown from \$16,409,000 to \$30,557,000, primarily due to the purchase of the campus property and construction of the Student Village. Trends show an increase in cash, an increase in net assets and timely re-payment of debt. Financial planning is in compliance with the US Bank reporting schedule. Covenant calculations related to fixed charge, leverage and cash are reported regularly. The University is in compliance with all covenant requirements. Financial planning resources are listed in the appendix and will be available for reference during the site visit. (Standard 2.F.1)

The University's budget and resource plans are developed with input from all department managers. Budgets are monitored daily, and monthly financial statements that include year-to-date variances as

well as month- and year-to-date activity are regularly distributed. Budget reports are reviewed with management, and management projections are prepared comparing the approved budget with year-end forecasts. Resource planning and development is informed by year-to-date spending, extensive enrollment modeling by the University registrar's office and non-tuition revenue projections. Although contingency funds are allocated to accommodate a potential tuition revenue shortfall, these reserves have not been accessed in recent years.

The development team uses historical and projected data along with a detailed plan to project potential grants and donations. Other non-tuition income sources are projected by the respective departments during the budget process. Revenue-generating departments include the University bookstore, dining commons and conference services. Each of these departments has its own specific budget, and the respective budget manager is responsible for the development, monitoring and results of their operations. Reference materials are listed in the appendix and will be made available to the site visit team. (Standard 2.F.2)

The University Board of Trustees establishes annual meeting dates for both budget review by the Finance Committee of the Board and budget adoption and approval of tuition by the Board of Trustees. Management develops a timeline that conforms to University policies governing annual budget planning, development and processes. This timeline includes opportunities for training of and participation by department managers in the development of their respective budgets. Requisitions for new positions, operating costs and capital expenditures are vetted by senior management prior to being included in the proposed budget. Documents regarding the University budget process are listed in the appendix and will be available to the site visit team. (Standard 2.F.3)

The University accounting systems follow generally accepted accounting principles. A financial audit and an OMB A-133 audit are conducted by an independent accounting firm at the end of each fiscal year (June 30). University internal controls, as well as policies and procedures as appropriate, ensure accurate financial information. There were no findings in the 2011 audit examination. Financial controls and rules for activities such as accounts payable, revenue and cash handling are updated annually, and financial reporting information is distributed in a timely manner. These resources are listed in the appendix and will also be made available during the site visit. (Standard 2.F.4)

Long-range capital plans support the University's mission and core theme objectives. The University's capital budget process occurs within the same timeframe as the development of the operating budget. Often one process informs the other. The implications of operating commitments – such as depreciation expense, personnel to service assets and service commitments – are often implied in a capital asset purchase, while the operating budget provides guidance with respect to net from operations and the capacity to service debt.

Priorities for capital funding include replenishment for asset depreciation and acquisition of capital assets for the University's mission, core themes and objectives. The total cost of ownership and ability to service debt are monitored through an agreement with the University's primary bank and lender, US Bank. Covenant calculations – which include leverage, cash and fixed charges – are submitted as required and monitored closely by management and the Board of Trustees for compliance. Documents regarding capital assets and covenant calculations are listed in the appendix and will be available during the site visit. (Standard 2.F.5)

To differentiate general operations from auxiliary enterprises, Bastyr University maintains separate budgets and monitors revenue and expense for affiliated operations such as the campus bookstore and clinic dispensaries. Funds are not typically budgeted from operations to support auxiliary operations. These enterprises are entrepreneurial in nature and expected to contribute to the University's mission and core theme objectives. Reference materials are listed in the appendix and will be available to the site visit team. (Standard 2.F.6)

University audits are conducted by an independent certified public accounting firm in accordance with generally accepted accounting principles at the close of the fiscal year (June 30). Preparation for the audit normally takes place in April and May, with the majority of field work for the financial and A-133 audits occurring late July to early August. The University finance team focuses on auditor recommendations from the previous year to ensure progress and compliance. Audits are reviewed by the Finance Committee of the board at its fall meeting. Subsequently the audits are reviewed by the Board of Trustees and considered for adoption. A final audit is typically available by the end of September. University audit documentation is listed in the appendix and will be available to the site visit team. (Standard 2.F.7)

Institutional fundraising activities are conducted in a professional and ethical manner and comply with government requirements and the University Development Code of Ethics. The University does not maintain any relationships with fundraising organizations that bear its name. Fundraising activities are conducted with the primary purpose of supporting the University vision, mission and core theme objectives. The University Development Code of Ethics will be available for review during the site visit. (Standard 2.F.8)

## **Standard 2.G: Physical and Technological Infrastructure**

### **Physical Infrastructure**

To support the creation and maintenance of physical facilities at the University, the Facilities and Safety Department initiated and regularly reviews work and inspection systems, documented in its Safety Plan, to advance Bastyr's mission, educational programs and core themes. Some inspections are done internally, and some are conducted in conjunction with outside authorities. Each year, capital expenditures are committed to enhance the safety, accessibility, security, quantity and quality of University facilities. All faculty, staff, students and visitors are asked to actively participate in helping to create a healthy and safe learning environment. Accident and incident forms are used to correct or enhance safety protocols as needed. Facilities management meets regularly with University department representatives to ensure that all degree programs, continuing education and conferences have appropriate working and learning environments. The complete University safety plan is published on MyBU. (Standard 2.G.1)

University policies and procedures ensure the safe use, storage and disposal of all hazardous or toxic materials. All such waste is appropriately handled, packaged, collected, transported, treated and discarded to safeguard health and safety, comply with environmental regulations and permit requirements, and conserve University resources. All new employees are trained in accordance with the State of Washington Emergency Planning and Community Right-to-Know Act (EPCRA) and Washington Industrial Safety and Health Act of 1973 (WISHA). Departments communicate changes in their material safety data sheets (MSDS) to the Facilities and Safety Department as necessary. MSDS program manuals



are displayed both on campus and at the clinic for immediate access. Hazardous waste safety and communication plans are published on MyBU. (Standard 2.G.2)

In 2003, the University started development of a long-term plan to accommodate a growing student body while preserving and enhancing the natural setting of its 51-acre campus. In keeping with the mission and vision of Bastyr, and in collaboration with students, faculty, staff and community members, the plan ensures that future development will:

- Provide integrated mixed-use facilities for education, student housing, research, and health and wellness resources
- Mitigate traffic and enhance pedestrian and bicycle routes
- Attract and retain a larger student body and a great number of highly qualified faculty and staff
- Maintain the integrity of the natural environment
- Provide a restorative and healing environment for the community at large

The plan has since been reviewed and updated and was unanimously approved by the City of Kenmore, Washington, on December 14, 2009. Various phases of the Master Plan have been completed and other aspects will continue to be implemented through 2020. The most significant achievement to date is the completion in June 2010, ahead of schedule and under budget, of the first phase of the Student Village. The Master Plan is available on both MyBU and the University's public website. (Standard 2.G.3)

The University has sufficient adequately maintained equipment to support its functions and the fulfillment of Bastyr's mission, core theme objectives and intended outcomes for its programs and services. Requests for new capital equipment and improvements are reviewed during the annual budget process. Requests must be supported by reference to the University's Strategic Plan and a rationale for how acquisition of the proposed equipment will enable the University to achieve its goals. Both the University capital budget and the note to the audit (property and equipment Note c) provide further documentation of capital spending for maintenance of the physical plant and acquisition of new equipment. Approved capital projects are maintained and coded to assure they are authorized, tracked and analyzed. The University maintains a comprehensive database of fixed assets in WorthIt, software specifically designed for tracking fixed assets. The database is updated regularly and reviewed at least annually by the department manager in which the equipment is in service. University documents concerning capital equipment acquisition and management are listed in the appendix and will be available to the site visit team. (Standard 2.G.4)

### **Technological Infrastructure**

University operational technology systems and infrastructure are managed by the information technology department (IT). In addition, the faculty services department manages technology associated with classroom instruction and faculty support. Academic programs, support services and operational functions are supported by an array of 35 servers, 475 computer workstations and 160 WAN and LAN printers. Workstations can print to copiers, and copiers can be used to scan paper to files on the network, sent via ftp or e-mail. A 10Gb backbone accommodates most users on 1Gb connections.

A dedicated WAN connects the campus and BCNH. Firewalls secure University networks from the Internet and separate student networks from staff/faculty networks. Secure wireless networks provide coverage over approximately 98 percent of both campuses. A total of 77 computers are dedicated for



student use on campus and at BCNH. Adequate Internet network connectivity is provided for staff and faculty (40 mbps) and students (4 mbps) via an mbps WAN.

The technological infrastructure that supports University programs and services as well as core theme objectives is comprised of 18 classrooms on campus and two classrooms plus a breakout/study room at BCNH. Classrooms are equipped at follows:

- Fixed desktop computer with LCD monitor on an instructor kiosk
- Ceiling-mounted LCD projector (in larger classrooms) or wall-mounted 50+ inch screen/plasma TV/monitor (in smaller classrooms)
- White board(s)
- VHS/DVD player
- Projection screen(s)
- Overhead projector
- PA system
- Wireless microphone
- Intranet and internet access with dedicated wired access for instructor and shared wireless access for students

Although the designated uses for the nine on-campus instructional laboratories determine how each is equipped, white board(s), screen(s), an LCD projector or TV and overhead projector are available for instructional purposes in all labs. Additional equipment may be utilized as follows, with assistance from Faculty Services staff as necessary, on campus and at BCNH:

Item	Inventory
Slide projector	5
Handheld controller (for PowerPoint)	10
Laser pointer	10
Digital voice recorder	4
Video camera (for use with Skype and Moodle LMS)	7
Video camera (for classroom presentation recording)	3
Voting system controllers (clickers) for PowerPoint	135
Document camera	8
Laptop computer	6

The University has several methods in place to prevent the loss or corruption of information. All incoming mail is screened for spam and viruses. All University computers run up-to-date anti-virus software. Tape backups to all server drives are made each evening, and tapes are kept off site for one week. A secondary backup of most files is also done nightly to disk, for expedited restore purposes. A test environment is used by developers to reduce risk of accidental updates of production data and systems.

In addition to dozens of home-grown, custom Access and MS-SQL databases for specialized University uses, software licensing includes the following:

Software	Purpose
Astra Schedule	Classroom and events scheduling
Automatic Data Processing (ADP)	Payroll and employee information management
Booklog	Bookstore inventory and point of sale
Centricity Practice Solution	Medical practice management, clinic patient scheduling and billing
ECAMS	Student information management
Heartland One Card	Photo identification, limited entry access and debit card for bookstore, photocopying and dining commons purchases
Insignia	Library circulation
Maintenance Connection	Facilities work orders
Learning Management System (Moodle)	Online faculty/student course enhancement
MS Dynamics SL	Accounting
PeopleWare	Certificate, continuing and community education registration
The Raiser's Edge	Donor and fundraising database

All classroom, laboratory and faculty services laptop computers utilize the Windows XP operation system and Microsoft Office Suite v2010 (Word, Excel, PowerPoint, Access, and Publisher). They are also equipped with Skype and webcam management software to enable telecasting of classes and meetings to/from campus and BCNH as well as TurningPoint voting system software.

The Moodle Learning Management System allows faculty members to provide students with online access to class materials and supplemental/enrichment content. Moodle provides a platform for out-of-class interaction between students through the use of blogs, forums and collaborative assignments. It also includes a video module that allows students at one location to participate in presentations by guest speakers at the other location.

University Web presence includes [www.bastyr.edu](http://www.bastyr.edu), the main public information site, and [www.bastyrcenter.org](http://www.bastyrcenter.org), the public information site for BCNH. The University intranet site for students, faculty and staff is MyBU, accessible both on and off site. MyBU has customized content by audience and includes, but is not limited to, online or hybrid course content, dining commons menus, parking information, an events calendar, forums, financial aid information, University council minutes, an IT Knowledge Base page, a variety of policies and procedures, and directories.

Bastyr University recently approved funds to begin implementation of an electronic health records (EHR) system at BCNH in 2011-12. This system will not only benefit BCNH patients but also prepare clinical program students for 21st century business practice. Clinical program curricula will include instruction in EHR.

Currently, both the University campus and BCNH are using aging PBX phone systems. Funds have been allocated in 2011-12 to begin a multi-year transition to a new VoIP (Voice over Internet Protocol) system. The benefits of this new technology include minimizing telecommunication costs and enhancing campus-to-clinic communication. (Standard 2.G.5)

The University IT department is divided into a number of specialty groups under the supervision of the IT director. Three IT team members assist staff, faculty and students with computer problems and questions. The web group is comprised of two team members from IT and several marketing staff members. The data group is made up of four individuals. The faculty services department and library also have staff dedicated to supporting faculty, staff, students and administrators in accessing and utilizing technology in those areas of the University.

The University's faculty services department is comprised of manager, administrative assistants (one on campus, and one at BCNH), copy center and audio/video coordinator and student learning portal (Moodle) specialist. This team provides assistance to faculty members with a variety of academic needs. These services include copying, distributing class materials, equipment set up and troubleshooting and scanning. Faculty services staff are also responsible for maintaining the adjunct faculty office, which provides workspace, computer, fax, telephone and secure storage.

Desktop productivity training is periodically offered to staff and faculty. Moodle training is periodically offered to faculty, and web-based training materials are available to faculty and students on MyBU. Staff and faculty are invited to take advantage of vendor-provided training for specialty software products, and staff managers are encouraged to budget for training to meet departmental needs. Staff Council sometimes includes software training in its workshops open to the University community. Training is provided by both the IT and faculty services departments during regularly scheduled faculty development meetings, retreats and workshops. Small group presentations, web-based instruction and one-on-one training on Moodle, A/V and other educational equipment, copier use and various software programs are available from faculty services by request. In addition, IT maintains a keyword searchable Knowledge Base on MyBU on many IT- and phone-related topics.

Students may obtain assistance with computer issues by contacting the Computer Help Desk by phone or e-mail. Student participation in computer application training workshops has been historically low, but IT staff are available to provide one-on-one student assistance with University e-mail, campus Wi-Fi, Moodle and basic software and virus issues. The library also offers assistance with University-licensed specialized software. The University Knowledge Base mentioned above is also accessible to students on MyBU. (Standard 2.G.6)

Multiple sources contribute to the maintenance and advancement of the University technological infrastructure that supports University operations, services and programs. Annual student satisfaction surveys solicit input on ways to enhance the University technological infrastructure. Results of these surveys, which will be made available to the site visit team, are used to improve services and inform planning. The IT and faculty services teams interact with staff, faculty and administrators regarding day-to-day as well as ongoing and upcoming technology needs. Input from members of the University community informs the University's five-year IT plan, which is reviewed and revised annually in preparation for each fiscal year. In addition, the IT team stays current on advancing technologies and their application to academic and clinical settings. (Standard 2.G.7)

Each fiscal year, the University's capital budget process includes adequate funding for technology and equipment updates for both operational and educational purposes. Computers, servers and switches as well as classroom LCD projectors and plasma monitors are replaced on a five-year cycle. Printers and other peripherals are replaced or upgraded and software relicensed as needed. (Standard 2.G.8)

## Chapter Two Summary

Capable institutional governance and accomplished leadership along with appropriate policies and procedures in the areas of human resource management, student academic and support services, library and information accessibility, and physical and technological infrastructure ensure that University resources are fully utilized in an equitable and systematic manner.

By providing adequate resources to the University community through implementation of the Strategic, Master and financial plans within a sound financial context, Bastyr University is able to maintain the necessary ways and means to sustain ongoing efforts in the fulfillment of its mission and core theme objectives. The administrative leadership team provides an inclusive environment that maximizes opportunities for success in all areas of University life by encouraging engagement of the entire community in activities such as setting strategic goals and participating in the annual planning and resource allocation process. The results of long-term strategic and annual financial planning efforts form the basis of specific measurable goals that reflect core theme objectives.

As is the case with many other institutions of higher education, access to expanded resources to enhance academic, research and community health services would always be helpful in fulfilling Bastyr University's mission and core theme objectives. Nevertheless, institutional long- and short-term planning along with judicious management maximize existing resources that provide the essential teaching and learning exchange that is at the center of the University's mission.

## Chapter Three Institutional Planning



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## Chapter Three: Institutional Planning

Comprehensive planning helps guide fulfillment of Bastyr University's mission and core theme objectives utilizing three distinctive yet interdependent components: the Strategic Plan, Master Plan and financial plan. These key components support the planning process for all University programs and services as they relate to core theme objectives and mission fulfillment.

The six initiatives that make up the Strategic Plan delineate short- and long-term priorities and accompanying measurable goals to support the achievement of core theme objectives. The Master Plan guides development of the physical infrastructure to fulfill those priorities and objectives. The financial plan governs the allocation of institutional resources for plan implementation. All three components are periodically reviewed by President's Cabinet and updated to provide maximum alignment with the achievement of core theme objectives, leading to mission fulfillment.

### Strategic Plan

The University Strategic Plan is comprised of the following six major initiatives approved by the University Board of Trustees in 2008:

- **Strategic Initiative #1:** Convene essential generative conversations that inform the cultivation of practitioners and influence policy decisions that contribute to restoring the world's intrinsic health.
- **Strategic Initiative #2:** Determine what academic programs are essential to a robust and universal education in the natural health arts and sciences and ensure that each program is focused on the achievement of excellence.
- **Strategic Initiative #3:** Attract, support and retain world-class faculty and staff in the natural health arts and sciences.
- **Strategic Initiative #4:** Attract, support and retain world-class students representing different cultures.
- **Strategic Initiative #5:** Our methods of and access to instruction are innovative enough to attract the most diverse and qualified students, while maintaining the highest standards of academic, research and clinical excellence.
- **Strategic Initiative #6:** Establish a secure base of financial support and appropriate physical assets so we can invest in and support those things that ensure we will always lead the way in education, research and clinical practice of the natural health arts and sciences.

The 18-month strategic plan development process included many opportunities to gather input from all University constituencies, including faculty, staff, students, administration and the Board of Trustees. The strategic planning process began with the solicitation of general input from all University stakeholders in 2007. The Office of Institutional Effectiveness (OIE) organized all suggestions into themes for consideration by the *ad hoc* Strategic Planning Committee, made up of board members, faculty, staff members and students. After consideration, the committee consolidated the key concepts into draft versions of six major initiatives, which were then vetted through an iterative campus-wide process. All members of the University community were invited to provide comments on large posters placed throughout the campus and at Bastyr Center for Natural Health (BCNH).

Using this input, the committee then concentrated on refining the key areas of focus during task force planning sessions led by an external moderator. Each task force included students, faculty, staff, administrators and board members. Measurable objectives for initiative goals were also developed. After several rounds of further comment and discussion, the Strategic Planning Committee prepared a University community presentation to discuss the proposed initiatives. The Strategic Plan was finalized, and the Board of Trustees approved the Strategic Plan at its regular December 2008 meeting. Implementation task forces were established during the 2008-2009 academic year. Designed to be a living document, the Strategic Plan is regularly monitored, reviewed and updated as implementation successes and opportunities dictate. The complete Strategic Plan is published on MyBU (the University intranet) and the public website as well as outlined in the *University Catalog*.

## **Master Plan**

The University worked on a 10-year comprehensive campus Master Plan with the City of Kenmore, Washington, which the Kenmore City Council approved in December 2009. The Master Plan is central to providing the best possible physical learning environment for a modestly growing student body. The plan addresses development through the year 2020 and includes expanded accommodation for educational, administrative, research, student life and health/wellness services and operations. It also outlines creative measures to mitigate the impact of campus automobile traffic while improving public access to the University's unique environment. The campus Master Plan includes an additional student housing complex, a 40,000 square foot academic and research building, a parking structure, and improved access to the campus. The complete Master Plan may be found on MyBU and the University website.

Bastyr Center for Natural Health is located in a 41,700 square foot building in the Wallingford-Fremont neighborhood of Seattle, 10 miles from the Kenmore campus. The University holds a 15-year lease on the building as the master tenant. As a tenant in the building, the University does not have a master plan for this space, although architectural drawings have been commissioned to determine what structural changes could be made in the building over time, subject to owner permission, to enhance instructional and clinical services. BCNH currently has two classrooms for advanced clinical training courses, and plans are being developed to add two more classrooms at BCNH over the next two years. These classrooms reduce student commuting needs and mitigate campus parking issues while making additional space available in Kenmore for new program development.

## **Financial Planning**

The financial plan (or annual budget) is a quantitative representation of the University's institutional resource action plan for a defined period (one fiscal year from July 1 to June 30). The financial plan is developed by the president with input from University leadership and approved by the University Board of Trustees at a regularly scheduled meeting. The financial plan is carefully developed and vetted through the appropriate channels to optimally support University priorities. Each budget request must be closely aligned with the Strategic and Master plans. The annual budget guides day-to-day activities related to classroom and clinical instruction, research and community health services. Flexibility within the overall financial plan allows budget managers to address unexpected circumstances as well as develop opportunities for innovation in advancing the University mission and core theme objectives. An annual contingency fund is designated within the institutional budget to alleviate potential variances in revenue projections that may occur across cost centers. The University hired its first budget director in 2011 to manage the budget development process as well as to work closely with each budget manager to maximize the use of University resources. (Standard 3.A.1)



## Comprehensive Plan Implementation

As an institution of higher education specializing in the delivery of academic programs in the natural health arts and sciences, Bastyr University aligns its comprehensive planning with its mission and core theme objectives. The individual objectives within each core theme are measurable and significantly inform the University's comprehensive planning process as well as implementation activities related to the Strategic Plan, Master Plan and financial plan.

Following the approval and implementation of the Strategic Plan, the University launched the Strategic Initiative Implementation Fund (SIIF) in 2010 as a direct way to connect the Strategic Plan with the financial plan, University mission and core theme objectives. The University community was invited to submit proposals for one-time funding to implement key aspects of the Strategic Plan. The eleven projects that received funding in the first year ranged from support for the Center for Student Research to curriculum development to promoting campus diversity. In addition to advancing comprehensive plan implementation, the SIIF process reinforces community ownership of University goals and objectives. Lists of SIIF projects for the 2010-2011 and 2011-12 academic years will be made available to the site visit team.

The University master planning process was a collaborative effort that included University leadership, students, faculty, staff, community members, City of Kenmore representatives and an interdisciplinary team of consultants. These constituencies reviewed preliminary data and followed a four-step process that included visioning, plan development, environmental review and plan implementation. Informational workshops were held and displays located on campus and at BCNH were developed to provide regular updates to and opportunities for comment by the University community.

During the annual budget process, requests for new services and resources are assessed for alignment with the Strategic and Master plans, which in turn support the University mission and core theme objectives. Budget proposals are submitted by University department managers and then vetted by the appropriate vice president. President's Cabinet, which serves as the budget committee for the University, approves proposals that best align with the comprehensive plan, University mission and core theme objectives. The University president and members of President's Cabinet communicate regularly with the University community on issues related to financial planning, such as tuition, fees, human resources, strategic initiative implementation funding (SIIF) and capital expenditures. (Standard 3.A.2)

Upon approval of the Strategic Plan by the Board of Trustees, University leadership established task forces to develop measurable objectives for goals associated with each initiative. The president's office regularly assesses and maintains a Strategic Plan implementation timeline. A series of dashboard indicators provide real-time updates on the progress of implementation activities for each initiative. As progress is made toward each strategic goal, appropriate changes are made to the dashboard. The most up-to-date version of the dashboard will be available to the site team.

The Master Plan was developed by University leadership in consultation with environmental specialists, construction engineers, attorneys and traffic mitigation specialists. These consultants helped the University analyze various quantitative and qualitative data, such as traffic patterns and appropriate mitigation measures, land-use and zoning regulations, and local utility regulations. This work culminated in approval of the Master Plan by the Kenmore City Council in December 2009. The Master plan is available on both the University intranet and website.

The University financial plan is data driven and based on a complex set of variables that impact the cost of fulfilling the Bastyr University mission. Factors that impact decisions regarding the allocation of University resources include number of students, class size, campus housing, human resource needs, general operations, research funding, philanthropic support and capital projects. The overall financial plan is developed and maintained by the vice president for finance and administration with additional analysis and regular review by President's Cabinet and the budget director in the Office of the President.

The Office of Institutional Effectiveness (OIE) collects data regarding a variety of University initiatives on a regular basis and helps track and evaluate achievement of academic program and services goals and outcomes. Objectives related to a specific core theme determine the kinds of information collected to inform the data review process, thereby providing indicators of progress toward the achievement of each objective.

Annual, bi-annual and *ad hoc* surveys related to various aspects of University life and services provide data on topics such as staff, student and alumni satisfaction, faculty engagement, student expectations, and library services. Analysis of survey data assists the University in making short- and long-term decisions to achieve desired outcomes. Nationally normed comparative data, such as pass rates on national exams, provides valuable input for University comprehensive review and planning processes. Copies of recent surveys on institutional effectiveness will be available for review by the visiting team. (Standard 3.A.3)

University programs and services are regularly evaluated by University leadership. Comprehensive planning processes are informed by analysis of and reflection on attainment of core theme objectives. These objectives are further articulated in the Strategic Plan and reflect the priorities of the University community. The University financial plan, through the annual budget planning and implementation process, is intrinsically tied to dedicating all available resources to the fulfillment of the University mission as well as all core theme objectives. (Standard 3.A.4)

### **Safety, Emergency and Contingency Planning**

Bastyr University utilizes a variety of safety, emergency and contingency policies and procedures to ensure continuity should extraordinary events significantly interrupt normal University program operations and services. The Director for Facilities and Safety, Director of Information Technology, and the Office of the Vice President for Finance and Administration (which oversees risk management) are responsible for implementing, regularly reviewing and updating these policies and procedures.

Emergency preparedness, safety and contingency plans for University facilities include employee preparedness training on fire, earthquake, safety threats, first aid, evacuation and Federal Emergency Management Agency (FEMA) disaster response protocols. Facilities and safety staff are trained in FEMA and local authority emergency response procedures to manage potential and actual emergencies. Regular emergency and accident prevention training is also conducted, and personal protective equipment in compliance with Occupational Safety and Health Administration (OSHA) guidelines is available to employees as necessary. The Director of Facilities and Safety and the University Safety Committee meet regularly to evaluate factors contributing to accidents and other hazardous situations to prevent recurrence of preventable events. Meeting minutes are available on MyBU.

Prevention measures include strict compliance with all building codes for appropriate seismic, fire, utility and property risk management. Annual testing and inspection of University facilities is conducted under standards established by regulating authorities at all levels of jurisdictional oversight.

University emergency protocols and response authority contact information is readily accessible in times of need, and power generators are available to support life safety, research investments and operations during emergency situations. Emergency preparedness agreements are in place with agencies and organizations such as AHJ (Authorities Having Jurisdiction). The University also contracts with a variety of emergency response suppliers to mitigate potential hazardous events. Established vendor relationships ensure that assistance with repair, clean up, damage mitigation and restoration of University property occur as quickly after an emergency as safety concerns allow.

### **Risk Management**

The Office of the Vice President for Finance and Administration manages all matters related to risk management planning, such as insurance coverage, policy review, cost monitoring and management, policy administration and claim reporting. Meetings with insurance brokers are held biannually and as needed to review coverage and plan for events that could potentially disrupt University operations and services. Insurance coverage for catastrophic events (such as major earthquakes and fires), business interruption, temporary relocation and loss of data is in place.

### **Information Technology**

Data backup tapes are made each night and stored off site in a fireproof media vault for approximately one week. Tapes are then stored in a secure filing cabinet for an additional six weeks before being reused. Information critical to University daily operations, such as vendor contact information, software licenses and passwords is also updated regularly and stored off site.

In the event of an emergency, campus and BCNH will serve as data recovery sites for each other. New and/or additional hardware will be purchased as needed. System, application and data recovery by designated staff will take place in stages, with mission-critical functions restored immediately. Restoration of second- and third-tier applications can be delayed without significant University-wide impact.

Detailed preparedness, accident prevention, emergency, contingency, safety and security plans and procedures are located in the Facilities & Safety section of MyBU. (Standard 3.A.5)

## Chapter Four

### Core Theme Planning, Assessment and Improvement



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## Chapter Four: Student Achievement, Institutional Effectiveness, Core Theme Planning and Improvement

### Executive Summary of Eligibility Requirement 22: Student Achievement

#### Expected Learning Outcomes (Standard 4.A.3)

Bastyr University has two complementary sets of expected learning outcomes. The first set of learning outcomes addresses global competencies, which Bastyr developed in three major areas to help students succeed in their chosen fields in the natural health arts and sciences. The global competencies for all students at Bastyr University are:

- **Communication Skills:** Five global competencies are listed under communication skills: writing, listening, speaking, information literacy and public speaking.
- **Critical Thinking:** Six global competencies are listed under critical thinking: synthesis and integration, reflective evaluation, problem solving, analytical skills, intuitive skills and research skills.
- **Professional Behavior:** Five global competencies are listed under professional behavior: medical and professional ethics (for clinical programs), compassionate caring behaviors, respectful communication, personal health and wellness and professional boundary skills.

These global competencies were defined and developed by a faculty committee in a collaborative process with the entire Bastyr community. The global competencies were then integrated into each program's curriculum and are listed in each course syllabus as applicable.

Expectations addressed in the second set of learning outcomes are degree- and certificate-specific and conform to national or international standards for the discipline, where appropriate. For example, the midwifery program identified learning outcomes as follows:

- Practice autonomously in a variety of settings, which may include homes, birth centers, clinics and hospitals.
- Promote birth as a normal process requiring a minimum of intervention.
- Function within the health care system, consulting and referring appropriately.
- Qualify for licensure or registration in a variety of jurisdictions, including certification by the North American Registry of Midwives (NARM).
- Promote midwifery through state, provincial and national professional organizations, the political process, research activities and policy development.
- Work in partnership with the women they serve in a way that promotes personal responsibility, validates knowledge and experience, and encourages lifelong learning.
- Promote the Midwives Model of Care™.

These and other program-specific learning outcomes can be found on the University's external website on the respective curriculum pages.

As many of Bastyr's programs are professional in nature (e.g. naturopathic medicine, acupuncture, midwifery and dietetics), external professional accrediting bodies often determine curriculum content,

skills and career-preparation competencies. In all cases, Bastyr learning outcomes meet or *exceed* requirements set by accrediting bodies. For example, acupuncture and Oriental medicine master's degree program students receive substantially more patient contact hours (1180 hours) than are required by the accrediting agency (700 hours). Consequently, the University is in compliance with all programmatic accreditation requirements.

### **Student Assessment (Standards 4.A.2, 4.A.3 and 4.B.2)**

All programs use a variety of student assessment mechanisms to validate student achievement in both global and programmatic competencies. Bastyr University's process for assessing educational programs and learning outcomes is done at the departmental or school level, with oversight by the Office of the Provost. Faculty evaluate student performance in didactic courses, commonly through the use of traditional academic assessment tools (exams, written assignments, presentations) to ensure that students achieve progressive acquisition of complex skills. All programs with a clinical component require students to pass a clinic entry exam for BCNH or a basic clinical exam for practicum to demonstrate proficiency in specific competencies prior to participating in active patient management activities. Throughout clinical training, students must demonstrate clinical competencies in numerous areas in order to advance and ultimately graduate.

For example, the midwifery learning outcomes listed above are assessed in multiple ways, which include traditional didactic course assessments; a practicum basic clinic exam to evaluate clinical readiness; practicum evaluations; and a comprehensive written exam along with a clinical exam within six months of expected graduation date (and any necessary remediation prior to graduation). Monitoring Bastyr alumni pass rates of the external North American Registry of Midwives (NARM) exam along with state licensing exams, as applicable, assesses overall program effectiveness. Lastly, alumni outcome data (i.e. credentialing examination and alumni survey results) are collected, analyzed and reviewed by academic programs and University administrators to identify opportunities for improvement. These data inform much of the curriculum review process.

Student learning assessments also provide information to evaluate program effectiveness. Based on this data, program leadership assesses the curriculum and evaluates faculty to determine a program's ability to effectively teach the competencies needed for student achievement. All student assessment data are available to the department chairs and school deans through the University's secure portal, MyBU.

Students in poor academic standing or in jeopardy of poor academic standing are identified in a quarterly report generated from the registrar's office for review by each department chair and school dean. The department notifies at-risk students in writing and requires that each student meet with his/her assigned faculty advisor to devise a plan for improvement, including remediation.

## **Executive Summary of Eligibility Requirement 23: Institutional Effectiveness**

### **Institutional Assessment (Standards 4.A.1, 4.A.2 and 4.B.1)**

Bastyr University has a variety of processes in place to monitor everything from student satisfaction to peer institution trends to the effect of government policy on a graduate's ability to practice professionally. Institutional data monitoring is primarily conducted by the University's Office of Institutional Effectiveness (OIE). Programmatic and academic assessment occurs at the school or academic department level, and other assessment activities occur in the office or department for which the assessment is needed to inform planning processes.

The Office of Institutional Effectiveness (OIE) maintains a regular schedule of annual and biannual surveys that assess the level of satisfaction or engagement of Bastyr students, faculty, staff, alumni, patients, donors and interested community members. OIE also conducts surveys to assess services provided by the library, cafeteria (Dining Commons), bookstore, Bastyr Center for Natural Health dispensary and other areas of the University. OIE works closely with each academic program to design surveys to generate information on student academic experiences, gather alumni outcome data and measure market demand for a proposed program both from the perspective of prospective students and industry need. Most satisfaction survey data are distributed broadly to its constituencies, while other results are reported to the department or service that commissioned the survey.

On an ongoing basis, OIE monitors peer institution data and provides President's Cabinet with a comprehensive report that shows how Bastyr compares to similar institutions. Comparisons are made in a number of areas including research expenditures, tuition and fee costs, enrollment data and national examinations results.

In collaboration with the deans of each school and the provost's office, OIE recently participated in the design of a comprehensive faculty evaluation process. This process is inclusive of all aspects of faculty performance including teaching, research or scholarly activity, and service to the University or community at large. The new faculty evaluation process was piloted in fall 2011, and OIE will assist in assessing the effectiveness of the process in 2012.

### **Program Assessment (Standards 4.A.1, 4.A.2, 4.A.3, 4.B.1 and 4.B.2)**

All academic departments are responsible for monitoring changes to their respective disciplines, conducting course and faculty assessments, appraising student learning, and reviewing alumni outcomes data. Professional programs are closely monitored for external trends which include: changes in programmatic accreditation requirements; legal and regulatory issues applicable to the profession; changes or advances occurring in the field; and alumni results from national licensing/registration examinations. External factors influence changes to curricula or methods of delivery to ensure a rigorous and relevant program for the University's students.

Quarterly course assessments are coordinated by the faculty services department. Every course with either a modified or new curriculum or that is taught by a new faculty member is assessed. Department chairs review course assessment data, and problem areas are discussed with and formally reported to the appropriate dean. Problems are addressed, solutions implemented and assessments are rescheduled until the course or instructor meets or exceeds department standards. Alumni outcomes data, generated by OIE or external agencies (e.g., licensing/registration exams), are reviewed and discussed with faculty and administrators as appropriate. These data inform curriculum review and help measure faculty effectiveness.



Feedback from student, alumni and other external sources in 2009 prompted the School of Naturopathic Medicine (SNM) to restructure its curriculum. The new integrated curriculum, beginning fall 2012, will differ from the current curriculum in four distinct ways:

- Instead of students taking individual discipline-based courses in basic sciences and naturopathic principles, students will study these areas in a systems-based approach enhanced by having weekly case discussions co-taught by basic science and SNM clinical faculty, to help students understand how the science they study relates to the medical care they will provide.
- Clinical education will begin earlier in the program.
- Innovative delivery options will be utilized to allow students to study in a variety of formats.
- Case studies and clinical presentations will be woven throughout the curriculum.

The new *Systems Based Integrated Curriculum* reflects Bastyr's motivation and ability to assess program effectiveness, use feedback to effect change and continuously improve its program offerings to maintain relevance and viability as an institution of higher learning.

#### **Department Assessment (Standards 4.A.1, 4.A.2 and 4.B.1)**

Many non-academic departments conduct regular effectiveness self-assessments and present findings to their respective vice presidents. Some departments study external factors that influence planning processes. For example, the marketing and admissions departments monitor prospective student activity and market trends specific to each discipline. They conduct periodic and systematic competitive analyses to assess potential threats to a program's viability. In addition, the marketing department analyzes the effectiveness of its advertising dollars on a monthly basis, which informs an exhaustive review of its entire advertising plan each spring and development of the following year's strategy.

#### **NWCCU Self-Evaluation (Standards 4.A.1, 4.A.2 and 4.B.1)**

Lastly, OIE maintains primary responsibility for gathering and analyzing data that inform institutional accreditation self-evaluation reporting. In order to assess the extent to which Bastyr has achieved its mission and core theme objectives, the OIE director has collaborated over the last year with nearly every University program and student service provider to determine comprehensive measurements, design plans to access support data if not already accessible, gather and analyze the required data, and present findings to its constituencies.

## Core Theme Planning, Institutional Effectiveness and Improvement

### Core Theme Planning (Standards 3.B.1, 3.B.2, 4.A.4 and 4.A.5)

The four core themes outlined in this accreditation self-evaluation (academic achievement, research in the natural health arts and sciences, clinical training and community health, and interdisciplinary integration) align well with the Bastyr University mission's statement: "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.*" Education, research, and clinical services constitute the foundation upon which Bastyr University stands, and the interdisciplinary integration of these three primary areas of focus describes the approach the University uses to achieve its mission.

After several months of extensive discussion and planning, the themes, goals, objectives and intended outcomes presented and analyzed in this report were chosen specifically for their relevance to the University mission, vision and Strategic Plan. Indicators were selected as meaningful, assessable and verifiable measures of each goal's objectives.

The individual objectives, which were developed as integral components of each core theme, inform the University's ongoing planning process. Plans in support of these objectives are explored, reviewed and prioritized during the annual budget process. Proposals from various constituencies of the University are vetted by the appropriate vice president and then submitted to President's Cabinet, which serves as the budget committee for the University and approves proposals that best align with its core theme objectives.

For example, the decision of the University to implement an electronic health records (EHR) system in 2012 was driven by a major initiative arising from Core Theme Three, *Clinical Training and Community Health*. To accomplish this goal, significant resources were dedicated in the 2011-12 budget planning process. Funds were allocated for equipment and software purchases, training and implementation expenses, and a dedicated site specialist to not only provide training and implementation services but also act as liaison to the company providing access to the requisite infrastructure.

Similarly, Core Theme Two, Research in the Natural Health Arts and Sciences, which is directly linked to Strategic Initiative #2 (SI #2), "essential academic programs ... focused on the achievement of excellence" as well as Strategic Initiative #4 (SI #4), "attract, support and retain world-class students," provided the impetus to establish the Center for Student Research (CSR). Based on significant data gathered by OIE as part of the Incoming Student Expectation Survey, the University learned that 83 percent of the 2009 incoming class and 75 percent of the 2010 incoming class considered it "very important" or "moderately important" to have "opportunities to work on research projects one-on-one with faculty." In response to this information and the University's goal of realizing these two strategic initiatives, President's Cabinet resolved in 2010 to dedicate significant resources to this new center through the Strategic Initiative Implementation Fund (SIIF) process. In 2011, an ongoing budget was established for CSR to fund faculty-supervised student research projects, and the center also received additional SIIF support. To date, over two dozen student research projects, developed in collaboration with faculty, have been funded and executed. Some of these internally funded research projects have led to publication submissions or research posters that were presented at national conferences.

### **Data Collection (Standard 3.B.3 and 4.A.1)**

The Office of Institutional Effectiveness is the repository of regularly collected data on a variety of measures. These measures assist in analyzing and evaluating the achievement of academic program and services goals and outcomes. Core theme objectives inform the data collection and review process, which, in turn, provide indicators of progress toward the achievement of each objective within the core themes.

Annual, biannual and *ad hoc* surveys of various aspects of University life (such as student and alumni satisfaction, faculty and staff engagement, incoming student expectations, and library services) provide information to help the University progress toward achieving desired outcomes. Nationally normed comparative data, such as pass rates on national exams, provide valuable input for various review and planning processes. Evaluation of current programs and services is done regularly and reviewed by the appropriate areas of University leadership. The annual planning process is then informed by analysis of and reflection on these evaluative measures. Academic leadership works closely with President’s Cabinet to ensure that all academic programs and services receive the necessary institutional support for the achievement of objectives set forth in the core themes.

### **Review of Assessment Model**

As outlined in Chapter One of this report, Bastyr University’s model for evaluating institutional effectiveness is based on the “Nichols Five-Column Model” (Nichols and Nichols, 2005). Bastyr adapted the model in order to adhere to the standards of NWCCU. The first chapter presented Nichols’ columns one through three which is inclusive of the mission, goals, intended outcomes (Core Theme Objectives), means of programs assessment (Measures), and criteria of success (Indicators of Achievement). In Chapter Four, all columns are discussed. The addition of columns four and five, for assessment data results and use of results, are laid out in the following way:

#### **Core Theme Goals** *(Nichols Institutional Goals from column one)*

<b>Core Theme Objectives</b> <i>(Nichols Intended Educational Outcomes from column two)</i>	<b>Indicators of Achievement</b> <i>(Nichols Criteria for Success from column three)</i>	<b>Results</b> <i>(Nichols Assessment Data Results from column four)</i>
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#### **Improvement Plans** *(Nichols Use of Results from column five)*

Not all results will be discussed if indicators are met or surpassed; however, in some cases successful indicators will still be explored if opportunity for improvement exists.

## Core Theme One: Academic Achievement

The core theme of *Academic Achievement* aligns with the principal intention of Bastyr University's mission. First and foremost, Bastyr University is an institution of higher learning and its mission begins, "we educate future leaders in the natural health sciences." Student academic achievement is the University's primary concern, and appropriately *Academic Achievement* is the first core theme. This theme contributes significantly to mission fulfillment and supports at least three of the University's six strategic initiatives.

Bastyr University has designated three goals for the theme of *Academic Achievement*:

- **Goal A** – Bastyr University Offers a Rigorous and Relevant Curriculum
- **Goal B** – Bastyr University Has a Highly Qualified Faculty with Excellent Teaching Skills
- **Goal C** – Bastyr University Supports Student Success and Program Completion

The planning process for this core theme, assessment of the University's effectiveness in meeting this goal and ongoing improvement plans are outlined below.

### Core Theme One Planning (Standards 3.B.1, 4.A.4 and 4.A.5)

The University provost, academic deans representing each school and the OIE director met regularly for over a year to carefully select goals, objectives and indicators of achievement that appropriately support and measure the first core theme of *Academic Achievement* and, ultimately, the mission of the University. Ordinarily, these individuals (who make up Academic Leadership Council or ALC) meet weekly for two hours to discuss all issues related to academics. At least once each month, and as often as once each week, the ALC meeting was dedicated to NWCCU accreditation and the self-evaluation process. Initially, ALC drafted all the objectives and indicators of achievement for each goal in Core Theme One. Once agreement was reached among ALC members, each academic dean discussed the objectives and indicators of achievement with his/her respective program chairs (if applicable) to gather feedback. Additionally, a number of faculty councils and committees, all academic support offices, nearly all student support offices, the Office of the President, Academic Council, the alumni office, and the human resources department were all consulted during the development process. Feedback from the chairs and these various councils, committees and offices was discussed in subsequent ALC meetings, and nearly all feedback was incorporated. Over a series of several months this process shaped the objectives and indicators of achievement presented in this report.

Academic Leadership Council chose three areas on which to focus Core Theme One goals – curriculum, faculty and student support – since each contributes significantly to academic achievement. Within each goal, objectives were chosen to reflect the University's ideal state – or in the Nichols' model, its "intended outcome." In some cases, outcomes and indicators reflect a current state while others reflect the University's desired state, depending on the institution's level of proficiency in each area. For example, because Bastyr has primarily professional programs, most of its degree programs are required to meet the programmatic accreditation standards of its various disciplines. Therefore, the indicator on programmatic accreditation represents the University's current state. However, objectives that are more aspirational in nature, such as "A fully developed and supported University culture that actively seeks to teach and advance best practices of integrative and interdisciplinary collaboration," describe an ideal state and offer the University opportunities for growth.

Each objective employs one to five indicators of achievement. Indicators were chosen to meet NWCCU criteria as meaningful, assessable and verifiable for each objective and in alignment with the goal, core theme and University mission. In some cases multiple indicators were needed to meet the objective; in other cases, one indicator was sufficient. For example, the objective on systematic curriculum and faculty review involves five different indicators to cover all aspects of curriculum and faculty evaluation. Indicators derive from student feedback, faculty curriculum committees, dean and chair assessment of faculty teaching abilities, and alumni performance and feedback. All indicators combined create the framework necessary to evaluate the University's ability to meet the overall objective. Alternately, the objective "students successfully completing their chosen program" can be easily measured by a single indicator: student completion data from the registrar.

Goal A of Core Theme One, *Academic Achievement*, is based in part on Strategic Initiative #2 (SI #2), which calls upon the University to "determine what academic programs are essential to a robust and universal education in the natural health arts and sciences and ensure that each program is focused on the achievement of excellence." Bastyr University currently has 15 degree curricula and is adding two new programs, the Master of Arts in Counseling Psychology and the Bachelor of Science in Integrated Human Biology, in fall 2012. Each program was created and carefully developed to contribute to the mission of educating future leaders in the natural health arts and sciences. Additionally, each program is monitored through curriculum review and outcomes data, ongoing quality review of the overall program, and analysis of structured survey data gathered by the OIE.

Goal B of this core theme is rooted in Strategic Initiative #3 (SI #3), "attract, support and retain world-class faculty and staff in the natural health arts and sciences." The University believes that in order to truly educate future leaders in natural health arts and sciences and to fulfill its mission, the caliber of its faculty must be excellent. Therefore, it is the University's responsibility to attract, support and retain faculty that meet this high standard. Goal B defines the University standard for world-class faculty.

Goal C aligns with Strategic Initiative #4 (SI #4), "attract, support and retain world-class students." Student success depends on more than educational opportunities. Students need University services to appropriately support their academic goals. Student support can come in many forms, such as offering free tutoring, monitoring individual student performance, curbing rising tuition costs and helping students with class scheduling. Goal C tracks these aspects of student support.

### **Resources and Capacity (Standards 3.B.2 and 4.A.5)**

Specific to this core theme, the following resources and capacity directly support the achievement of this theme's goals and intended outcomes:

- **Human Resources:** The human resources department contributes to Goal B, "Bastyr University Has a Highly Qualified Faculty with Excellent Teaching Skills," and SI #3, "Attract, support and retain world-class faculty and staff in the natural health arts and sciences," by assisting in the national recruitment of highly qualified faculty. The human resources department also ensures that annual performance reviews occur for all staff, administrators and core faculty members.
- **Educational Resources:** All education resources outlined in Chapter Two contribute to achievement of the core theme *Academic Achievement*. These include appropriate content and academic rigor; publishing and use of expected learning outcomes; effective student assessment procedures and monitoring of students' synthesis of learning; faculty involvement

in planning and assessment; adequate library and information resources to support student learning; and clearly articulated policies for experiential learning credit and transfer credit.

- **Student Support Resources:** All student support resources outlined in Chapter Two contribute to the achievement of this core theme including: providing effective work environments to support student learning needs; a safe and secure campus; transparent recruitment and orientation procedures; established teach-out policies in the case of program elimination; annual publishing of course catalogs containing all requirement elements; accurate presentation of education programs; secure record retention; stable financial aid and clear communication of students' future obligations; knowledgeable academic advisors; mission-centered co-curricular activities; alignment of auxiliary services with the mission and student support; and identity verification procedures for distance learning students.
- **Library and Information Resources:** Bastyr University provides its students with the largest collection of natural health resources in the Pacific Northwest. Regular biannual surveys are conducted to ensure student satisfaction with academic resources. The professionally staffed library regularly conducts training sessions for students and faculty as requested, and the library is committed to continuous improvement as outlined in Chapter Two.
- **Financial Resources:** Nearly all the University resources support the academic achievement of its students. Over the past five years, more than two-thirds (69-71 percent) of the University's expenditures were directly related to academics. The other 30 percent was used to indirectly support students by funding operational overhead (19-23 percent) and research costs (7-9 percent), which are largely offset by grant revenue. As outlined in Chapter Two, a number of safeguards are in place to ensure on-going financial stability.
- **Physical Infrastructure:** The University maintains its campus in Kenmore, Washington with adequate physical infrastructure to meet the needs of the students it serves. This includes classrooms, lecture halls, laboratories, clinical training rooms, library, study space, auxiliary services (such as a Dining Commons and bookstore), parking, gardens, student housing, and faculty and staff offices. Bastyr Center for Natural Health (BCNH) located in Seattle, Washington (10 miles from campus) provides students with a modern, clean and safe clinical environment for the delivery of patient care. Further, BCNH has meeting space for case review, reception areas for patients, office space for faculty and staff, and a public dispensary for natural health supplements, Chinese herbs and other products in support of healthy lifestyle. These features contribute to student success and academic achievement at both of the University's locations.
- **Technological Infrastructure:** Bastyr maintains a versatile IT team that supports students, faculty and staff. It selects and maintains the technology systems that support efficient campus and clinic operations. Bastyr University has a number of legacy systems that require specific skills and careful maintenance to ensure reliability. New systems are regularly evaluated, selected and implemented in support of student achievement or student support services.

The combination of resources and capacity outlined above as well as the administration, faculty, staff, students and Bastyr's stated emphasis on interdisciplinary integration all contribute to the achievement of Core Theme One and mission fulfillment.

### Selection of Meaningful Indicators (Standards 3.B.3, 4.A.2 and 4.B.1)

The indicators or “appropriately defined data” selected for Core Theme One, *Academic Achievement*, reflect the University’s commitment to excellence. The indicators that use benchmark data to compare Bastyr’s performance to peer institutions or national averages require that the University exceed benchmarks in order for it to meet the outlined criteria. For example, one Core Theme One indicator dictates that “Graduates *exceed* national averages on national board, professional registration and/or licensing examinations.”

Indicators were selected to challenge the University to rigorously focus on mission fulfillment. Some indicators showed successful achievement of the objective, some fell just short of achievement, and some missed the mark altogether. Although this report condenses a seven-year cycle into a single year, ALC still knowingly included indicators that they believed were unobtainable within that short period of time. It did so in order to make this self-study process as meaningful as possible so that the findings of this comprehensive assessment could productively inform future planning.

The following section details the results for each indicator and the University’s improvement plan for each area of concern.

### Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1, 4.A.2, 4.A.3 and 4.B.2)

#### Goal A – Bastyr University Offers a Rigorous and Relevant Curriculum

*Results scoring legend:*

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
<b>1. Curriculum meets or exceeds the most current educational standards for respective discipline.</b>	1.a. Evidence that a comprehensive curriculum review process occurs at least every five years for each program.	II. Within the past five years, all programs have engaged in, or are in the process of, a comprehensive curriculum review with the exception of the master’s degree programs for acupuncture and Oriental medicine and the certificate for Chinese herbal medicine.
	1.b. Evidence that the curriculum review process reflects the incorporation of revised standard and requirements of applicable discipline-specific accrediting agencies.	I. All eligible programs are programmatically accredited and meet or exceed the standards for each accrediting agency.
	1.c. Program learning outcomes are mapped to course competencies for all programs.	II. All programs have 100% of their learning outcomes mapped from program to course with the exception of the Doctor of Naturopathic Medicine program.



Core Theme Objectives	Indicators of Achievement	Results
<b>2. Systematic curriculum and faculty review processes are effective in facilitating continuous improvement.</b>	2.a. 100% of core faculty members receive a score of “effective” or “outstanding” for teaching on their annual performance evaluation.	<b>I.</b> Faculty annual evaluations have been completed for the year and 100% of core faculty scored an “effective” or “outstanding” in the category of teaching.
	2.b. Annual student ratings of program satisfaction average 4.0 or higher on a five-point scale.	<b>IV.</b> On average, students rated their level of satisfaction with their academic program at 3.74 on a five-point scale.
	2.c. On average, alumni rate their level of career preparedness 4.0 or higher on a five-point scale for all applicable programs.	<b>I.</b> On average graduate and professional alumni rated their level of career preparedness at 4.0 out of five. Certificate and internship alumni rated their level of career preparedness at 4.37 on a five-point scale. (Recent graduates from 2007-2011 averaged 4.11 and 4.33 respectively.)
	2.d. All program changes or additions receive approval from faculty curriculum review committees.	<b>I.</b> All program changes in the last 10 years received approval from faculty curriculum review committees.
<b>3. Bastyr graduates are well prepared for a career or advanced study.</b>	3.a. 80% of bachelor’s degree alumni who apply to graduate school gain acceptance into a graduate-level program.	<b>I.</b> 86.5% of bachelor’s degree alumni who applied to graduate school gained acceptance into a graduate-level program. (Recent graduates from 2007-2011 indicated an 80.0% acceptance rate.)
	3.b. 80% of undergrads who attended graduate school after Bastyr indicated they were adequately or well prepared for graduate-level work in a related field.	<b>I.</b> 89.7% of bachelor’s degree alumni, who attended graduate school after Bastyr, indicated they were adequately or well prepared for graduate-level work in a related field. (93.8% of recent graduates from 2007-2011 indicated they were adequately or well prepared.)
	3.c. On average, alumni rate their level of preparedness to practice professionally, upon graduation and licensing, 4.0 or higher on a five-point scale for all applicable programs.	<b>IV.</b> On average, graduate and professional alumni rated their level of preparedness to practice professionally at 3.57 on a five-point scale. (Recent graduates from 2007-2011 averaged 3.81.)
	3.d. Graduates exceed national averages on national board, professional registration and/or licensing examinations.	<b>II.</b> National board, professional registration and/or licensing examinations results show that Bastyr’s graduates exceeded national averages on every exam, except one module of the National Certification Commission of Acupuncture and Oriental Medicine exam where the Bastyr’s pass rate was 2.4 percentage points below average.

Core Theme Objectives	Indicators of Achievement	Results
<b>4. A fully developed and supported University culture that actively seeks to teach and advance best practices of integrative and interdisciplinary collaboration.</b>	4.a. On average, students rate their level of satisfaction with the amount of interdisciplinary integration occurring in their clinical shifts 4.0 or higher on a five-point scale, for all applicable programs.	<b>IV.</b> Clinical students rated their level of satisfaction with the amount of interdisciplinary integration occurring in their clinical shifts at 3.17 on a five-point scale.
	4.b. On average, alumni rate their level of preparedness to collaborate with other health professionals 4.0 or higher on a five-point scale, for all applicable programs.	<b>II.</b> On average graduate and professional alumni rated their level of preparedness to collaborate with natural health professionals at 4.22 on a five-point scale and allopathic providers at 3.83. (Recent graduates from 2007-2011 averaged 4.35 and 4.07 respectively.)
	4.c. On average, faculty rate their support for Bastyr University's emphasis on integrative and interdisciplinary collaboration 4.0 or higher on a five-point scale.	<b>I.</b> On average faculty rated their support for Bastyr University's emphasis on integrative and interdisciplinary collaboration at 4.53 on a five-point scale.

### Improvement Plans (Standards 4.A.4, 4.A.5, 4.B.1 and 4.B.2)

**1.a. Comprehensive Curriculum Review Every Five Years:** All University programs met this criterion except for two similar degree programs and one certificate program, all of which are offered in the School of Acupuncture and Oriental Medicine (AOM). The Master of Science in Acupuncture, Masters of Science in Acupuncture and Oriental Medicine and the certificate in Chinese herbal medicine programs have not undergone a comprehensive curriculum review within the last five years, but minor changes or adaptations have occurred within that time period. Bastyr University is conducting a national search for a new dean of AOM. The previous dean left the University in December 2011, and two long-term AOM faculty members currently share the post of interim associate dean. Once a new dean is employed, his/her first priority will be to begin a comprehensive curriculum review process for all three of these programs. Bastyr's goal is to hire a new AOM dean by July 1, 2012.

**1.c. Program learning outcomes are mapped:** All programs have 100 percent of their learning outcomes mapped from program to course with the exception of the doctor of naturopathic medicine program, which is currently undergoing a substantial curriculum redesign. Learning outcomes for all programs will be mapped from program to course when this revision is completed in 2012.

**2.b. Annual Student Ratings of Program Satisfaction:** Student program satisfaction ratings in 2011 were disappointing for some programs. The lowest score for a program was 3.25, and the highest score for a program was 4.67. Further feedback related to these low scores has been gathered. Some results have been distributed to the departments, and some data still needs to be compiled. Each program will review the data with department faculty, and improvement strategies will be discussed, developed and implemented. Since improvement processes are unique to each program and these data were just recently collected, a universal improvement plan is not appropriate.

Improvements to all other University degree and certificate programs are ongoing, and changes to enhance the curricula or methods of educational delivery have been made throughout the years. The

most recent example is the above-mentioned extensive restructuring of the naturopathic medicine curriculum. This immense undertaking is largely in response to student and alumni feedback. The previous curriculum still graduated successful alumni, yet the educational experience was deemed to be inconsistent with the University's "integrated approach to education," as stated in its mission. The emphasis on rote memorization meant that students had less time to develop clinical reasoning skills. The new integrated curriculum integrates basic and clinical sciences and delivers some of the curriculum in a hybrid format that decreases the time students spend in the lecture hall. The goals are to reduce the focus on memorization and teach students how to apply the science they learn to the medicine they will eventually practice. Clinical sciences coursework will now be integrated with basic science instruction earlier than in the past, and these curriculum changes are expected to positively impact both student and alumni program satisfaction and success.

**3.c. Alumni Level of Preparedness to Practice Professionally:** Survey comments suggested that alumni rated their level of preparedness to practice professionally lower than 4.0, largely due to a perceived lack of business and practice management training. Many indicated that they felt adequately or well prepared to treat patients but insufficiently prepared to face the challenges of entrepreneurship and starting a private practice. Due to an increased focus on practice management coursework since 2001, rating improvements are noted when results are filtered for recent graduates only (2007-2011), and these scores reflect an average rating of 3.81. In any event, the deans and department chairs of the professional programs agree that more can be done to prepare graduates for private practice. Programs are challenged to add more credits to an already intense credit load, so alternative approaches to help students gain appropriate business skills have been explored. The University career center sponsored a private educational offering on the health of business and business of health, a seminar-format curriculum focused on building student business and practice management skills. This training has become very popular as an addition to the University's practice management courses.

**3.d. National Board, Professional Registration and/or Licensing Examinations:** National board, professional registration and/or licensing examination results for naturopathic medicine, dietetics, and midwifery indicate scores and pass rates above the national average in every category.

The National Certification Commission of Acupuncture and Oriental Medicine examination scores exceeded national averages in every module except one in late 2010. The module for Acupuncture with Point Location reported a pass rate of 83.3 percent, which was 2.4 percentage points lower than the national average. Since it is important to Bastyr that its graduates are above average, the School of Acupuncture and Oriental Medicine has implemented a strategy to address this particular shortfall. Students in the MSAOM and MSA programs were originally required to demonstrate acupuncture point locations and meridians once for each point and meridian throughout the three-quarter Meridians and Points series. Currently, in Meridians and Points 2 and 3, students are now required to review, locate and receive sign off for all points that were covered in the previous quarter to aid in retention of all previous material. Additional case studies and exercises are also given in classes to further assist students in understanding and remembering the application of specific acupuncture points. Early 2011 exam results now show Bastyr AOM graduates scoring above national averages in every module – including Acupuncture with Point Location, which had a Bastyr pass rate of 93.3 percent, 6.8 percentage points above national average.

**4.a. Amount of Interdisciplinary Integration Occurring in Clinical Shifts:** Ratings in 2011 of student satisfaction with the amount of interdisciplinary integration averaged 3.17 on a five-point scale, individual programs ranging from 5.00 (n=1) to 2.89. Academic leadership understands that these scores

represent an opportunity for University clinical programs. As will be discussed under Core Themes Three and Four, a number of strategies are being implemented this year to encourage more collaboration among disciplines: random chart audits to reveal if patients are being referred to other health care providers where appropriate, grand rounds conducted quarterly at BCNH on interdisciplinary collaboration, and successful implementation of an electronic health records (EHR) system at BCNH by the end of the 2012-13 academic year. Clinical interdisciplinary integration will continue to be a priority for BCNH as new opportunities for cross-disciplinary collaboration are explored.

**4.b. Alumni Level of Preparedness to Collaborate:** On average, graduate and professional alumni rated their level of preparedness to collaborate with natural health professionals at 4.22 on a five-point scale and allopathic providers at 3.83. Recent graduates (2007-2011) averaged 4.35 and 4.07, respectively, indicating that the University is improving its ability to teach collaborative skills. As outlined in the improvement plan above, University clinical programs will continue to increase the number of opportunities for students to collaborate. Emphasis in interdisciplinary integration will also be added to clinical program course objectives.

### **Core Theme One Goal A Holistic Summary (Standards 4.A.4 and 4.A.5)**

Although a number of the indicators for this section fell below the objective set by ALC, it is important to note that the indicators reflect Bastyr's high standards. In three areas, indicators were achieved for all but one program. Additionally, of these three indicators, one (the national examination scores) has already improved. The second indicator, curriculum mapping, will be complete by fall 2012. The third, five-year curriculum review, will occur upon hiring of new leadership for the School of Acupuncture and Oriental Medicine.

Student and alumni ratings remain an area of concern for this goal. While ALC set standards high, at 4.0 on a scale of one-to-five, indicators are not being met in the following four areas: student program satisfaction, level of clinical interdisciplinary integration, and alumni perceived level of preparedness to begin professional practice and to collaborate with other health providers.

All academic programs will receive the feedback from this survey data in the next few months, and comments will be carefully reviewed to uncover consistent themes that may have contributed to the lower ratings. Nonetheless, major changes to curricula or methods of delivery are only made through consistent and multi-faceted feedback. Consequently, if scores continue to reflect low ratings over a longer period of time, significant changes may be proposed. Acute student competitiveness within some programs – for example, the Didactic Program in Dietetics (DPD) – is in response to national competition. Relaxing of Bastyr educational standards in response to student feedback may contribute to short-term student satisfaction ratings but will likely lead to alumni dissatisfaction. All factors are carefully considered prior to any significant curriculum change, and the process is intentionally unhurried and thorough.

The high standards reflected in this goal are in alignment with SI #2. In order for the University to ensure that “each program is focused on the achievement of excellence,” each academic offering must expect excellent results from its students, faculty and the program as a whole. These are the very standards that will enable the University to reach its mission to “educate future leaders in the natural health arts and sciences.”

## Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1 and 4.A.2)

### Goal B – Bastyr University Has a Highly Qualified Faculty with Excellent Teaching Skills

Results scoring legend:

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
<b>1. Faculty members have strong credentials in appropriate disciplines.</b>	1.a. Percentage of core faculty with terminal degrees in disciplines exceeds 90%, where appropriate.	I. 93% of core faculty members have terminal degrees in the field they teach.
	1.b. 100% of clinical faculty members maintain appropriate licensure and/or other professional requirements.	I. 100% of clinical faculty members (core and adjunct) who are actively practicing in-clinic or maintaining sub status are current with their appropriate licensure and/or other professional requirements.
<b>2. Faculty teaching skills are regularly evaluated, and appropriate improvement actions are taken.</b>	2.a. Course assessments are conducted and analyzed for all new courses and courses taught by new faculty as well as selected courses on a quarterly cycle.	I. Course assessments are occurring for all new faculty, new courses and select courses, and are managed at the department and school level.
	2.b. Annual faculty evaluations, informed by peer evaluations, course assessments, and in-class or in-clinic observations, rate 100% of core faculty as “effective” or “outstanding” in the area of teaching.	I. Faculty annual evaluations have been completed for the year and 100% of core faculty who teach scored an “effective” or “outstanding” in the area of teaching.
	2.c. Department chairs review course assessments, and written reports are submitted to their deans quarterly.	I. This is a new process implemented in 2011-12. All departments are compliant.
	2.d. Evidence that if core faculty ratings fall below “effective,” improvement actions are taken in the area of teaching.	<b>N/A.</b> No core faculty members received a rating below “effective” since implementation of new faculty evaluation system.
<b>3. Core faculty stay current with best practices in disciplines by actively participating in professional development or continuing education activities.</b>	3.a. Faculty development activities are available regularly within the University, and 75% of core faculty participate at least once per year.	I. Faculty development trainings are currently occurring at least quarterly and in some schools monthly. 2010 faculty development attendance records show that at least 78% of core faculty participated in at least one faculty development activity on campus.
	3.b. Annual faculty evaluations, informed by faculty portfolios, rate 100% of core faculty as “effective” or “outstanding” in the area of scholarly activity.	I. Faculty annual evaluations have been completed for the year and 100% of core faculty scored an “effective” or “outstanding” in the area of scholarly activity.

## Improvement Plans (Standards 4.A.4, 4.A.5, 4.A.6 and 4.B.1)

All above indicators were achieved, but two are reviewed below to verify that they reflect authentic achievement.

**2.b. and 3.b. Faculty Evaluations:** In 2011, academic leadership with the assistance of the OIE director convened over many months to establish a pilot program for comprehensive faculty evaluation. The intent was to create meaningful systems to evaluate the faculty in three key areas: teaching, research/scholarship, and service to the University and/or community. Assessment tools were developed in concert with Faculty Senate and its Evaluation Committee, and a rubric was designed to summarize information from the various evaluations tools in one document. Each faculty member was evaluated in each area using one of three ratings: “outstanding,” “effective” and “needs improvement.”

The first evaluation period occurred in fall 2011, and all core faculty members received a rating of “outstanding” or “effective.” No faculty received a “needs improvement” rating in the areas of teaching or scholarly activity. While this is the intended outcome, ALC will review the evaluation process in 2012 to ensure that it is sufficiently robust to provide meaningful outcome data.

## Core Theme One Goal B Holistic Summary (Standards 4.A.4, 4.A.5 and 4.A.6)

Faculty met or exceeded all of the indicators set by ALC for Goal B even though these indicators were just as stringent as they were for Goal A. Consequently, the University is pleased with the results indicated for this goal. The only area of improvement identified, as discussed above, is the soundness of the tools used for faculty performance assessment; i.e., methods will be reviewed to verify that they yield authentic results.

Goal B outcomes indicate that the University is doing an excellent job meeting parts of SI #3, and the University will continue to emphasize attracting, supporting and retaining world-class faculty to meet the University’s mission to “educate future leaders.”

## Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1, 4.A.2 and 4.A.3)

### Goal C – Bastyr University Supports Student Success and Program Completion

*Results scoring legend:*

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
<b>1. Students develop knowledge and competencies in a sequential and progressive way and at-risk students are given regular feedback on their standing.</b>	1.a. Number of full-time students who are in good academic standing is above 90% overall.	I. Percentage of students in good academic standing in 2011 ranged from 95% to 93% depending on the quarter.
	1.b. Students no longer in good academic standing are identified and meet with a faculty advisor to work out a plan to regain good academic standing.	I. All students receiving a warning or are placed on probation were formally notified in writing and were required to meet with an academic advisor in order to continue in the program. Academic advisors worked with the student to come up with a remediation plan.



Core Theme Objectives	Indicators of Achievement	Results
<b>2. Students successfully complete their chosen program.</b>	2.a. 80% of students overall who enroll at Bastyr complete their chosen program.	<b>I.</b> Over the last five years, the percentage of students who graduated or are still enrolled has ranged from 81 to 83%.
<b>3. Student services staff are approachable and helpful.</b>	3.a. Student ratings for student service staff from the registrar, financial aid, parking and transportation, student accounts, student affairs, bookstore and IT helpdesk average 4.0 or higher on a five-point scale.	<b>I.</b> Students rated all student services office staff above 4.0 (4.13-4.67) on a five-point scale when asked if staff members in each department are approachable and helpful.
	3.b. Student ratings for student support centers ability to meet student needs, including counseling center, tutoring center and career center, average 4.0 or higher on a five-point scale.	<b>IV.</b> When asked if the student services centers met student needs, on average student ratings of all centers were between 3.23 and 3.79 on a five-point scale.
<b>4. Bastyr is committed to reducing its financial dependency on tuition and fees.</b>	4.a. Bastyr University's percentage of core revenue from tuition and fees remains less than 75% per year.	<b>I.</b> Over the last five years, the percentage of core revenues from tuition and fees has ranged from 61% to 72%.

### Improvement Plans (Standards 4.A.4, 4.A.5 and 4.B.1)

**3.b. Student Support Centers:** Counseling, tutoring and career service centers have been identified as areas that do not meet student expectations. The following outlines improvement plans for each support center:

**Counseling:** Final-year naturopathic medicine students, under the supervision of the director of counseling services and one part-time counselor, conduct the majority of counseling on campus. In order to better address student needs, counselors are now available to drop-in students during open counseling hours rather than only being accessible for specific pre-set appointments. Further, program and support groups are being added to assist students with seasonal affective disorder, coping as an older student and other issues.

**Tutoring:** The University's free tutoring program faces challenges due to the nature of Bastyr's academic programs. Most of the need for tutoring comes from the higher credit classes, so finding a time for the student to meet with a tutor can be very challenging. Online scheduling requests for tutors have been set up to help alleviate this challenge and enable faster and more convenient communication between student and tutor. In addition, the University has identified funds to significantly increase the budget for tutoring for the coming year so that more tutors can be hired to meet student demand.

**Career Services:** Turnover and changes in the career services office have made it difficult to provide students with consistent, quality assistance. Bastyr recently hired a temporary career services counselor to work with students and help train the permanent employee for this area.



In addition, the alumni association will offer mentoring to students to help with transition from the University to workplace or professional practice.

### **Core Theme One Goal C Holistic Summary (Standards 4.A.4 and 4.A.5)**

Bastyr University is distinctive for its student body of just under 1,000 and a low student-faculty ratio. Students are identified by name, not by number. Every academic program monitors individual student achievement and reviews at-risk student status each quarter. Students are required to attend one-on-one meetings with their designated core faculty advisor. Remediation plans are individualized and specific support resources identified to help students get back on track.

Retention of all students is a priority for the University. However, unexpected life events, academic unpreparedness and financial pressures can threaten student ability to remain enrolled. Despite these external factors, the University is committed to supporting students in all areas, external or internal, as demonstrated by the various student support services offered. These services range from short-term mental health counseling to help with student housing to involvement with Student Council. Other services include free tutoring, use of computer labs and adequate software, commuter services, a full-service natural health library, financial counseling and career advising.

Many student support areas scored well in the student satisfaction survey, though three areas fell short of the 4.0 goal as discussed in the improvement plan above. The vice president of student affairs is addressing each of these areas and will request additional resources as necessary for the annual budget development process.

Bastyr is a small, private not-for-profit university, and its dependence on tuition as its main source of revenue is a concern. Increases in tuition costs affect student recruitment, retention and alumni success. Income diversification is a key objective of the University to “establish a secure base of financial support and appropriate physical assets so we can invest in and support those things that ensure we will always lead the way in education, research and clinical practice of the natural health arts and sciences.” In support of SI# 6, the University has affirmed that tuition and fees will not exceed 75 percent of overall income. This percentage is below all but one of Bastyr’s peer institutions, and emphasis on revenue-generating research, philanthropy and auxiliary enterprise remains a priority.

Overall, the indicators listed above describe a multi-faceted approach to student support, and the primarily positive results demonstrate the University’s commitment to student success.

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

Through collaborations with conventional research institutions and the natural products industry, Bastyr has played a major role in increasing research activity in the natural health arts and sciences. Areas of interest include nutrition, wellness, healthy aging, integrative oncology, the structure and bioactivity of natural products, and the potential uses of natural products in treating human diseases. To date, more than 100 research studies have been completed or are underway.

When Bastyr University was founded in 1978, it distinguished itself from similar schools by committing to the science-based study of natural medicine. The University was founded on the belief that credible scientific research was necessary to support the foundations of naturopathic medicine. Today the

emphasis on science-rich curricula and formal research remains an integral part of Bastyr's integrated model to natural health education, as stated in the University's mission statement.

Bastyr University has designated two goals for its second theme of *Research in the Natural Health Arts and Sciences*:

- **Goal A** – Faculty are Encouraged and Supported to Pursue Research/Scholarly Activity and Disseminate Findings.
- **Goal B** – Students are Encouraged to Participate in Research Training/Scholarly Activity.

The planning process for this core theme, assessment of the University's effectiveness in meeting these goals, and ongoing improvement plans are outlined below.

### **Core Theme Two Planning (Standards 3.B.1, 4.A.4 and 4.A.5)**

Academic Leadership Council (ALC) was instrumental in designing two goals for this second theme, *Research in the Natural Health Arts and Sciences*, while the objectives, measures and indicators were primarily determined by the provost and research faculty members. Over a span of many months, the objectives and indicators were developed and refined in ALC meetings and approved by President's Cabinet.

Core Theme Two reflects one of the University's founding principles as well as its enduring support for scientific inquiry. Further, it aligns with a number of the initiatives outlined in the University's strategic plan including: "a robust and universal education" (SI #2); "attracting, supporting and retaining world-class faculty" (SI #3); attracting, supporting and retaining world-class students (SI #4); integration of research in Bastyr's teaching methods (SI #5); and, indirectly, by securing financial support through federal and private grants (SI #6).

Goal B of Core Theme Two focuses on the expansion of student research opportunities, a specific example of institutional planning correlation. This goal maps well to SI #4 to "attract, support and retain world-class students" as institutional survey data consistently show that many students are drawn to Bastyr University because of its leadership role in natural health research. Therefore, the indicators in Goal B include the ongoing development and assessment of the Center for Student Research (CSR). This goal was developed in direct response to these survey data and at the same time supports the University's fourth strategic initiative. Most importantly, it supports the University mission to "educate future leaders." The University intends to maintain its leadership role in the research of natural health arts and sciences. In order to accomplish this goal, the institution must continue to encourage the ambitions of the University's more aspiring student researchers.

### **Resources and Capacity (Standards 3.B.2 and 4.A.5)**

Specific to this core theme, the following resources and capacity directly support the achievement of this theme's goals or intended outcomes:

- **Human Resources:** Similar to Core Theme One, the human resources department contributes to Goal A, "Faculty are encouraged and supported to pursue research/scholarly activity and disseminate findings," and indirectly to SI #3, "Attract, support and retain world-class faculty," by assisting in the recruitment of highly qualified research faculty.

- **Educational Resources:** While much of the student research occurring through the CSR is outside program course curricula, some CSR research projects are conducted in concert with research required in some of Bastyr's programs (e.g. health psychology, nutrition, midwifery, etc.). The library, in particular, plays a vital role in supporting both Goal A and B as do the other educational resources described in Core Theme One.
- **Student Support Resources:** Most of the student support resources outlined in Chapter Two are relevant to the achievement of Goal B. These include providing effective work environments, a safe and secure campus, knowledgeable academic advisors, and co-curricular activities.
- **Library and Information Resources:** The University Library has the most extensive collection of materials relating to the natural health sciences in the Pacific Northwest, providing students and faculty access to a wealth of print and electronic books and journals, videos and DVDs, conference CDs and MP3s, anatomy models and electronic databases. Materials in specified subject areas (e.g., the basic sciences, pharmacology and clinic therapeutics) are current and broadly represented.
- **Financial Resources:** Bastyr has been awarded more federal research dollars than any other comparable institution over the last 20 years. It also has the most well-developed research institute of any of its peers in terms of infrastructure, dedicated personnel, laboratory equipment, clinical research facilities and breadth of faculty research interests. Proposals for improvements to the existing research infrastructure are carefully vetted during the annual budget process. Significant resources are typically awarded each year toward the addition of state-of-the-art equipment utilized by students and faculty pursuing collaborative research projects. Goal A is largely funded by grant activity. Currently, seven to nine percent of University expenses are attributable to research and offset by grant income. Goal B is mostly funded by the institution.
- **Physical Infrastructure:** The University owns and maintains a campus in Kenmore, Washington that provides sufficient physical infrastructure to meet the current needs of research faculty and students. The Bastyr University Research Institute (BURI) maintains dedicated research space including the Tierney Basic Sciences Research Laboratory, which occupies 2,964 square feet. This facility provides equipment, workspace and basic supplies for research faculty, scientists, postdoctoral fellows and students to conduct analytical chemistry, immunology, cell biology, molecular biology, biochemistry and microbiology experiments. BURI recently developed an on-site Clinical Research Center which consists of twelve rooms occupying 1,887 square feet. The University is also actively seeking donors and/or grants to build an on-campus state-of-the-art research laboratory facility.
- **Technological Infrastructure:** The University IT team works with research faculty to procure, secure and maintain equipment and software required for daily research operations as well as for specific projects. The IT team also administrates REDCap, which is the primary platform used by researchers for conducting studies. IT trains, advises and assists researchers in the use of REDCap, which allows more autonomy in designing and implementing research and, in turn, requires fewer IT resources to support a increasing breadth of research.

The resources and capacity outlined here combined with University administration, research faculty and staff, and Bastyr's student body all contribute to the achievement of Core Theme Two and mission fulfillment.

## Selection of Meaningful Indicators (Standards 3.B.3, 4.A.2 and 4.B.1)

Academic Leadership Council (ALC) chose two goals for Core Theme Two: one for faculty research and one for student research. Although most of the formal research activity at the University has been the work of research faculty, the University has increased its support of student research with the creation of the Center for Student Research (CSR). As noted in the assessment below, the goal associated with faculty research performed much better than the goal for student research. This is consistent with the University's history to date and reflective of its current state as a research institution. Stretch goals were established for the student research objectives in order to guide University efforts to reach mission fulfillment.

As with the previous core theme, some of the objectives outlined in this theme reflect current status while others reflect desired states. As previously expressed, this self-evaluation strives to assess the University's current work as well as provide guidance for the University's future development. Therefore, some measures span time periods beyond the one-year self-evaluation period while others indicate an objective that challenges the University within this short window of time. However, by detailing both current and future objectives in this report, the University is committing to meeting these goals in the future.

The following sections detail the results for each indicator and the University's improvement plan for each area of concern.

## Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1 and 4.A.2)

### Goal A – Faculty are Encouraged and Supported to Pursue Research/Scholarly Activity and Disseminate Findings

*Results scoring legend:*

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
<b>1. Resources are allocated to qualified faculty members who wish to pursue research/scholarly activity.</b>	1.a. At least three projects per year receive seed grants to fund pilot data compilation for grant proposals.	I. During the 2010-11 fiscal year, four research projects received seed grants from the University.
	1.b. University provides gap funding for full-time research faculty between funded research projects.	I. During the 2010-11 fiscal year, \$21,006 in gap funding was awarded to faculty members.
	1.c. At least three core faculty members, every five years, are awarded a paid sabbatical so they may pursue research or other scholarly activity.	I. Over the last five years, sabbaticals have been granted to three long-term core faculty members.
	1.d. At least \$300,000 is budgeted to cover overhead for research activities annually.	I. The budget for research overhead has exceeded \$300,000 each year for the last five years.
<b>2. Collaborate with other institutions on research projects.</b>	2.a. The number of collaborative research projects increases 25% over the next five years.	III. Results pending. Benchmark data has been collected.

Core Theme Objectives	Indicators of Achievement	Results
<b>3. Faculty are encouraged to disseminate research findings.</b>	3.a. Number of faculty presenting research findings or other scholarly work increases 10% over the next five years.	III. Results pending. Benchmark data has been collected.
	3.b. Bastyr annually sponsors at least one research conference providing faculty opportunities to present research findings.	I. Bastyr University has sponsored a regional research conference on campus annually for the last three years.
<b>4. Research faculty engage in interdisciplinary research.</b>	4.a. At least one grant submitted each year involves co-investigators from different disciplines.	I. During the 2010-11 fiscal year, several grant submissions involved co-investigators from different disciplines.

### Improvement Plans (Standards 4.A.4, 4.A.5 and 4.B.1)

**2.a. and 3.a. Increases of 10-25 percent Over the Next Five Years:** As stated above, some measures are clearly outside the scope of this report’s timeframe but are included for planning purposes. In order for the measures to be meaningful, two indicators monitoring progress over time are pending further data.

### Core Theme Two Goal A Holistic Summary (Standards 4.A.4 and 4.A.5)

Bastyr University’s mission has long been associated with evidence-based natural medicine. It was the first institution of natural health education to be awarded an NIH grant. The Bastyr University Research Institute (BURI), while still growing, is a mature and respected institution of natural health research. Therefore, a number of the indicators outlined above were met or surpassed.

Although some of the indicators are inherently beyond the control of the institution, the University does exert some direct influence over faculty research activities through funding and/or material support. For example, Bastyr offers resources to its research faculty for the development of pilot data needed to generate fundable research proposals. Recognizing how this can positively influence grant-funding outcomes, the University provides a modest amount of research seed grant funding on a competitive basis to its faculty. These subtle yet strategic funding decisions contribute to the achievement of this core theme goal, the institution’s strategic goals and its mission.

## Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1 and 4.A.2)

### Goal B – Students are Encouraged to Participate in Research Training/Scholarly Activity

Results scoring legend:

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
<b>1. Opportunities and guidance are available for students who wish to participate in research activities.</b>	1.a. Student applicants will each get a one-on-one consultation with the CSR director to receive information on research opportunities.	I. This has been occurring since the launch of the center.
	1.b. Director of CSR will introduce the CSR and its opportunities to all first-year classes to maximize exposure to student research.	II. The director has been introducing the CSR to first-year naturopathic medicine and first-year midwifery classes, but has not introduced CSR to the other first-year graduate or undergraduate classes.
	1.c. CSR will hold semi-annual research updates for the students and the University community at large.	II. The CSR sponsors the annual student research day, and another research update event is needed to reach the indicator of semi-annual.
	1.d. CSR will be available to facilitate individual student research advising appointments concerning research opportunities and identify faculty mentors as appropriate.	I. This has been occurring since the launch of the center.
	1.e. The annual student survey will indicate that at least 85% of students are aware of the CSR resources available to them.	III. Results pending. Questions regarding awareness of the CSR will be added to the annual student satisfaction survey beginning spring 2012.
<b>2. Students participate in research in collaboration with faculty and other students.</b>	2.a. Interested students are matched with an appropriate research project and faculty mentor as physical and monetary resources allow.	I. This has been occurring since the launch of the center.
	2.b. CSR grant recipients will provide the director with a summary of their research activities and results to help monitor CSR's success.	III. Results pending. Collection of summaries and results is underway.
	2.c. Students will be surveyed at least annually to determine their level of satisfaction with the CSR, and data will be used to improve the viability and relevancy of the center.	III. Results pending. The CSR and OIE will design and implement a survey spring quarter 2012.
	2.d. Over the next five years, student research output, coordinated through the CSR, (e.g. research posters, presentations, grant submissions/awards, publishing, etc.) will increase by 20% over founding-year productivity.	III. Results pending. Benchmark data have been collected.

### **Improvement Plans (Standards 4.A.4, 4.A.5 and 4.B.1)**

Since the CSR is a new University undertaking, most of the objectives listed above for Goal B have been recently designed and launched. As such, the improvement plans described below are more reflective of future planning than indicative of past performance.

**1.b. Introduction to the CSR:** The CSR director has been introducing the center to first-year students in the naturopathic medicine and midwifery programs. Beginning academic year 2012-13, the director will expand this introduction to all graduate and undergraduate students.

**1.c. Semi-annual Research Updates:** The CSR is currently sponsoring one student research event each year, the Annual Student Research Day. The CSR will sponsor a second seminar for student research in mid-academic year 2012-13.

**1.e. Student Awareness of CSR:** The annual student satisfaction survey is conducted each spring quarter. Questions regarding the level of student awareness of the CSR and its services will be added to the 2012 survey. This data will inform the effectiveness of 1.b.

**2.b. Student Summaries of Research Activity:** The CSR director is working with all student research grant recipients to help them plan for and generate the required summaries of their research activities. The first summary collection will be available spring 2012.

**2.c. CSR Satisfaction Survey:** The CSR and OIE will design and implement a survey in spring quarter 2012 that will query current CSR student researchers to determine the effectiveness of the center and to identify areas of improvement.

**2.d. Research Output:** Measurement of research output is outside the scope of this report but is included to inform planning. The University will monitor the growth of the CSR over time in order to track its impact on student research success.

### **Core Theme Two Goal B Holistic Summary (Standards 4.A.4 and 4.A.5)**

In contrast to Goal A, many of the objectives in Goal B reflect desired states. The Center for Student Research (CSR) is a new program with new initiatives. Consequently, The University believes that it was more meaningful to include measures that have yet to be achieved by giving the CSR stretch goals for which it will be held accountable.

Despite its short-term existence, the CSR has already demonstrated success. To date, the CSR has awarded research grants to 30 students for projects developed in collaboration with faculty mentors – with research in various stages from “completed” to “still in progress.” These grants have provided the necessary support for students to complete required master’s theses as well as conduct research outside their program curricula. Posters of research conducted in the CSR’s first year were presented at Bastyr’s Annual Student Research Day last spring, and posters will continue to be presented moving forward. The first CSR-funded research paper for a peer-reviewed journal was accepted in January 2012.

While many of the indicators in Goal B are in various stages of progress, the CSR is on track to meet each indicator, and early results suggest the CSR is already organizing and encouraging the research interests of the student body.



## Core Theme Three: Clinical Training and Community Health

Over three-quarters of the Bastyr student body are enrolled in academic programs that involve substantial clinical training. In order to facilitate this training the University operates a comprehensive natural health clinic in Seattle that provides quality health care for the community. Most student clinical training occurs at this clinic, Bastyr Center for Natural Health (BCNH). Graduate students studying naturopathic medicine, acupuncture and Oriental medicine, nutrition, and clinical health psychology receive hands-on patient care experience at BCNH through its Team Care model. Under this approach, patients see a licensed practitioner and two to three advanced student clinicians. BCNH facilitates approximately 35,000 patient visits each year, giving students ample experience with a number of conditions and treatment plans.

Further, BCNH is committed to many community outreach and special interest projects. These include providing health services for 20 external outreach clinics in and around the Seattle metro area. These sites include serving homeless youth in conjunction with the 45th Street Clinic, providing health services for retirees at Ballard NW Senior Activity Center, and operating an integrative care clinic for people living with HIV/AIDS.

Bastyr University has designated two goals for its third theme of *Clinical Training and Community Health*:

- **Goal A** – All Clinical Programs Provide Clinical Training that Prepares Competent Entry-Level Health Professionals
- **Goal B** – All Clinical Programs Provide High-Quality Services to the Community

The planning process for this core theme, assessment of the University's effectiveness in meeting these goals and ongoing improvement plans are outlined below.

### Core Theme Three Planning (Standards 3.B.1, 4.A.4 and 4.A.5)

Similar to the planning process described in Core Theme One, Academic Leadership Council (ALC) met regularly over the past year to carefully select the goals, objectives and indicators of achievement that appropriately support and measure the theme of *Clinical Training and Community Health*. ALC drafted the objectives and indicators of achievement for each goal in Core Theme Three. Each dean discussed the draft objectives and indicators of achievement with his/her respective program chairs (if applicable) and associate clinical deans to solicit feedback. All academic departments, BCNH administrators and select staff, the Office of the President and the alumni office were all consulted during the core theme development process. Responses received from chairs, associate deans and other stakeholders were discussed in subsequent ALC meetings, and feedback was incorporated into the theme. This iterative process shaped the final objectives and indicators of achievement presented in this report.

The University's mission and a number of strategic initiatives served to guide the development of Core Theme Three, *Clinical Training and Community Health*. For example, SI #2 states, "Determine what academic programs are essential to a robust and universal education ... and ensure that each program is focused on the achievement of excellence." With clinical training being an essential component in a number of University academic programs, Bastyr demonstrates a commitment to the quality of its clinical training experience. Bastyr's clinical training center has over 35,000 patient visits each year, making it the largest natural health clinic in the Pacific Northwest. This patient volume both ensures that students receive ample clinical experience with a variety of patients, health conditions and treatment

plans and also helps to meet the aim of SI #6 to “establish a secure base of financial support” by helping diversify the University’s revenue stream. Further, BCNH models excellence by providing a breadth of quality health services that enable students to engage in interdisciplinary co-management of patients. These factors along with the professional environment at BCNH help “attract, support and retain world-class” faculty and students, a desired outcome of SI #3 and #4.

### **Resources and Capacity (Standards 3.B.2 and 4.A.5)**

Specific to this core theme, the following resources and capacity directly support the achievement of this theme’s goals and intended outcomes:

- **Human Resources:** The Office of Human Resources (HR) supports BCNH by recruiting highly qualified clinical faculty and staff and providing HR support for BCNH’s daily operations.
- **Educational Resources:** All educational resources outlined in Chapter Two contribute to achievement of this core theme. These include appropriate content and academic rigor, publication and use of expected learning outcomes, analysis of student synthesis of learning data, effective student assessment procedures, and adequate library and information resources to support student learning.
- **Student Support Resources:** Once again, all student support resources outlined in Chapter Two contribute to achievement of this core theme. These include: providing effective work environments to support student learning needs; a safe and secure clinic and transparent recruitment and orientation procedures; establishing teach-out policies in the case of program elimination; publishing annual course catalogs with all educational program requirements; ensuring student privacy through secure record retention; providing stable sources of financial aid; and clearly communicating student obligations. Accessibility of knowledgeable academic advisors as well as mission-centered co-curricular activities and auxiliary services also contribute to the achievement of this core theme.
- **Library and Information Resources:** Electronic resources and online databases are available at the clinic through dedicated student computers and clinic-wide Wi-Fi. A satellite library is also maintained at BCNH to provide access to appropriate clinical reference materials for student clinicians.
- **Financial Resources:** Nearly all University resources are utilized in support of the academic achievement of its students, which is inclusive of clinical training. Over the past five years, more than two-thirds (69 to 71 percent) of the University’s expenditures have been directed to didactic and clinical training. BCNH maintains an annual budget of approximately \$3 million, which includes patient/insurance revenue for medical services and income from its medical dispensary.
- **Physical Infrastructure:** BCNH is located in Seattle, Washington (10 miles from campus) and provides students with a modern, clean and safe clinical environment for the delivery of patient care. Further, BCNH has meeting space for case review, patient reception areas, office space for faculty and staff, and a public dispensary for natural health supplements, Chinese herbs and other products that support a healthy lifestyle. Students are assigned occasionally to clinical shifts on the Kenmore campus, which are not open to the public and only serve Bastyr employees. Clinical patient rooms and patient care supplies are maintained for this purpose.
- **Technological Infrastructure:** There are numerous IT systems that ensure the professional operations of BCNH. The IT team is constantly seeking to improve technology at the clinic. For

example, this year the IT team is in the process of installing an electronic health records (EHR) system to replace the traditional paper-chart based system currently in use at BCNH.

The combination of the resources and capacity outlined here, the administration, faculty, staff, students and Bastyr's stated emphasis on interdisciplinary integration all contribute to the achievement of Core Theme Three and mission fulfillment.

### **Selection of Meaningful Indicators (Standards 3.B.3, 4.A.2 and 4.B.1)**

The two goals selected for this core theme parallel the content of the theme itself. One goal addresses student clinical training, and the other reflects the University's commitment to the health of the human community.

The selected indicators for Goal A are a combination of inputs and outputs. The combination of both types of indicators ensure that students receive the "clinical training that prepares [them to be] competent entry-level health professionals." Inputs prescribe the student learning experience by specifically stating the learning outcomes that support interdisciplinary integration. Outputs, such as national exams and alumni feedback, measure the ability of the program to effectively teach the stated clinical competencies. All indicators inform the clinical training process and assess its overall effectiveness, making the process of goal assessment well rounded and thorough.

Goal B is unique in that it is the only goal in the self-study report that examines the effect the University has on the world at large. This goal is a reflection of the University's vision statement, "Bastyr University will transform the health and well-being of the human community." A number of the indicators are designed to measure the University's efforts to reach this visionary objective by exhibiting a commitment to treating underserved communities, surveying patient satisfaction, and exhibiting integrative and collaborative practices to address the health care needs of BCNH patients.

The following section details the results for each indicator and the University's improvement plan for areas of concern.

**Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1, 4.A.2, 4.A.3 and 4.B2)**

**Goal A – All Clinical Programs Provide Clinical Training that Prepares Competent Entry-Level Health Professionals**

*Results scoring legend:*

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
<b>1. Training that facilitates the progressive acquisition of clinical competencies essential for safe and effective professional practice.</b>	1.a. All clinical programs use comprehensive evaluation tools to assess the sequential acquisition of core competencies of its students.	I. All clinical and practicum programs are using comprehensive evaluation tools to assess the sequential acquisition of core competencies of its students.
	1.b. Pass rates on standardized professional examinations exceed national averages.	II. National board, professional registration and/or licensing examination results show that Bastyr’s graduates exceeded national averages on every exam, except one module for acupuncture and Oriental medicine where Bastyr’s pass rate was 2.4 percentage points below average.
	1.c. Alumni ratings of perceived level of preparedness to begin private/professional practice upon graduation and licensure average 4.0 or higher on a five-point scale.	IV. On average graduate and professional alumni rated their level of preparedness to practice professionally at 3.57 on a five-point scale. (Recent graduates from 2007-2011 averaged 3.81.)
<b>2. Clinical experiences that expose students to a variety of medical conditions and patient demographics.</b>	2.a. Patient contacts and conditions seen by all student clinicians exceed the minimum required by each applicable program’s accrediting body.	I. All of Bastyr’s clinical programs meet or exceed each applicable program’s accrediting body’s requirements.
	2.b. Clinic patient demographic report reveals student clinicians have contact with diverse populations representing various health conditions, ages, races/ethnicities and socio-economic circumstances.	III. Pending results. Patient demographic records will be assessed after implementation of the EHR system.

Core Theme Objectives	Indicators of Achievement	Results
3. Student clinicians receive training in appropriate patient management, including referrals to and collaboration with other health professionals.	3.a. All graduate clinical programs have a specifically stated objective in support of collaboration and interdisciplinary integration.	IV. All clinical programs are in the process of drafting program objectives in support of interdisciplinary integration.
	3.b. For each clinical course, content analysis reveals at least one course learning objective that emphasizes interdisciplinary integration.	IV. All clinical programs are in the process of drafting course-learning objectives in support of interdisciplinary integration.
	3.c. Alumni rate their level of preparedness to collaborate with other health professional (natural health and allopathic providers) 4.0 or higher on a five-point scale.	I. On average graduate and professional alumni rated their level of career preparedness at 4.0 out of five. And certificate and internship alumni rated their level of career preparedness at 4.37 on a five-point scale. (Recent graduates from 2007-2011 averaged 4.11 and 4.33 respectively.)

### Improvement Plans (Standards 4.A.4, 4.A.5, 4.B.1 and 4.B2)

**1.b. National Board, Professional Registration and/or Licensing Examinations:** *(Note: This is the same improvement plan as outlined above in Theme 1, Goal A. It is repeated here for evaluator convenience.)*

National board, professional registration and/or licensing examination results for naturopathic medicine, dietetics, and midwifery indicate scores and pass rates above the national average in every category.

The National Certification Commission of Acupuncture and Oriental Medicine examination scores exceeded national averages in every module except one in late 2010. The module for Acupuncture with Point Location reported a pass rate of 83.3 percent, which was 2.4 percentage points lower than the national average. Since it is important to Bastyr that its graduates are above average, the School of Acupuncture and Oriental Medicine has implemented a strategy to address this particular shortfall. Students in the MSAOM and MSA programs were originally required to demonstrate acupuncture point locations and meridians once for each point and meridian throughout the three-quarter Meridians and Points series. Currently, in Meridians and Points 2 and 3, students are now required to review, locate and receive sign off for all points that were covered in the previous quarter to aid in retention of all previous material. Additional case studies and exercises are also given in classes to further assist students in understanding and remembering the application of specific acupuncture points. Early 2011 exam results now show Bastyr AOM graduates scoring above national averages in every module – including Acupuncture with Point Location, which had a Bastyr pass rate of 93.3 percent, 6.8 percentage points above national average.

**1.c. Alumni Level of Preparedness to Practice Professionally:** *(Note: This is the same improvement plan as outlined above in Theme 1, Goal A. It is repeated here for evaluator convenience.)* Survey comments suggested that alumni rated their level of preparedness to practice professionally lower than 4.0, largely due to a perceived lack of business and practice management training. Many indicated that they felt adequately or well prepared to treat patients but insufficiently prepared to face the challenges of entrepreneurship and starting a private practice. Due to an increased focus on practice management coursework since 2001, rating improvements are noted when results are filtered for recent graduates only (2007-2011), and these scores reflect an average rating of 3.81. In any event, the deans and

department chairs of the professional programs agree that more can be done to prepare graduates for private practice. Programs are challenged to add more credits to an already intense credit load, so alternative approaches to help students gain appropriate business skills have been explored. The University career center sponsored a private educational offering on the health of business and business of health, a seminar-format curriculum focused on building student business and practice management skills. This training has become very popular as an addition to the University's practice management courses.

**2.b. Clinic Patient Demographics Reflect Diverse Populations:** BCNH's current patient record system is partially paper based and partially electronic. Auditing patient records would be an arduous task under the current system. An electronic health records (EHR) system will be fully implemented by the end of the 2012-13 academic year. This indicator represents a future goal since it is dependent on a viable system to gather the necessary patient data.

**3.a. and 3.b. Clinical Program Objectives and Clinical Course Learning Objectives in Support of Interdisciplinary Integration:** Although interdisciplinary integration is a key principle for the University, clinical course descriptions and programs do not specifically capture this emphasis in their stated learning objectives. This objective has prompted efforts to incorporate appropriate interdisciplinary integration into clinical program curricula.

### **Core Theme Three Goal A Holistic Summary (Standards 4.A.4 and 4.A.5)**

Goal one explores the quality and content of University clinical training programs through eight indicators. Interestingly, two successes and two shortcomings occurred in the same area: curriculum. The University met all indicators for programmatic accreditation standards regarding clinical training and the systematic evaluation of student core competencies. The two indicators that were not achieved were related to specifically stated interdisciplinary integration clinical learning objectives. When establishing these indicators in Chapter One, ALC believed that nearly all clinical program curricula included stated clinical learning outcomes for interdisciplinary integration. It was subsequently discovered that, although all programs encourage and support interdisciplinary integration, they had not yet identified learning outcomes to specifically address this key University principle. All programs are now in the process of revising student learning outcomes to incorporate interdisciplinary integration as a priority.

Mixed results were found in the areas of alumni feedback. Recent graduates rated their level of preparedness to practice professionally just below the threshold set by the ALC. Conversely, alumni rated their level of career preparedness above the threshold. As the University improves its private practice preparedness training, the former rating is expected to improve for recent graduates.

## Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1 and 4.A.2)

### Goal B – All Clinical Programs Provide High-Quality Services to the Community

Results scoring legend:

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
<b>1. Bastyr student clinicians and supervisors will continue to provide accessible, quality health care to underserved populations.</b>	1.a. Continue to offer a sufficient number of external site clinics to give students exposure to underserved populations.	I. Bastyr maintains partnership agreements with over 20 external shifts in the Seattle-metro area serving the homeless, the elderly, at-risk teens, patients with HIV/AIDS, etc.
<b>2. Patients have a high regard for the quality of care provided by Bastyr University student clinicians and providers.</b>	2.a. Survey results of patients/clients indicate moderate to high satisfaction ratings on quality of health care services provided by Bastyr student clinicians and providers.	III. Results pending. Clinic administration, academic programs and OIE will design and conduct a patient satisfaction survey by end of the 2012 calendar year.
<b>3. An effective model of collaborative, collegial and integrative practice is demonstrated at BCNH.</b>	3.a. Random chart audit reveals patients are being referred to other health care providers where appropriate.	III. Results pending. Random chart audit will be conducted summer quarter 2012.
	3.b. Grand rounds are conducted quarterly on interdisciplinary collaboration.	III. Results pending. Grand Rounds will begin next academic year, 2012-13.
	3.c. Successful implementation of an EHR system at BCNH by the end of the 2012-13 academic year.	III. EHR system is on target to be fully operational by the end of the 2012-13 academic year.

### Improvement Plans (Standards 4.A.4, 4.A.5 and 4.B.1)

**2.a. Patient Evaluation of Health Care Services:** Clinic administration, academic program administrators and the OIE director will design and conduct a BCNH patient satisfaction survey by end of the 2012 calendar year. This survey will capture data on various aspects of the overall patient experience, from making an appointment to filling supplement prescriptions in the dispensary after treatment. If possible, voluntarily provided patient outcomes data will also be analyzed, in accordance with HIPAA regulations, to provide meaningful feedback to student clinicians.

**3.a. Random Chart Audit Reveal Appropriate Referral:** A random audit of patient records will occur in summer 2012. Records will be reviewed to evaluate whether patients received referrals to other providers at BCNH when another treatment approach might have been beneficial. This audit will be the first of its kind at BCNH, and the collected data will be used to set a benchmark for interdisciplinary integrative standards. Satisfaction surveys reveal that students would like to see more internal referral activity at BCNH. The University is interested in supporting such an effort as it continues to more fully incorporate interdisciplinary integration into its curricula.



**3.b. Grand Rounds:** Beginning academic year 2012-13, BCNH will be facilitating grand rounds that are inclusive of multiple disciplines. All BCNH professionals involved in the delivery of patient care are welcome to attend, and the focus will be on interdisciplinary integration and collaboration. Complex cases will be discussed, and co-managed treatment plans will be devised and analyzed. This will benefit both clinical faculty as well as student clinicians.

**3.c. EHR Implementation:** Considerable time, resources and planning have been dedicated to the selection and pending implementation of EHR. The new system is scheduled to be fully operational by the end of the 2012-13 academic year.

### **Core Theme Three Goal B Holistic Summary (Standards 4.A.4 and 4.A.5)**

Since Bastyr's institutional assessment practices have been largely internally focused to date, data regarding a number of this goal's indicators have not yet been collected and/or analyzed. Although patient satisfaction information is available from previous surveys, the University would like to capture different data that is more evaluative of the *quality* of the patient experience. Again, ALC chose a number of these indicators because it felt that these results would yield more meaningful data than existing assessment data. The inclusion of these desired-state indicators is intended to guide future planning. All indicators marked "results pending" above will be assessed by the end of 2012.

### **Core Theme Four: Interdisciplinary Integration**

Bastyr University is differentiated from similar institutions by its emphasis on interdisciplinary integration. Many of the other schools in Bastyr's peer group are focused on only one or two disciplines. Bastyr expanded its initial focus as a naturopathic medical school to a university offering degrees in two disciplines in 1989 and three in 1993. Continuing this legacy, Bastyr's multi-disciplinary approach matured into the interdisciplinary model it espouses today. Beginning fall 2012, Bastyr will offer 17 different degrees and two certificates.

The University firmly believes that classroom education, laboratory and clinical research, and clinical training and community health should not be separate facets of the University that exist in silos. Rather, these areas should be integrated with one another and provide the basis for all University degree programs. The University strives to provide a focus on integration within disciplines as well as among disciplines. For example, Bastyr offers a dual-track program in naturopathic medicine and acupuncture and Oriental medicine that has attracted a sizable group of students and continues to grow in popularity. The school of naturopathic medicine is currently developing a second dual-track program in naturopathic medicine and the recently approved Master of Arts in Counseling Psychology. Bastyr also offers three truly interdisciplinary degree programs that reflect a single integrated curriculum: Bachelor of Science with a Major in Nutrition and Exercise Science, Bachelor of Science with a Major in Nutrition and Culinary Arts, and Master of Science in Nutrition and Clinical Health Psychology.

The University offers integrated clinical training shifts in a variety of settings. In addition to the naturopathic medicine and acupuncture and Oriental medicine dual-track shift, the integrated pain management and immune wellness shifts also connect students with faculty practitioners from diverse disciplines. One program in particular, the acupuncture and Oriental medicine clinical doctorate (DAOM), was developed to address the current trend of increased collaboration between acupuncturists, physicians and other health care providers. Collaboration typically occurs within a specialty area, and the Bastyr DAOM program focuses on oncology and advanced pain management. The program provides excellent opportunities for students to gain the treatment skills needed for

working in integrative settings while learning advanced clinical skills that directly improve clinical practice.

At Bastyr, interdisciplinary integration is more than just a philosophy. Interdisciplinary interaction and integrative collaboration are modeled and exhibited in a number of University activities: co-management of patients at the University teaching clinic and external community health sites; multi-disciplinary research; community outreach; continuing and community education; and participation in public policy discussions about the future of health care.

Bastyr University has designated one goal for its fourth theme of *Interdisciplinary Integration*:

- **Goal A** – Students Gain the Knowledge, Skills and Attitudes to Work Collaboratively with Peers and Others in a Variety of Health Professions

The planning process for this core theme, assessment of the University’s effectiveness in meeting this goal and ongoing improvement plans are outlined below.

### **Core Theme Four Planning (Standards 3.B.1, 4.A.4 and 4.A.5)**

Interdisciplinary integration is mentioned at least once within each of the three preceding core themes. When the four core themes were developed, the University planned to present each as a separate topic. As Chapter One and its goals and objectives were rewritten, it became evident that interdisciplinary integration could not be addressed exclusive of academics, research and clinic training. Inherently, the fourth theme *itself* had to be integrated with the other three themes. Therefore, Academic Leadership Council (ALC) strategized to develop ways to address interdisciplinary integration in the context of the other three themes in addition to presenting a goal and objectives unique to Core Theme Four’s status as a key element of the University’s mission.

Since *Interdisciplinary Integration* has a large role in the University’s self-evaluation thus far, only one goal was developed to express the universal and philosophical nature of this theme. The goal primarily measures changes to community attitudes and institutional culture over time and highlights significant infrastructure improvements intended to support this fundamental philosophy.

Core Theme Four supports all of the University’s strategic initiatives, primarily SI #2, #4 and #5. In order for graduates to be prepared to deliver health care in the 21<sup>st</sup> century, interdisciplinary integration must be a required component of all University programs. The University’s commitment to this fundamental principle ensures that its programs are “robust and universal” and are focused on “achievement of excellence” (SI #2). By extension, Bastyr can also “attract, support and retain world-class students” (SI #4). The emphasis on interdisciplinary integration impacts methods of instruction, making Bastyr’s curricula “innovative enough to attract the most diverse and qualified students, while maintaining the highest standards of academic, research and clinical excellence” (SI #5).

## Resources and Capacity (Standards 3.B.2 and 4.A.5)

The following resources and capacity directly support the achievement of Core Theme Four goals and intended outcomes:

- **Human Resources:** The Office of Human Resources contributes indirectly to this core theme by providing the hiring assistance, managing performance assessment and conducting general day-to-day operations associated with faculty and staff employment.
- **Educational Resources:** Nearly all the educational resources outlined in Chapter Two contribute to achievement of the core theme of *Interdisciplinary Integration*. These include: appropriate content and academic rigor; publishing and use of expected learning outcomes; effective student assessment procedures; monitoring of students' synthesis of learning; faculty involvement in planning and assessment; and adequate library and information resources to support student learning.
- **Student Support Resources:** Again, all student support resources outlined in Chapter Two contribute to the achievement of this core theme including: providing effective work environments to support student learning needs; a safe and secure campus; transparent recruitment and orientation procedures; established teach-out policies in the case of program elimination; annual publishing of course catalogs containing all requirement elements; accurate presentation of education programs; secure record retention; stable financial aid and clear communication of students' future obligations; knowledgeable academic advisors; mission-centered co-curricular activities; alignment of auxiliary services with the mission and student support; and identity verification procedures for distance learning students.
- **Library and Information Resources:** With the largest collection of natural health resources in the Pacific Northwest, Bastyr's library provides students and faculty with access to information on multiple disciplines through a variety of media formats. These materials are current and broadly representative of each discipline addressed.
- **Financial Resources:** The financial resources needed to support the goal and objectives listed below are nearly identical to those needed for *Academic Achievement* and *Clinical Training and Community Health*. As stated above, about 70 percent of University expenses are directly related to academics. In addition, additional significant funding has been provided for the implementation of the EHR system, an important step toward modernization and expanding interdisciplinary collaboration at Bastyr Center for Natural Health (BCNH).
- **Physical Infrastructure:** Both the campus and BCNH provide the physical infrastructure needed to accomplish the goal and objectives below. Objectives related to academics in general are primarily supported by the campus, and clinical training program objectives are supported by BCNH.
- **Technological Infrastructure:** Implementation of the EHR system will contribute to this core theme by providing clinical faculty and student clinicians with the technology necessary to enhance co-management of BCNH patients with other modalities/disciplines.

The combination of the resources and capacity outlined here, the administration, faculty, staff, students and Bastyr's stated emphasis on interdisciplinary integration all contribute to the achievement of Core Theme Four and mission fulfillment.

**Selection of Meaningful Indicators (Standards 3.B.3, 4.A.2 and 4.B.1)**

The following objectives and indicators for this theme were selected by ALC with considerable influence from the Strategic Plan and President’s Cabinet. ALC discussed the challenges of teaching openness to interdisciplinary collaboration in the clinical setting while at the same time educating students about the practical benefits of this philosophy. The University strives to provide students with the education that will enable them to be at least comfortable with interdisciplinary integration, thereby helping to set the groundwork for Bastyr graduates to be successful in this 21<sup>st</sup> century model of health care.

Consequently, a number of indicators listed below address student exposure to, understanding of and level of comfort with interdisciplinary integration. These indicators include longitudinal survey data, clinical core competency requirements and alumni feedback. An additional indicator reflects University growth in the area of integrated curricula and programs. Lastly, the implementation of the EHR system, the most significant project with which the University is currently engaged, is also assessed.

The following section details the results for each indicator and the University’s improvement plan for each area of concern.

**Objectives, Indicators of Achievement and Results (Standards 3.B.3, 4.A.1, 4.A.2 and 4.A.3)**

**Goal A – Students Gain the Knowledge, Skills and Attitudes to Work Collaboratively with Peers and Others in a Variety of Health Professions**

*Results scoring legend:*

I – Objective completely achieved	II – Partially achieved	III – Results pending	IV – Not achieved
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Core Theme Objectives	Indicators of Achievement	Results
1. Students learn appropriate knowledge, skills and attitudes (KSA) for interdisciplinary integration in didactic courses.	1.a. Post-didactic instruction KSA surveys show improvements in all areas.	III. Results pending. KSA surveys are under development for implementation in 2012-13 academic year.
	1.b. All schools offer interdisciplinary degree programs for students.	I. All schools offer at least one interdisciplinary degree program.
2. Students are trained in interdisciplinary interaction during clinical training.	2.a. Student clinicians rate their satisfaction with the level of integration occurring in their clinical shifts 4.0 or higher on a five-point scale.	IV. Clinical students rated their level of satisfaction with the amount of interdisciplinary integration occurring in their clinical shifts at 3.17 on a 5-point scale.
	2.b. Evidence that all student clinicians exhibit competency in interdisciplinary collaboration/co-management of patients through competency-based assessments.	I. All clinical programs include this skill in their core competencies assessment. Students cannot progress without meeting this competency.

Core Theme Objectives	Indicators of Achievement	Results
<b>3. Alumni in private/professional practice are prepared to engage in collegial and collaborative practice upon graduation/licensing.</b>	3.a. On average, alumni rate their level of preparedness to collaborate with other health professionals 4.0 or higher on a five-point scale, for all applicable programs.	<b>II.</b> On average graduate and professional alumni rated their level of preparedness to collaborate with natural health professionals at 4.22 and allopathic providers at 3.83 on a 5-point scale. (Recent graduates from 2007-2011 averaged 4.35 and 4.07 respectively.)
<b>4. Establishment of technology infrastructure to support interdisciplinary integration in clinical programs.</b>	4.a. Successful implementation of an EHR system at BCNH by the end of the 2012-13 academic year.	<b>III.</b> The EHR system is on target to be fully operational by the end of the 2012-13 academic year.
	4.b. Full-time specialist hired to manage the EHR system.	<b>I.</b> A full-time EHR specialist was hired October 2011.
	4.c. Extensive EHR training for both core and adjunct clinical instructors and staff.	<b>II.</b> Initial training is underway and will be completed by the start of the 2012-13 academic year.

### Improvement Plans (Standards 4.A.4, 4.A.5 and 4.B.1)

**1.a. Post-didactic KSA Surveys:** The Office of Institutional Effectiveness and academic department administrators are collaborating to design a survey that will be given to all first-year students who are enrolled in a clinical program. This survey will assess student baseline knowledge, skills and attitudes (KSA) related to interdisciplinary integration. The survey will be repeated before entry into clinical training in order to track differences and inform curriculum planning.

**2.a. Amount of Interdisciplinary Integration Occurring in Clinical Shifts:** Student ratings in 2011 regarding satisfaction with the amount of interdisciplinary integration ranged from 5.00 (n=1) to 2.89. These scores represent an opportunity for growth, and a number of strategies are being implemented this year to encourage more collaboration among disciplines. These plans include random chart audits to reveal if patients are being referred to other health care providers where appropriate, grand rounds conducted quarterly at BCNH on interdisciplinary collaboration, and successful implementation of an EHR system at BCNH by the end of the 2012-13 academic year. Clinical interdisciplinary integration will continue to be a priority for BCNH as new opportunities for collaboration across disciplines are explored.

**3.a. Alumni Level of Preparedness to Collaborate:** On average, graduate and professional alumni rated their level of preparedness to collaborate with natural health professionals at 4.22 on a five-point scale and with allopathic providers at 3.83. As noted above, recent graduates (2007-2011) averaged ratings of 4.35 and 4.07, respectively, indicating that the University is improving its ability to teach integrative and collaborative skills. As outlined in the improvement plan above, more opportunities for students to collaborate with other disciplines are being added to clinical course objectives.

**4.a. EHR Implementation:** Considerable time, resources and planning have gone into the selection and implementation of EHR. The new system is scheduled to be fully operational by the end of the 2012-13 academic year.

**4.c. EHR Training:** The EHR Task Force, responsible for the timely implementation of the system, has designed a comprehensive training program for summer 2012. Two levels of training will be offered:

one for the standard user, and one for the superuser. Superusers will receive additional system training and help support standard users during the transition. Training sessions began in January 2012 and are/will be presented in a number of formats that range from one-on-one training or demonstrations to self-paced online learning opportunities. Training modules for faculty and staff are extensive and span several days. Ten one-hour training sessions are required for student clinicians.

### **Core Theme Four Goal A Holistic Summary (Standards 4.A.4 and 4.A.5)**

Results for Core Theme Four were mixed but, for the most part, positive. Indicators more fundamental in nature (e.g., program curricula) were achieved. The EHR indicators show results ranging from “completely achieved” to “pending results,” and all are on target to be completely achieved by the end of the 2012-13 academic year.

Indicators on student and alumni feedback are either still under development or reflect growth opportunities for Bastyr’s clinical programs. Students have expressed the desire for more integrated shifts and inter-BCNH referrals. A number of improvements intended to improve student satisfaction in these areas are being made. These changes will influence future alumni attitudes, helping the University to continue to meet its objective to prepare alumni “to engage in collegial and collaborative practice upon graduation/licensing.”

The University is satisfied with its progress toward mission fulfillment as it relates to interdisciplinary integration. This self-study process afforded the University an opportunity to consider interdisciplinary integration in a holistic University-wide context, which will help the institution design and build the infrastructure needed to formalize and monitor the University’s progress toward the desired outcomes regarding this core theme.

### **Chapter Four Conclusion (Standard 4.A.6)**

The objectives, indicators and results outlined in this chapter help measure Bastyr University’s progress toward mission fulfillment. These data will be distributed to University constituencies responsible for the achievement of the University mission. This comprehensive self-evaluation report will be available to the Bastyr community through the University’s intranet, MyBU.

The self-evaluation process was instrumental in articulating and formalizing institutional goals and objectives. It provided opportunities for conversations between academic schools and departments. Through the sharing of ideas for improvement as well as best practices, these collaborations have strengthened all University programs.

The University anticipated some of the results of this self-study. However, the unexpected outcomes are the most informative. By having brought to light aspects of the institution that may have not been addressed due to lack of awareness, the data will significantly impact the University’s future planning and achievement of University goals and objectives. The University will continue to gather information, review ongoing results and critically evaluate data to ensure its relevance to mission fulfillment.



**Chapter Five**  
Mission Fulfillment, Adaptation and  
Sustainability



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## **Chapter Five: Mission Fulfillment, Adaptation and Sustainability**

### **Introduction**

Bastyr University defines an acceptable threshold of mission fulfillment as making continual, incremental progress toward accomplishment of its clearly aspirational mission. By revising core theme objectives in the 2011 Year One Report and documenting progress toward achievement of those objectives in Chapter Four, systematic advancement toward actualization of the institutional mission is demonstrated.

The mission of Bastyr University is to “educate future leaders in the natural health arts and sciences” and to “model an integrated approach to education, research and clinical service.” These statements indicate institutional goals that are aspirational and do not lend themselves well to direct quantifiable measurement. The intent of this comprehensive report, however, is to show that the University has developed a set of measurable objectives appropriate to achieving its specific goals within the core themes. Meaningful measures provide the relative level of accomplishment in each area and will help to ascertain and document progress toward achieving the University mission.

### **Executive Summary of Eligibility Requirement 24**

#### **Eligibility Requirement 24: Scale and Sustainability**

As demonstrated throughout this self-evaluation report, the University maintains sufficient institutional infrastructure, at present and into the foreseeable future, both on campus and at Bastyr Center for Natural Health. As an institution primarily dependent on tuition revenue, student enrollment is carefully monitored to ensure long-term sustainability. Current student enrollment and future enrollment projections are comfortably between enrollment minimums and capacity limitations. The University maintains a well-qualified faculty and staff to serve students. In the case of increased enrollment, staff and faculty are hired to meet student needs.

### **Standard 5.A: Mission Fulfillment**

In its ongoing quest to maintain an acceptable threshold of mission fulfillment, Bastyr University recognizes the importance of ongoing assessment of progress toward the accomplishment of designated core theme objectives and goals. As noted previously in this report, the University’s mission and vision statements were updated in 2007. New concepts were added, such as “transform the health and well-being of the human community” instead of “improve” it; “modeling integration;” and “recognizing that body, mind and spirit are intrinsically inseparable” instead of saying that the University educates within the context of the “integration of mind, body, spirit and nature.” The proposed revisions to the mission statement were widely discussed within the University community and ultimately approved by the Board of Trustees.

The approved Mission and Vision Statements are:

### **Bastyr University Mission Statement**

*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.*

### **Bastyr University Vision Statement**

*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 Strategic Plan was approved in 2008 and includes six major strategic initiatives (SIs):

- **Strategic Initiative #1:** Convene essential generative conversations that inform the cultivation of practitioners and influence policy decisions that contribute to restoring the world's intrinsic health.
- **Strategic Initiative #2:** Determine what academic programs are essential to a robust and universal education in the natural health arts and sciences and ensure that each program is focused on the achievement of excellence.
- **Strategic Initiative #3:** Attract, support and retain world-class faculty and staff in the natural health arts and sciences.
- **Strategic Initiative #4:** Attract, support and retain world-class students representing different cultures.
- **Strategic Initiative #5:** Our methods of and access to instruction are innovative enough to attract the most diverse and qualified students, while maintaining the highest standards of academic, research and clinical excellence.
- **Strategic Initiative #6:** Establish a secure base of financial support and appropriate physical assets so we can invest in and support those things that ensure we will always lead the way in education, research and clinical practice of the natural health arts and sciences.

In 2010, the University embarked on a process to determine the core themes that would drive outcome assessment as delineated by the new Northwest Commission on Colleges and Universities (NWCCU) standards. These institutional core themes were jointly developed by Academic Leadership Council and President's Cabinet and approved by the University Board of Trustees. These four core themes provided structure for the development of University goals and measurable indicators:

- Academic Achievement
- Research in the Natural Health Arts and Sciences
- Clinical Training and Community Health
- Interdisciplinary Integration

The University established an Office of Institutional Assessment in 2001, which transitioned to the Office of Institutional Effectiveness (OIE) with a full-time director in 2006. Through a systematic program of assessment and review, OIE provides support for institutional planning and decision-making processes

regarding resource allocation on an annual as well as ongoing basis. In collaboration with President's Cabinet and Academic Leadership Council, OIE also gathers and analyzes data and publishes evaluative reports that document the extent of mission fulfillment.

In addition to annual IPEDS reporting, OIE conducts several annual internal surveys; e.g., the student satisfaction survey, employee satisfaction survey, faculty satisfaction survey, library satisfaction survey, bi-annual alumni satisfaction survey and many other *ad hoc* surveys. As part of the University's ongoing efforts to improve the quality of the clinical training program and clinical services, a regular program of clinic satisfaction surveys will be initiated in 2012. Reports that explicate and summarize data collected through the various survey processes are prepared by OIE and distributed first to the provost for initial review and then to the appropriate managers and/or constituencies. The University makes every effort to widely distribute survey results for a variety of purposes, such as institutional self-reflection and resource allocation planning.

The University strives to provide sufficient resources to support the accomplishment of its core theme and strategic objectives. Assessment of institutional capacity to provide key resources occurs on an annual basis. In addition, President's Cabinet and Academic Leadership Council receive regular updates throughout the year and discuss current resource status with academic and other appropriate departments. The provost presents a quarterly update to Faculty Assembly on progress indicators such as enrollment, fundraising, housing and general expenditures.

Bastyr University monitors its internal and external environments to stay up to date with changing trends in higher education and the natural health arts and sciences. If so indicated by analysis of this information, the University is capable of revising its mission, core themes and/or program offerings. It is vitally important that the institution maintain relevance as well as high standards to ensure long-term sustainability and continual progress toward mission fulfillment. (Standard 5.A.1)

### **Core Themes and Mission Fulfillment**

The University developed four core themes that reflect and encompass the mission of the University and serve as the foundation on which to evaluate progress toward achieving its threshold of mission fulfillment. These core themes also form the basis for all institutional assessment and evaluation processes. In the following sections, progress toward mission fulfillment in the context of each core theme is discussed in detail.

#### **Core Theme One: Academic Achievement**

Core Theme One consists of three goals that encapsulate the three aspects that the University believes greatly contribute to academic achievement. These three goals are: a rigorous and relevant curriculum, highly qualified faculty, and student support and program completion. Analysis of these three aspects provides the best means by which to assess the University's ability to accomplish its mission through academic achievement.

The goals related to academic achievement challenged the University to develop indicators that adequately reflected Bastyr's high academic standards. Some indicators were met or surpassed, some were partially met, and some identified areas for improvement. Partially met indicators – such as curriculum mapping, comprehensive curriculum review and alumni national exam scores – have straightforward improvement plans and are on target to meet or surpass indicators by the end of 2012. Indicators not met – largely pertaining to survey results – concern specific areas targeting improvement in student and future alumni academic program satisfaction. As discussed in Chapter Four, consistent

survey data will be required for consideration before implementation of significant changes to an academic program to avoid discrepancies between academic rigor and program satisfaction. For example, programs that are extremely challenging for students may receive low marks during the student assessment process but generate high marks from alumni. These kinds of disparities will be carefully evaluated, and curriculum changes will not be made based on survey data alone.

The goal concerning faculty met 100 percent of its indicators. In light of that outcome, Academic Leadership Council will review the indicators to determine if the measures are sufficiently rigorous. It will also audit its methods of assessment to ensure that they are adequately robust to ensure that Bastyr employs a highly qualified faculty with excellent teaching skills.

The third goal, which addresses student support services and program completion, met or exceeded all but one indicator. Student survey results identified three student support centers as falling short of student expectations. Two of these three support centers were known areas of concern, and the third was brought to light through this self-evaluation process. Changes are currently underway to improve the quality of these three student service centers, and the effects of these changes will be assessed using longitudinal survey data, focus groups and usage data. All three areas will be monitored by the vice president for student affairs with assistance from the office of institutional effectiveness.

Despite the high standards that Bastyr set for itself in Core Theme One, the University was able to achieve a total of 19 indicators, partially achieve three and failed to achieve four (one indicator is still being assessed and awaiting results). Overall, the University performed well on this core theme, and the process highlighted some opportunities for improvement. The University is committed to continuous improvement and welcomes these findings that will guide current and future progress in academic achievement.

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

Core Theme Two examines institutional efforts to facilitate research in the natural health arts and sciences, from both faculty and student perspectives. Bastyr chose this core theme to emphasize the important role that evidence-based research plays in the natural health arts and sciences at Bastyr University, a legacy continued since its founding.

The institution performed well on its first goal related to faculty-supported formal research. Although Bastyr has a relatively long history in natural health sciences research, this result was an unexpected and welcome surprise. Bastyr University Research Institute has grown steadily over its 25-year history and now employs eight full-time research faculty members involved in numerous formal funded studies. Indicators for this goal were either met or are pending future results; i.e., five-year goals were included to make the self-evaluation process more meaningful. The University prides itself on being a well-respected institution of rigorous scientific inquiry in the field of natural health arts and sciences and has been awarded significant funding from the National Institutes of Health (NIH).

The second goal addressed University efforts to expand its research legacy to the student learning experience. Due to its reputation, Bastyr University attracts students who wish to explore the combination of natural health traditions with evidence-based medicine. Incoming student surveys indicate that many new enrollees chose Bastyr over other institutions not only because of its emphasis on science-based natural health but also its ability to provide opportunities to participate in research with faculty. Although research projects have long been incorporated into Bastyr's curricula, opportunities for one-on-one collaboration with faculty were less abundant. In response to this

feedback, the University launched the Center for Student Research (CSR) in 2010. The purpose of the center is to encourage student interest in research by giving them meaningful exposure to formal scientific study. In light of CSR's short tenure, most of the indicators selected for this goal have not yet been achieved. This is not because CSR did not achieve its assigned milestones; rather, the indicators were written to guide CSR's future success. Selected indicators are nearly all aspirational; that is, they were not expected to be achieved within the short span of this accelerated comprehensive report. Although this could have made it difficult to gauge CSR success, a number of indicators are already partially achieved or in progress, giving the University enough feedback to feel confident that CSR will meet or exceed its objectives.

The University is proud of the progress made in fulfilling Core Theme Two objectives. All indicators showed some level of advancement toward meeting objectives related to research in the natural health arts and sciences. Nine indicators were achieved, and two were partially achieved. The six indicators still in process will be carefully monitored so that CSR stays on target to achieve its goals, enabling the University to move closer to its ultimate goal of mission fulfillment.

### **Core Theme Three: Clinical Training and Community Health**

Three-quarters of the University student body are enrolled in a clinical program, making clinical training a major pillar of the educational process at Bastyr. Consequently, the University focused Core Theme Three on two areas: clinical training and its impact on community health. Evaluating how well the University conducts its clinical training and, in turn, impacts community health helps to determine institutional capacity to meet its stated mission.

The first goal addresses the quality and content of the University's clinical training programs. Many indicators were achieved, one was partially achieved, and some were not yet achieved. In addition, one goal is still pending results.

Interestingly, two of the categories explored – clinical curricula and alumni feedback – both exhibited successes as well as shortcomings. Although clinical curricula and student assessment of clinical competencies met expectations, specific aspects of curricula did not adequately reflect interdisciplinary integration, despite the beliefs of academic departments that it had been sufficiently included. This self-evaluation process has provided the University with opportunities to test assumptions and correct discrepancies like this one. All academic departments are now documenting current practices in interdisciplinary integration, not only to meet this indicator but to validate the importance of this fundamental principle. Alumni feedback on indicators that fell below the core theme desired threshold corroborated anticipated results. According to longitudinal data analysis, the University is improving business training (as it relates to private practice) and will continue to explore ways to further enhance this area of its applicable educational programs.

Goal B evokes more of the University's vision than its mission by assessing the University's ability to impact the health of the human community. The University teaches its students that natural health extends beyond the confines of the traditional health care system. If applied in a communal sense, it has the ability to positively impact the well-being of communities as well as individual patients. The delivery of natural health care consists of patient education as much as patient treatment. Patients are encouraged to understand and participate in their own healing processes. The education that patients receive during natural health care appointments offers new ways in which to view day-to-day health choices. In turn, this knowledge impacts not only the patient's life but the lives of their loved ones as well. It is through this phenomenon that the University hopes to impact the world at large. Goal B

pursues one aspect of this concept by looking at the degree to which clinical services positively affect the communities served.

Bastyr student clinicians serve a variety of different communities, representing a population that extends well beyond the public served directly by Bastyr Center for Natural Health (BCNH). Under the supervision of licensed practitioners, students participate in external shift programs at 20 different site locations throughout the greater Seattle area. Students on these shifts largely serve under-represented populations such as homeless youth, patients with HIV/AIDS, the elderly, immigrant communities, battered women and oncology patients. While students gain experience with different conditions and populations and isolated communities become familiar with natural health care, Bastyr cultivates opportunities to realize its vision. Other measures in Goal B are in varying stages of accomplishment, and all areas are anticipated to meet indicators by the end of the 2012 calendar year.

In summary, Goal A results are mixed: three indicators were achieved, one was partially achieved, one is still pending results, and three are not yet achieved. Goal B is on target to meet all its indicators, with one achieved and four pending. All but one of the Core Theme Three indicators not yet achieved can be easily remedied by the end of 2012. The one indicator, related to teaching practice management skills in addition to rigorous science and clinical curricula, is challenging. Schools and departments with clinical programs are offering alternative learning opportunities – such as short- and long-term non-credit training sessions, weekend seminars, lunch-and-learn workshops and a revitalized student-alumni mentoring program – to address the need to provide students with practical business as well as clinical instruction. Progress in this area is expected to continue into the future. Considering all indicators, the University concludes that it is doing a satisfactory job in the areas of clinical training and community health and recognizes that greater opportunities exist that will continue to foster mission fulfillment.

#### **Core Theme 4: Interdisciplinary Integration**

Over the last several years, Bastyr has emphasized the role interdisciplinary integration plays in the future of the natural health arts and sciences. The importance of an interdisciplinary and integrative approach to health care is incorporated into every aspect of the University: academics, research, clinical training and community health services as well as public education and conversations on the future of health care. This focus has influenced University culture, prioritized institutional financial support to pursue related activities, and reformed the priorities of clinical operations. The University continues to emphasize the role interdisciplinary integration plays in shaping the University's future as a leader in natural health education.

Interdisciplinary interaction and collaboration are exhibited in a number of activities occurring on- and off-campus. Recognizing and recording these various activities indicates Bastyr's commitment to advancing interdisciplinary interaction throughout the greater University community. Goal A explores a number of these areas from three perspectives: didactic and clinical training, alumni attitudes, and the commitment of University resources to support this institutional priority. Indicator results for Core Theme Four's single goal were mixed: three achieved, one partially achieved, three still pending results and one not yet achieved.

The goal not yet achieved was an indicator on student feedback. Students wish to see more interdisciplinary integration in their clinical education. Schools and departments are embedding the principle of interdisciplinary integration into clinical curricula, and students will see expanded opportunities to collaborate across clinical disciplines in the future. The concerted effort to provide these opportunities at BCNH includes conducting grand rounds, expanding student learning outcomes to

include interdisciplinary integration, and implementing an electronic health records (EHR) system that facilitates co-management of patients. Academic leadership anticipates higher student satisfaction survey scores regarding interdisciplinary integration in the 2013 survey. The two indicators that are pending results are expected to meet expectations by the end of 2012. The third indicator will remain in progress until data showing changes over time is available.

Core Theme Four is a nascent guiding theme for the University. Bastyr has a long history with academics, research and clinical training, and interdisciplinary integration has only recently been formally recognized as another key institutional principle. Consequently, many of the goals for this theme are works in progress. Nonetheless, successes documented and progress made thus far on pending indicators demonstrate that the University is well positioned to reach an acceptable threshold of mission fulfillment in the context of interdisciplinary integration.

### **Standard 5.B: Adaptation and Sustainability**

Although Bastyr University is still a relatively young institution, it has a well-developed culture of commitment to its mission. Each member of President's Cabinet is responsible for evaluating the sufficiency of available University resources to support mission fulfillment and accomplishment of core theme goals and objectives. Assessment of capacity takes place in the planning meetings that occur during development of the annual budget. Each new budgetary or capital improvement proposal is the result of careful consideration by the relevant department managers on how to maintain and improve services offered to students as part of their educational experience. In addition, academic leadership conducts an annual review of existing, new and potential program offerings and requests additional core faculty as needed. (Standard 5.B.1)

Resource assessment and subsequent fiscal allocation through the annual budget process has worked relatively well in the past, but the University has not yet conducted a formal review to determine whether the current process is effective. The process of financial planning, resource allocation and consideration for institutional capacity is carefully documented, and the institution relies on this internally generated data to guide it in making continual improvements. The University believes it has reasonably accomplished its goals by increasing funding in critical institutional areas that are reflected in the core themes. The establishment of new NWCCU standards has further prompted the University to consider other ways in which it might better document and assess the effectiveness of this process in order to make greater progress toward mission fulfillment and to benefit the entire University community. (Standard 5.B.2)

Bastyr University is fortunate to have a diverse and well-rounded Board of Trustees. The board is comprised of seasoned academic administrators, members of the business community and government officials as well as individuals experienced in natural products industries, fundraising and professional development. President's Cabinet is also made up of a diverse group of individuals from varying backgrounds. These administrators provide useful perspectives on current and future trends in higher education that inform institutional planning processes.

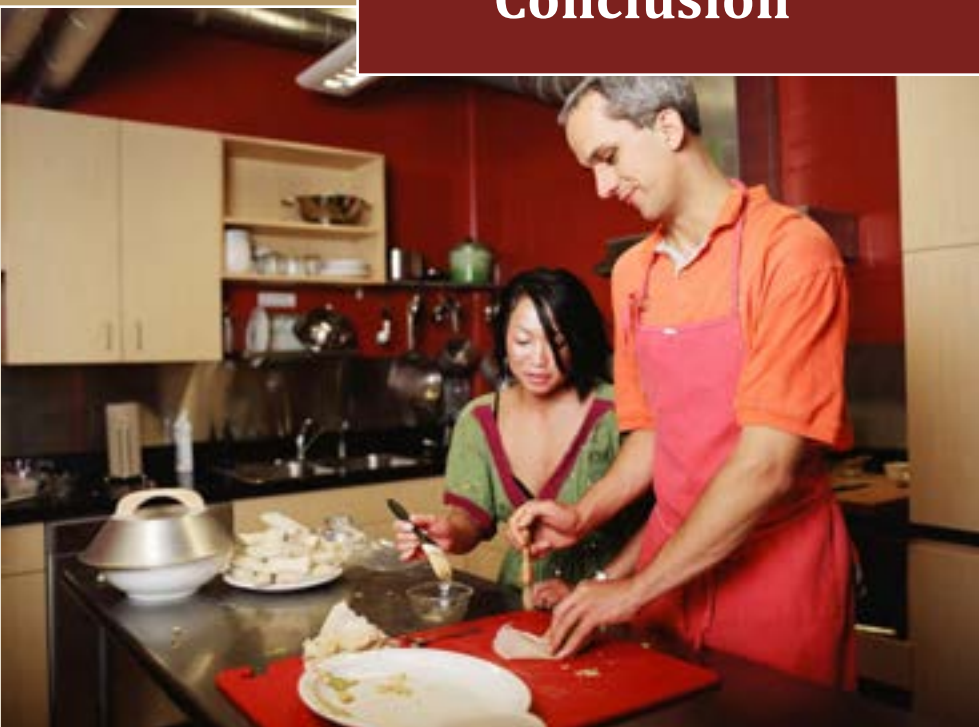
During the Strategic Plan development process, the board held an all-day session to explore emerging patterns and trends in higher education as well as natural health sciences and health care policy. The president of the Independent Colleges of Washington made a presentation and facilitated a discussion with the board and senior administrators on recent trends in higher education. Two health policy development leaders also presented information on current legislation and new initiatives that might



impact the development of a University strategic plan. These conversations provided University leadership with an excellent foundation that led to the development of Bastyr University's Strategic Plan.

The University Strategic Plan is now three years into its implementation process. Continual assessment of higher education as well as health care practice and policy trends in the fields for which Bastyr offers instruction is essential. In maintaining the Strategic Plan as a living document, Bastyr University remains flexible in order to meet the demands of an evolving health care market, thereby ensuring that it will continue to provide the best education possible to its students. The core themes, specific goals and objectives were created to be adaptable to health care market changes as well as guide University progress toward mission fulfillment. (Standard 5.B.3)

## Conclusion



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## **Conclusion of Comprehensive Self-Evaluation Report**

The transition to new NWCCU standards has provided Bastyr University with the opportunity to look closely at its mission, vision, Strategic Plan and institutional comprehensive planning processes in terms of how each impacts the recently developed core themes. The new self-evaluation structure has also prompted the institution to envision mission fulfillment through new lenses.

The Bastyr University community is proud of its clearly aspirational mission and recognizes that incremental progress is necessary for its accomplishment. Prior to the development of the core themes, the institution did not have a suitable structure in place to guide its internal evaluative and improvement process. Producing this comprehensive report in a relatively brief period of time required that University leadership carefully consider how it has developed, documented and reviewed the effectiveness of its planning and resource allocation processes over the past several years. The core themes along with a new self-evaluation process led to greater cohesiveness between the Board of Trustees, President's Cabinet and Academic Leadership Council. All three groups were involved in the development of the core themes that will guide institutional assessment and accreditation efforts going forward. While it has been a challenge for the University to adapt to the new standards in a relatively short period of time, University leadership believes that it has laid essential groundwork that will contribute to continuing success in its ongoing accreditation work with NWCCU.

The timely update to the University mission and vision statements along with the recent creation of the Strategic Plan produced a solid foundation on which the University was able to develop a robust set of core themes with meaningful goals and objectives. University leadership appreciated the opportunity to substantially revise the core theme objectives stated in the 2011 Year One Report through the iterative nature of the comprehensive report. As the institution more fully develops the processes inherent in its regular annual assessment cycles, it is confident that it will make critical institutional decisions more effectively from a data-based perspective. Bastyr University looks forward to continually updating its goals and objectives in its efforts to maintain an acceptable threshold of mission fulfillment.

**Reference, Appendices and Supplemental  
Information**



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## Reference

Nichols, J. O., and Nichols, K. W. (2005). A road map for improvement of student learning and support services through assessment. New York: Agathon Press.

## Appendices

*Bastyr University's intranet is referred to as MyBU, access to which will be available during site visit.  
Reference documents are listed below in the order mentioned in the text.*

### Chapter One Appendix

#### Eligibility Requirement 2

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- Higher Education Coordination Board of the State of Washington – <http://www.hecb.wa.gov/AboutOurSystem/InstitutionList>
- Northwest Commission on Colleges and Universities – <http://www.nwccu.org/Directory%20of%20Inst/State%20Map/Washington/Washington.htm>
- Council on Naturopathic Medical Education – <http://www.cnme.org/programs.html>
- Accreditation Commission on Acupuncture and Oriental Medicine – <http://www.acaom.org/find-a-school/default.aspx?state=WA&dicipline=undefined&programtypes=>
- Academy of Nutrition and Dietetics – <http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8472> (Select WA state.) <http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8473> (Select WA state.)
- Midwifery Education Accreditation Council – [http://meacschools.org/accredited\\_schools.php](http://meacschools.org/accredited_schools.php)

#### Eligibility Requirement 3

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- Percentage of Core Expenses by Function, IPEDS – Available during site visit and <http://nces.ed.gov/ipeds/datacenter/>

#### Core Themes

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*See Chapter Four Appendix*

### Chapter Two Appendix

#### Eligibility Requirements

#### Eligibility Requirement 4

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- Recognition of exemption under section 501(c)(3) of the Internal Revenue Code – Available during site visit
- Washington nonprofit corporation distinction – Available during site visit
- Chapter 24.03 Revised Code Washington - <http://apps.leg.wa.gov/rcw/default.aspx?cite=24.03>

#### Eligibility Requirement 5

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- Human Resources Policies and Procedures – MyBU>Human Resources
- Affiliation agreement samples – Available during site visit
- Faculty Handbook – MyBU>Faculty Resources
- Adjunct Faculty Handbook – MyBU>Faculty Resources
- Admissions materials – Available during site visit

#### Eligibility Requirement 6

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- Faculty Handbook – MyBU>Faculty Resources
- Adjunct Faculty Handbook – MyBU>Faculty Resources
- Human Resources Policy and Procedure Manual – MyBU>Human Resources
- Conflict of interest forms – Available during site visit
- Academic honesty policy for student s– MyBU>Student Handbook

#### Eligibility Requirement 7

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- Board of Trustees committee membership – Supplemental Information section of this report and MyBU>Administration
- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Master Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>

#### Eligibility Requirement 9

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- University council and committee membership – Supplemental Information section of this report and MyBU (various pages)

#### Eligibility Requirement 10

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- Faculty portfolio samples – Available during site visit
- *Faculty Handbook* – MyBU>Faculty Resources
- Course assessment samples – Available during site visit
- Peer review samples – Available during site visit
- Annual performance evaluations samples – Available during site visit

#### Eligibility Requirement 11

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- Program-specific learning outcomes – Bastyr.edu>Academic Programs>Curriculum

#### Eligibility Requirement 12

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

#### Eligibility Requirement 13

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- Library resource descriptions and other information – MyBU>Library



### Eligibility Requirement 15

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- 1940 Statement of Principles on Academic Freedom and Tenure - <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>
- *Faculty Handbook* – MyBU>Faculty Resources
- *Adjunct Faculty Handbook* – MyBU>Faculty Resources

### Eligibility Requirement 16

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- University admissions teams – Supplemental Information section of this report

### Eligibility Requirement 17

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- Public Information listed available in *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- Core Themes - MyBU>Administration and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Core faculty credentials - MyBU>Academics and <http://www.bastyr.edu/people>
- Rules and regulations for student conduct and rights and responsibilities of students – MyBU>Student Handbook

### Eligibility Requirement 18

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- Budget process timeline/checklist – Available during site visit
- Unrestricted budget procedures – Available during site visit
- 2011-12 proposed Budget – Available during site visit
- Budget Narrative – Available during site visit
- Fixed Asset Policy – Available during site visit
- Payroll Policy and Narrative – Available during site visit
- Financial Reporting Narrative – Available during site visit
- Financial Aid Policy – Available during site visit
- Investment Policy – Available during site visit
- Gift Acceptance Policy – Available during site visit
- Endowment Spending Policy – Available during site visit
- Revenue and Cash Handling Policy – Available during site visit
- Audited Financial Statements – Available during site visit
- US Bank Commitment Letter 063011 – Available during site visit
- US Bank Reporting Schedule 10-11 – Available during site visit
- US Bank Reporting Schedule 11-12 – Available during site visit
- Financial Reporting Narrative – Available during site visit

### Eligibility Requirement 19

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- Accounting systems (annual audit) – Available during site visit
- 2009-10 Annual Audit – Available during site visit
- 2010-11 Annual Audit – Available during site visit
- 2008-09 Management Letter – Available during site visit
- 2009-10 Management Letter – Available during site visit

## Standard 2.A: Governance

### 2.A.1

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- Board of Trustees meeting agendas, minutes and committee membership – MyBU>Administration
- University council and committee membership – Supplemental Information section of this report and MyBU (various pages)
- University council and committee meeting minutes – MyBU>Academics and Administration
- Faculty Senate and Faculty Assembly meeting agendas and minutes – MyBU>Academics
- Faculty Handbook – MyBU>Faculty Resources
- Staff Council meeting minutes – MyBU>Administration
- Student Council meeting minutes – MyBU>Student Council

### 2.A.2

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- Board of Trustees bylaws and policies and procedures – MyBU>Administration
- *Faculty Handbook* – MyBU>Faculty Resources
- *Human Resources Policies and Procedures* – MyBU>Human Resources
- Organizational chart – Supplemental Information section of this report and MyBU>Human Resources

### 2.A.4

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- Board of Trustees committee membership – Supplemental Information section of this report and MyBU>Administration
- Board of Trustees policies and procedures – MyBU>Administration

### 2.A.5

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- Board of Trustees committee membership – Supplemental Information section of this report and MyBU>Administration

### 2.A.6

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- Board of Trustees 2011-12 meeting schedule – MyBU>Administration

### 2.A.7

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- Board of Trustees meeting agendas and minutes, April 9, 2010 – MyBU>Administration
- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>

### 2.A.8

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- Board of Trustee conflict of interest forms – Available during site visit

### 2.A.9

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- President's Cabinet members curricula vitae – Available during site visit

### 2.A.10

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- Board of Trustees committee membership – Supplemental Information section of this report and MyBU>Administration

#### 2.A.11

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- University council and committee membership – Supplemental Information section of this report and MyBU (various pages)

#### 2.A.12

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- University council and committee membership – Supplemental Information section of this report and MyBU (various pages)

#### 2.A.12

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- Academic Policy and Procedure Manual – MyBU>Academics
- Copyright Central – MyBU>Library
- Bastyr University Research Institute (BURI) general policies and standard operating procedures – MyBU>BU Research Institute
- Faculty Handbook – MyBU>Faculty Resources

#### 2.A.13

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- Library policy manual – MyBU>Library
- *Academic Policy and Procedure Manual* – MyBU>Academics
- *Adjunct Faculty Handbook* – MyBU>Faculty Resources

#### 2.A.14

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- *University Catalog* – MyBU>Academics and Bastyr.edu
- *Academic Policy and Procedure Manual* – MyBU>Academics

#### 2.A.15

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- Academic Policy and Procedure Manual – MyBU>Academics
- University Catalog – MyBU>Academics and Bastyr.edu
- Student Policies and Procedures – MyBU>Student Handbook

#### 2.A.16

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- *University Catalog* – MyBU>Academics and Bastyr.edu
- *Academic Policy and Procedure Manual* – MyBU>Academics

#### 2.A.17

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- Student Council constitution, bylaws and approved organizations – MyBU>Student Council
- *University Catalog* – MyBU>Academics and Bastyr.edu

#### 2.A.18

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- Human Resources Policies and Procedures – MyBU>Human Resources

#### 2.A.19

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- Human Resources Policies and Procedures – MyBU>Human Resources
- Faculty Handbook – MyBU>Faculty Resources
- Adjunct Faculty Handbook – MyBU>Faculty Resources

#### 2.A.20

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- Human Resources Policies and Procedures – MyBU>Human Resources

#### 2.A.21

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- *University Catalog* – MyBU>Academics and Bastyr.edu

#### 2.A.22

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- *Faculty Handbook* – MyBU>Faculty Resources
- *Student Policies and Procedures* – MyBU>Student Handbook
- Faculty and management conflict of interest forms – Available during site visit

#### 2.A.23

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- Board of Trustees, faculty and management conflict of interest forms – Available during site visit

#### 2.A.24

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- Copyright Central – MyBU>Library
- Library copyright policy – MyBU>Library
- Be W/rite and Cite – MyBU>Library
- *Academic Policy and Procedure Manual* – MyBU>Academics
- *Student Policies and Procedures* – MyBU>Student Handbook

#### 2.A.25

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- *University Catalog* – MyBU>Academics and Bastyr.edu

#### 2.A.26

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- Affiliation, articulation and other agreement samples – Available during site visit

#### 2.A.27

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- *Faculty Handbook* – MyBU>Faculty Resources
- *Adjunct Faculty Handbook* – MyBU>Faculty Resources
- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

#### 2.A.28

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

## 2.A.29

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- *Faculty Handbook* – MyBU>Faculty Resources
- *Adjunct Faculty Handbook* – MyBU>Faculty Resources
- *Human Resources Policies and Procedures* – MyBU>Human Resources

## 2.A.30

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- Board of Trustees policies and procedures – MyBU>Administration
- Board of Trustees bylaws – MyBU>Administration
- Budget process timeline/checklist – Available during site visit
- Unrestricted budget procedures – Available during site visit
- 2011-12 proposed Budget – Available during site visit
- Budget Narrative – Available during site visit
- Board of Trustees Meeting Minutes, May 5, 2011– MyBU>Administration
- Board of Trustees Finance Committee Minutes, April 26, 2011 – MyBU>Administration
- Fixed Asset Policy – Available during site visit
- Payroll Policy and Narrative – Available during site visit
- Financial Reporting Narrative – Available during site visit
- Financial Aid Policy – Available during site visit
- Investment Policy – Available during site visit
- Gift Acceptance Policy – Available during site visit
- Endowment Spending Policy – Available during site visit
- Revenue and Cash Handling Policy – Available during site visit
- Audited Financial Statements – Available during site visit
- US Bank Commitment Letter 063011 – Available during site visit
- US Bank Reporting Schedule 10-11 – Available during site visit
- US Bank Reporting Schedule 11-12 – Available during site visit
- Financial Reporting Narrative – Available during site visit

## **Standard 2.B: Human Resources**

### 2.B.1

---

- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- *Human Resources Policies and Procedures* – MyBU>Human Resources
- Faculty contract samples – Available during site visit
- Adjunct faculty contract samples – Available during site visit

### 2.B.2

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- Human Resources Policies and Procedures – MyBU>Human Resources

### 2.B.3

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- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Staff Council development training information – Available during site visit
- Faculty development training information – Available during site visit

#### 2.B.4

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- University council and committee membership – Supplemental Information section of this report and MyBU (various pages)
- *Faculty Handbook* – MyBU>Faculty Resources
- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- *Academic Policy and Procedure Manual* – MyBU>Academics
- Curriculum Review Committee membership – Supplemental Information section of this report
- Curriculum Review Committee meeting minutes – MyBU>Academics
- Curriculum Review Committee form samples – Available during site visit
- Appointments and Promotions Committee membership – Supplemental Information section of this report
- Appointments and promotions application packet and letter samples – Available during site visit

#### 2.B.5

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- *Faculty Handbook* – MyBU>Faculty Resources
- Faculty evaluation forms – MyBU>Faculty Resources
- *Adjunct Faculty Handbook* – MyBU>Faculty Resources
- Adjunct faculty contract samples – Available during site visit

#### 2.B.6

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- *Faculty Handbook* – MyBU>Faculty Resources
- Faculty evaluation forms – MyBU>Faculty Resources

### **Standard 2.C: Educational Resources**

#### 2.C.2

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- Curricula syllabi samples – Available during site visit

#### 2.C.3

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- Curricula syllabi samples – Available during site visit
- Certificate, Community and Continuing Education (CCCE) class descriptions, learning outcomes and other information – <http://www.bastyr.edu/public/public-classes-seminars> and available during site visit
- Simkin Center class descriptions, learning outcomes and other information – <http://www.bastyr.edu/public/public-classes-seminars/simkin-center-allied-birth-vocations> and available during site visit
- *Academic Policy and Procedure Manual* – MyBU>Academics

#### 2.C.4

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- *Academic Policy and Procedure Manual* – MyBU>Academics
- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- Curricula syllabi samples – Available during site visit

### 2.C.5

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- *Faculty Handbook* – MyBU>Faculty Resources
- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

### 2.C.7

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- Academic Policy and Procedure Manual – MyBU>Academics

### 2.C.8

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- Academic Policy and Procedure Manual – MyBU>Academics
- Articulation agreements – Available during site visit
- ACE and ALI information – [cultural.org](http://cultural.org)
- University Catalog – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

### 2.C.10

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- Undergraduate Committee membership – Supplemental Information section of this report
- Undergraduate Committee meeting minutes – Available during site visit

### 2.C.12

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- Thesis, research project and capstone project samples – Available during site visit

### 2.C.13

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- *Academic Policy and Procedure Manual* – MyBU>Academics
- Admissions committees membership – Supplemental Information section of this report

### 2.C.14

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- *Academic Policy and Procedure Manual* – MyBU>Academics

### 2.C.15

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- Clinical competency assessment tools - Available during site visit

### 2.C.16

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- Certificate, Community and Continuing Education (CCCE) course schedule and class descriptions – <http://www.bastyr.edu/public/public-classes-seminars> and available during site visit
- Simkin Center course schedule and class descriptions – <http://www.bastyr.edu/public/public-classes-seminars/simkin-center-allied-birth-vocations> and available during site visit

### 2.C.17

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- Certificate, Community and Continuing Education (CCCE) *Program and Certificate Guidelines and Models* – Available during site visit



#### 2.C.18

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- Certificate, Community and Continuing Education (CCCE) course evaluation, homework assignment and other class material samples – Available during site visit
- Simkin Center course evaluation, homework assignment and other class material samples – Available during site visit

#### 2.C.19

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- Certificate, Community and Continuing Education (CCCE) class handout samples, instructor information, participant records and other information – Available during site visit
- Simkin Center class handout samples, instructor information, participant records and other information – Available during site visit

### **Standard 2.D: Student Support Resources**

#### 2.D.2

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- Facilities and safety procedures, policies and information – MyBU>Facilities & Safety
- Campus security statistics – <http://www.bastyr.edu/student-life/current-students/campus-security>

#### 2.D.3

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- Academic Policy and Procedure Manual – MyBU>Academics
- University Catalog – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

#### 2.D.4

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- Academic Policy and Procedure Manual – MyBU>Academics

#### 2.D.5

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

#### 2.D.6

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

#### 2.D.7

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- Academic Policy and Procedure Manual – MyBU>Academics

#### 2.D.8

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>

#### 2.D.9

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- Official Cohort Default Rate for Secondary Schools – U.S. Department of Education Federal Student Aid – [http://www.nslds.ed.gov/nslds\\_SA/defaultmanagement/search\\_cohort.cfm](http://www.nslds.ed.gov/nslds_SA/defaultmanagement/search_cohort.cfm)

#### 2.D.10

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- *University Catalog* – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- *Academic Policy and Procedure Manual* – MyBU>Academics

#### 2.D.11

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- Student Council Venture Grant information – MyBU>Student Council

### **Standard 2.E: Library and Information Resources**

#### 2.E.1

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- Library resource descriptions and other information – MyBU>Library

#### 2.E.2

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- Bastyr University OIE surveys – Available during site visit
- Library Committee membership – Supplemental Information section of this report

### **Standard 2.F: Financial Resources**

#### 2.F.1

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- Five-Year Balance Sheet – Available during site visit
- US Bank reporting schedule – Available during site visit
- Covenant calculations – Available during site visit

#### 2.F.2

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- Registrar’s estimate for tuition – Available during site visit
- Development planning – Available during site visit
- Department budget samples – Available during site visit

#### 2.F.3

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- Budget process timeline/checklist – Available during site visit
- Budget training material – Available during site visit
- Budget monitoring sample – Available during site visit

#### 2.F.4

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- Accounting systems (annual audit) – Available during site visit
- Internal controls (accounts payable) – Available during site visit
- Internal controls (revenue and cash handling) – Available during site visit

#### 2.F.5

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- Capital asset schedule (FY 11-12) – Available during site visit
- Covenant calculations (current report submitted to US Bank) – Available during site visit
- Capital assets – Available during site visit

#### 2.F.6

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- Revenue composition – Available during site visit
- Auxiliary enterprise budget data sample – Available during site visit

#### 2.F.7

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- Accounting systems (annual audit) – Available during site visit
- 2009-10 Annual Audit – Available during site visit
- 2010-11 Annual Audit – Available during site visit
- 2008-09 Management Letter – Available during site visit
- 2009-10 Management Letter – Available during site visit

#### 2.F.8

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- Development Code of Ethics – Available during site visit

### **Standard 2.G: Physical and Technological Infrastructure**

#### 2.G.1

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- Facilities and safety procedures, policies and information – MyBU>Facilities & Safety

#### 2.G.2

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- Facilities and safety procedures, policies and information – MyBU>Facilities & Safety

#### 2.G.3

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- Master Plan – MyBU and Bastyr.edu
- Facilities and safety procedures, policies and information – MyBU>Facilities & Safety

#### 2.G.4

---

- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Equipment Policy – Available during site visit
- Balance Sheet – Available during site visit
- Property & Equipment Audit Note C – Available during site visit
- 2011-12 capital projects – Available during site visit

#### 2.G.5

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- Moodle – MyBU>Faculty Portal
- Bastyr University websites – Bastyr.edu and Bastyrcenter.org

#### 2.G.6

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- Moodle – MyBU>Faculty Portal
- IT Knowledge Base – MyBU>Information Technology

#### 2.G.7

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- Office of Institutional Effectiveness surveys – Available during site visit
- Five-year IT plan – Available during site visit

#### Summary

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- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>

## Chapter Three Appendix

### 3.A.1

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- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Board of Trustees Meeting Minutes, December 11, 2008 – MyBU>Administration
- University Catalog – MyBU>Academics and <http://www.bastyr.edu/academics/university-course-catalog>
- Master Plan – MyBU>Administration and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Budget Process Checklist – Available during site visit
- Unrestricted Budget Procedures – Available during site visit
- Proposed Budget 2011-12 – Available during site visit
- Budget Narrative – Available during site visit

### 3.A.2

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- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Master Plan – MyBU>Administration and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Budget Process Checklist – Available during site visit
- Unrestricted Budget Procedures – Available during site visit
- Proposed Budget 2011-12 – Available during site visit
- Budget Narrative – Available during site visit
- 2010-11 and 2011-12 SIIF Projects – Available during site visit

### 3.A.3

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- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Strategic Plan implementation dashboard – Available during site visit
- Master Plan – MyBU>Administration and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Budget Process Checklist – Available during site visit
- Unrestricted Budget Procedures – Available during site visit
- Proposed Budget 2011-12 – Available during site visit
- Budget Narrative – Available during site visit
- Office of Institutional Effectiveness surveys – Available during site visit

### 3.A.5

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- General Safety – MyBU>Facilities & Safety
- Annual Training – MyBU>Facilities & Safety
- Accident Prevention – MyBU>Facilities & Safety
- Emergency Response – MyBU>Facilities & Safety
- Safety Committee meeting minutes – MyBU>Facilities & Safety
- Testing and inspection – Available during site visit

## Chapter Four Appendix

### Expected Learning Outcomes

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- Program-specific learning outcomes – Bastyr.edu>Academic Programs>Curriculum
- Curriculum requirements established by discipline-specific accrediting agencies – Available during site visit

### Student Assessment

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- Examples of student assessment mechanisms – Available during site visit
- Student assessment forms and example results – Available during site visit
- Example of quarterly student academic status report – Available during site visit
- Example of poor academic standing warning letter – Available during site visit

### Institutional Assessment

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- Office of Institutional Effectiveness annual survey results – Available during site visit and MyBU>Administration>University Planning
- Bastyr University Board of Trustees Benchmark Report, April 2011 – Available during site visit
- Faculty evaluation policies and forms – Available during site visit

### Program Assessment

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- Student assessment forms and example results – Available during site visit

### Core Theme Planning

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- 2009 and 2010 Incoming Student Expectation Survey – Available during site visit

### Data Collection

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- Office of Institutional Effectiveness annual survey results – Available during site visit and MyBU>Administration>University Planning
- Bastyr University Board of Trustees Benchmark Report, April 2011 – Available during site visit

### Core Theme One Planning

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- Academic Leadership Council members – Supplemental Information section of this report
- A list of NWCCU comprehensive self-evaluation reports contributors – Supplemental Information section of this report

### Core Theme One Resources and Capacity

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*See Chapter Two Appendix*

- Percentage of Core Expenses by Function, IPEDS – Available during site visit

### Core Theme One, Goal A, Results

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- Dates and extent of comprehensive curriculum review process by program – Available during site visit
- Curriculum requirements established by discipline-specific accrediting agencies – Available during site visit
- Curriculum mapping of professional accrediting body requirements – Available during site visit
- Curriculum mapping of program learning outcomes – Available during site visit
- Summative table of faculty teaching evaluation results – Available during site visit
- 2011 Student Satisfaction Survey results – Available during site visit and MyBU>Administration>University Planning
- 2011 Alumni Outcomes Survey results – Available during site visit
- University-level and school-level faculty curriculum review committee minutes – MyBU>Academic Info>Academic Council Minutes
- National board/ professional registration and/or licensing examination results – Available during site visit
- 2011 Faculty satisfaction survey Available during site visit and MyBU>Administration>University Planning

### Core Theme One, Goal A, Improvement Plan

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- Current version of naturopathic medicine curriculum – Available during site visit
- A list of University career center sponsored events – Available during site visit
- Health of Business and Business of Health curriculum – Available during site visit
- National board/ professional registration and/or licensing examination results – Available during site visit

### Core Theme One, Goal B, Results

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- Core faculty credentials and terminal degree evaluation – Available during site visit
- Clinical records of faculty's current licensure – Available during site visit
- Student assessment forms and example results – Available during site visit
- Summative table of faculty teaching evaluation results – Available during site visit
- Example of quarterly reports prepared for dean review – Available during site visit
- Faculty development attendance records – Available during site visit
- Summative table of faculty scholarly activity evaluation results – Available during site visit
- Faculty portfolios and annual faculty evaluation forms – Available during site visit

### Core Theme One, Goal B, Improvement Plan

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- Faculty evaluation policies, forms and rubric– Available during site visit

### Core Theme One, Goal C, Results

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- Quarterly student academic status reports – Available during site visit
- Example of poor academic standing warning letter – Available during site visit
- Example of a student remediation plan – Available during site visit
- Student graduation rates reports by program and by year – Available during site visit
- 2011 Student Satisfaction Survey results – Available during site visit and MyBU>Administration>University Planning
- Percentage of Core Expenses by Function, IPEDS – Available during site visit and <http://nces.ed.gov/ipeds/datacenter/>

## Core Theme One, Goal C, Improvement Plan

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- Faculty evaluation policies, forms and rubric– Available during site visit

## Core Theme Two Planning

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- Academic Leadership Council members – Supplemental Information section of this report
- A list of NWCCU comprehensive self-evaluation reports contributors – Supplemental Information section of this report

## Core Theme Two Resources and Capacity

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*See Chapter Two Appendix*

- Percentage of Core Revenue by Function, IPEDS – Available during site visit and <http://nces.ed.gov/ipeds/datacenter/>
- Percentage of Core Expenses by Function, IPEDS – Available during site visit and <http://nces.ed.gov/ipeds/datacenter/>

## Core Theme Two, Goal A, Results

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- Seed grants funding reports – Available during site visit
- Gap funding reports – Available during site visit
- Sabbatical funding reports – Available during site visit
- Financial reports for research overhead – Available during site visit
- Collaborative research projects benchmark data – Available during site visit
- Faulty scholarly activity benchmark data – Available during site visit
- Bastyr-related research conference activity data – Available during site visit
- Bastyr University Research Institute data on interdisciplinary research submissions – Available during site visit

## Core Theme Two, Goal B, Results

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- Annual student research day activity data – Available during site visit
- student research output benchmark data – Available during site visit

## Core Theme Two, Goal B, Holistic Summary

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- CSR research grant awards data – Available during site visit

## Core Theme Three Planning

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- Academic Leadership Council members – Supplemental Information section of this report
- A list of NWCCU comprehensive self-evaluation reports contributors – Supplemental Information section of this report

## Core Theme Three Resources and Capacity

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*See Chapter Two Appendix*

- Percentage of Core Expenses by Function, IPEDS – Available during site visit and <http://nces.ed.gov/ipeds/datacenter/>



### Core Theme Three, Goal A, Results

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- Clinical competency evaluation tools – Available during site visit
- National board/ professional registration and/or licensing examination results – Available during site visit
- 2011 Alumni Outcomes Survey results – Available during site visit
- Clinical curriculum requirements established by discipline-specific accrediting agencies – Available during site visit
- Clinical curriculum mapping of professional accrediting body requirements – Available during site visit

### Core Theme Three, Goal A, Improvement Plan

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- National board/ professional registration and/or licensing examination results – Available during site visit
- Health of Business and Business of Health curriculum – Available during site visit

### Core Theme Three, Goal B, Results

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- List of external site clinics –<http://www.bastyr.edu/academics/student-clinical-training/naturopathic-doctor-clinical-practice#Off-Site-Clinics> and <http://www.bastyr.edu/academics/student-clinical-training/aom-clinical-practice#Off-Site-Clinics>

### Core Theme Four Resources and Capacity

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*See Chapter Two Appendix*

- Percentage of Core Expenses by Function, IPEDS – Available during site visit and <http://nces.ed.gov/ipeds/datacenter/>

### Core Theme Four, Goal A, Results

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- Schools reflecting interdisciplinary integration – Available during site visit
- 2011 Student Satisfaction Survey results – Available during site visit and MyBU>Administration>University Planning
- Student clinical competency evaluations – Available during site visit
- 2011 Alumni Outcomes Survey results – Available during site visit
- Specialist hired to manage the electronic health records (EHR) system – Supplemental Information section of this report
- EHR training schedule – Available during site visit

## Chapter Five Appendix

### Standard 5.A: Mission Fulfillment

#### 5.A.1

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- Board of Trustees meeting minutes, August 3, 2007 – MyBU>Administration
- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>
- Board of Trustees meeting minutes, December 11, 2008 – MyBU>Administration
- Academic Leadership Council – Supplemental Information section of this report
- President’s Cabinet membership – Supplemental Information section of this report
- Board of Trustees meeting minutes, February 1, 2011 – MyBU>Administration
- Bastyr University OIE surveys – Available during site visit

## **Standard 5.B: Adaptation and Sustainability**

### 5.B.1

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- Affiliation agreement samples – Available during site visit
- Budget process timeline/checklist – Available during site visit
- Unrestricted budget procedures – Available during site visit
- 2011-12 proposed Budget – Available during site visit
- Budget Narrative – Available during site visit

### 5.B.2

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- Budget process timeline/checklist – Available during site visit
- Unrestricted budget procedures – Available during site visit
- 2011-12 Proposed Budget – Available during site visit
- Budget Narrative – Available during site visit
- Fixed Asset Policy – Available during site visit
- Financial Reporting Narrative – Available during site visit
- Audited Financial Statements – Available during site visit
- Financial Reporting Narrative – Available during site visit

### 5.B.3

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- Board of Trustees membership – Supplemental Information section of this report and MyBU>Administration
- President’s Cabinet membership – Supplemental Information section of this report
- Strategic Plan – MyBU and <http://www.bastyr.edu/about/about-our-university/vision-mission>

## Supplemental Information

### Acronyms

ACE – Associates in Cultural Exchange (see also ALI)

AACRAO – American Association of Collegiate Registrars and Admissions Officers

ACAOM – The Accreditation Commission for Acupuncture and Oriental Medicine

ACEND – Accreditation Council for Education in Nutrition and Dietetics

ADA – Americans with Disabilities Act

ADA – American Dietetics Association (former name, see AND for current)

ADP – Automatic Data Processing

AHJ – Authorities Having Jurisdiction

ALC – Academic Leadership Council

ALI – Associates in Language Institutes (see also ACE)

AND – Academy of Nutrition and Dietetics

AOM – Bastyr University School of Acupuncture and Oriental Medicine

APC – Appointments and Promotions Committee

BCNH – Bastyr Center for Natural Health

BURI – Bastyr University Research Institute

CADE – Commission on Accreditation for Dietetics Education (former name, see ACEND for current)

CAM – Complementary, alternative and integrative medicine

CCC – Cascadia Community College

CCCE – Certificate, Community and Continuing Education

CEU – Continuing education units

CHPL – Center for Health Policy and Leadership

CNME – Council on Naturopathic Medical Education

CPA – Certified Public Accountant

CRC – College Relations Commission

CSR – Center for Student Research

CSSM – Center for Spirituality, Science and Medicine

CV – Curriculum vitae

DAOM – Doctor of Acupuncture and Oriental Medicine

DPD – Didactic Program in Dietetics

EHR – Electronic health records

EPCRA – Emergency Planning and Community Right-to-know Act

FEMA – Federal Emergency Management Agency

FERPA – Family Educational Rights and Privacy Act

HECB – State of Washington Higher Education Coordinating Board  
HIPAA – Health Insurance Portability and Accountability Act  
HR – Bastyr University Office of Human Resources  
ICRC – Inter-College Relations Commission  
IPEDS – Integrated Postsecondary Education Data System  
IT – Bastyr University Department of Information Technology  
KSA – Knowledge, skills and attitudes  
LAc – Licensed acupuncturist  
LEED – Leadership in Energy and Environmental Design  
LWTC – Lake Washington Technical College  
MEAC – Midwifery Education Accreditation Council  
MSA – Master of Science in Acupuncture  
MSAOM – Master of Science in Acupuncture & Oriental Medicine  
MSDS – Material safety data sheets  
MS-SQL – Microsoft SQL  
MyBU – Bastyr University intranet  
NAPS – Northwest Association for Postpartum Support  
NARM – North American Registry of Midwives  
NCCAM – National Center for Complementary and Alternative Medicine  
ND – Naturopathic doctor  
NHAS – Bastyr University School of Natural Health Arts and Sciences  
NIH – National Institutes of Health  
NWCCU – The Northwest Commission on Colleges and Universities  
OMB – Office of Management and Budget, U.S. Federal government  
OIE – Office of Institutional Effectiveness  
OPE-ID – U.S. Department of Education's Office of Postsecondary Education Identification number  
OSHA – Occupational Safety and Health Administration  
REDCap - Research Electronic Data Capture  
SI –Bastyr University Strategic initiative  
SIIF – Strategic Initiative Implementation Funds  
SNM – Bastyr University School of Naturopathic Medicine  
SRC – Student Resource Center  
VoIP – Voice over Internet Protocol  
WAN – Wide-area network  
WISHA – Washington Industrial Safety and Health Act

# Comprehensive Self-Evaluation Report Contributors

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Greg Goode, staff representative

#### **Finance Committee**

John Cunningham, Chair  
David Lang  
Steven Olswang  
Harlan Patterson  
Sheldon Haber, staff representative

#### **Academic Affairs Committee**

Steven Olswang, Chair  
Moirra Fitzpatrick  
Samer Koutoubi  
Tiffany Reiss, Faculty Senate Chair  
Richard (Kyo) Mitchell, Faculty Senate Vice Chair  
Paull Shin  
Timothy Callahan, staff representative

### **Student Affairs Committee**

Margaret Brevoort, Chair  
Student representatives  
Susan Weider, staff representative

### **Nominating & Stewardship Committee**

Sam Anderson, Chair  
Margaret Brevoort  
Moiria Fitzpatrick  
David Lang  
Pamela Rolfe  
Greg Goode, staff representative

### **Compensation**

John Cunningham  
Steven Olswang  
Pamela Rolfe  
Keith Woody, staff representative

\*\*The board chair is an *ex officio* member of all committees (with vote). The University president is an *ex officio* member of all committees (with vote) except the compensation committee.

## **University Officers**

Daniel K. Church, PhD, President  
Timothy C. Callahan, PhD, Senior Vice President and Provost  
Sheldon Haber, BA, BS, Vice President for Finance and Administration  
Susan L. Weider, MS, Vice President for Student Affairs, Dean of Students

## **President's Cabinet**

Daniel Church, PhD, University President  
Timothy C. Callahan, PhD, Senior Vice President and Provost  
Sheldon Haber, BA, BS, Vice President for Finance and Administration  
Susan L. Weider, MS, Vice President for Student Affairs, Dean of Students  
Sheryl Stiefel, MA, Executive Director, Development  
Keith Woody, MBA, Executive Director, Human Resources and Information Technology  
Gregory Goode, MA, Chief of Staff, Office of the President

## **Directors and Managers**

Lizbeth Adams, PhD, Director, Office of Research Integrity  
Beth Akins, Admissions Operations Manager, Admissions  
Erin Aseles, Director, Office of Institutional Effectiveness  
Ann Busch, Manager, Dispensary  
Danette Carter, Director, Financial Aid



Daniel Clark, Director, Facilities and Safety  
Tom Cloonan, Manager, Faculty Services  
Judy Colchin, Manager, Clinic Operations  
Susan Farley, Director, Career and Alumni Services  
Gary Garcia, MD, MPH, Director of Graduate and Community Medicine  
Hatha Gbedawo, ND, Cadaver Anatomy Director  
Kalia Gentiluomo, Manager, Security and Transportation  
Julie Herbison, Director, University Events and Relations  
Anna Kaushansky, Assistant Controller  
Dave Kendall, Applications Team Manager  
Annie Kennedy, Director, Simkin Center for Allied Birth Vocations  
Christy Lee-Engel, ND, LAc, Director, Center for Spirituality, Science and Medicine  
Kaleb Lund, PhD, Director, Research Laboratories  
Martha Lynn, Director, Marketing  
Denise Martin, Associate Registrar, BCNH  
Mark Martzen, PhD, CIP, Director, Center for Student Research  
Chris Masterson, Assistant Vice President for Recruitment and Retention  
Natalie Mayfield, Budget Director  
Marsha McGough, Director, Information Technology  
Gary Nevius, Manager, Facilities and Capital Projects  
Ted Olsen, Director, California Admissions  
Marty Petersen, Manager, Bookstore  
Joe Plouf, CPA, Controller  
Alexis Rush, Associate Director of Admissions  
Sue Russell, Director, Certificate, Community and Continuing Education  
Aracelly Salazar, Registrar  
Jane Saxton, MLIS, Director, Library Services  
Allen Sayigh, LAc, Chinese Herbal Medicine Dispensary Manager  
Cheryl Stover, Director, Counseling Center  
Aline Swisshelm, Manager, Business Office, Patient Services and Medical Records  
Pam Vaughn, Director, Conference Services  
Chris Vires, Manager, Basic Sciences Lab  
Jim Watkins, Director, Dining Services  
Will Wilson, Manager, Clinic Facilities  
Derek Wing, Associate Director of Media and PR

## **University Councils and Committees**

### **Academic Leadership Council**

Timothy C. Callahan, PhD, Senior Vice President and Provost  
Jane Guiltinan, ND, Professor and Dean, School of Naturopathic Medicine  
Debra Boutin, MS, RD, Interim Associate Dean, School of Natural Health Arts and Sciences;  
Department Chair, Nutrition and Exercise Science  
Richard (Kyo) Mitchell, DAOM, Interim Associate Dean, School of Acupuncture and Oriental  
Medicine  
Angela Tseng, DAOM, Interim Associate Dean, School of Acupuncture and Oriental Medicine  
Erin Aseles, MBA, Director, Office of Institutional Effectiveness (ad hoc)

## **Academic Council**

Timothy C. Callahan, PhD, Senior Vice President and Provost  
Erin Aselas, MBA, Director, Office of Institutional Effectiveness  
Debra Boutin, MS, RD, Interim Associate Dean, School of Natural Health Arts and Sciences;  
Department Chair, Nutrition and Exercise Science  
Debra Brammer, ND, Associate Dean, Clinical Education, School of Naturopathic Medicine  
Tom Cloonan, MS, Manager, Faculty Services  
Laurie Cullen, ND, Department Chair, Clinical Science, School of Naturopathic Medicine  
Lynelle Golden, PhD, Interim Associate Dean, School of Natural Health Arts and Sciences;  
Department Chair, Basic Sciences  
Jane Guiltinan, ND, Professor and Dean, School of Naturopathic Medicine  
Annie Kennedy, BA, Director, Simkin Center for Applied Birth Vocations  
Sheila Kingsbury, ND, RH, Department Chair, Botanical Medicine  
Deborah S. Lantz, ND, Associate Dean, School of Naturopathic Medicine  
Richard Mann, ND, Department Chair, Homeopathy  
Chris Masterson, MEd, Assistant Vice President for Recruitment and Retention  
Richard (Kyo) Mitchell, DAOM, MPH, Interim Associate Dean, School of Acupuncture and  
Oriental Medicine  
Suzy Myers, LM, CPM, MPH, Department Chair, Midwifery  
Dean Neary, ND, Department Chair, Physical Medicine  
Ted Olsen, BA, Director, California Admissions  
Tiffany Reiss, PhD, Program Director, Exercise Science and Wellness  
Sue Russell, MPA, Director, Certificate, Community and Continuing Education  
Jane Saxton, MLIS, Director, Library Services  
Charles E. Smith, PhD, Department Chair, Counseling and Health Psychology  
Angela Tseng, DAOM, Interim Associate Dean, School of Acupuncture and Oriental Medicine  
Jamey Wallace, ND, Chief Medical Officer  
Susan L. Weider, MS, Vice President for Student Affairs, Dean of Students

## **Intellectual Property Committee**

Membership TBD

## **Curriculum Review Committee**

Elizabeth Kirk, PhD, RD, Chair  
Kathleen Lumiere, DAOM, MAc, LAc  
Ying Wang, MD (China), LAc  
Brad Lichtenstein, ND  
Laurie Cullen, ND  
Arianna Staruch, ND  
Aracelly Salazar, BS

### **Diversity Committee**

Dan Rosen, PhD, Chair  
Suzy Myers, LM, CPM, MPH  
Susan Weider, VP for Student Affairs  
Christy Hofsess, PhD  
Safiya McCarter, ND, Admissions Advisor

### **Institutional Review Board**

Liz Adams, PhD, Chair  
Cristen Harris, PhD, RD  
Mark Martzen, PhD, CIP  
Laurie Mischley, ND  
Barbara Osborne, RN  
Amy Putiri, MSN  
Robin Lorentz, Community Member  
Lois Swenson-Grudt, Community Member

### **Undergraduate Committee**

Lynelle Golden, PhD  
Diane Spicer, MIT, MS  
Debra Boutin, MS, RD  
Tiffany Reiss, PhD  
Sheila Kingsbury, ND, RH  
Naomi Lester, PhD

### **Library Committee (prospective members)**

Kelly Morrow (Nutrition)  
Becky Love Steward (Basic Sciences)  
Suz Coan (Psychology; Christy Hofsess as backup)  
Richard (Kyo) Mitchell (AOM, Kathleen Lumiere as backup)  
Joshua Rubenstein (ND)  
Tiffany Reiss (Exercise Science)  
Kaleb Lund (Research; Sabine Thomas as backup)  
Joanne Denning (IT)  
Jane Saxton (Library)  
Susan Banks (Library)  
Jennifer Beardsley (Library)

### **Safety Committee**

Kalia Gentiluomo, Chair  
Daniel Clark  
Gabriel Cuevas  
Nancy Chrisman  
Margaret Holt  
Gary Nevius  
Danielle Worley  
Chriss Atkins  
Davinder Chawla  
Jacqui Seet  
Jenny Perez  
Kaleb Lund  
Kent Littleton  
Lindsey Scully  
Megan Johnson  
Suzanne Chase  
Tom Cloonan  
Rhonda Moore  
Sandi Schildt

### **Retention Committee**

Chris Masterson, Chair  
Erin Aselas, MBA  
Danette Carter, BS  
Deborah Lantz, ND  
Naomi Lester, PhD  
Kent Littleton, ND  
Rhonda Moore, BA  
Kelly Morrow, MS, RD  
Ted Olsen, BA  
Aracelly Salazar, BS  
Diane Spicer, MS, MIT  
Susan Weider, MA

## **Faculty Senate, Councils and Committees**

### **Faculty Senate**

Tiffany Reiss, PhD, Chair; Program Director, Exercise Science and Wellness, Department of Nutrition and Exercise Science, School of Natural Health Arts and Sciences  
Richard (Kyo) Mitchell, DAOM, Vice Chair; Interim Associate Dean, School of Acupuncture and Oriental Medicine  
Doris Piccinin, MS, RD, CDE, CD, Secretary; Assistant Professor, Department of Nutrition and Exercise Science, School of Natural Health Arts and Sciences,  
June Kloubec, PhD, Senator; Associate Professor, Department of Nutrition and Exercise Science,

School of Natural Health Arts and Sciences  
Rebecca Love Steward, DVM, Senator; Associate Professor, Department of Basic Sciences,  
School of Natural Health Arts and Sciences,  
Phoebe Yin, ND, Senator; Assistant Professor, School of Naturopathic Medicine

#### **Faculty Development Committee**

Joshua Rubinstein, ND, Chair  
Kelly Morrow, MS, RD, CD  
Christy Hofsess, PhD  
Jenn Dazey, ND, RH  
Kathleen Lumiere, DAOM, MAc, Lac

#### **Faculty Compensation Committee**

Dan Rosen, PhD, Chair  
Tiffany Reiss, PhD  
Jenn Dazey, ND, RH  
Lynelle Golden, PhD

#### **Faculty Handbook Committee**

Becky Love Steward, DVM, Chair  
Debra Boutin, MS, RD  
Eric Jones, ND

#### **Faculty Evaluation Committee**

June Kloubec, PhD, Chair  
Tiffany Reiss, PhD  
Becky Love Steward, DVM  
Don Messner, PhD  
Richard (Kyo) Mitchell, DAOM, MS, MPH  
Charles Smith, PhD  
Brad Lichtenstein, ND  
Cynthia Wenner, PhD

#### **Appointments and Promotions Committee**

Samer Koutoubi, MD, Chair  
John Hibbs, ND  
Chongyun Liu, MD (China), MS  
Aleyamma Thomas, PhD  
Rich Frederickson, PhD  
Leanna Standish, ND, PhD, LAc

## **Employee Councils and Committees**

### **Staff Council**

Jeanne Garthwaite, Chair  
Members: All Bastyr University staff

### **Staff Compensation Committee**

Kristi Arena  
Maria Card  
Kate Elliott  
Marissa Ohoyo  
Will Wilson  
Keith Woody

### **Bastyr University Employee Student Scholarship Committee**

Jeanne Garthwaite, Co-chair  
Marissa Ohoyo, Co-chair

## **Admissions Committees**

### **Naturopathic Medicine Admissions Committee**

Lynelle Golden, PhD  
Deborah Lantz, ND  
Arianna Staruch, ND  
Alexis Rush, MS, Associate Director, Admissions

### **Acupuncture and Oriental Medicine Admissions Committee**

Wei Yi Ding, MD (China), MS  
Richard Mitchell, DAOM, MS, MPH  
Ying Wang, MD (China), LAc  
Jennifer Labbienti, BA, Assistant Director, Admissions

### **Counseling and Health Psychology Admissions Committee**

Dan Rosen, PhD  
Charles Smith, PhD  
Suzanne Yates, MA, Admissions Advisor

### **Nutrition and Exercise Science Admissions Committee**

Debra Boutin, MS, RD  
Amy Frasier, MS, RD  
Cristen Harris, PhD, RD  
Alexandra Kazaks, PhD, RD

Liz Kirk, PhD, RD  
Samer Koutoubi, MD, PhD  
Doris Piccinin, MS, RD, CDE, CD  
Lauren Marani, MS, Assistant Director, Admissions  
Emily Scheuer, BSW, Admissions Advisor

### **Midwifery Admissions Committee**

Kristina Chamberlain, CNM  
Erin Curtiss, LM  
Karen Hays, DNP-c, CNM, ARNP  
Mark Martzen, PhD, CIP  
Suzy Myers, LM, CPM, MPH  
Valerie Sasson, LM, CPM  
Emily Streich, LM  
Stephanie Safholm, MEd, Admissions Advisor

## **Bastyr Center for Natural Health**

### **Clinical Operations Team**

Judy Colchin, Clinic Operations Manager - Chair  
Ann Busch, Western Dispensary Manager  
Joyce Flynn, Academic Program Supervisor  
Allen Sayigh, Chinese Herbal Medicine Dispensary Manager  
Aline Swisshelm, Manager Patient Services, Billing and Medical Records  
Will Wilson, Facilities Manager

### **Residency Selection Committees**

First Year ND Residency Selection: Drs. Debra Brammer, Christian Dodge, Gary Garcia, Ryan Robbins  
Second Year ND Residency Selection: Drs. Debra Brammer, Christian Dodge, Gary Garcia, Marisa Pellegrini  
Chief Resident Selection: Drs. Debra Brammer, Christian Dodge, Gary Garcia, Brendan Smith

### **Formulary Review Committee**

Jamey Wallace, ND, Chief Medical Officer  
Ann Busch, Dispensary Manager  
Judy Colchin, Clinic Operations Manager  
Kathie Golden, ND, Product Review Coordinator (non-voting)  
Jennifer Kemnitz, Dispensary Supervisor  
Barbara Nims, Dispensary Supervisor  
Eric Yarnell, ND, clinical faculty representative  
Warren Brown, student representative



## **Student Council**

Charles Andrews, Finance Team

Rolly Fulgencio, Activities Team

Dawn Lawlor, Academic Team

Daniel Morlan, Communication Team

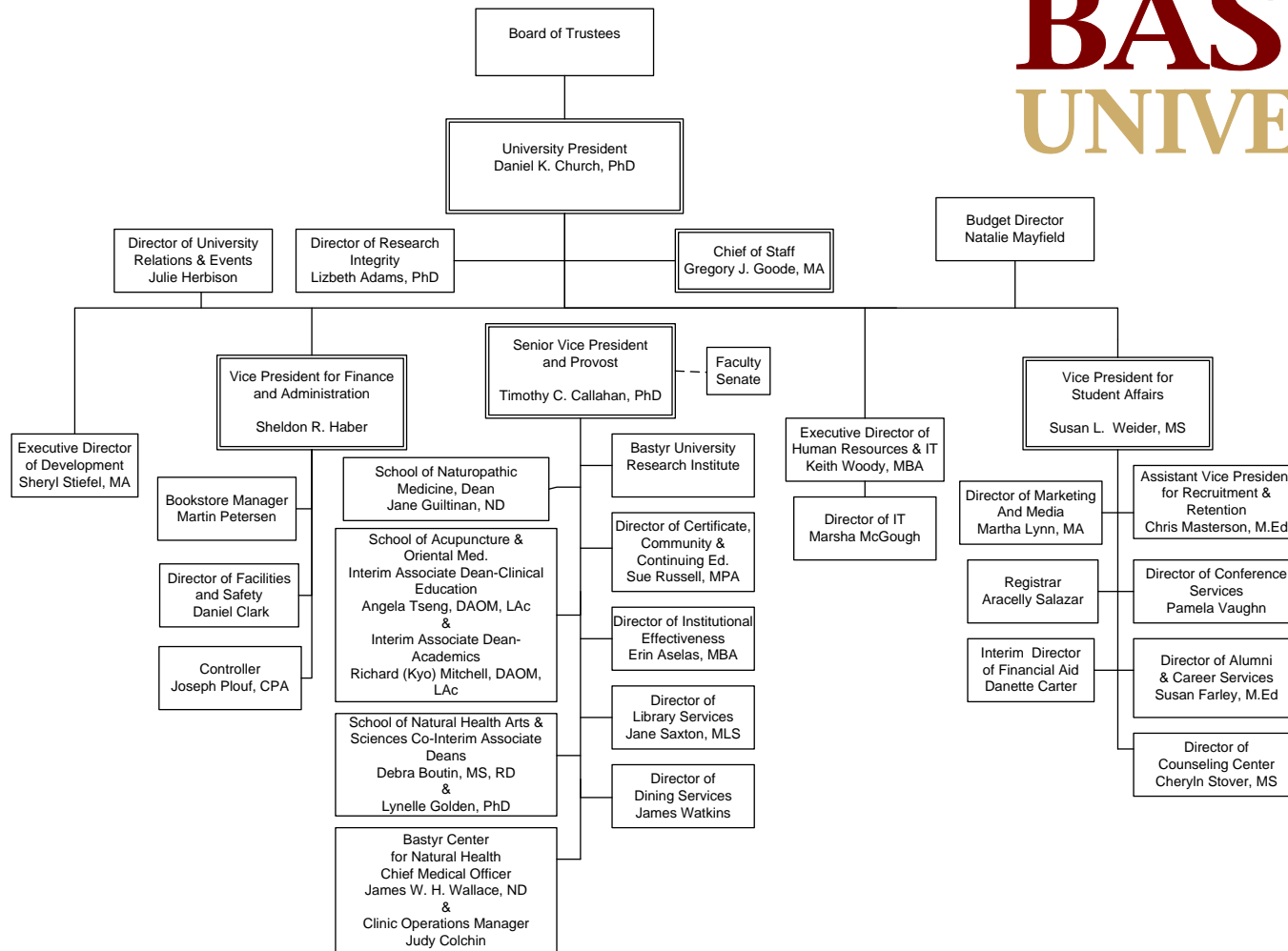
Andrew Simon, Technical Support

Jeff Thomas, Clinic Team

Stephanie Van Voorhis, Student Council Secretary

Jessica Marie Ardern Wilson, Administrative Team

# Bastyr University Organizational Chart



As of 2/2012

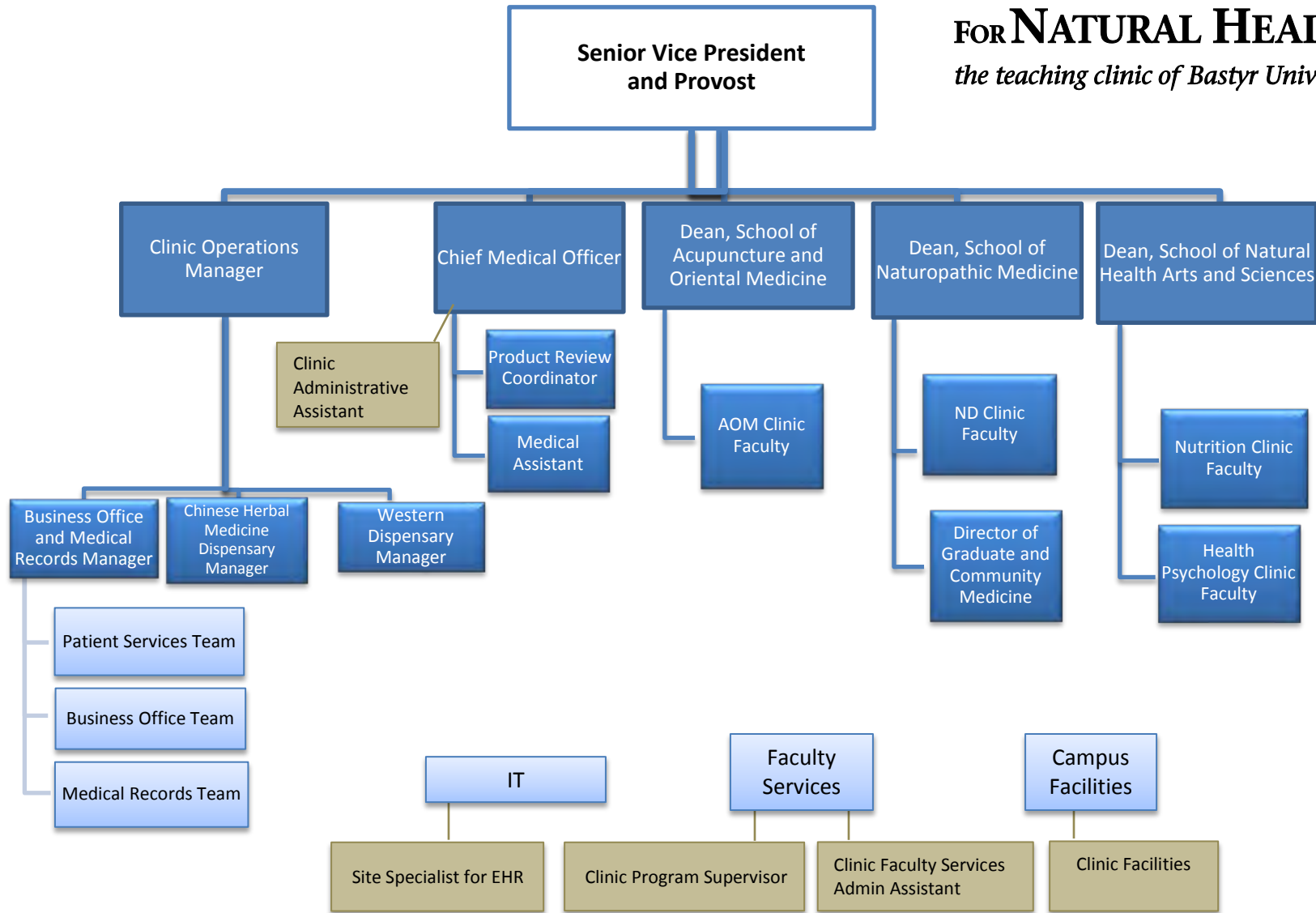
## Bastyr University Academic Structure 2012

School of Naturopathic Medicine	School of Acupuncture and Oriental Medicine	School of Natural Health Arts and Sciences		Office of the Provost
Doctorate in Naturopathic Medicine	Doctorate in Acupuncture and Oriental Medicine	<b>Department of Nutrition and Exercise Science</b>  MS in Nutrition  MS in Nutrition w/DPD  MS in Nutrition and Clinical Health Psychology  BS in Nutrition  BS in Nutrition w/ DPD Dietetic Internship  BS in Exercise Science and Wellness  BS in Nutrition and Exercise Science  BS in Nutrition and Culinary Arts	<b>Department of Counseling and Health Psychology</b>  MA in Counseling Psychology (Fall 2012)  BS in Health Psychology • Health Psychology Track • Psychology and Human Biology Track	Bastyr University Research Institute
<b>Department of Botanical Medicine</b>  BS in Herbal Sciences  Certificate in Holistic Landscape Design	MS in Acupuncture  MS in Acupuncture and Oriental Medicine  BS/MS in Acupuncture  BS/MS in Acupuncture and Oriental Medicine  Certificate in Chinese Herbal Medicine			
<b>Department of Physical Medicine</b>			<b>Department of Basic Sciences</b>  BS in Integrated Human Biology (Fall 2012)	Center for Spirituality, Science and Medicine
<b>Department of Homeopathy</b>			<b>Program in Applied Behavioral Sciences</b>  MA in Applied Behavioral Sciences	Office of Certificate, Continuing and Community Education
<b>Department of Clinical Sciences</b>  Certificate in Naturopathic Midwifery			<b>Department of Midwifery</b> BS/MS in Midwifery	Office of Institutional Effectiveness
<b>Department of Graduate and Community Medicine</b>			<b>Simkin Center for Allied Birth Vocations</b>	Library Services
				Faculty Services

As of 2/2012

**Bastyr Center for Natural Health Organizational Chart**

**BASTYR CENTER**  
**FOR NATURAL HEALTH**  
*the teaching clinic of Bastyr University*



As of 2/2012