

# BASTYR UNIVERSITY



## NWCCU Comprehensive Self-Evaluation Report

Submitted to the  
Northwest Commission on  
Colleges and Universities

August 23, 2019

---

# Table of Contents

Institutional Overview.....	1
Basic Institutional Data Form.....	3
Preface .....	7
CHAPTER 1: Mission, Core Themes, and Expectations .....	9
Eligibility Requirements 2-3 .....	9
Standard 1.A Mission .....	10
Statement of Institutional Strategic Goals.....	10
Interpretation of Mission Fulfillment.....	11
Sustaining Indicators of Mission Fulfillment .....	11
Aspirational Indicators of Mission Fulfillment .....	11
Standard 1.B Core Themes.....	12
Core Theme 1: Academic Achievement.....	12
Core Theme 2: Research in the Natural Health Arts and Sciences .....	15
Core Theme 3: Clinical Training and Community Health .....	17
Core Theme 4: Interdisciplinary Integration .....	19
CHAPTER 2: Resources and Capacity .....	21
Eligibility Requirements 4-21 .....	21
Standard 2.A: Governance .....	24
Governing Board .....	27
Leadership and Management .....	28
Policy and Procedures.....	30
Human Resources .....	33
Institutional Integrity .....	34
Academic Freedom .....	36
Finance .....	38
Standard 2.B Human Resources.....	38
Standard 2.C Education Resources .....	41
Standard 2.D Student Support Resources .....	52
Standard 2.E: Library and Information Resources .....	59
Standard 2.F Financial Resources .....	60
Standard 2.G: Physical and Technological Infrastructure .....	63
CHAPTER 3: Institutional Planning .....	69
Standard 3.A Institutional Planning .....	69

---

Standard 3.B Core Theme Planning .....	74
CHAPTER 4: Core Theme Planning, Assessment, and Improvement .....	76
Standard 4.A: Assessment .....	76
Standard 4.B Improvement.....	79
Core Theme Assessment.....	80
Core Theme 1: Academic Achievement.....	80
Core Theme 2: Research in the Natural Health Arts and Sciences .....	113
Core Theme 3: Clinical Training and Community Health .....	128
Core Theme 4: Interdisciplinary Integration.....	139
CHAPTER 5: Mission Fulfillment, Adaptation, and Sustainability .....	145
CONCLUSION.....	151
Comprehensive Self-Evaluation Report Contributors.....	152

---

## Acronyms used in this report

AACRAO – American Association of Collegiate Registrars and Admissions Officers

AC – Academic Council

ALC – Academic Leadership Council

ACAOM – The Accreditation Commission for Acupuncture and Oriental Medicine

ACEND – Accreditation Council for Education in Nutrition and Dietetics

ADA – Americans with Disabilities Act

ADP – Automatic Data Processing

AEAM – Department of Acupuncture and East Asian Medicine

AGB – Association of Governing Boards of Universities and Colleges

AHJ – Authorities Having Jurisdiction

ALC – Academic Leadership Council

AMP – Academic Master Plan

AND – Academy of Nutrition and Dietetics

AOM – Acupuncture and Oriental Medicine (degree only; see AEAM)

AVP – Associate Vice President

AY – Academic Year

BCNH – Bastyr Center for Natural Health

BU – Bastyr University

BUC – Bastyr University California

BUK – Bastyr University Kenmore

BURI – Bastyr University Research Institute

BPPE – California Bureau of Private and Postsecondary Education

CCC – Cascadia Community College

CCCE – Certificate, Community and Continuing Education

CEU – Continuing education units

CNME – Council on Naturopathic Medical Education

CSR – Center for Student Research

DAOM – Doctor of Acupuncture and Oriental Medicine

DPD – Didactic Program in Dietetics

EHR – Electronic health records

FEMA – Federal Emergency Management Agency

FERPA – Family Educational Rights and Privacy Act

FY – Fiscal Year

ICRC – Inter-College Relations Commission

---

IPEDS – Integrated Postsecondary Education Data System  
IS – Center for Interdisciplinary Studies  
IT – Bastyr University Department of Information Technology  
LAc – Licensed acupuncturist  
LWTech – Lake Washington Institute of Technology  
MD – Medical doctor  
MEAC – Midwifery Education Accreditation Council  
MPH – Master’s in Public Health  
MSDS – Material safety data sheets  
MyBU – Bastyr University intranet  
NAMA – National Ayurvedic Medical Association  
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  
OIE – Office of Institutional Effectiveness  
OSHA – Occupational Safety and Health Administration  
SGSC – Shared Governance Steering Committee  
SIIF – Strategic Initiative Implementation Funds  
SNM – Bastyr University School of Naturopathic Medicine  
SRC – Student Resource Center  
TWM – Bastyr University School of Traditional World Medicines  
USGC – University Shared Governance Council  
WANP-Washington Association of Naturopathic Physicians  
WISHA – Washington Industrial Safety and Health Act  
WSAC – Washington Student Achievement Council (see HECB)



## Institutional Overview

**BASTYR**  
UNIVERSITY



---

# Institutional Overview

Bastyr University, located in Kenmore, Washington, is a progressive internationally recognized pioneer in Natural Health Arts and Sciences education and research. Founded in 1978 as a single-purpose college for naturopathic medicine, the University today offers graduate and undergraduate degree programs that reflect multidisciplinary, science-based natural health curricula with an emphasis on the integration of mind, body, spirit, and nature. Bastyr University is a non-profit institution authorized to operate as an institution of higher education by the Washington State Achievement Council. The Northwest Commission of Colleges and Universities (NWCCU) has regionally accredited Bastyr University since 1989.

Bastyr currently offers 22 degrees across three schools. The School of Naturopathic Medicine at Bastyr has been continuously accredited by the Council on Naturopathic Medicine (CNME) since 1987 and is Bastyr University's longest-running program. Bastyr University has developed unique academic degree programs in Acupuncture and East Asian Medicine, Nutrition and Exercise Science, Herbal Sciences, Culinary Arts, Integrated Human Biology, Midwifery, Counseling and Health Psychology, and Public Health. The University's non-degree programs include two post-baccalaureate programs, a dietetic internship and eight certificate programs, including six birth professions certificates offered through the Simkin Center for Birth Allied Profession.

In June 2012, the California Bureau of Private and Postsecondary Education (BPPE) approved exempt status to Bastyr University California (BUC) that paved the way for the University's second campus. BUC is home to the first accredited Naturopathic Medicine Doctoral program in California. The University expanded its California programs in 2015 to include a public health-focused Master of Science program in Nutrition for Wellness and in 2018 added a Master of Arts in Counselling Psychology program. In 2018 the BPPE conducted a formal site visit and reaffirmed Bastyr University San Diego's status without further recommendations.

Bastyr University is composed of three schools which oversee Bastyr University's 22-degree programs:

- School of Naturopathic Medicine
- School Natural Health Arts and Sciences
- School of Traditional World Medicines

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

- 
- Treatment of each person as a whole
  - Prevention of disease
  - Teaching community partners how to take responsibility for their own health
  - Enhancing the individual's inherent healing ability, using natural, non-toxic therapies

Bastyr University students come from 49 states and 34 foreign countries. University enrollment in 2018 was a total of 1,256 with 1,016 in Kenmore and 240 in San Diego. The student population is 84% female, 16% male with an average age of 30.5. Students all share a passion for natural health and a desire to transform the health and well-being of the human community.

The 51-acre Kenmore campus is in the middle of the 316-acre Saint Edwards State Park. The campus contains a large herbal and nutrition teaching garden and greenhouse; platinum LEED-certified Student Village, the Dining Commons, which serves fresh organic meals, library and research facilities and hands-on laboratories for basic sciences, herbal medicine, whole foods nutrition, and physical medicine as well as common areas for faculty and students.

The Bastyr Center for Natural Health (BCNH) is a three-story facility in the Wallingford area of Seattle, WA. Students of naturopathic medicine and dietetic interns receive clinical training at BCNH, which has patient treatment rooms, preview/review rooms, office space, classrooms, common areas for faculty and students, a large dispensary with a retail store, and large pleasant reception areas.

The Bastyr California campus is currently housed in three leased buildings in an office park. This space of more than 41,000 square feet includes classrooms, laboratories, a teaching kitchen, library, common areas for faculty and students, offices, and the clinic. The long-term plan is to find a permanent home for this branch campus that rivals our Kenmore facilities.



---

# Basic Institutional Data Form

## Institutional Information

**Name of Institution:** Bastyr University

Mailing Address: 14500 Juanita Dr. N.E.

City: Kenmore

State/Province: Washington

Zip/Postal Code: 98028

Main Phone Number: 425-602-3000

Country: USA

### Chief Executive Officer

Mr. Harlan Patterson

President

Phone: 425-602-3004

Fax: 425-823-6222

Email: hpatterson@bastyr.edu

### Accreditation Liaison Officer

Dr. David Rule

Sr. Vice President and Provost

Phone: 425-602-3434

Fax: 25-823-6222

Email: drule@bastyr.edu

### Chief Financial Officer

Mrs. Amanda Reinhard

Associate Vice President Finance  
and Administration, CFO

Phone: 425-602-3044

Fax: 425-823-6222

Email: areinhard@bastyr.edu

---

## Institutional Demographics

### Institutional Type *(Choose all that apply)*

Comprehensive

Specialized

Health-Centered

Religious-Based

Native/Tribal

Other (specify): \_\_\_\_\_  
\_\_\_\_\_

### Degree Levels *(Choose all that apply)*

Associate

Baccalaureate

Master

Doctorate

If part of a multi-institution system,  
name of system: \_\_\_\_\_  
\_\_\_\_\_

### Calendar Plan *(Choose one that applies)*

Semester

Quarter

4-1-4

Trimester

Other (specify): \_\_\_\_\_

### Institutional Control

City  County  State  Federal  Tribal

Public OR

Private/Independent

Non-Profit OR

For-Profit

---

## Students (all locations)

### Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2017 (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2017</u>	One Year Prior: 2016	Two Years Prior: 2015
Undergraduate	170	222	227
Graduate	537	512	378
Professional	577	513	662
Unclassified	-	-	-
Total all levels	1284	1247	1267

### Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2018 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2018	One Year Prior: 2017	Two Years Prior: 2016
Undergraduate	161	197	260
Graduate	937	998	987
Professional	-	-	-
Unclassified	-	-	-
Total all levels	1098	1195	1,247

## Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

**Total Number:** 29 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	5	10	0	0	0	0	0	15
Associate Professor	12	24	0	0	0	2	1	33
Assistant Professor	12	16	0	0	0	6	0	22
Instructor	0	223	0	0	0	0	0	0
Lecturer and Teaching Assistant	0	0	0	0	0	0	0	0
Research Staff and Research Assistant	0	0	0	0	0	0	0	0
Undesignated Rank	0	0	0	0	0	0	0	0

## Faculty (all locations)

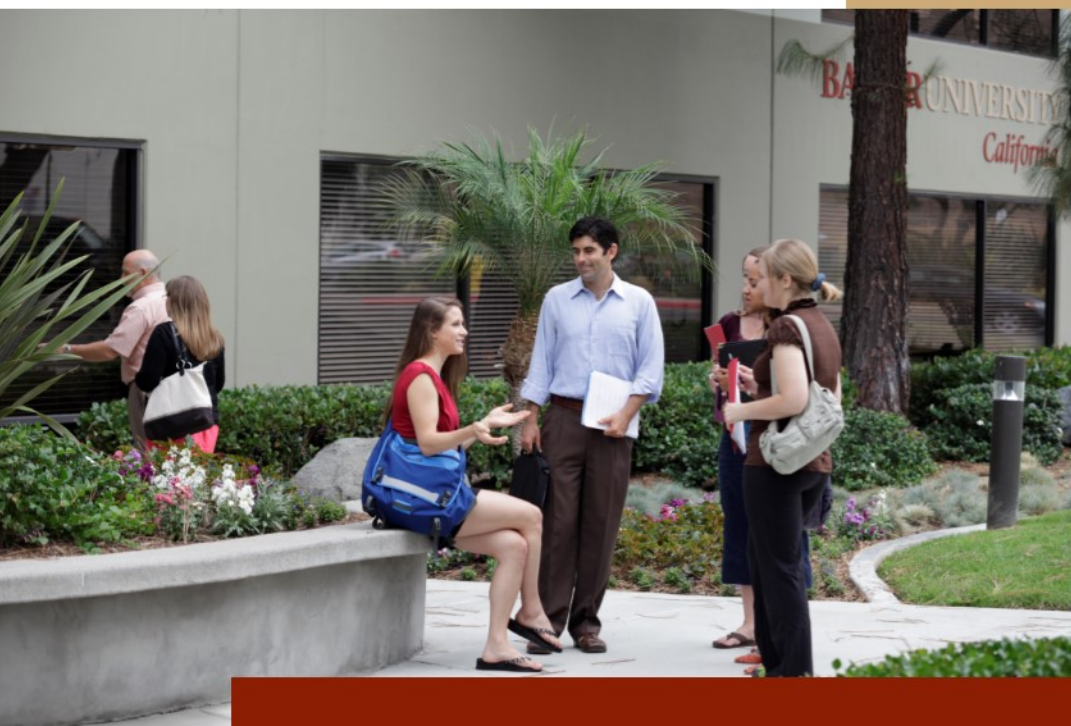
### Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	86,986.00	21.00
Associate Professor	74,364.00	12.00
Assistant Professor	62,085.00	3.00

## Institutional Finances

**Financial Information.** The most recent completed fiscal year and the two prior completed fiscal years are attached as separate documents.



## Preface

**BASTYR**  
UNIVERSITY

---

# Preface

Since the time of the last comprehensive report submitted in 2012, Bastyr University has changed leadership. Dr. Daniel Church, the president of the University during the previous commission review, retired in June 2015. After conducting a search, the board selected Dr. Mac Powell, who began as president in July 2015. Between summer 2015 and spring 2017, members of the community expressed dissatisfaction with the choice of Dr. Powell and felt that there was a disconnect between his leadership style and the Bastyr mission and vision. The faculty senate held a vote of no confidence in May 2017, prompting the board of trustees to contract Dr. Ellen Chaffee, Senior Consultant and Senior Fellow from the Association of Governing Boards of Universities and Colleges, to investigate and report on the concerns of the Bastyr community. After conducting interviews with staff, faculty, and students at both campuses concerning leadership and the working and educational environment at the university, Dr. Chaffee presented her findings in her report, “Shared Governance at Bastyr University,” to the board at their Aug. 2017 meeting. Dr. Powell had resigned in July 2017, and Harlan Patterson, then president of Bastyr’s board of trustees, accepted the role of interim president in August 2017.

At the fall 2017 Board meeting, with the facilitation of Dr. Chaffee, the board took responsibility for not recognizing and addressing the growing concerns on campus. The action plan developed at that meeting included calling a new permanent president, hiring an ombudsperson, meeting with the university community regularly, and instigating more shared governance.

Also in the fall of 2017 a presidential search committee, including representatives from all constituencies was established and worked with the national search firm Storbeck, Pimentel, and Associates to conduct a nationwide search. Two finalists were brought to both campuses during the 2018 winter quarter for extensive interviews and meetings with students, faculty, and staff. The campus community was asked to complete a detailed survey to seek a consensus on the choice between the two. At the end of the process, there was not a clear consensus for either candidate, and neither candidate was offered the position. Harlan Patterson, who had been serving as interim president, was asked by the board of trustees to consider becoming the permanent president. He was put through a rigorous vetting process at the end of which the university community consensus was that Bastyr would be well-served by Mr. Patterson as president. The board of trustees named Mr. Patterson president in April 2018.

In September 2017, after the resignation of Provost Dr. Timothy Callahan, Bastyr University hired Dr. David Rule to be the new senior vice president and provost. Provost Rule has brought with him a wealth of knowledge and experience from his past roles in education.

---

In December 2018, after overwhelming requests from the Bastyr community, the University hired Dr. Kortet Mensah to be the associate vice president for Diversity, Equity, and Inclusion. Dr. Mensah is committed to strengthening the commitment that Bastyr University has made to creating a welcoming and inviting environment for all of its students, staff, and faculty. The CV's for all higher administration personal are referenced in [Appendix P.1](#)

This challenging period has resulted in several positive changes. Bastyr University has a highly qualified Chief Executive Officer in President Harlan Patterson, who is fully committed to the institution. The new provost is an experienced administrator who has initiated the creation and integration of a new academic master plan. In order to better support the needs of staff, faculty and students, in addition to the hiring of experienced higher-level administrators, the University has been working to realign support processes and personnel, including instituting the shared governance model and the hiring of an ombudsperson and an AVP of Diversity, Equity, and Inclusion.

Bastyr University received the following recommendations from NWCCU after the submission of its 2012 Comprehensive report. Recommendation 2 was also highlighted in the 2015 Mid-Cycle Report, which was initially rejected requesting that Bastyr University complete two Ad Hoc Reports addressing recommendation two. Both required Ad Hoc Reports were submitted to NWCCU and accepted.

1. *The Committee recommends that Bastyr University give further attention to its definition of mission fulfillment (1.A.2) and to the objectives, measures, and indicators supporting its Core Themes to ensure that clear statements of acceptable thresholds of achievement are present (1.B.2).*
2. *(2.F.1) The identifiable Unrestricted Endowment is minimal, which the President and Board of Trustees acknowledge. In order to be able to deal effectively and financially with future unexpected events or financial exigencies and the new San Diego initiatives, the Committee recommends that the University give significant attention to continuing to increase its unrestricted board-designated reserve funds.*

### **Response to Recommendation #1:**

While Bastyr's mission, core themes, and goals were appropriate and well-defined, many of Bastyr's objectives, measures, and indicators were process- and input-determined. Therefore, all Core Theme Objectives and related metrics have been reviewed for relevance and their ability to capture institutional outcomes. These new metrics form the framework for this accreditation report, and the institution feels confident this comprehensive set of metrics, coupled with benchmarks, enables a clear understanding of the extent to which Bastyr is fulfilling its mission.

### **Response to Recommendation #2**

Bastyr implemented four initiatives to address recommendations concerning the University's Unrestricted Endowment. The Board of Trustees approved the formation of an Investment Committee to provide structure, guidance, and policy regarding university endowment funds. This committee is a subcommittee of the Board of Trustees Finance Committee and is made up of three board members and two Bastyr University staff members. The initial meeting of the committee was held on September 8, 2014, and regular meetings thereafter have ensured oversight and stewardship towards Bastyr's financial goals.

The University began managing its endowment accounts differently to enable greater transparency and oversight. Beginning in April 2015 in order to facilitate tracking by the Board of Trustees, the Investment



---

Committee, management, and other parties, internal statements specifically detail the Board Designated Reserve Endowment Fund. The funds are now included on financial statements, and endowment funds designated for long-term investments are classified as such in the University's financial documentation.

In March of 2015, the Board of Trustees approved the following policy change submitted by the Finance and Investment Committees of the Board:

“To provide growth to the Board Designated Reserve (Endowment) Fund, the Bastyr University Board of Trustees may designate (annually) up to 5% of the net from operations for the year ending June 30. The amount of the designation will be a recommendation from the Board's Finance Committee for approval by the Board of Trustees. Upon approval, reclassification will occur.”

The University worked with US Bank to reclassify a portion of its required deposit as a working reserve. According to financing arrangements, the University maintains and monitors covenant requirements that include a minimum deposit of \$5 million cash with the bank. The \$5 million on deposit is classified as unrestricted.

A copy of the 2016 letter of final accreditation is in [Appendix P.2](#).



## Chapter One Mission, Core Themes and Expectations

**BASTYR**  
UNIVERSITY

---

# CHAPTER 1: Mission, Core Themes, and Expectations

## Eligibility Requirements 2-3

### Eligibility Requirements 2: Authority

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

The Naturopathic Medicine program is accredited by the Council on Naturopathic Medical Education (CNME) and has been accredited by this agency since 1987. The master's programs in the department of Acupuncture and East Asian Medicine have been accredited by the Accreditation Commission on Acupuncture and Oriental medicine (ACAOM) since 1994, and the Doctor of Acupuncture and Oriental Medicine degree program received accreditation in 2007. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has fully accredited the Department of Nutrition and Exercise Science Dietetic Internship since 2001, and the graduate Didactic Program in Dietetics received full accreditation in 2009. The Master's in Midwifery program is accredited through the Midwifery Education Accreditation Council (MEAC) and has been continuously accredited since 2011. Bastyr University California has been accredited with the California Bureau of Private and Postsecondary Education (BPPE) since 2012.

### Eligibility Requirement 3: Mission and Core Themes

In 2007, with the input and discussion of all members of the university, Bastyr University revised its mission and vision statements. Bastyr University's Mission and Core Themes are easily identifiable and are appropriate for the education that Bastyr University offers. The Mission and Core Themes are built into Bastyr University's daily life and administration. These core themes are used to guide the education of the students who attend Bastyr and have been incorporated into the University Academic Master Plan and Strategic Plan.

---

## **Standard 1.A Mission**

*1.A.1 The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

**University Mission:** 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.

**University Vision:** 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.

## **Statement of Institutional Strategic Goals**

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 adopted and committed itself to the following strategic initiatives:

Strategic Initiative # 1: Convene internal and external conversations that facilitate interdisciplinary integration of our programs' graduates into the broader provision of general health care, influence health policy for and advance the general public's awareness of our graduates' unique value among the growing collection of naturally-inclined providers, and support the University's mission to educate future leaders in the credentialed professions that arise from world-class natural health arts and sciences education.

Strategic Initiative # 2: Support academic programs that are essential to a high-quality education in the natural health arts and sciences.

Strategic Initiative # 3: Attract and retain highly qualified faculty and staff who are responsible for delivering quality education and support services; safeguarding academic freedom; administering a diverse range of educational, clinical and research initiatives; ensuring the integrity of the curricula; and maintaining the University's commitment to its mission and vision.

Strategic Initiative # 4: Attract, support, and retain exceptional students representing diverse cultures, races/ethnicities, life experiences, and perspectives.

Strategic Initiative # 5: Develop innovative and effective methods for teaching and research that validate whole-person health.

Strategic Initiative # 6: Expand the career opportunities for graduates through expanded career preparedness training, residency opportunities, partnerships, and applicable clinical training.

Strategic Initiative # 7: Ensure ongoing financial stability, sustainability, and intentional stewardship of institutional resources.

---

## Interpretation of Mission Fulfillment

*1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

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

- Academic excellence: curricula on the cutting edge of natural health philosophy and practices; programs that facilitate student development of high-level academic and/or clinical expertise; utilization of teaching methodologies that facilitate optimal student skill and knowledge base development; and an educational environment that incorporates and models the principles of natural health.
- Pioneering research: foundational inquiry into the underlying concepts of natural health; continual research to evaluate the efficacy of therapeutic strategies and agents; and research partnerships to deepen and broaden the kinds of possible inquiry.
- Renowned clinical services: cutting-edge 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.

## Sustaining Indicators of Mission Fulfillment

In the Fall of 2017, the provost was charged with the creation of an academic master plan with a focus on a Year 1 Plan for the 2018-19 academic year to act as the foundation for future multi-year plans. The charge was to:

- Set academic goals and priorities
- Reflect and demonstrate the alignment of academics with the University's mission, vision, strategic goals and competencies
- Provide the framework for ongoing analysis of academic and support programs
- Drive the improvement process for the University
- Guide and inform other university planning processes including information technology, staffing, and program development

The Academic Master Plan is a dynamic resource that will grow along with the University as we continue to provide excellence in education and to prepare future leaders devoted to our Vision and Mission. It serves as a main indicator of the fulfillment of the University's mission. (The AMP is referenced in [Appendix 1.A.1.](#))

## Aspirational Indicators 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 40-year history – from offering a single degree to 31 students to an institution with more than 1,000 students enrolled in 30 graduate, undergraduate, non-degree, and certificate programs – 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 2013 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 the Core Themes directly on the Mission, the University can provide a meaningful framework in which to assess the level of mission fulfillment by developing goals, objectives and measurable indicators in support of these themes and reporting on their relative level of achievement.

## **Standard 1.B Core Themes**

*1.B.1: Bastyr University has identified core themes that meet the needs of its mission and facilitate its strategic goals.*

*1.B.2: Bastyr University has established objectives and measurements for each of its core themes. These measurements are assessable and verifiable indicators of Bastyr University’s attainment of its core themes.*

### **Core Theme 1: Academic Achievement**

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 readying them for professional practice or advanced study. Bastyr feels this is best accomplished through the measurement of effective and innovative teaching, student learning outcomes, and career impacts. Additionally, Bastyr University has made strides to incorporate more integrative and interdisciplinary collaboration in the curricula to make students’ respective degrees more relevant to the 21st-century health care model.

---

Core Theme 1A: Bastyr University offers a rigorous and relevant curriculum

Objective 1A.1: Bastyr delivers effective and innovative teaching

Indicator

- a. Instructional Quality

Objective 1A.2: Bastyr supports academic achievement with student learning outcomes

Indicator

- a. Program Learning Outcomes

Objective 1A.3: Bastyr offers relevant education that positively impacts students' careers

Indicators

- a. Student participation in career preparation activities
- b. Student employment perceptions and earnings

Core Theme 1B: Bastyr University has highly qualified faculty with excellent teaching skills

Objective 1B.1: Faculty members are highly qualified

Indicators

- a. Diverse faculty, degrees, and skills
- b. Faculty remain relevant through learning

Objective 1B.2: Faculty members are supported and able to grow at Bastyr University

Indicators

- a. Faculty receive constructive feedback
- b. Faculty participate in governance and feedback at Bastyr University
- c. Faculty feel supported in their departments

Core Theme 1C: Bastyr University supports student success and program completion

Objective 1C.1: Bastyr University is committed to educational success

Indicators:

- a. Enrollments
- b. Retention rates
- c. Graduation rates

Objective 1C.2: Bastyr students are given academic assistance and accommodation

Indicators

- a. Retention of students with accommodations
- b. Enrollment of underrepresented students

Objective 1C.3: Student support services meet student needs

Indicator

- a. Support service use

**Rationale for Core Theme 1 Indicators**

The indicators for Core Theme 1 A, (Bastyr University offers a rigorous and relevant curriculum) are assessable through institutional surveys, course evaluations, enrollments, and student outcomes. These are collected at the program and institutional level. Indicator 1A.1a is evaluated through ongoing course and program analyses. The use of program outcomes as well as assessments from clinical and other



---

experiential training allows Bastyr to measure progress on its goal to offer innovative and applied learning opportunities that prepare graduates for the ever-changing health care and community health fields.

Instructional quality is developed with faculty involvement in the curriculum review and improvement process. These reviews are informed by annual student experience surveys and end-of-course evaluation data, which indicate whether changes or additions to the curricula have the intended effect. Pass rates on standardized professional, registration, and licensing board examinations are used as reliable indicators of the effectiveness of the curricula. Deans and faculty annually review examination results, student learning outcomes data for their programs, and meet to consider recommendations for program revisions based on their evidence-informed analysis.

Bastyr University has two complementary sets of expected learning outcomes: program-specific learning outcomes and student learning outcomes related to global university competencies. Indicator 1A.2a is based on program learning outcomes, which are degree and certificate-specific, conform to national or international standards for the discipline, and are embedded into the curriculum. Additionally, milestone and competency exams and capstone projects specific to each discipline are used to assess students' mastery of program learning outcomes where applicable.

Indicators 1A.3a-b are assessed through career preparation and related outcomes. Bastyr measures the impact of its curriculum on graduates' career opportunities through graduating student and alumni surveys; participation in career preparation activities; and students' ability to manage student loan debt. The surveys provide information on how well Bastyr University has achieved its core theme objectives via career prospects and earnings. The Career Center helps students plan their career post-graduation and hosts career service opportunities. These data serve as relevant measures to determine the impact of a Bastyr education on students' employment outlook.

The indicators for Core Theme 1B (Bastyr University has highly qualified faculty with excellent teaching skills) include the versatility of degrees and licensure that Bastyr faculty hold. Indicators 1B.1a-b represent Bastyr's commitment to attract the most qualified faculty from a diversity of backgrounds within the fields that they teach. Recruitment and retention of exceptional faculty are key objectives in Bastyr University's strategic plan, and the University understands that student success is reliant on the quality of the teaching students receive.

Demonstrable proof of faculty professional development and growth provide meaningful metrics for indicators 1B.2a-c. Measurement of this objective utilizes comprehensive faculty performance evaluation tools, which include student course assessments, peer evaluations, and supervisor evaluations. These various assessment tools identify trends and issues, and appropriate coaching or reward measures are taken as warranted. Bastyr offers regular faculty training in current best practices, and faculty are encouraged to participate in professional development and shared governance activities. Faculty portfolios are updated annually and provide the data necessary for tracking external development activities.

Core Theme 1C (Bastyr University supports student success and program completion) is assessed through enrollment, retention, and graduation rates. Indicators 1C.1a-c represent this data and enable the institution to identify trends and potential issues regarding student success. In order to maximize the number of students graduating from Bastyr, the University monitors indicators 1C.2a-b to track the enrollment of underrepresented students and retention of at-risk students.

---

Furthermore, enrollment data from the Office of the Registrar enables programs to monitor student progress throughout their education, readily identifying those students who are in poor academic standing in order to provide them with additional resources and 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.

To facilitate student success and retention, Bastyr offers a variety of student services. Indicator 1C.2a tracks the use of and satisfaction with student support services. Student satisfaction ratings of support services are gathered annually to track changes over time. The combination of these metrics provides a meaningful indicator of achievement regarding student success and completion.

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

Bastyr uses scientific research methodology to gather and interpret data in support of advancing integrative natural health practices on a global scale. In its formative years, Bastyr University played a crucial role in establishing the credibility of science-based natural health care. Its wide diversity of scholarly pursuits over the past 40 years has enabled Bastyr to maintain a leadership role in natural health research and attract capable and committed students to its science-based approach to natural health.

For the past 25 years, Bastyr University has had a productive relationship with the National Institutes of Health (NIH), especially the National Institute of Complementary and Alternative Medicine (now NCCAM, the National Center for Complementary and Integrative Health). Competitively funded research has included a 10-year pre-doctoral and postdoctoral NCCAM research training grant, several K Career Development Awards to Bastyr faculty, individual R01 and R21 investigator awards, and an R25 award to foster collaboration and integration among conventional, complementary, and integrative environments. The Department of Acupuncture and East Asian Medicine has also maintained a fruitful research and clinical collaboration with the UW Harborview Level 1 Trauma Hospital. Licensed Doctor of Acupuncture and Oriental Medicine (DAOM) students are part of integrative teams in the University of Washington School of Medicine's Pain Clinic, which also tracks patient pain management outcome data.

Due to the current challenges in obtaining NIH grant funding, especially for smaller non-research-intensive universities, Bastyr is focusing on seeking funding from smaller foundations, company contracts, and private donors. We will continue to apply for federal grants, but they will no longer be the centerpiece of the University's strategy. The Bastyr University Research Institute (BURI) has partnered with the Office of Development to develop the resources and skills needed for this new strategy to be successful, including working with a professional contract grant writer. BURI currently has a small portfolio of foundation and private donation grants, company contracts, and funds designated for research. The University hopes to expand this portfolio over the next several years to reach over one million dollars in direct funding for research.

The University's seed fund grants have been very successful at supporting faculty- and student-initiated research projects. Bastyr hopes to build on this success to develop more fruitful collaborations with other institutions, successful applications to foundations, company contracts, and individual donors to support faculty and student research.

---

Core Theme 2A: Faculty are encouraged and supported to pursue research/scholarly activity

Objective 2A.1: Bastyr University Research Institute grows its research presence and reputation

Indicators

- a. Research funding
- b. Peer-reviewed articles

Objective 2A.2: Research faculty successfully pursue research/scholarly activity

Indicators

- a. Conference presentations
- b. Faculty research activity

Objective 2A.3: Bastyr grows and maintains mutually rewarding partnerships

Indicator

- a. Active non-profit and for-profit partnerships

Core Theme 2B: Students are encouraged to participate in research/scholarly activity

Objective 2B.1: Bastyr students successfully pursue research/scholarly activity

Indicator

- a. Participation in University hosted research events

Objective 2B.2: Student researchers develop skills to conduct formal research

Indicators

- a. Learning Outcomes related to research (critical thinking and information literacy)
- b. Student opinions related to research opportunities

### **Rationale for Core Theme 2 Indicators**

Core Theme 2A (Faculty are encouraged and supported to pursue research/scholarly activity) is measured by indicators 2A.1a-b and 2A.2a-b which monitor faculty research, publications, institutional research development funds, and Bastyr-sponsored research conferences. Hosting research conferences, including the annual Bastyr Faculty and Student Research Symposium, provides an opportunity to invite external researchers to campus to see Bastyr University's ongoing research studies and gives attendees from different disciplines an opportunity to meet, exchange ideas, and establish collaborative relationships. Student and faculty development events on interdisciplinary research highlight collaborative studies and demonstrate the value Bastyr University places on multidisciplinary integration. Supporting faculty members in pursuing research and measuring the faculty's level of participation in research assesses Bastyr's achievement of this goal and makes these indicators a meaningful measure.

The Bastyr University Research Institute's (BURI) partnerships with both non-profit and for-profit organizations advance Bastyr University's growth in the research field, and indicator 2A.3a presents this data. Bastyr's research funding and activities are assessable through the Bastyr University Research Institute's data records, research activity records, and faculty portfolios.

Core Theme 2B (Students are encouraged to participate in research/scholarly activity) is assessable through surveys and records from the Center for Student Research (CSR). Indicator 2B.1a provides a meaningful measure of how well the CSR is fulfilling its mission of facilitating and expanding student research and scholarly opportunities at Bastyr University. Student presentations, posters, and the

---

publication of research initiated with assistance from the CSR are documented to ensure the viability and relevance of the center.

Indicators 2B.2a-b measure students' ability to gain research capacity through certain critical thinking and information literacy skills. In support of these learning outcomes, the Bastyr Library has designed learning modules focused on the development of information literacy and critical thinking that are integrated into degree programs. Pre- and post- module assessment scores show that student competency is significantly higher in these skills after taking these modules. Students' opinions related to research are accumulated through student surveys, which inform the effectiveness of research efforts and how Bastyr University meets the needs of student researchers. These combined measures are meaningful 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**

Bastyr University provides clinical training to its students in a wide variety of settings. Students receive the majority of their clinical training at either Bastyr Center for Natural Health (BCNH) in Seattle or Bastyr University Clinic in San Diego, the institution's two teaching clinics where doctors and student clinicians provide high-quality primary and specialty health care. Many of the services offered at BCNH and external sites are discounted or free of charge. These services are not only crucial for student training but also provide significant benefits to the community. Students also complete additional clinical training at external sites, which include hospitals, community health centers, cancer care centers, senior centers, outpatient pediatric clinics, and homeless shelters. Students in the Doctor of Acupuncture & Oriental Medicine, Master of Arts in Clinical Psychology, Dietetic Internship and Midwifery programs complete most or all of their clinical training at external sites. These external community placements are selected for their value in enhancing student clinical education, developing clinical specialty skills, and providing care to underserved populations. In addition, many programs require students to develop knowledge and skills in practice management through preceptorships with private practice community professionals.

Bastyr University requires students in most clinical programs to demonstrate basic entry-level competency through clinical training entrance examinations and documentation. Clinical faculty provide both formative and summative assessments of students throughout the clinical training period. Students are expected to gain more complex knowledge, skills, and abilities as they advance through clinical training while improving the health and well-being of the communities they serve. Formal remediation processes are in place for students who do not meet established benchmarks.

**Core Theme 3A: All clinical programs provide clinical training that prepares competent entry-level health professionals**

Objective 3A.1: Bastyr students in clinical disciplines acquire the competencies necessary for safe and effective practice

Indicators

- a. Rigorous clinical exposure and practice
- b. Students feel confident and prepared for their practice

---

Objective 3A.2: Bastyr students in clinical disciplines acquire the skills necessary for understanding and learning from diverse patient/client demographics

Indicators

- a. Diverse clinical exposure and practice
- b. Outcomes related to effective communication

Core Theme 3B: All clinical programs provide high-quality services to the community

Objective 3B.1: Patients/clients have a high regard for the quality of care provided by Bastyr University

Indicators

- a. Patient/client loyalty
- b. Patient experience

Objective 3B.2: Bastyr patients/clients achieve healing and well-being

Indicator

- a. Positive health outcomes

Objective 3B.3: Bastyr clinicians co-manage and refer patients to optimize patient/client health outcomes

Indicator

- a. Strong and varied collegial collaborations

### **Rationale for Core Theme 3 Indicators**

Core Theme 3A (All clinical programs provide clinical training that prepares competent entry-level health professionals) is assessable through clinic reports, student assessment of clinical experiences, patient contact records, clinical course curricula, and surveys. Indicators 3A.1a-b assess rigorous and diverse clinical experience and student perceptions of career readiness. Bastyr University conducts regular surveys of graduates' opinions on their level of preparation to be competent health practitioners upon graduation. This data is reviewed by academic leadership, and modifications to programs of study are considered based on analysis of that data.

Indicators 3A.2a-b measure Bastyr's commitment to serving the health care needs of an increasingly diverse population. The University works to enhance the diversity of our patient population, especially among the underserved, through targeted patient recruitment efforts, use of an income-based fee structure and the availability of convenient appointment times at its various community clinics. This is consistent with the University's stated vision to "transform the health and well-being of the human community." Articulated curricula pertaining to interdisciplinary practice communicate the University's commitment to multidisciplinary integration. They also provide a framework by which faculty and students can apply their knowledge and skills in a variety of collaborative settings.

Core Theme 3B (All clinical programs provide high-quality services to the community) is assessable through the Bastyr Center for Natural Health patient surveys on satisfaction with clinical services. Indicators 3B.1a-b measure patient loyalty and experience at BCNH. Bastyr is working to gain additional data from patients at external sites; that process will begin by the end of 2020.

Indicator 3B.2a measures health outcomes, but due to limitations within EPIC, Bastyr's electronic health records system, the data is difficult to track. Tracking health outcomes for naturopathic health treatments, referrals, and the results of referrals are challenging because naturopathic health record-

---

keeping differs from allopathic health records in a myriad of ways. However, through patient surveys and recently improved patient record data structures in EPIC, data related to health outcomes is becoming increasingly available and serves as an important indicator for the success of Bastyr's students and alumni. This optimization of the EPIC system began in spring 2019, and improved reporting is expected by 2020.

Bastyr strives for strong and varied collaborations, as represented by indicator 3B.3a. Bastyr clinicians continue to co-manage and refer patients regularly to a wide variety of specialists to optimize patient care, patient experience, and positive health outcomes.

## Core Theme 4: Interdisciplinary Integration

Interdisciplinary integration at Bastyr University is defined as practices that bridge the variety of modalities offered at Bastyr, including naturopathic medicine, acupuncture, nutrition, and counseling. Bastyr students must not only understand this integrative approach within natural healing but also bridge the natural health care and allopathic approaches to patient care. Integrative training opportunities for all clinical programs include a combination of external preceptorships and student clinic sites through which students practice co-management and collaboration with conventional health care providers.

Bastyr remains committed to and is making steady progress towards its core theme goals related to interdisciplinary integration, specifically by growing the number of interdisciplinary and dual degree programs available at Bastyr University. These programs include Public Health and Naturopathic Medicine; Nutrition and Clinical Psychology; Nutrition and Exercise Science; Nutrition and Culinary Arts; Naturopathic Medicine and Acupuncture; and Naturopathic Medicine and Counseling and Health Psychology. The Center for Integrative Studies, maintained by the Office of the Provost, programs Interdisciplinary Studies courses that provide students with an opportunity to learn a topic from the perspective of different disciplines.

Core Theme 4: Students gain the knowledge, skills, and attitudes to work collaboratively with a variety of health-related professionals

Objective 4A.1: Bastyr students learn collaborative and integrative practices

Indicators

- a. Learning outcomes related to professional competency and collaboration
- b. A culture of diversity, equity, and inclusion

Objective 4B.1: Bastyr students engage in integrative and interdisciplinary collaboration

Indicators

- a. Dual track degrees
- b. Integrated learning opportunities, communities, and spaces

### Rationale for Core Theme 4 Indicators

Achievement of Core Theme 4 (Students gain the knowledge, skills, and attitudes to work collaboratively with a variety of health-related professionals) is determined by the opportunities students have to observe and participate in interdisciplinary and integrative practice models. The more integrated students' educational experiences are, the more likely they will be adequately prepared to work successfully with other health care professionals in their practices. Indicators 4.1a-b reference student

---

learning outcomes related to the knowledge and skills in, and attitudes towards, interdisciplinary health care and collaboration. These outcomes are well integrated into each program and considered to be appropriate measures for documenting student growth and development in this critical area.

To better facilitate the integration of interdisciplinary learning and the tracking of data related to this integration, an institution-wide student learning outcome process was developed. This new method was implemented in pilot form during the 2018-19 academic year and will be integrated into the Canvas Learning Management System in fall 2019. By 2020, Bastyr will be able to directly measure all University Global Competencies (critical thinking, communication, collaboration, professional behavior, and information literacy) with rubrics tied to assignments within the Canvas learning management system. The Office of Institutional Effectiveness also conducts regular surveys of student and alumni perceptions of their education, which provide an indirect measurement of their learning.

Indicators 4.2a-b track student's participation in interdisciplinary and dual-track programs and learning opportunities. Clinical competencies related to integration and course assessments of interdisciplinary courses are continually evaluated by faculty throughout students' clinical training. Faculty modeling of interdisciplinary and integrative approaches to patient care and its emphasis in clinical training increases the likelihood that students will use these skills in professional practice. Tracking the opportunities students have to engage in multidisciplinary learning environments, and their satisfaction with specific experiences provide a meaningful measure of the attainment of this goal.





## Chapter Two Resources and Capacity

**BASTYR**  
UNIVERSITY

---

# CHAPTER 2: Resources and Capacity

## Eligibility Requirements 4-21

### Eligibility Requirement 4: Operational Focus and Independence

Bastyr University is a private, 501(c)3 higher education institution offering 22-degree programs, three non-degree programs, and eight certificate programs. 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 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 including in open employment announcements, human resources policies and procedures, educational affiliation agreements, faculty handbooks, admissions materials, and the University [Catalog](#). Documents that are not posted on [MyBU](#) and/or [Bastyr.edu](#) will be available at the site visit upon request.

### Eligibility Requirement 6: Institutional Integrity

Bastyr University maintains the highest level of ethical standards. Established policies, procedures, and practices govern the fair and equitable treatment of all its internal and external constituencies. Bastyr makes every effort to guarantee that all communication is accurate and timely. The University has a defined policy prohibiting conflicts of interest and 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 of whom have no contractual, employment or financial interest in the University plus a student and a faculty

---

representative. The board chair is not an executive officer of Bastyr University. The University's board exercises broad oversight of institutional policies, which it establishes, regularly reviews and revises as necessary. It also ensures that the University remains appropriately focused on achieving institutional goals that support mission fulfillment through its financial, strategic, and academic master plans, and its core theme objectives.

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

The University's board selected the current chief executive officer and university president, Harlan Patterson, in 2018. The president has full-time responsibility for the overall operation of the institution. He does not serve as board chair but is an ex officio member of the board.

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

Bastyr University employs a qualified administrative team that provides oversight and leadership for the institution's primary operational and support functions. Interdepartmental councils and committees work with the heads of 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 faculty performance evaluations.

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

The University offers 22 undergraduate and graduate degree programs and three academic non-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 undergraduate programs are completion programs, and undergraduate students begin at Bastyr as juniors. The general education requirements are completed as prerequisites to gain admission into Bastyr programs. Program prerequisite requirements include courses in natural sciences and mathematics, arts and humanities, social sciences, communications or public speaking, and a variety of electives. The general education requirements are the same for all the undergraduate programs with some specific course differences (e.g., math and science) between programs. Program requirements are evaluated and coordinated by the Undergraduate Committee, whose multi-disciplinary members work closely with the admissions office and the registrar.

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

The Bastyr University Library provides educational materials in multiple formats to ensure an appropriate level of currency, depth, and breadth in support of its educational programs and services. The 15,000 volume collection of print and electronic resources includes 30,500 journals, 47 online citation databases, 4 subscription point-of-care consultation tools, 70 anatomy models, and multiple 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 outlined 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 the core and adjunct faculty handbooks.

## Eligibility Requirement 16: Admissions

The University student admissions policy, specifying all academic degree and certificate program prerequisites and requirements, is published in the University [Catalog](#) as well as on the University's public website. The University admissions teams, which include faculty from appropriate academic departments, adhere to this policy in their admissions procedures and practices.

## Eligibility Requirement 17: Public Information

Bastyr publishes the following current and accurate information in its 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 public website and intranet. The university [catalog](#) is updated annually.

Bastyr publishes the following current and accurate information on its external website, Bastyr.edu: the University's 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 programs and 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 its financial stability and the adequacy of its cash resources to support its programs and services and determines the 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 the development of operating plans, capital expenditures, repayment of short- and long-term debt, and institutional borrowing. Financial projections are made with a five-year view, and resource planning and development is informed by year-to-date spending, extensive enrollment modeling by the Office of the Registrar, and non-tuition revenue projections. Contingency funds have been established to accommodate a potential tuition revenue shortfall if needed.

---

## Eligibility Requirement 19: Financial Accountability

Bastyr University is audited annually at the close of each fiscal year (June 30) by an independent CPA firm in accordance with generally accepted accounting principles. 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.

## 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 recognizes 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**

*2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

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.

### **Board of Trustees**

The Bastyr University Board of Trustees meets four times each year, with senior university administrators in attendance. Subcommittees of the board meet prior to each board meeting and are include both board members and individuals from the university community. For example, the Academic Affairs Committee has four voting members of the board, as well as the senior vice president and provost and the faculty senate chair who provide program development, accreditation, and faculty updates. Similarly, the Finance Committee also has of four voting members of the board along with the university president, provost, associate vice president of Budget and Finance and CFO, vice president for Student Affairs, and vice president of Advancement and Enrollment who report 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 the Board of Trustee meeting agendas and minutes are available on [MyBU](#), the university intranet, and included in the [Appendix 2.A.1](#).

---

## **President's Cabinet**

The President's Cabinet consists of the provost, associate vice president (AVP) of Budget and Finance and CFO, VP of Student Affairs and dean of students, VP of Advancement and Enrollment. The cabinet meets weekly to apprise the president of progress on major initiatives, upcoming events, and ongoing daily activities. Each member reports on the departments and developments in their purview. In addition, the provost provides reports on recent discussions from the Academic Leadership Council. Other members of the university community attend cabinet meetings as needed for additional input.

## **Executive Leadership Team**

In the Fall of 2018 President Patterson created the Executive Leadership Team (ELT) which includes the cabinet members as well as the AVP of Marketing, AVP of Human Resources, AVP of Enrollment Management, executive director of Clinical Training and chief medical officer, dean of Naturopathic Medicine, dean of Natural Health Arts and Sciences and Traditional World Medicines, and the AVP of Diversity, Equity and Inclusion, and the BUC chief medical officer. This team meets bi-weekly and is responsible for planning, organizing, and managing the activities of the institution and assessing its overall effectiveness. The ELT also plays a role in setting the budget priorities and in the allocation of resources.

## **Academic Leadership Council**

The Academic Leadership Council (ALC) is headed by the provost and includes a well-rounded membership of individual representatives from each school and department, academic and student services, and other departments involved in the academic structure of the university. The purpose of the council is to be an open forum where people from all departments can discuss academic issues and policies and be informed on upcoming academic needs and projects. The Provost reports on the discussions of these monthly meetings to the President's Cabinet. Academic Leadership Council meeting minutes are available at the site visit.

## **Faculty Senate**

Faculty members are actively involved in university governance and provide vital input to the administrative and academic decision-making process through the Faculty Senate. The Faculty Senate made up of an elected chair, vice-chair, secretary as well as senators from each of the schools, meets twice monthly. The 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 related to faculty workload, promotions, and other issues. Faculty Senate and Faculty Assembly meeting minutes are located in the Academic Committee Minutes section under Academics and Research on [MyBU](#). Policies and procedures regarding faculty governance are outlined in the Faculty Handbook on [MyBU](#).

## **Staff Council**

Staff have a voice at the University through the Staff Council, which consists of all non-management staff employees across the BUK, BCNH, and BUC. The council has a variety of committees that serve distinct needs, including professional development, community improvement, and campus entertainment. Additional committees can be created by staff request. The Staff Council chair is elected by staff for a two-year term. The council also elects a staff employee for a two-year term to serve as a



---

voting member of the University Shared Governance Council. The Staff Council meets monthly unless there are no agenda items to address.

### **Managers Council**

The Managers Council furthers the mission of Bastyr University by serving as a resource to managers and other members or groups within the university community to promote university excellence. Mid-level managers who meet one or more of the following criteria are eligible for membership: 1) manage a budget; 2) supervise staff; 3) set policy within a specific area of responsibility; and/or 4) have operational independence in a specific area of responsibility. The council has a variety of committees that serve distinct needs, such as professional development and community improvement. Additional committees are created as needs arise. The Managers Council chair is elected by council members for two-year terms. The council also elects a management employee to two-year terms to serve as a voting member of the University Shared Governance Council. The Managers Council meets at least monthly and maintains minutes.

### **Students**

Students have various 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 Government Association (SGA). The SGA has six teams representing different areas of student life: academics, activities, clinic, international students; social justice, diversity and equity, and technology. Each team elects a student team leader. BUC has its own SGA. The two council model was developed to best serve the different needs of students from each campus, and both work in accordance with each other and university administration. Student council members can be found in [Appendix 2.A.1](#). Student Council meeting minutes are located on [MyBU](#) under Student Affairs/Student Council-Government/Student Council Documents.

### **University Shared Governance Council**

As a result of the tensions between the university community (faculty, staff, and students), senior administration, and the Board of Trustees during the 2016-17 academic year, all university constituents expressed a collective desire and commitment to revisit the University's beliefs, values, and structures related to shared governance. At the request of the Board, a Shared Governance Steering Committee (SGSC) was created to lead these conversations and instigate any committees, policies, and procedures resulting from those conversations. The SGSC was charged with the following goals:

- By July 2018, establish the initial infrastructure of shared governance
- Create a written compact stating the commitments all stakeholders make to the University and each other regarding values, responsibility, and authority each has in the University's decision-making process
- A university decision-making handbook that includes:
  - a. A draft statement describing the roles and procedures for decisions on which there is consensus,
  - b. A draft plan for clarifying and preparing a policy or procedure when there is no clarity or consensus.

To achieve these goals, the SGSC created a shared governance model that included the formation of the University Shared Governance Council (USGC). The USGC is charged to review and make final



---

recommendations to the provost or to return to the committee of origin with questions, concerns, or other instructions. It also provides a place where administration and university stakeholders can share and discuss important issues (e.g., the annual budget process, current, and future enrollments, plans for and results of university-wide planning initiatives, external and political pressures). This shared governance model was approved by the board of trustees in April 2019 with the expectation for full implementation by fall 2019. A copy of the shared governance model, the USGC committee structure, a list of council members, and the university decision-making handbook are referenced in [Appendix 2.A.1.b](#).

*2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

Divisions of authority and responsibility are described in the university governing practices as documented in the university bylaws, board of trustee's policies and procedures, Faculty Handbook, and various documents maintained by the Office of Human Resources. An organizational chart, outlining each senior administrator's role and area(s) of responsibility, is maintained by the human resources department. A copy of the organizational chart is referenced in [Appendix 2.A.2](#). Other documents are located, respectively, in the Administration, Faculty Resources and Human Resources sections of [MyBU](#).

*2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

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 the 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 graduate degree program in didactic dietetics and the dietetic internship.

## Governing Board

*2.A.4 The institution has a functioning governing board\* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board, as they relate to the institution, are clearly defined, widely communicated, and broadly understood.*

The University is governed by a single governing board consisting of 12 voting members, 10 of whom have no contractual, employment or financial interest in the University plus a student and a faculty representative. The names of these individuals are available in the Administration section of [MyBU](#).

---

Board policies and procedures referenced in Section 2.A.5.a determine the hierarchical structure, roles, responsibilities, and authority of each trustee.

*2.A.5 The board acts only as a committee of the whole; 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.*

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 outlined in board policies and procedures are referenced in [Appendix 2.A.5.a](#).

*2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

The University's board establishes, regularly reviews revises as necessary and exercise broad oversight over institutional policies, including those regarding its own organization and operation. Board review and action regarding university policy occur as needed during regularly scheduled meetings. The 2019-20 academic year meeting schedule for the Board of Trustees is referenced in [Appendix 2.A.6](#).

*2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

The University's board selects and annually evaluates the chief executive officer, the 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.

*2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

The University's board evaluates its performance regularly to ensure that its duties and responsibilities are fulfilled effectively and efficiently. At the October board meeting each year, the board reviews its goals and performance for the previous year and sets new goals for itself and its committees. Each year board members sign an annual conflict of interest disclosure form. Board members must also declare at the beginning of each quarterly meeting if they have a conflict of interest in any board business at that meeting. Board member conflict of interest disclosure forms will be available at site visit.

## Leadership and Management

*2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The University has an effective system of leadership staffed by qualified administrators with appropriate levels of education, experience, responsibility, and accountability. The President's Cabinet consists of the university president, provost, AVP of Budget and Finance and CFO, VP of Student Affairs and dean of students, and VP of Advancement and Enrollment. The Executive Leadership Team includes the AVP of

---

Marketing, AVP of Human Resources, AVP of Enrollment Management, executive director of Clinical Training and chief medical officer, dean of Naturopathic Medicine, dean of Natural Health Arts and Sciences and Traditional World Medicines, AVP of Human Resources, and the AVP of Diversity, Equity and Inclusion as well as the chief medical officer from BUC. This body is responsible for planning, organizing, and managing the administrative activities of the institution and assessing its overall effectiveness. A copy of the University Organizational Chart is included in [Appendix 2.A.2](#)

*2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.*

Beginning in 2018, Harlan Patterson 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 in a number of its key subcommittees such as the Finance Committee and the Nominating and Stewardship Committee. Since taking the role of President of Bastyr University, Harlan Patterson has worked on rebuilding the University's collegial environment and has outlined a new set of strategic presidential goals.

Before serving as President of Bastyr University, Harlan Patterson served on the university board of trustees and was the board chair at the time he was called upon to become the interim president. Between 2012 and 2017 President Patterson held the position of Vice Chancellor for Finance & Administration for the University of Washington Tacoma where he was the leader for many growing incentives and projects including the development of a sustainable operating budget model and policy that reflected the dramatic changes in state funding support for public higher education organizations. He was also fundamental in forming new partnerships with the Children's Museum of Tacoma and the YMCA.

The strategic presidential goals are found in [Appendix 2.A.10](#)

*2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

Bastyr University employs a qualified administrative team, the members of which are responsible for providing oversight and leadership for the institution's primary operational and support functions at both campuses and clinics. The senior administrators 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. Copies of individual curriculum vitae of the senior administrators and comprehensive organizational charts for both campuses BCNH are referenced in [Appendix P.1](#) and [2.A.2](#).

### **Vice Presidents and Associate Vice Presidents**

Bastyr University's three vice presidents (senior vice president and provost, Student Affairs, and Advancement and Enrollment) report directly to the president of the University and serve on the President's Cabinet. Their responsibility is to uphold the Mission, Values, Strategic Plans, and Core Themes and to articulate them objectively in a clear and uniform manner across all areas of the university. The University's five associate vice presidents (Human Resources, Marketing, Enrollment Management, Budget and Finance; and Diversity, Equity, and Inclusion) report to their respective vice

---

presidents or directly to the president. Vice and associate vice presidents serve on the executive leadership team. Each vice president and associate vice president brings information and experience in specialized areas to Bastyr University.

## Deans

Bastyr University has two deans who oversee the three schools within the university-- the Dean of the School of Naturopathic Medicine and the Dean of Natural Health Arts and Sciences and Traditional World Medicines. Each oversees their respective programs and report directly to the provost. Deans are evaluated each year by the provost and through the use of evaluations from their faculty and staff. The deans are responsible for ensuring the collaborative teamwork of their respective programs as well as serving as the leadership and administrators for the programs in their purview. The deans, in cooperation with the associate deans and department chairs, are responsible for the faculty and staff that serve under them and are responsible for the evaluation of faculty and staff in each program. The deans have the mission to foster a learning environment of collaboration within each program and within the University and to adhere to the Core Themes and Strategic Goals of Bastyr University.

Deans participate in the selection of faculty and staff, the admission of students into their respective programs and recommend policy, procedures, promotions, and new programs to the provost of the university. Deans work to promote the Mission of Bastyr University in community events and engagements. They also facilitate problem-solving and address students, faculty, and staff concerns related to the academic excellence expected at Bastyr University. Each dean is well-versed and equipped in areas relevant to their respective schools.

Both deans serve as co-chairs on the newly formed University Shared Governance Council (USGC) in addition to participating in the executive leadership team, the academic leadership council, and the provost's council, and serving on other university and department committees. Curriculum vitae for each dean is referenced in [Appendix P.1](#).

## Policy and Procedures

### Academics

*2.A.12 Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.*

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 published in the University [Catalog](#), 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. Changes to academic policies are discussed with input from all stakeholders within the University to ensure thorough consideration of all circumstances that might influence policy development and promulgation. These documents are available in the provost's office and will be available at the site visit.

---

*2.A.13 Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method are documented, published, and enforced.*

Policies serve as the library's institutional "memory" and template for action, thus ensuring that patrons are treated in a fair and consistent manner. The library maintains comprehensive policy manuals for patrons and library administrative staff, covering the following areas of operation: collection development, acquisitions, resources cataloging and classification, materials processing, circulation (including electronic access policies), inventory, course-related reserves, reference, interlibrary loan, copyright, evaluation (statistics and surveys), monetary matters, student assistant training and supervision, and the library instruction program. These policies are available electronically on the library webpage to provide broad access and facilitate updating.

*2.A.14 The institution develops publishes widely and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

The University's transfer of credit policy was developed and is periodically updated by university academic leadership in consultation with the registrar 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 [MyBU](#). The entire policy governing the transfer of credit is outlined in detail in the Academic Policy and Procedure Manual, also posted on [MyBU](#). The 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. Because all of Bastyr's undergraduate programs are bachelor's degree completion programs, all 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. All resources regarding the transfer of credit can be found in the University [Catalog](#) and will be available at the site visit.

## **Students**

*2.A.15 Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner.*

By establishing and publishing clearly outlined policies and procedures, the University ensures that all appeals, grievances and other student matters are resolved in a fair, consistent, and timely manner. Student rights and responsibilities are defined and outlined in the Academic Policy and Procedures Manual in the University [Catalog](#), and Student Handbook, all of which are available on [MyBU](#). The University [Catalog](#) provides information on leaves of absence and accommodations for students with disabilities. The student accommodation process is also outlined in detail in the Student Affairs section of [MyBU](#). Policies on academic honesty, academic status, attendance, grading, and appeals are covered in the Academic Policies and Procedures Manual. The Student Handbook discusses the issue resolution process for grievances and civil rights policies and violation procedures.

---

*2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs, including its appeals process and readmission policy, are clearly defined, widely published, and administered in a fair and timely manner.*

Bastyr University has adopted and continually reviews policies for admission and program placement in order to maximize student success. Each school or department establishes an admissions committee for graduate programs made up of faculty and academic representatives, to evaluate all aspects of entrance requirements for their programs. In the case of undergraduate programs, the committee includes admissions officers who communicate regularly with academic departments offering degree completion programs.

Each academic department/school determines prerequisite requirements for students entering their programs. Changes to prerequisites are made by review and approval by academic leadership and the University Curriculum Review Committee. Prerequisites are published in the University [Catalog](#) and on the University's public website as well as in relevant print materials. Applicants to a program for which prerequisites have recently been changed may be required to meet the new prerequisite requirements prior to enrollment. An enrollment deferral of one year may be granted to allow time for the prospective student to take newly required prerequisite courses. Some prerequisite course requirements may be waived on a case-by-case basis based on a student's documented learning experience. Applicants who wish to request such a waiver must submit a completed petition form to the admissions office, according to the policies outlined in the Academic Policies 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 students' coursework 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 and the academic department when required. The registrar's office transfer evaluator reviews undergraduate degree completion applications.

University schools and departments determine their own technical standards for non-academic skills and abilities required for admission to their programs. Admissions advisors review and evaluate these requirements, both quantitatively and qualitatively. Letters of reference, admissions essays, interviews, language skills, volunteer experiences, work history and standards of professional conduct are all examples of tools used to determine if an applicant meets the skills and abilities necessary to succeed in a chosen program of study.

Each school at Bastyr University has a Student Progress Committee that follows the University's dismissal policy. Recommendations for dismissal are submitted to the provost for who makes all decisions regarding student dismissal. Except in the case of academic dishonesty, failure to comply with the University's felony conviction disclosure requirements, or a student's failure to adhere to instructions, procedures and/or professional expectations that may lead to the compromised safety of a patient, student or staff or faculty member, academic dismissal must be preceded by at least one written warning from the school or department notifying the student of the problem area(s) and providing an adequate time period for response and/or improvement before taking further action. Notification of Academic Probation is one such warning.



---

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 outlined in the University [Catalog](#).

*2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media if offered.*

Student Council, under the supervision of the Dean of Students, maintains policies and procedures for club recognition. 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. Bastyr University has two Student Government Associations (SGA), one for Bastyr University Kenmore and one at Bastyr University San Diego. The two council model was developed to best address the needs of students from each campus, and both work in conjunction with each other and in cooperation with university administration. The SGA constitution and bylaws are published on [MyBU](#). A list of University-sponsored organizations is located on [MyBU](#) as well in the University [Catalog](#).

## Human Resources

*2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

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 revisions to policies and procedures are deemed necessary, and substantive changes are recommended, the Office of Human Resources presents a draft of the new policy to the President's Cabinet for review and feedback. Once the President's Cabinet has approved the draft, it is 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.

*2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

Each new university employee receives an offer of employment letter that provides information on the 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 significant duties and responsibilities and provide provisions for additional instructional and/or work responsibilities 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 significant 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 the 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 updated in 2019 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 concerns. Documents related to conditions of employment, employee rights and responsibilities, and evaluation, retention, promotion, and termination processes are referenced [Appendix 2.B.4](#) and [2.B.6](#).

*2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.*

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 only. The policy governing the release of confidential employee information defined in Section 2.7 of the Policy and Procedure Manual available on [MyBU](#).

## **Institutional Integrity**

*2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

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, faculty, and the community. 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 the

---

marketing staff to ensure the accuracy of all posted information. The Associate Vice President for Enrollment Management is responsible for ensuring that all admissions materials are accurate and consistent with university policies and procedures.

*2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

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 addressed explicitly in the Faculty Handbook, human resources policies and procedures, Academic Policies and Procedures Manual and Student Handbook. All policies and procedures are followed explicitly, including provisions for timeliness of responses within the application process. In addition to board members declaring potential conflicts of interest as described above in Section 2.A.8, all faculty members sign a conflict of interest disclosure annually, and managers also sign conflict of interest disclosure forms when appropriate, Sample disclosure forms will be available at the site visit.

*2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

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

*2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

The University Intellectual Property policy includes definitions, copyright policy, and patent and invention policy. The committee on intellectual property advises the president on intellectual property matters and the disposition of rights to intellectual property created within the University. All scientists and faculty involved in research activities are trained in best intellectual property practices. The full policy is found in [Appendix 2.A.24](#).

*2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

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 1989, 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.

*2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services, with clearly defined roles and responsibilities, is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.*

Whenever the University enters into a contract with an external entity, the scope of work, 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 at the site visit.

## Academic Freedom

*2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

All members of the faculty are entitled to academic freedom as outlined 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 the Adjunct Faculty Handbook, both of which are referenced in [Appendix 2.B.5](#) and available on [MyBU](#). In their 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.

*2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

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 health 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 health; 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 commitments through an iterative process involving all constituencies, including faculty, staff, and students. As stated in the University [Catalog](#): The Bastyr Community is committed to:

- Academic Rigor, which includes a science-based approach to natural health and wellness with a focus on health promotion, information literacy, research skills, critical thinking, and problem solving
- Effective Communication, which includes proficiency in written, oral and non-verbal communication, active listening, respectful conflict resolution, and articulate advocacy
- Respectful Behavior, which includes ethical conduct, compassion and thoughtfulness, integrity, observance of appropriate professional and interpersonal boundaries, and stewardship of a healthy planet
- Intercultural awareness, which includes an understanding of one's own and other cultures and an attitude of curiosity, openness, and humility
- Social justice, which includes supporting those who are disenfranchised, marginalized or oppressed through education, direct service and advocacy for the well-being of all people

Within the context of these commitments, the University encourages the examination, discussion, and sharing of a spectrum of 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, guarantees explicitly 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 and non-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

*2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

---

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 university catalog. [Appendix 2.C.4](#).

## Finance

*2.A.30* The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources, including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

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 the transfer and borrowing 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 3.2 of the Board of Trustees Bylaws. The charters of the board finance committee and development committee detail committee responsibilities concerning 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 university operations. The Board designates certain unrestricted net assets for cash reserve and endowment purposes, which includes bequests received by the University. 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 financial policies and procedures will be available at the site visit.

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

*2.B.1* The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Bastyr University currently employs approximately 78 core and 126 adjunct faculty members and 258 administrative and staff employees at its three locations. 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. Proposals for new core faculty positions are submitted by departments to their dean and must be approved by the provost. The budget for new positions must be approved by the 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 announced via email university-wide and are posted outside the human resources office and on the university website under Employment Opportunities. 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 primary 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 section of the 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 their 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 available at the site visit.

*2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

Job performance for university staff is evaluated annually using an established list of standard competencies, one of which addresses employee attention to University's mission and standards. Employee are rated on how well they fulfill these competencies and job expectations. 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. Previously, an employee self-evaluation was completed in addition to the supervisor evaluation, but this process was modified for the 2019 evaluation period. A self-evaluation is no longer required, and instead, the supervisor and employee complete the evaluation collaboratively. Administrators also receive feedback annually from faculty and staff via the submission of an anonymous form. This feedback is shared with the administrator's supervisor and is used to inform developmental goals. Forms and procedures related to the employee evaluation process are referenced in [Appendix 2.B.2](#)

*2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.*

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.

In the FY19 budget, two budgetary funds were allocated to provide faculty with development opportunities. The first funds faculty professional development at the individual level, including attending conferences and subscribing to relevant publications. The second funds the Center for



---

Teaching and Learning, which provides grants and workshops to help faculty grow as instructors. Both the faculty development fund and funding for the Center for Teaching and Learning have been granted ongoing status for upcoming budget years.

Members of Staff Council arrange training on a variety of professional topics of interest to staff members. In spring 2019, the University entered into a contract with LinkedIn Learning to provide professional development to staff on a wide range of topics. 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. The Center for Teaching and Learning was established to help provide faculty with new training opportunities for ongoing teaching improvements.

*2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

The University Academic Leadership Council (ALC), under the direction of the provost, is made up of deans, associate deans, department chairs, and the directors and managers of academic support departments. The ALC is responsible for ensuring that the University's mission, core themes, and educational objectives are fulfilled by the curricula as taught by faculty and supported by academic and non-academic services. The ALC also establishes and enforces academic policy and procedure to ensure the integrity and continuity of all university activities.

The Provost's Council, which includes the provost, deans, and the highest level administrator from BUC, is responsible for ranking new faculty. The hiring dean submits a letter and supporting documents to the council describing the qualifications of the prospective core faculty member. The Provost's Council then discusses the candidate's qualifications and determines the new faculty member's rank based on their qualifications and the requirements for each rank. This is generally agreed upon by consensus, but if consensus isn't reached, the provost makes the final determination. The faculty performance evaluation process, as outlined in the Faculty Handbook, ensures that the institution continues to employ appropriately qualified instructors.

The Academic Policies and Procedure Manual and Faculty Handbook, all of which outline the policies and procedures mentioned above in greater detail, are referenced in [Appendix 2.B.4](#). Sample documents, such as an appointment and promotion letters, will be available at the site visit.

*2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

Core faculty workloads and responsibilities regarding teaching, service, research, and scholarship activities are outlined in the Faculty Handbook. Faculty members meet with their deans or department chairs annually to establish individual goals for the year in each of their areas of responsibility. These goals serve to match the faculty member's workload to institutional requirements and departmental priorities. The process also helps to keep faculty members on track to receive a satisfactory evaluation and for possible promotion in the future.

Bastyr University employs 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 outlined in contracts issued quarterly. The Adjunct Faculty Handbook is in [Appendix 2.B.5](#). Adjunct faculty contract templates will be available at the site visit.

*2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.*

Core faculty members are evaluated at least once every two years using the criteria and process outlined in the Faculty Handbook and on the performance evaluation forms. Assistant professors are evaluated annually for five years, and newly hired faculty at every rank are evaluated annually for the first two years after they are hired. Other faculty are generally evaluated every two years unless the department chair or dean believes that annual evaluation would be beneficial. Teaching effectiveness, service expectations, research and scholarly activities, and administrative responsibilities are assessed in the context of the goals set by the faculty member and their supervisor for the review period. The evaluation process includes self-assessment and/or department chair/dean feedback. Course and clinic shift assessments and student course evaluations are completed quarterly and reviewed by department chairs. These assessment results and peer reviews are also addressed in both the faculty member's self-evaluation and in the supervisor's feedback.

Concerns about performance are addressed as they arise. Serious issues are addressed through the development of a formal individualized improvement plan, often including faculty mentoring and development opportunities.

Core faculty members may qualify for multi-year contracts following a designated number of satisfactory evaluations in accordance with their rank(s) during the period.

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 individual adjunct faculty members as seems appropriate.

Details regarding the processes used to evaluate core faculty member performance can be found in Section F of the Faculty Handbook. The forms for goal setting and evaluation are under Faculty Resources on [MyBU](#) and in [Appendix 2.B.6](#).

## **Standard 2.C Education Resources**

*2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.*

All graduate, undergraduate, non-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, research or careers in one of the recognized professional fields of acupuncture, counseling, exercise science, midwifery, naturopathic medicine, nutrition, and public health, or occupations in natural products or landscape design industries.

All new programs are evaluated by their respective department faculty, deans and/or chairs and curriculum review committees for appropriate content and connection to the University mission and vision. Further, they are also reviewed by the New Programs Committee (formerly called the Academic Council), Academic Leadership Council, University Curriculum Review Committee and President's Cabinet. The University's board of trustees' Academic Affairs Committee must also approve new programs. All academic programs must provide education and training consistent with Bastyr's mission, vision, and core theme objectives.

Clearly defined student learning outcomes are identified for each program and published in the [catalog](#). Program competencies are mapped to courses, which include specific learning objectives. Multiple assessment methods are used to ensure students' achievement of objectives and competencies. A balance of didactic learning, clinical and/or research education, and experiential training appropriate to each program is incorporated into its curriculum.

Programs are regularly evaluated by their chairs and faculty. Changes are made through the school and university curriculum review committees. Most of Bastyr's graduate programs are also reviewed by their respective professional or educational accrediting bodies. For example, the naturopathic medicine doctoral program is evaluated by the Council on Naturopathic Medical Education (CNME), an accrediting agency recognized by the United States Department of Education.

*2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

Detailed program learning outcomes and competencies are maintained by their specific school and department. Degree and program-specific expected learning outcomes and competencies, as well as individual course objectives, are published in the University [Catalog](#). In addition, each course syllabus lays out the course and program learning outcomes or competencies covered in that course. University global competencies (communication, collaboration, critical thinking, information literacy, and professional behavior) addressed in the course are also identified in the syllabus. Syllabi are provided to students electronically on each course's site in Canvas (previously in Moodle).

*2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

Program graduation requirements and expected learning outcomes are clearly defined for each program in the University [Catalog](#). Program learning outcomes and competencies are mapped to each course and included on syllabi. How each competency and/or learning objective is assessed is also explained in each course syllabus. All courses and clinic shifts are graded using the scale defined for the program and published in the [catalog](#). Syllabi show specifically how course assignments are weighted in determining the final grade. Final grades are determined by faculty and submitted to the registrar, who tracks completion of graduation requirements via the University's formal degree audit process. In addition to course and/or clinic grades, many programs track competency achievement using milestone exams and/or capstone projects.

---

*2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

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 includes primarily of faculty members and meets monthly to discuss and potentially approve curricular changes. Each degree program is designed with an 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 a 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, most often originate within individual academic departments in collaboration with academic leadership. Programs are developed or revised to meet professional standards and to support the university mission and vision. After completing a market survey and needs assessment, the draft proposal is reviewed by a broad group of university stakeholders that, prior to Fall 2017, was known as the Academic Council. The purpose of the initial review is to gather feedback regarding whether the new program would appropriately support the University Mission, Vision, and Core Themes, and to address potential impacts on facilities, marketing, admissions, and budgets. Beginning in fall 2019 the Academic Council will be replaced by the New Programs Committee which will also include representatives from all university constituencies. If the draft proposal is approved by the New Programs Committee, 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, a final substantive change proposal is prepared for regional accreditation approval as well as for the appropriate programmatic accrediting body. The procedures governing the development of and approval processes for new degree programs are available in the Academic Procedures section on [MyBU](#).

Professional programs, graduate programs, and 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. Core concepts of critical thinking are also embedded in every course. The coexistence of many different programs on one campus offers an integrative multi-disciplinary curriculum to students. University course offerings are developed to facilitate student learning. The University uses a standardized syllabus template, which includes course competencies that are modified by faculty as appropriate for each course.

Documents pertaining to course sequencing, admissions policies, and graduation requirements can be found in the [University Catalog](#) and on [MyBU](#) and will be available at the site visit.

---

*2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

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:*

- *Evaluation and formulation of institutional aims*
- *Major curricular changes within the faculty's school*
- *Maintenance of a climate of academic freedom*
- *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*
- *Maintenance of standards and procedures of faculty accountability concerning professional faculty ethics and responsibilities through a robust evaluation system*
- *Maximization of benefits from insurance and other programs that affect the welfare of the faculty*
- *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 the degree*
- *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 aligns 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 required learning outcomes. Faculty work in partnership to develop learning contracts and remediation plans for individual students as necessary. University faculty also serve as members and chairs of ad hoc search committees, participate in the interview process, and provide assessments of candidate teaching demonstrations. Critiques from outside of the department of prospective faculty teaching demonstrations are encouraged, especially in cases where the prospective faculty member will teach students from a variety of departments.

---

*2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.*

The library has developed a fully integrated information literacy curriculum for all BU programs. Following a curriculum mapping process, courses with high research components were strategically selected in which to embed classroom information literacy and library resource tutorials. The tutorials were developed to pair with specific course assignments, and the library has partnered with instructors to ensure that the tutorials are tailored to the topics and research assignments in their classes. The library collects feedback comments and visits the class to respond to questions and demonstrate more in-depth research techniques using the online tutorials as a baseline. The assignments are graded by the faculty and, depending on the assignment type; the library collaborates on providing rubric content pertaining to information literacy. This ensures that teaching faculty are active partners in the use and integration of library resources and information literacy in the learning process.

*2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

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 the process are 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 with another course. Again, the policy and petition process is outlined in the same challenge examinations policy cited above.

*2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

---

Transfer credit is only granted from regionally accredited institutions or 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 credits 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 a 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 define 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. Schools accredited by professional organizations have very few courses that would satisfy Bastyr 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 fulfill a primary requirement are reviewed by faculty within that discipline to determine the 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 by nationally recognized evaluators for US course equivalencies. Policies 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 Institute of Technology (LWTech), 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 LWTech and wish to transfer into the Bachelor of Science with a major in Nutrition and Exercise Science degree program at Bastyr University. In addition, the University has an articulation agreement with Cascadia Community College (CCC), located in Bothell, WA. 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 StraighterLine, Inc., which offers a variety of online college credit courses. Specific StraighterLine courses are accepted as undergraduate pre-requisite courses for Bastyr programs. These accepted StraighterLine courses were vetted by Bastyr faculty as part of developing the agreement.



---

## Undergraduate Programs

*2.C.9* The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Since undergraduate students begin at Bastyr as juniors, the general education requirements are completed as prerequisites to gain admission to these programs. Bastyr University offers eight distinct two-year bachelor of science degree completion programs. These programs have been developed, as stated in the University [Catalog](#), “to help each student build a strong foundation of basic knowledge and skills, as well as fostering a greater understanding of the health of body, mind, and spirit.” These bachelor’s programs also include competencies recommended by professional organizations for undergraduate programs. Required prerequisites include courses in natural sciences and mathematics, arts and humanities, social sciences, communications or public speaking, and a variety of electives. The general education requirements are the same for all Bastyr undergraduate programs with some program-specific variations (e.g., specific courses in math and science). Program requirements are evaluated and coordinated by the Undergraduate Committee, whose multi-disciplinary members work closely with the admissions office and the registrar.

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 the 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 several 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 who are productive and collaborative future employees and community members. Bastyr University’s global competencies are critical thinking, communication, professional behavior, collaboration, and information literacy. General education requirements support further student practice and development of global competencies during two years of focused program study once admitted to Bastyr.

*2.C.10* The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.



---

The Undergraduate Committee, which is made up 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 programs of study. The learning outcomes developed for each program are mapped from basic proficiency and requirements in science and general education, which provide the foundation of knowledge for program entry.

Undergraduate prerequisites are listed in the University [Catalog](#) and on the Admissions section of the public website. Undergraduate learning outcomes are listed under each program in the University [Catalog](#), as well as program-specific competencies. Undergraduate Committee meeting minutes will be available at the site visit.

*2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

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.

## **Graduate Programs**

*2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.*

Bastyr University graduate programs include master's degrees in acupuncture and Oriental medicine, Ayurvedic sciences, counseling, midwifery, maternal child health systems, nutrition, and public health. Bastyr offers 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 most meet the standards of a professional 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, Master of Arts in Counseling Health Psychology). They provide education and training that are significantly more demanding than undergraduate programs and require considerably more effort on the part of students to fully develop their intellectual capacities, professional practice skills, and research and scholarly capabilities. Examples of the rigor of Bastyr University graduate programs include the required research capstone project for the doctoral degree in acupuncture and Oriental medicine, the demonstration of competency in a comprehensive set of clinical skills for the doctoral degree in naturopathic medicine, the research project for the master's degree in Midwifery, the capstone project for the masters in Maternal Child Health Systems, the practicum and capstone projects for the master's in Public Health, and the thesis for the research-track master's degree in Nutrition. Sample theses, research projects, and capstone projects will be available at the site visit.

*2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.*

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 chosen from the relevant graduate program. Transfer credit is approved only when prior coursework clearly satisfies a required course as deemed by the program's faculty representative(s). 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 required Bastyr 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](#).

*2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.*

Graduate degree programs offered by the University require faculty-supervised clinical or other practice experiences 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 Policies and Procedure Manual on [MyBU](#).

*2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by*

---

*constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.*

Most of the graduate programs offered at Bastyr University prepare students for professional practice in a variety of health care and community health fields. The didactic and clinical or practice-based education components of these programs focus on the development of a high level of expertise as well as critical thinking skills through a balance of content and process-based curriculum. Extensive clinical and/or practice-based experience in real-world settings further develops practical skills. Graduation requirements for non-clinical graduate programs, including the master's in Nutrition, master's in Nutrition for Wellness, and master's in Public Health, including practicum and capstone projects completed in the community or in collaboration with Bastyr faculty. Clinical students participate in supervised practice at one of Bastyr's teaching clinics in either Seattle or San Diego, and/or at a variety of external preceptorship, practicum, and internship settings. The University has agreements with more than 100 external clinical sites that provide exceptional opportunities for clinical training. 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 at the site visit.

## **Continuing Education**

*2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

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 offering courses for health care professionals wishing to expand their knowledge and earn continuing education units in a variety of subjects such as specialized acupuncture and massage techniques, aromatherapy, Ayurvedic medicine, craniosacral therapy, and stress reduction. CCCE also offers informative and fun health-centered workshops to the general public.

Non-credit courses and professional certificates offered by the Simkin Center support the University's 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. Course schedules, as well as registration and other information for all non-credit, continuing and community education classes, are available on the University's public website.

*2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

The Department of Certificate, Community and Continuing Education (CCCE) is responsible for all aspects of its specialized learning programs (e.g., customer service, records retention, fiscal responsibility, presenter qualifications, 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 Continuing Education Credit (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 the University's mission, vision and core theme objectives as well as professional standards, the course is either amended or eliminated.

CCCE offers only community education classes, CEU 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 at the site visit, identifies the roles, responsibilities, and processes for the course and program development as well as the appropriate institutional bodies involved in each step of the approval process

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 student learning objectives are determined by guidelines established by professional 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.

*2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

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 anyone 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 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.

*2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

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 at the site visit.

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

*2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Bastyr offers a full range of student support services, starting with the application process and proceeding through graduation and beyond. Student Services, under the direction of the Dean of Student Affairs, offers orientation before the start of classes, with additional programs throughout the fall quarter to assist the students in acclimatizing to the University and their programs. First-year naturopathic students have one-on-one counseling as part of their program, and additional counseling is available by request. Academic advising is handled through the Office of the Registrar, and students are also assigned a faculty advisor. Financial aid advisors work with the students both prior to enrollment and through graduation and beyond. In addition, tutoring, student support services, and Americans with Disabilities Act (ADA) accommodations are also made available.

Bastyr's Career Services Office begins to work with students upon their arrival and throughout their degree programs, providing one-on-one career coaching, offering workshops and events, and sending regular communication. In addition, we integrate career development programming into the classroom curricula, such as business/practice management classes. Bastyr Careers is the University's job board and career management system and houses job opportunities for students and graduates, functionality to connect students with employers, and resources for the job search.

The Student Support Committee at the Kenmore campus is charged to enhance students' experience at Bastyr, student retention, and alumni satisfaction through academic and non-academic programs and offerings. The committee consists of student services staff, faculty, and the Office of Institutional Effectiveness. The committee has offered study skills workshops and workshops by the counseling center and current students. The committee hosts an average of 15 events per year such as veteran recognition, holiday celebrations, outings to sporting events, and children's concerts and movies on campus. Additionally, the committee discusses issues that may be impacting student morale to determine what actions could be helpful.

Bastyr has a Student Welfare Team (SWT) at each campus in order to intervene and get assistance to students before they reach a crisis point. Faculty and staff can contact the SWT whenever they have concerns about a student going through difficult times inside or outside of the classroom. The team meets to determine the best resources to help the student. The teams also gathers information in order to develop collaborative outreach plans with campus and community resources to address identified risks.

Bastyr California does not currently have a student support committee. This is mostly a function of being a small campus where everyone takes responsibility for student support. However, there are many activities that happen over the year to enhance the student experience. Most are overseen by the Director of Admissions and Student Services. Collaboration between all departments sustains a vibrant selection of Lunch and Learn activities and presentations, with an average of more than 2-3 events per month. Other activities include the Real Talk series, veteran and holiday events, and a food drive each year for the San Diego Food Bank.

The University provides a variety of study spaces at both campuses and at the Seattle clinic. The Kenmore campus also provides student access to computers in the library and computer lab and via Wi-Fi from student laptops. Student Village housing in Kenmore has dedicated study spaces in each building, providing students opportunities to study individually in their rooms or in group settings in one of the communal study rooms. BUC also has a student computer lab, library, and common room for group study sessions.

Table 2.D.1: Student support services available at each campus and BCNH

	Kenmore	Seattle	San Diego
ADA Services	X	X	X
Career Services	X	X	X
Child Care	X		
Counseling	X	X	X
Financial Aid	X	X	X
Orientation	X		X
Registrar	X	X	X
Student Government	X	X	X
Student Welfare Team	X	X	X
Title IX	X	X	X
Tutoring	X	X	X
Veterans Support	X	X	X



---

*2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

Campus security, under the direction of the Office of Facilities, Operations and Safety and Security Services, 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 BUK. Access to BUK buildings requires keycard entry after hours. The Bastyr Center for Natural Health in Seattle has a key card system for entry to all student areas during business hours. The clinic building is closed outside of business hours. Bastyr California is located in a business park which provides security as well as a keycard system. Keycards provide entry to BUC during regular hours, which includes some weekend shifts.

The University widely publishes and posts phone numbers to report security/safety issues or request an escort. The Kenmore security staff provide regular night patrols in the Student Village housing area (BUK only), and each village building has a call box to reach the on-duty RA or security personnel at any time for immediate response in the case of a lockout or suspicious behavior. The anonymous Safety and Security Tip Line available through [MyBU](#) is available for anyone to report an issue at the University's locations in Kenmore, Seattle, and San Diego. 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.

The Bastyr Security Department prepares an annual report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report can be located on Bastyr's web site <http://bastyr.edu/student-life/current-students/campus-safety>. This report is prepared in cooperation with local law enforcement agencies. 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](#). Bastyr policies and procedures apply to all Bastyr properties in Washington and California.

*2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.*

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, developed by each program, are conducted fall quarter for entering students. Students spend approximately two to three days, depending on the program, in meetings with their faculty and classmates, attending information sessions about university policies and procedures and expectations for their department and program of study. In addition, events are held during the first weeks of fall quarter to assist students in learning more about the University and its environment



---

*2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

In the rare event that an academic program is targeted for significant revision or elimination, the University provides impacted students with timely notification and appropriate opportunity to complete their program. These students receive specialized advising on how the changes may affect their ability to take classes required for completion of their degree or program. 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. The last teach-out plan was for the Ayurveda program that was eliminated at the end of the 2018-19 academic year. A fully functional plan was implemented to support students in the program through their completion and the subsequent program elimination. As part of the plan, no further students were enrolled in the Ayurveda program after the approval of the elimination of the program.

*2.D.5 The institution publishes in a catalog or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

- *Institutional mission and core themes;*
- *Entrance requirements and procedures;*
- *Grading policy;*
- *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- *Rules, regulations for conduct, rights, and responsibilities;*
- *Tuition, fees, and other program costs;*
- *Refund policies and procedures for students who withdraw from enrollment;*
- *Opportunities and requirements for financial aid*
- *Academic calendar.*

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 vital 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.

*2.D.6 Publications describing educational programs include accurate information on:*

- *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

---

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 the 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

*2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

The University secures confidential student records in the Office of the Registrar and the Office of Financial Aid. Each office keeps their records for current students in fire-proof filing cabinets 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 Policies and Procedure Manual on [MyBU](#).

*2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

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.

*2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

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 month prior to graduation, students receive information regarding when and how the 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). For the past three fiscal years (FY2016-FY2018), the percentage of Bastyr University advanced degree students with outstanding loans in default was 1.8% compared to a national average of more than 10%.

---

*2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

Students are assigned both a faculty program advisor and an advisor within the Office of the Registrar to support their 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 and other resources, such as personal counseling at the University Counseling Center, may be recommended. Students may also meet with their school's 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 Policies and Procedure Manual.

*2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

Co-curricular activities are, for the most part, offered by the many clubs available at the University. The Student Council, under the supervision of the vice president of Student Affairs, oversees all university-sponsored clubs. Club interests and activities generally promote one or more of the principles of the University's mission and vision. In addition, The Student Council sponsors many opportunities to enhance student learning relevant to the University's mission, core themes, and programs. For example, the Student Council offers student Venture Grants for travel to learn about indigenous medical practices in other countries. In return, the student gives a presentation on campus about his/her discoveries so that the university community has 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.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

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 to enhance the educational and cultural environment of the institution directly.

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 to reduce single-occupancy trips between locations.

University Dining Services at the Kenmore campus 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 can receive part of their practical education in the university kitchen and Dining Commons. Dining Services also provides opportunities for work-study students.

The Kenmore campus Herb Garden provides practical experience in growing botanicals used in various medical disciplines. In addition to providing a beautiful environment for the community at large, the 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 in Kenmore 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.

The San Diego campus does not have university housing or dining services. There is a food delivery service to campus and a vending machine with a limited number of food items. BUC students order textbooks through the Kenmore bookstore which are shipped directly to students or to the BUC campus for pickup.

*2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

The University does not offer any intercollegiate athletics or co-curricular programs other than those detailed in standard 2.D.11.

*2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

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. The University hopes to become more distance education-friendly in the upcoming years. As part of the University's goal to provide distance learning opportunities, the University has begun the migration from the Moodle learning management system to the Canvas learning management system. Canvas migration and utilization will be fully implemented in fall of 2019.

---

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

*2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

The Bastyr library provides materials in multiple formats to support the educational mission of the University, including print and electronic books and journals, DVDs, streaming videos, conference CDs and MP3s, anatomy models, and electronic databases. Collection development policies ensure that materials in specified subject areas (e.g., basic sciences, pharmacology, clinic therapeutics) are current and broadly represented. Off-site access to electronic resources, available to current students, staff, and faculty, supports both research and courses with an online component. In addition to maintaining subscriptions to research databases and clinical tools, the library is also a member of the National Network of Libraries of Medicine (NNMLM) and uses the NNLM DOCLINE system to provide document delivery service for any full-text materials not covered by our current subscriptions.

The Bastyr University California (BUC) library is now well-established, with a .5 FTE librarian and senior librarian to provide professional staffing during open hours. BUC librarians closely collaborate with BUK librarians to implement a comparable embedded information literacy curriculum for students at both campuses. All electronic resources available at the Kenmore campus are now available both on campus and offsite and are highly utilized. In addition to access to all electronic resources available at the Kenmore campus, the BUC library has continued to grow its print book collection using a patron-driven demand model in addition to mirroring the resources available in Kenmore.

The two library locations maintain the same chat service in order to provide back-up virtual reference services to each other during busy periods or extenuating circumstances, such as the recent snow closures at the Kenmore campus.

*2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

The Library Committee, which includes the professional library staff, faculty members, and department chairs (or their designees), meets once per quarter. The committee serves to facilitate two-way communication between the library and library users about emerging needs and new resources and programs. Surveys, such as the annual Student Satisfaction and Student Experience surveys and specialized faculty surveys, collect primary data from targeted user groups. The library also enlists input from student focus groups, convened as needed.

The physical collection is maintained and expanded in accordance with the collection development policy, and collection expansion is driven by curricula assessment. Subscription databases are reviewed prior to each renewal, considering budget, holdings overlap analysis, and usage report data. When possible, the library has moved to replace heavy overlap or "single subject" databases with broader, interdisciplinary databases in order to redistribute resources in response to or in anticipation of the needs of new programs.

*2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

---

The Bastyr librarians continue to implement and update the comprehensive information literacy curriculum that has been well established for over a decade. Introductory and advanced instructional sessions are offered in research-related classes in all programs. Students in the naturopathic medicine clinical doctorate program receive additional specialized sessions in areas such as point-of-care clinical resources and botanical medicine resources and databases. Library sessions for faculty are offered at the annual two-day faculty development programs and by request. Specialized sessions for the research department faculty and staff and post-doctorate fellows are offered periodically. The librarians have also developed a library website which provides users access to curated collections pertaining to their subject interest, as well as point-of-need tutorials. In addition, to live access to reference librarians via chat and email, virtual and video conferencing consultations can be booked with librarians.

*2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The library collects statistics to evaluate the adequacy and usage of information resources, including collection size and composition; the number of items checked out by different user groups; research and reference question; electronic database and journal usage; an annual inventory of print collections (additions and losses); and the number of journal article requests. Faculty surveys and the annual student experience survey provide input on the adequacy of current resources and elicit comments on additional resources that would be helpful. Statistics for electronic databases and journals are automatically captured and can be checked monthly and/or annually. A prominently displayed suggestion box collects patron ideas on an ongoing basis, and the library holds library committee meetings with faculty and staff representatives to gain input on library resources, services, and patron needs. Library, information technology, and facilities department policies ensure the security of library resources, including those provided through cooperative agreements

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

*2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*

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 the development of operating plans, capital expenditures, repayment of short- and long-term debt, and institutional borrowing.

For the period FY2012 through FY2019, cash and cash reserves have increased from \$8,520,000 to \$11,151,000. Current assets have increased from \$10,167,000 to \$19,191,000, and net assets have grown from \$15,604,000 to \$27,748,000. During the same period, total liabilities have declined from \$30,557,000 to \$26,986,000, primarily due to the repayment of principal of long-term debt for the campus property and the Student Village. Trends show an increase in cash, an increase in net assets, and timely repayment of debt. Current assets increased by almost 90% during the period, with net assets increasing by approximately 78% and Liabilities decreasing by 12%. Financial planning complies with the



---

US Bank reporting schedule. Covenant calculations related to fixed charge, leverage and cash are reported regularly. The University complies with all covenant requirements. Financial planning resources will be available during the site visit.

*2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

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 a month- and year-to-date activity are regularly distributed. Budget reports are reviewed with management. Resource planning and development is informed by year-to-date spending, extensive enrollment modeling, and non-tuition revenue projections.

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 specific budget, and the respective budget manager is responsible for the development, monitoring, and results of their operations.

*2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

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 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 referenced in [Appendix 2.F.3](#) and will be available at the site visit.

*2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

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. Financial controls and rules for activities such as accounts payable, revenue, and cash handling are updated annually, and financial reporting information is distributed promptly. These resources will be available during the site visit.

*2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*



---

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. Each process informs the other. For example, 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 guides concerning 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 2.F.5](#) and will be available during the site visit.

*2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

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. Typically, auxiliary enterprises are entrepreneurial in nature and expected to contribute to the University's mission and core theme objectives. Funds are not generally budgeted from operations to support auxiliary operations. However, in some cases, general funds have been used to support the Dining Commons' operations. The Dining Commons is deeply tied to the Mission of the University, and because of this, there are times when the most cost-effective supplies are not purchased, in favor of local, organic, and seasonal produce and recipes. It is important to the university community that the dining commons be a space that echoes the University's mission and values.

*2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.*

University audits are conducted at the close of each fiscal year (June 30) by an independent certified public accounting firm in accordance with generally accepted accounting principles. Preparation for the audit normally takes place in April and May, with the majority of fieldwork 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 board's 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 [Appendix 2.F.7](#) and will be available during the site visit.

*2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

---

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 Themes. The University Development Code of Ethics will be available for review during the site visit

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

### **Physical Infrastructure**

*2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.*

Bastyr University is committed to effective, long-range planning, management, maintenance and operation of all university facilities in order to ensure that the Mission and Goals of the University can be met, and education programs can be safely and effectively delivered. Currently, physical resources are sufficient for the university to achieve its mission and meet the needs of the faculty, staff, and student body. Faculty and staff offices, conference areas, and study space are sufficient for carrying out teaching and learning, research, and administrative duties.

To support the creation and maintenance of the physical facilities at the University, the Facilities Operations and Safety and Security Services department initiated and regularly reviews the work and inspection of systems, as documented in its Safety Plan. Some inspections are done internally, and some are conducted in conjunction with outside authorities. Each year, capital expenditures are committed to enhancing the safety, accessibility, security, 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 University conducts yearly drills and training for all students, staff, and faculty in earthquake preparedness, fire evacuation and active threat response. The University's emergency plan and Cleary report are published on [MyBU](#).

*2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

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 the Washington Industrial Safety and Health Act of 1973 (WISHA). Departments communicate changes in their material safety data sheets (MSDS) to the Facilities Operations and Safety and Security Services 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](#)

---

*2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

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 significant number of highly qualified faculty and staff
- Maintain the integrity of the natural environment
- Provide a therapeutic 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. In 2016 the Facilities and Grounds Departments went green, reducing Bastyr’s carbon footprint on the environment and furthering our commitment to our mission statement. 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 the University’s public website. In 2017 a state of the art greenhouse was completed to enhance the learning and educational experience for our students.

Bastyr University currently leases a total of 41,646 square feet for the Bastyr University California campus and clinic facility in the Torrey Pines area just north of San Diego, California. While the office park location has served the University well in the start-up process, Bastyr recognizes that a different facility will be needed in the future to better support the needs of students and further growth of the campus. Towards that end, Bastyr has begun a new initiative: Vision of the Future- Bastyr University California 2028 that is being overseen by the provost.

*2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

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 the proposed acquisition of 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 ensure that they are authorized, tracked, and analyzed. The University Department of Finance and Administration maintains a comprehensive database of 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 will be available at the site visit.

---

## Technological Infrastructure

*2.G.5 Consistent with its Mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

The Information Technology department (IT) manages university operational technology systems and infrastructure. In addition, the Academic Services department manages technology associated with classroom instruction and faculty support. Academic programs, support services, and operational functions are supported by an array of 96 servers, 475 computer workstations, and 160 WAN and LAN printers. Workstations can print to multi-function machines (mfm's), and the same mfm's are used to scan paper to files on the network, sent via FTP or e-mail. A ten Gigabit backbone carries the network traffic with one Individual Gigabit connections.

A dedicated WAN (Wide Area Network) connects the Kenmore campus (BUK), San Diego Campus (BUC) and clinic, and the BCNH clinic in Seattle. Firewalls secure university networks from the internet and separate student wireless networks from staff/faculty networks. Secure wireless networks provide coverage over approximately 98 percent of all locations. A total of 77 computers are dedicated for student use on campus and at BCNH. Internet network connectivity is provided for staff, faculty and students with connections at BUK of 200Mbps and 100Mbps, San Diego 100Mbps and BCNH 100Mbps.

The technological infrastructure that supports university programs and services, as well as core theme objectives, includes 18 classrooms at BUK, seven classrooms at BCNH and ten classrooms at BUC. Most classrooms are equipped as 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)
- Whiteboard(s)
- Projection screen(s)
- Document camera
- 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, whiteboard(s), screen(s), an LCD projector or TV and overhead projector are available in all labs.

Additional equipment may be utilized as follows, with assistance from Academic Services staff as necessary, on campus and at BCNH:

Item	Inventory
Slide Advancers with laser pointers	8
Slide advancers	2
Laser pointers	2
Digital voice recorders	3
Video cameras	2
Production Cameras	2
Voting system controllers for PowerPoint	135
Laptop computers	3
DSLR Camera	1
Digital projector on Cart	1
TV / DVD player on Cart	1

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. All servers are backed up to data backup storage servers with de-duplication technology, located at two sites. Tape backups of those backup storage servers are made on a scheduled basis and kept in a fireproof safe. 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 license 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
EPIC	Medical practice management, clinic patient scheduling and billing hosted by OCHIN
ECAMS	Student information management

Heartland One Card	Photo identification, security card access to most doors at every site, and photocopying permissions.
Insignia	Library circulation
Maintenance Connection	Facilities work orders
Learning Management System (Moodle until fall 2019, Canvas replacement live Fall 2019)	Online faculty/student course enhancement
Abilia Accounting	Accounting
The Raiser's Edge (cloud-based)	Donor and fundraising database

All classroom, laboratory, and Academic Services computers utilize the Windows 10 operating system and Microsoft Office Suite 2016 (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 locations and the BCNH clinic.

The University's learning management System (currently Moodle, soon to be Canvas in fall 2019) allows faculty members to provide students with online access to class materials and supplemental content. Both Moodle and Canvas provide a platform for out-of-class interaction between students using blogs, forums, and collaborative assignments. Canvas 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 University's main public information site, [www.bastyrcenter.org](http://www.bastyrcenter.org), the public information site for BCNH, and [bastyrclinic.org](http://bastyrclinic.org), the public information site for the teaching clinic at the San Diego campus. The university intranet site for students, faculty, and staff is [MyBU](#), accessible both on and off-site. [MyBU](#) has customized content by the audience and includes, but is not limited to, online or hybrid course content, parking information, an events calendar, forums, financial aid information, meeting minutes from a variety of university committees and the board, an IT Knowledge Base page, a variety of policies, procedures, and directories.

All campus locations use Skype for Business - VoIP (Voice over Internet Protocol) system. The benefits of this new technology include minimizing telecommunication costs and enhancing campus-to-clinic communication.

*2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

The university IT department is divided into several specialty groups under the supervision of the IT director. Two IT team members assist staff, faculty, and students with computer problems and questions. The data group is made up of one individual and handles all database related work. The Academic Services department and Library also have staff dedicated to supporting faculty, staff, and administrators in accessing and utilizing technology.

---

The University's Academic Services department consists of a manager and a staff member who provide support for classrooms, audiovisual work, and a variety of technology support for faculty. An instructional designer works with Moodle and Canvas to assist faculty with instructional design.

LMS 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. Small group presentations, web-based instruction, one-on-one training on Moodle/Canvas, A/V, and other educational equipment, copier use, and various software programs are available from Academic 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, and basic software and virus issues. The library also offers support with university-licensed specialized software. Once the conversion to Canvas is fully implemented, faculty, staff, and students will have 24/7 support for computer issues related to the LMS provided by the vendor. The University Knowledge Base mentioned above is also accessible to students through [MyBU](#).

*2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

Multiple sources contribute to the maintenance and advancement of the university technological infrastructure that supports university operations, services, and programs. The annual Student Experience 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 Academic 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.

*2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

Each fiscal year, the University's capital budget process includes 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.

In the event of an emergency, BUK 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](#).





## Chapter Three Institutional Planning

**BASTYR**  
UNIVERSITY

---

# CHAPTER 3: Institutional Planning

## **Standard 3.A Institutional Planning**

*3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to the fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

The Bastyr University 2016-2021 Strategic Plan was developed via a robust process and provided definitive objectives for the University. It was based on the university vision, mission, and commitments to academic rigor, effective communication, respectful behavior, intercultural and social justice awareness, research, and financial stewardship. From these, the University developed strategic priorities in 2017 that follow measurable outcomes and selected tactics that will drive decisions and provide the framework for continuous improvement. These strategic priorities are:

1. Advancement of the Natural Health Professions
2. Academics and Research
3. Attract and Retain Highly Qualified Faculty and Staff
4. Attract and Retain Exceptional Students
5. Innovative Methods and Access to Instruction
6. Career Preparedness
7. Institutional Stewardship

These strategic priorities were then operationalized into the 2017-18 Annual Operating Plan with identified areas, specific goals and measures, target dates, and the designation of the responsible parties. In FY 2019, President Patterson worked with the President's Cabinet and Executive Leadership Team, with university-wide input to develop the Fiscal Year 2019 Strategic Goals. These goals are directly tied to the 2016-2021 Strategic Plan as approved by the Board of Trustees. While the 2019 plan clearly delineates the key goals and objectives for the year, it includes areas for adjustments if needed based upon internal and external environment.

The financial plan is aligned with the Strategic Plan and includes a budget for the current fiscal year, a projected two-year budget, and a five-year resource planning. A budgeting model is being developed as

---

well. Long-term financial planning is critical to the University to ensure that resources are adequate, cash is sufficient, and covenants are met. The University regularly updates its current and long-term cash management plans, operating plan and covenant projections.

The University has put into place a robust budgeting process to meet the challenges of declining enrollments since FY2017. The process includes the identification of budget priorities at the beginning of each budget cycle, which assist in the optimal allocation of finite resources. The FY2019 budget process included the development of an Executive Summary that was distributed to all students, faculty, and staff for review and feedback. In addition, a question and answer session was held with students, faculty, and staff. During the meeting, the budget, budget priorities, and proposed funding were discussed. Adjustments were made to the final budget proposal based on feedback from the meeting and individual discussions with constituents before it was submitted to the Board of Trustees. The Board is responsible for approval and oversight of the university budget and financial control, including financial planning, approval, and monitoring of budgets and reserves, investment and investment policies, fundraising, cash management, debt management, and transfers.

### **Master Plan**

The University collaborated 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 provides for expanded infrastructure 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 in [Appendix 3.A.1](#).

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 will reduce student commuting needs and mitigate campus parking issues while making additional space available in Kenmore for new program development.

In June 2019 Bastyr University began a 10-year strategic plan for Bastyr University San Diego. Because the plan is still in the early stages of development, additional information and data is not yet available.

### **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 their April 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's 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 current financial plan is well aligned with the Strategic Plan. A majority of the current strategic plan initiatives focus on academics and research; attracting and retaining highly qualified faculty, staff and students; and innovative methods and access to instruction. In FY2019, new funds were allocated for a Center for Teaching and Learning which is housed in the Provost's Office. The program allocates financial resources to ensure faculty and students have what they need in order to have the most effective teaching and learning experiences possible.

*3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

Bastyr University, an institution of higher education specializing in academic programs in the natural health arts and sciences, aligns its comprehensive planning with its Mission and core theme objectives. The individual objectives within each core theme significantly inform the University's comprehensive planning process as well as the implementation of actions 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's 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.

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's mission and core theme objectives. Budget proposals are submitted by university department managers and then vetted by the appropriate vice president. The President's Cabinet, which serves as the budget committee for the University, approves proposals that best align with the comprehensive plan, the 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, and capital expenditures.

*3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.*

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 at the site visit.

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 the 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 enrollment, 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 AVP of Budget and Finance with additional analysis and regular review by the President's Cabinet.

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 specific outcomes. Nationally normed comparative data, such as pass rates on national exams, provides valuable input for the University's comprehensive review and planning processes. Copies of recent surveys on institutional effectiveness will be available for review by the visiting team.

*3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.*

University programs and services are regularly evaluated by university leadership. Comprehensive planning processes are informed by analysis of and reflection on the 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.

*3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

---

## **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 of Facilities Operations and Safety and Security Services, Director of Information Technology and IT Security Services, and the Office of the Associate Vice President of Budget and Finance (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 Operations and Safety and Security Services 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 are 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 a power generator is available at BUK to support life safety, research investments, and operations during emergencies. 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 occurs as quickly after an emergency as safety concerns allow.

## **Risk Management**

The Office of the President manages all matters related to risk management planning, such as insurance coverage, policy review, cost monitoring and management, policy administration, and claim to report. 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. In addition, the University added the position of Manager of Risk Management, Safety, and Compliance in 2016. The position was upgraded to the Director of Facilities Operations and Safety and Security Services, and Risk Management in 2017.

## **Information Technology**

Data for critical systems are backed up daily to de-duplication servers at alternative sites and then backed up to tape on a periodic basis. 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, BUK and BCNH are able to serve as data recovery sites for each other and BUC. The 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. New and additional hardware will be purchased as needed.

Detailed preparedness, accident prevention, emergency, contingency, safety, and security plans and procedures are located in the Facilities & Safety section of [MyBU](#).

## **Standard 3.B Core Theme Planning**

The Core Themes and core theme goals have remained stable since their adoption by the Board of Trustees in 2011, but over the past few years, the University reduced the original 76 indicators to under 50 by eliminating metrics that represented processes and inputs that were not relevantly tied to mission fulfillment. This careful pruning of Bastyr's core theme objectives and indicators has allowed Bastyr to monitor and manage a more realistic and effective plan for continuous institutional improvement and advancement towards mission fulfillment.

*3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

Bastyr has intentionally sought to align its core themes to the president's strategic initiatives and the institution's comprehensive planning processes. The President's Cabinet plays the central role in all of these activities, ensuring that planning for each core theme is consistent with our strategic plan, that programs and services are appropriately aligned with our mission and core themes, and that budget allocation recommendations are informed by the collection and assessment of appropriately defined data.

*3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services. As explained above, the University's strategic objectives and core themes inform planning and budgeting at all levels of the university. Because initiatives are planned and funded in accordance with their relationship to our comprehensive plan and core themes, these themes necessarily guide the selection of our programs and services. Additional evidence that institutional planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services is demonstrated in the tight alignment between our core themes and the president's strategic initiatives.

*3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

Bastyr University defines an acceptable threshold of mission fulfillment as making continual, incremental progress toward accomplishing its mission within the framework of stated goals and



---

objectives set forth in this comprehensive self-evaluation. Surveys, data reports, end of course evaluations, faculty review documents and many other metrics contribute to an understanding of program and service success. Data related to core theme planning is managed by the Office of Institutional Effectiveness publically available on [MyBU](#).



Chapter Four  
Core Theme Planning, Assessment  
and Improvement

**BASTYR**  
UNIVERSITY

---

# CHAPTER 4: Core Theme Planning, Assessment, and Improvement

## Standard 4.A: Assessment

The University assesses its progress toward mission fulfillment by establishing, tracking, and continuously reviewing the goals, objectives, indicators, and associated metrics outlined under each core theme. The Office of Institutional Effectiveness (OIE) regularly reviews and updates each metric to track progress toward mission fulfillment. Some indicators apply to the entire institution, while others are program or department-specific, but all goals, objectives, and related indicators are aligned with and support Bastyr's mission and vision.

Through this process of identifying operational goals, planning for core themes has become fully integrated into the overall annual planning process at all levels of the institution. And while the procedures of this process evolve over time, the process itself has long-term applicability for identifying new operational goals for each academic year. As Bastyr designs and delivers its programs and provides services to its students, its core theme goals will continue to influence its operations, based on measurable, actionable data determined by analyses of past performance.

Many of the indicators for Bastyr's Core Themes are metrics that have been tracked for many years. Other metrics have been recently updated to reflect changes in institutional processes and data system management. The institution consistently reviews its key performance indicators to ensure they continue to be valid measures of performance that will enhance evaluation and assist continuous improvement.

*4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

In AY 2018-19, as the university progressed toward its Year Seven Comprehensive Self-Evaluation, OIE regularly presented applicable data and results to institutional and academic leadership, student services departments, and other relevant parties. The process of reviewing, discussing and developing necessary improvements has ensured the ongoing relevance of our core objectives and indicators, and has also revealed areas where the University needed to focus more attention.

Bastyr's self-assessment process has also revealed that outdated or insufficient reporting and data silos, and data collection unrelated to mission fulfillment were all issues that needed to be addressed. In

---

2018, OIE implemented several changes to its processes and services, with a focus on creating increased data transparency and improving the use of institutional data for strategic improvements. Specifically, OIE enacted the following improvements to enable greater data access, understanding, and use:

- Revised all institutional survey questions to better inform mission fulfillment across time and populations, saving legacy questions for trending purposes when necessary.
- Determined metrics in existing data sources that will inform progress, improvement, and mission fulfillment.
- Made all institutional survey results and data dashboards available to the Bastyr community by posting them on [MyBU](#).
- Facilitated campus-wide conversations regarding data transparency and accuracy, and creating the Data Integrity and Stewardship Committee as a group tasked with documenting and resolving data issues.

In 2019, Bastyr began a data optimization project. This is an effort to homogenize and standardize all data collection efforts so that key metrics such as enrollment, retention, completion rates, among others, are being calculated in the same way across all programs and services in the institution. It will also provide leadership and data users university-wide with timely and transparent access to key metrics.

*4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

All academic departments are responsible for monitoring changes to their respective disciplines, conducting course and faculty assessments, and reviewing alumni outcomes data. All programs are closely monitored for external trends including 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 license/registration examinations. These external factors influence changes to curricula or methods of delivery to ensure rigorous and relevant programs for our students.

Quarterly course assessments are coordinated by the Academic Services department and are collected for every course with either a modified or new curriculum, or that is being taught by a new faculty member. Department chairs review course assessment data, and areas of concern are discussed with and formally reported to the appropriate dean as necessary. Strategies are implemented for any areas of concern, and assessments are repeated until the course or instructor meets or exceeds department standards. Many programs have milestone and/or capstones requirements, and student performances on these assessments also are used by deans and program chairs for program assessment. Alumni outcomes data, generated by both OIE and external agencies (e.g., licensing and registration exams), are reviewed and discussed with administrators and faculty as appropriate. This data informs curriculum review and is a measure of faculty effectiveness.

Bastyr has taken clear steps to ensure that its programs and services are aligned with its core themes through the development of operational plans that are aligned to the president's annual goals which are directly tied to the University's strategic initiatives in support of the achievement of the University's core theme goals. In order to formally document and track institutional performance relative to its core themes and strategic initiatives, each program (or operational unit) within the University sets targets, tracks measures, and produces operational plans that align with and support the Core Themes.

---

For example, each year the Faculty Senate creates a list of annual goals related to the Core Themes and documents their progress against these goals in monthly faculty senate meetings. Student and alumni survey results and end of course evaluations also are shared with faculty as a part of the faculty evaluation process. Departments often also conduct their own surveys and interviews to facilitate greater program assessment and improvement. Specialized accreditation cycles also contribute to an intensive process by faculty to reflect on and assess Bastyr's educational programs and services.

*4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

Bastyr University has two complementary sets of expected learning outcomes: program-specific learning outcomes and student learning outcomes related to global competencies. Expectations addressed in program learning outcomes are degree and certificate-specific and conform to national or international standards for the discipline where appropriate. The global competencies were defined and developed by a faculty committee in collaboration with the entire Bastyr community. These global competencies were then integrated into each program's curriculum and are referenced in course syllabi as applicable.

Mastery of the global competencies below is expected of every Bastyr graduate and is the focus of institution-wide data collection and comparison. The global competencies for all students at Bastyr University are:

- Communication Skills: verbal and written
- Research Capacity: critical thinking and information literacy
- Professional Behavior: professional competence and collaboration

*4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

The institution regularly and systematically collects data related to clearly defined indicators of achievement. Analysis of that data is used to formulate evidence-based evaluations of the achievement of core theme objectives. The University uses these analyses to evaluate the integration and success of institutional planning, allocate resources, and evaluate its capacity for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The University uses assessment results effect improvement and makes them easily accessible to all university constituencies.

*4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.*

The University operationalizes and measures mission fulfillment through key performance indicators tied to core theme goals. The Bastyr community has sought to create an efficient, yet comprehensive set of objectives, goals, and indicators to measure its institutional health and the experience of its students. Each Core theme, goal, objective, and metric has been carefully considered to ensure strategic relevance, sustainability, and innovation. Institutional surveys and data reports have been written and revised to render timely data related to these metrics, and all programs and services are continually monitored for effectiveness and contribution to student and institutional outcomes.

---

*4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

The Core Themes and core theme goals have remained stable since their adoption by the board of trustees in 2011, but over the past few years, the University has reduced the original 76 measures to fewer than 50 by eliminating metrics that were not relevantly tied to mission fulfillment. This careful pruning of Bastyr's core theme metrics has allowed the University to monitor and manage a more realistic and effective plan for continuous institutional improvement and advancement towards mission fulfillment.

## **Standard 4.B Improvement**

This section presents an evaluation of Bastyr's four Core Themes with respect to mission fulfillment. Mission fulfillment is defined as the satisfactory achievement of the measures of the core theme indicators. During the next accreditation cycle (i.e., 2019-2026), the Core Themes, objectives, and indicators of achievement will be reviewed to ensure that they are realistic and aligned with any changes in Bastyr's strategic focus. Additionally, at the start of the next cycle, all metrics will be reviewed for validity and adequacy as true measures of mission fulfillment.

*4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

OIE maintains a regular schedule of annual and biannual surveys that assess the level of satisfaction and/or engagement of Bastyr students, faculty, staff, alumni, patients, donors and interested community members. This office 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. It works closely with each academic program to design surveys that provide 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. Typically, institutional survey results are distributed broadly within the campus community within a month of the survey closing, as all institutional survey results are available on [MyBU](#) under Campus Resources>Planning and Survey Results. Details regarding survey methodology and return rates are located in [Appendix 4.B.1](#).

*4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

Program level student learning outcomes are monitored within the academic departments. Data related to program learning outcomes are collected through embedded assessments, competency exams, licensing exams, and other program-specific requirements. Program chairs regularly review their programs' learning outcomes, enrollment and retention numbers, as well as licensing, internships acceptances, and job placement rates. Currently, Bastyr is developing an institution-wide process for measuring student learning outcomes within its learning management system. This will dramatically

improve the effectiveness and consistency of data reporting for the institution and vastly reduce manual reporting processes at the departmental level.

## Core Theme Assessment

The data tables provided in this chapter are divided into four sections, each highlighting a particular core theme. These separate sections are organized around the goals and objectives of each core theme and express the indicators, measures, and targets for each objective. After each indicator and associated metrics, a statement of assessment reflects on the data and provides an institutional benchmark for growth or sustainability. Directly following each statement of assessment, a statement of improvement describes the specific steps the institution is taking to close the evaluation loop to improve processes and services based on the data collected. These data tables and narratives, taken as a whole, provide evidence of achievement in each of our key indicators.

## Core Theme 1: Academic Achievement

### Core Theme 1A: Bastyr University offers a rigorous and relevant curriculum

Objective 1A.1: Bastyr delivers effective and innovative teaching

*Indicator 1A.1a: Instructional Quality*

Table 1A.1a-1: End of course evaluations

		School of Natural Health Arts and Sciences (NHAS)	School of Naturopathic Medicine	School of Traditional World Medicines	Combined courses from Schools of NM and NHAS	Clinic Shift Assessment
2015 Spring	% response	48%	42%	70%	38%	n/a
	Mean	4.5	4.54	4.59	4.58	n/a
2015 Summer	% response	57%	40%	66%	36%	51%
	Mean	4.51	4.63	4.7	4.53	4.68
2015 Fall	% response	68%	46%	73%	54%	43%
	Mean	4.53	4.48	4.55	4.46	4.64
2016 Winter	% response	58%	38%	62%	46%	55%
	Mean	4.51	4.53	4.6	4.56	4.68
2016 Spring	% response	40%	23%	50%	25%	36%
	Mean	4.49	4.54	4.61	4.56	4.74
2016 Summer	% response	50%	30%	42%	57%	40%
	Mean	4.56	4.61	4.55	4.36	4.7



2016 Fall	% response	51%	37%	54%	38%	43%
	Mean	4.49	4.4	4.45	4.48	4.58
2017 Winter	% response	59%	32%	56%	44%	43%
	Mean	4.36	4.49	4.56	4.43	4.7
2017 Spring	% response	47%	38%	62%	40%	42%
	Mean	4.44	4.48	4.43	4.48	4.6
2017 Summer	% response	48%	36%	56%	29%	30%
	Mean	4.31	4.44	4.58	4.54	4.58
2017 Fall	% response	53%	27%	53%	37%	53%
	Mean	4.33	4.36	4.39	4.26	4.6
2018 Winter	% response	46%	25%	56%	35%	12%
	Mean	4.4	4.4	4.21	4.39	4.72
2018 Spring	% response	40%	24%	64%	26%	84%
	Mean	4.49	4.49	4.38	4.49	4.62
2018 Summer	% response	31%	19%	37%	9%	38%
	Mean	4.31	4.35	4.49	4.6	4.66
2018 Fall	% response	53%	40%	57%	49%	32%
	Mean	4.38	4.48	4.42	4.44	4.6
2019 Winter	% response	31%	21%	76%	19%	30%
	Mean	4.3	4.5	4.53	4.3	4.72

Means based on a 5 point scale

### Statement of Assessment

Data trends indicate that for all reporting periods students scored courses well into the four-point range on a 5-point scale. The University sees this data as indicative of Bastyr meeting student expectations for delivery of effective and innovative teaching. The data indicates that end of course return rates fluctuate and could be improved.

### Statement of Improvement

Bastyr continuously monitors student feedback regarding course delivery and closes this assessment loop by using an assessment confirmation form which is submitted by Chairs to the Dean after courses have been evaluated. An action plan is developed for each course or clinic shift that receives an overall rating of less than 4.0. This process ensures the involvement of faculty and chairs in the evaluation of courses and programs.

To increase rates of return, the end of course evaluation system underwent a review in 2019. It was determined that it would be most efficient to integrate the end of course evaluations into the Canvas Learning Management System beginning fall 2019. It is believed that this will increase rates of return to meet the institutional benchmark to exceed a 50% return rate for every course.

Table 1A.1a-2: Student perceptions of instruction

	2016 n=505 (43%)	2017 n=676 (59%)	2018 n=487 (43%)
Courses in my program are sequenced logically from introductory concepts to more complex content.	3.33	3.28	3.28
I am satisfied with the quality of education I have received so far in my program.	3.07	3.05	2.97
The exposure I have had to practice management curriculum to date is adequate and appropriate for my level of training.	2.89	2.96	2.9

Source: Student Satisfaction Survey

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

Table 1A.1a-3: Student perceptions of degree

	2017 n=174 (51%)	2018 n=151 (39%)	2019 n=343 (27%)
What is your overall impression of the <i>academic standards</i> in your degree program	3.18	3.07	3.14
What is your overall impression of the <i>faculty instruction</i> in your degree program?	3.12	3.04	3.03
What is your overall impression of the <i>value</i> of your degree?	3.1	3.13	3.13

Means calculated from a 4 point Likert scale (Excellent, Good, Fair, Poor)

### Statement of Assessment

Student perceptions of their degrees average above a 3.0 out of a 4.0 scale, but perceptions of instruction in some areas are slightly lower than the desired minimum of 3.0. We believe that the small declines in this area are due to faculty turnover and budget cuts.

Bastyr is pleased to see that student perceptions of the value of their degrees remains positive and exceeds 3.0. In 2019, the Office of Institutional Effectiveness worked with the deans to revise and dramatically expand the student experience survey to measure student career, earning and learning outcomes; international student experience; student preferences and priorities; and student ratings of institutional services, spaces, and practices. Due to the need to increase the survey to ask these additional questions, it was decided to move all instructional quality questions into annual department surveys or end of course evaluations to gain a better understanding of where instructional assistance is most necessary.

---

## Statement of Improvement

Campus-wide conversations regarding faculty workload and instructional quality, particularly in the area of practice management learning, are ongoing. In 2018, a director of Career Services was hired to provide a unified place for practice management training across programs. In academic year 2019, new funds were allocated to develop the Center for Teaching and Learning, targeted at improving instruction, and for Faculty Development generally, for individual research or related projects, in order to support faculty development at Bastyr. We anticipate these investments will have a positive effect on students' perceptions of instruction. Our benchmark for this metric is to have all measures above a 3.0, with annual increases or stability in the data trends thereafter.

### *Applied and experiential learning experiences*

Bastyr employs expert educators and skilled practitioners., Small class sizes, with an average 8:1 student/faculty ratio, support sustained mentorship and excellence in applied and experiential learning experiences. A majority of programs include practice-based experiences. Both campuses have clinic spaces, teaching and research labs, teaching kitchens, and libraries. These facilities, as well as the extensive teaching gardens and greenhouse on the Kenmore campus, are utilized throughout the curricula to provide hands-on learning.

## Statement of Assessment

Bastyr offers a wide range of applied and experiential learning experiences that enhance traditional lectures and online course delivery. For example, many programs require practicums or capstones. There are also experiential courses in which students work at off-campus sites both in the US and internationally. Although there are program-level assessments of these experiences, learning outcomes haven't been tracked at the institutional level.

## Statement of Improvement

Currently, Bastyr's student data system (CAMS) is undergoing a review and optimization process to enable more effective reporting from starting in early 2020. Once the data is optimized, analysis of variables related to applied and experiential courses (e.g., GPA, enrollment trends, on-time completion of practicums and capstones) can be analyzed to determine the effectiveness of these programs.

## Objective 1A.2 Bastyr supports academic achievement with student learning outcomes

### *Indicator 1A.2a Program Learning Outcomes*

Program learning outcomes for many programs are dictated by specialized professional accreditation standards. Eight of Bastyr's 14 graduate and postgraduate programs are professionally accredited, and we are currently preparing self-studies for the two additional programs that qualify for professional accreditation (the Master of Public Health and the Master of Arts in Counseling Psychology). See Table 1A.2a-1 for details on Bastyr programs. Even non-accredited programs have competencies that are informed by national standards in the discipline. For example, the undergraduate Health Psychology program follows American Psychological Association standards. Program competencies are mapped to courses and assessed by faculty through course assignments that include exams, presentations, and projects. Many programs also include capstone experiences or courses that require students to demonstrate knowledge and skills at the level expected of graduates. Many of these capstone projects are presented in the annual student research symposium. Student progress through the curriculum is

monitored by the department chair through course grades, student feedback on course assessments, and faculty feedback on the student's preparation for more advanced courses.

Formal program assessments are completed at least every five years for each program. Program faculty, in collaboration with the department chair, conduct these assessments. They include a review of university-wide and program-specific learning outcomes, the sequencing of courses, and the curriculum map. Recommendations for changes that result from either formal or informal program assessments are reviewed and approved by the school and university curriculum review committees. Recent self-studies for accredited programs and program learning outcomes for non-accredited programs are referenced by program in [Appendix 4.1.A.2.a](#).

Table 1A.2a-1: Degree, non-degree, and certificate programs offered 2018-19

Degree	Degree Type	Professional Accreditation	Comments
Doctor of Acupuncture & East Asian Medicine	Clinical	ACAOM	Requires Capstone
Doctor of Naturopathic Medicine	Clinical	CNME	Licensed in 22 states; District of Columbia; Puerto Rico, and Virgin Islands
MS Acupuncture	Clinical	ACAOM	Licensed in 47 states
MS Acupuncture & Oriental Medicine	Clinical	ACAOM	Licensed in 47 states
MS Ayurvedic Sciences <sup>1</sup>	Clinical	not available <sup>3</sup>	Uses NAMA guidelines
MA Counseling Psychology	Clinical	MPCAC (prep. Self-study)	Requires exit exam (starting 2019)
MA Maternal Child Health Systems	Non-clinical	not available <sup>3</sup>	Requires Capstone
MS Midwifery	Clinical	MEAC	Optional Capstone
MS Nutrition	Non-Clinical	not available <sup>3</sup>	Requires Thesis
MS Nutrition for Wellness	Non-Clinical	not available <sup>3</sup>	Requires Capstone
MS Nutrition Didactic Program in Dietetics	Clinical	ACEND	Requires exit exam
MS Nutrition/ Counseling Psychology <sup>2</sup>	Clinical	not available <sup>3</sup>	

Master of Public Health	Non-Clinical	not available	Requires practicum and capstone Students eligible to take Community Health Educator Specialist (CHES) certification exam
Dietetic Internship	Clinical	ACEND	Exit exam required
BS Exercise Science and Wellness <sup>1</sup>	Non-clinical	not available <sup>3</sup>	Requires Externship Uses ACSM competencies
BS Health Psychology (Integrated Wellness)	Non-Clinical	not available <sup>3</sup>	Research Project Option Uses APA Competencies
BS Health Psychology (Pre-Med)	Non-Clinical	not available <sup>3</sup>	Research Project Option Uses APA Competencies
BS Herbal Sciences	Non-Clinical	not available <sup>3</sup>	Requires practicum
BS Integrated Human Biology	Non-Clinical	not available <sup>3</sup>	Research Project Option Uses NSF-PULSE Competencies
BS Nutrition	Non-clinical	not available <sup>3</sup>	Requires practicum and capstone course
BS Nutrition and Culinary Arts	Non-clinical	not available <sup>3</sup>	Requires practicum and capstone course
BS Nutrition & Exercise Science	Non-clinical	not available <sup>3</sup>	Requires practicum and capstone course
ND Post-baccalaureate program	Non-Clinical	not available <sup>3</sup>	
Nutrition Post-baccalaureate program	Non-Clinical	not available <sup>3</sup>	
Certificate Chinese Herbal Medicine	Clinical	not available <sup>3</sup>	
Certificate Holistic Landscape	Non-clinical	not available <sup>3</sup>	Requires Internship and Practicum
Certificate Birth Doula Skills Training	Non-clinical	not available <sup>3</sup>	
Certificate Postpartum Doula Training Skills	Non-clinical	not available <sup>3</sup>	
Certificate Lactation Educator	Non-clinical	not available <sup>3</sup>	

Certificate Childbirth Educator	Non-clinical	not available <sup>3</sup>	
Certificate Pre and Perinatal Massage	Non-clinical	not available <sup>3</sup>	
Certificate Infant Massage Educator	Non-clinical	not available <sup>3</sup>	

1 graduated final class in Spring 2019; programs discontinued due to low enrollments

2 This interdisciplinary program has been changed to a dual-track Master of Science in Nutrition/Master of Arts in Counseling Psychology program

3 Programs without professional accreditation undergo internal review at the department level at least every five years

ACAOM – Accreditation Commission for Acupuncture and Oriental Medicine

ACEND – Accreditation Council for Nutrition and Dietetics

ACSM – American College of Sports Medicine

APA – American Psychological Association

CEPH – Council on Education for Public Health

CNME – Council on Naturopathic Medical Education

MEAC – Midwifery Education Accreditation Council

MPCAC – Masters in Psychology and Counseling Accreditation Council

NAMA – National Ayurvedic Medical Association

### *Student performance on milestone and competency exams (examples from a majority of clinical programs)*

A number of the clinical program use high-stakes milestone exams to measure the student’s readiness to progress into the next phase of clinical training, typically call clinic entrance examinations. The ND program also has a high stakes exit exam that students must pass to graduate.

#### ND Program Milestone Exam Pass rates

The naturopathic medical program’s clinic entry exam is a high stake milestone exam, which rates a student’s readiness to enter the clinical training portion of the program. The program’s exit exam was instituted in 2016, another high stake milestone exam, to evaluate the student’s readiness to graduate from the program. Both of these exams use standardized patients that mimic the actual clinic experience and are scored by clinical supervisor evaluators using a grading rubric.

Table 1A.2a-2: ND Clinic Entry Exam Pass Rates

	2014	2015	2016	2017	2018	2019
Entry BUK	78%	87.50%	86%	89%	86%	89%
	n=69	n=88	n=83	n=85	n=95	n=74
Entry BUC	90%	89%	89%	85%	84%	82%
	n=42	n=44	n=49	n=54	n=43	n=51

Table 1A.2a3: ND Clinic Exit Exam Pass Rates

	2014	2015	2016	2017	2018	2019
Exit BUK	No data	No data	78%	88%	89%	99%
			n=52	n=71	n=66	n=74
Exit BUC	No data	No data	94%	86%	84%	94%
			n=32	n=42	n=44	n=57

### Statement of Assessment

Clinic entry examination pass rates have remained relatively stable in WA since 2015. The examination in 2014 was the first exam for the students in the revised integrated curriculum.

### Statement of Improvement

Each year the associate deans of clinical education review the milestone exam pass rates, comments from students and standardized patients, exam statistics, and details. Suggestions on curriculum improvement based on the exam analyses are forwarded to the program assessment committee. In addition, the rubrics are reviewed and revised each year to improve inter-rater reliability. All of the milestone exams are now recorded so that students may review their performances and any scoring anomalies may be reviewed.

### MSAOM/MSA Program Milestone Exam Pass rates

The Department of Acupuncture and East Asian Medicine (AEAM) clinic entry exam is a high-stakes milestone exam, for the Master of Science in Acupuncture and Oriental Medicine (MSAOM) and the Master of Science in Acupuncture (MSA) to assess students' readiness to enter the clinical training portion of the program. The clinic entry exam pass rate is calculated based on passing three separate exams: East Asian medicine foundations exam, an acupuncture written exam, and an acupuncture techniques practical exam.

Table 1A.2a-4: MSAOM/MSA clinic entry exam first-time pass rates

	2015	2016	2017	2018	2019
Number of Students	43	39	35	27	25
First time pass rate	98 %	100%	97%	93%	88%

### Statement of Assessment

Clinic Entry examination first-time pass rates have been high since 2015 with some decline in 2018 and 2019. In 2019, the failure to pass by several students was a reflection of personal circumstances that prevented them from preparing adequately for the exam. Since the number of students taking the exam is relatively small, having a few students unable to adequately prepare had a disproportionately large effect on the pass rate.



## Statement of Improvement

Each year, the clinic entry exam pass rates are reviewed by the AEAM leadership team. If the test analysis identifies areas of the course content which need better clarity or emphasis, instructors of relevant courses are advised of the need. To address the decrease in the pass rates in 2018 and 2019, the faculty decided to monitor student success in two key areas taught in the first year of the department's programs. Students' cumulative grades in Traditional Chinese Medicine (TCM) foundational courses (TCM Fundamentals, TCM Diagnosis 1 & 2, TCM Pathology 1 & 2) and acupuncture courses (Meridians and Points 1, 2 & 3) were reviewed to identify students performing below benchmark grades in those classes and refer them for remediation. Remediation includes working with a student tutor or faculty member or repeating the course. The goal is to identify students needing improvement prior to taking the comprehensive entry exam. The program has also recently implemented other mid-program milestone exams in areas covered on the post-graduate licensing exams to assess student's preparation for clinical practice.

### Master of Science in Nutrition – Didactic Program in Dietetics (MSN-DPD) Milestones

In order to become a registered dietitian nutritionist (RDN), candidates must successfully complete a minimum of a bachelor's degree and complete both an ACEND-accredited Didactic Program in Dietetics and an ACEND-approved supervised practice program, after which they are eligible to sit for the registration credentialing exam. The Master of Science in Nutrition – Didactic Program in Dietetics (MSN-DPD) uses a variety of measures to evaluate student achievement of learning outcomes throughout the program. One of the major indicators of program success is the percentage of students in the program who are matched to internships by graduation. There are two match rounds, one in spring and one in fall. After the initial "first match" rounds for both cycles there are "second match" rounds that allow graduates who did not match in the first round to seek opportunities in programs that did not fill.

Table 1A.2a-5: Internship spring match rates for Bastyr Master of Science in Nutrition – Didactic Program in Dietetics (MSN-DPD) graduates

	Total DPD Students	Internship Applicants	Application Rate	Applicants Matched 1 <sup>st</sup> Round	Applicant 1 <sup>st</sup> Round Match Rate	Total Applicants Matched by Graduation	Applicant Match Rate by Graduation
2014	38	30	78.9%	20	66.7%	24	80.0%
2015	36	30	83.3%	22	73.3%	25	83.3%
2016	42	33	78.6%	26	78.8%	27	81.8%
2017	35	26	74.3%	16	61.5%	20	76.9%
2018	32	29	90.6%	24	82.8%	26	89.7%
2019	35	29	82.9%	24	82.8%	26	89.7%

---

## Statement of Assessment

Bastyr graduates are highly competitive nationally for dietetic internships. The match rate by graduation has exceeded 75% for the past five years, and the percentage of Bastyr graduates accepted in internships and other supervised practice programs has consistently exceeded the national average which has ranged from 49.0% to 61.4% for the five year period.

## Statement of Improvement

The program director and faculty are working to continue to make program improvements to maximize the percentage of students who are able to complete an internship. There are currently insufficient internship opportunities nationally, making it difficult to achieve a 100% match rate.

## *Licensing/certification exam pass rates (examples from a majority of clinical programs)*

A number of clinical programs have standardized exams that are required for licensure. These are administered by outside agencies. Bastyr students' first time pass rates are provided here under each program below.

### NCCAOM Pass Rate (Acupuncture and Oriental Medicine – MS)

The National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) provides board exams for graduates of professionally accredited programs. The board exams or certification is a component of state licensure requirements. States have different board exam requirements.

Table 1A.2a-6: NCCAOM board exam pass rates of MSAOM and MSA graduates

	Foundations of Oriental Medicine		Acupuncture with Point Location		Biomedicine		Chinese Herbology	
	Bastyr (%)	National (%)	Bastyr (%)	National (%)	Bastyr (%)	National (%)	Bastyr (%)	National (%)
2014	87.50%	83.80%	84.60%	82.50%	78.90%	74.10%	76.90%	80%
2015	84.4%	78.10%	77.40%	79.80%	80%	72.30%	86.40%	80.20%
2016	86.40%	78%	81.30%	75.90%	91.50%	73.50%	85%	78%
2017	80.60%	79.10%	70.80%	79.40%	76.50%	74.50%	83.30%	83.90%
2018	80.60%	78.60%	72.70%	77.80%	83.30%	75.50%	79.20%	78.40%

## Statement of Assessment

The goal of the program is to have Bastyr graduates match or exceed the national average. Scores for graduates of the program have most recently met this goal in three of the four areas. The Bastyr graduates did not exceed the national average in “Acupuncture with Point Location” three of the five years presented in the table.

## Statement of Improvement

Since the scores in acupuncture point location portion of the exam have not consistently met the goal, the decision was made to make changes in the acupuncture point location labs and provide early remediation for students who were not excelling.

### Registration EXAM of Dietitians

After completion of a dietetic internship, the final step in becoming a registered dietitian nutritionist is passing the registration examination. The exam is conducted by the Commission on Dietetic Registration.

Table 1A.2a-7: First attempt registration exam pass rate for Bastyr MSN-DPD Graduates (most completed internships at other institutions)

	Percent Passed on first attempt	Number of MSN-DPD Graduates
2014	100%	36
2015	100%	28
2016	100%	36
2017	91.2%	31
2018	92.4%	24

Table 1A.2a-8: First attempt registration exam pass rate for Bastyr Dietetic Internship graduates (some interns completed their DPD program at other institutions)

	Percent Passed on first attempt	Number of Dietetic Interns
2014	100%	12
2015	91.7%	12
2016	100%	12
2017	100%	12
2018	91.7%	12

### Statement of Assessment

Both alumni of the MSN-DPD program and alumni of the Bastyr dietetic internship have a high success rate in becoming Registered Dietitian Nutritionists. Their rate of success continues to exceed the national average, which has ranged between 71.2% and 85.7% between 2014 and 2018.

### Statement of Improvement

The goal is to continue to maintain the excellence of both the MSN-DPD program and the dietetic internship program as represented by over 90% first attempt pass rates for five years.

---

### Masters of Science in Midwifery (MSW)

The North American Registry of Midwives (NARM) is the national credentialing body that confers the Certified Professional Midwife credential. The NARM certification exam measures the knowledge base for entry-level competency. Most states that offer licensure to direct-entry midwives require a passing score on the NARM exam as one criterion for licensure.

Table 1A.2a-9: NARM certification exam pass rates

	Pass Rate	# MSW graduates attempted
2015	100%	4
2016	100%	8
2017	91%	11
2018	90%	10

### Statement of Assessment

Graduates of the Master of Science in Midwifery program have a high success rate in becoming Certified Professional Midwives. The pass rate has equal. “The pass rate has equaled 90% or above for the past four years

### Statement of Improvement

The program leadership and faculty work to assess achievement of student outcomes at least annually. The program’s goal is to maintain a 90% or greater pass rate.

### NPLEX I EXAM Pass Rates (Naturopathic Medicine)

The North American Board of Naturopathic Examiners (NABNE) administers the Naturopathic Physicians Licensing Examinations (NPLEX) twice yearly, in August (large cohort) and February (smaller cohort). The majority of Bastyr student take the exam in August, so February results will not be provided due to the small sample size NPLEX 1 is the Biomedical Science examination that students usually take after completing the second year of the ND program. Students must pass this exam and graduate from the program in order to sit for NPLEX 2, the Core Clinical Science Examination. The Bastyr California campus (BUC) opened in the 2012-2013 academic year, so the first BUC cohort sat for the NPLEX 1 2014 and the NPLEX 2 in 2016.

Table 1A.2a-10: NPLEX 1 August pass rates

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>National Average</b>	90%	88%	78%	81%	79%	83%	77%	74%	80%	76%	77%	81%
BU – Kenmore	99%	94%	80%	89%	87%	88%	85%	83%	90%	85%	78%	87%
BU – San Diego	--	--	--	--	--	--	--	80%	83%	85%	78%	63%
<b>Bastyr Total Average</b>	99%	94%	80%	89%	87%	88%	85%	82%	87%	85%	78%	78%

Table 1A.2a-11: NPLEX 2 August pass rates

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>National Average</b>	85%	80%	87%	84%	89%	85%	86%	83%	82%	83%	89%	88%
BU – Kenmore	92%	93%	89%	91%	93%	84%	93%	91%	82%	90%	91%	89%
BU – San Diego	--	--	--	--	--	--	--	--	--	89%	95%	88%
<b>Bastyr Total Average</b>	92%	93%	89%	91%	93%	84%	93%	91%	82%	90%	92%	89%

### Statement of Assessment

Bastyr has historically been at or above the national average for NPLEX exam pass rates for first-time exam takers. The exception is the 2018 BU-San Diego cohort with regards to the NPLEX I, which was 68%, and dragged down the BU Total Average to 78%, three to four percentage points below the national average. An analysis has identified several possible causes for these lower scores, such as faculty turnover, lower incoming GPAs of the cohort, and lack of study support.

The University’s benchmark for this measure is to remain consistently at or above the national pass rate.

### Statement of Improvement

The School of Naturopathic Medicine is ensuring that both campuses have access to NPLEX review classes. An elective class, “Study Skills and Tips for Case-Based Exams,” is being developed and will be offered. The University is considering instituting a comprehensive exam at the end of the second year of the program. Students who do not pass this comprehensive exam will be required to take the new elective and either pass the NPLEX exam or an additional, comprehensive exam to progress to the third year.

Objective 1A.3 Bastyr offers relevant education that positively impacts student’s careers

#### *Indicator 1A.3a Student participation in career preparation activities*

##### January 2018 – Present

Under the current Office of Career Services and Alumni Services

- 175 one-on-one student appointments
- 35 career events in fall and winter quarters, with an average attendance of 6
- 15 career events completed or scheduled for spring quarter
- Guest speaker event attendance ranges from 20-40
- Completion of the online business/practice management project in July 2018. (Resources to be migrated to the new Canvas learning management system.)
- Migration from the consortium job board to the Bastyr-only Bastyr Careers job board to better meet the needs of the Bastyr community

---

### July 2017 – January 2018

#### Career services under the Office of the President

While there is no data/knowledge on the engagement of students and alumni during this time, the focus was on building resources for alumni, and the following was accomplished:

- Development of an online resource for business/practice management. Project completed July 2018 by current Office of Career Service and Alumni Services.
- Established a business consulting partnership offering alumni discounts with The First 18, an 8-week online program designed to guide clinicians' in establishing their practices. Partnership still active.
- Development of a consortium job board with the seven naturopathic medicine colleges.
- A pilot of females in the naturopathic medicine mentorship program. Assessment in spring 2018 determined that there was insufficient facilitation between mentors and mentees, and the program was discontinued in favor of sites such as LinkedIn to connect students and alumni until more resources are available for a mentorship program.

### February 2012 – July 2017

#### Office of Career Services under the Department of Student Affairs

There is limited specific data/knowledge on the engagement of students during this time. Activities included:

- One-on-one coaching appointments
- Workshops on resume writing and interviewing skills
- Quarterly lunch and learn events with alumni guest speakers
- One to two intensive business skills development events each year.

### Statement of Assessment

The current director of the newly established Office of Career Services and Alumni Services was hired in January, 2018. The office provides one-on-one coaching, workshops, guest speakers, intensive training events, and resources for students and alumni on career development topics such as resume and cover letter writing, interviewing skills, networking, LinkedIn, job search strategies, building and managing a business/practice, and career paths. Activities are offered in-person and online. The office also manages a recently developed job board and career services management system (Bastyr Careers) for students and alumni. The office has created and continues to build webpages with resources related to career development.

### Statement of Improvement

The Office of Career Services and Alumni Services has been well received institutionally and is innovating several new practices on campus. First, the Office is partnering with Continuing Education to provide much-needed practice management training and small business skills. Secondly, the recently created job board, Bastyr Careers, has more resources to offer than the previous job board. The Office of Career Services and Alumni Services plans to expand this job board to include work-study positions and off-campus jobs to help students find employment while at Bastyr and to use the same tool to transition into their naturopathic careers.

### 1A.3b Student employment perceptions and earning

Table 1A.3b-1: Job placement, career outlook, and alumni career experiences

	2016 n = 265 return rate = 21%	2017 n = 387 return rate = 21%
Percent of alumni working in the field of study	85%	86%
My education at Bastyr University prepare me for success in the job market? (4.0 agreement scale)	3.03	3.54
Compared to your employment prior to attending Bastyr University, did your income increase after graduation?	51% Yes	55% Yes
What is your total annual salary or income range before deductions?	Less than 20K – 18%	Less than 20K – 16%
	20K-less than 40K – 30%	20K-less than 40K – 30%
	40K-less than 60K – 24%	40K-less than 60K – 27%
	60K-less than 80K –14%	60K-less than 80K –16%
	80K-less than 100K – 6%	80K-less than 100K – 6%
	More than 100K – 8%	More than 100K – 5%
From the list of things people say are important in their careers, indicate up to three that you’ve achieved based on your education at Bastyr.	1. Feel passionate about work (41.5%)	1. Feel passionate about work (52.7%)
	2. Have the opportunity to make a difference (41.5%)	2. Have the opportunity to make a difference (49.9%)
	3. Feel skilled /competent (32.4%)	3. Feel skilled/competent (44.6%)

Source: Alumni Surveys 2017, 2016



Table 1A.3b-2: Alumni career outcomes

	2019 n = 469 return rate = 11%
Percent of alumni working in the field of study	73% total
	45% FT
	13% PT
	15% self-employed
Are you currently licensed or registered to practice in your field of study?	78% Yes
How well did your education at Bastyr University prepare you for success in the job market?	70%
Approximately how many patients or clients do you typically treat/see on average in a month?	< 20 = 14%
	21-40 = 20%
	41-60 = 12%
	61-100 = 24%
	100 > = 30%
Average annual base salary amount (in U.S. dollars; full-time employees only).	\$74,468
Please choose the top five things that were important to you while pursuing your education at Bastyr University.	1. I gained skills/competence in my area of professional focus (73.1%)
	2. I felt intellectually challenged and stimulated (68%)
	3. I felt passionate about my studies (66%)
	4. I was able to grow as a human being and affect positive change in my immediate surroundings (47%)
	5. I had the opportunity to make a difference in the world (43%)

Source: Alumni Survey 2019

### Statement of Assessment

In Academic Year (AY) 2018-19, the Alumni Survey underwent major revisions to better capture employment and earnings data. Earlier surveys indicated that more than 85% of Bastyr graduates were working in their field of study, and more than half indicated income increases as a result of their educational investments. However, these questions were changed in 2018 to comply with the National Association of Colleges and Employers (NACE) reporting standards, so 2019 alumni data lacks comparative value. The earnings data prior to 2018 indicates that more than 40% of alumni earned less

than \$40,000 a year, and less than 14% made more than \$80,000 per year. However, the 2019 Alumni Survey indicates the average base salary for respondents is in excess of \$74,000 for those employed full-time. Future alumni surveys will enable Bastyr to track alumni earnings and gauge whether incomes improve in coming years.

### Statement of Improvement

Bastyr alumni enter a variety of clinical and non-clinical fields, and earnings vary across these fields. Bastyr has strong, positive community relationships and seeks to influence legislation and public policy to ensure bright financial futures for our graduates. It is difficult to benchmark something completely outside of the University’s control, but we feel that maintaining a rate of more than 80% of graduates working in their field of study to be an appropriate measure. We further commit to deepening our understanding of alumni outcomes through improved survey methods as well as tracking regional and national employment trends in each of the professions for which our naturopathic students train and their effects on Bastyr graduates’ career outcomes.

Table1A.3b-3: Bastyr graduates loan default rates

	FY15	FY14	FY13	FY12	FY11
National Default Rate	10.8%	11.5%	11.3%	11.8%	13.7%
Bastyr Default Rate	1.8%	0.07%	1%	0.07%	1.4%
# Bastyr Students in Default	5	2	3	2	4
# Bastyr Students in Repayment	267	270	287	270	273

### Statement of Assessment

Although there is variance year to year, Bastyr continues to have loan default rates well below the national average. We credit the lack of loan defaults, in part, to Bastyr alumni’s fortitude and commitment to their profession. The Financial Aid Office’s proactive practices also help students understand and manage their student debt, even as early as the open houses for prospective students hosted by the admissions department. Financial aid staff are part of the beginning of the year orientation activities. Students can make an appointment with financial aid staff at any point in their studies to discuss financial planning and responsible borrowing. Both online and in-person entrance and exit counseling are also available to students. In addition, Bastyr University recently partnered with *Inceptia*, a non-profit organization committed to offering effective and uncomplicated solutions in smart borrowing, financial aid management, default prevention, and financial education.

### Statement of Improvement

Although Bastyr default rates are below 2%, which is a comfortable upper benchmark, we acknowledge the FY15 default rate is the highest it has been in five years. The University will monitor these rates and adjust its financial aid training and support resources as necessary.

## Core Theme 1B – Bastyr University has highly qualified faculty with excellent teaching skills

Objective 1B.1 Faculty members are highly qualified

*Indicator 1B.1a Diverse faculty, degrees, and skills*

Faculty qualifications are available in [Appendix 4.B.1B.1a](#).

### Statement of Assessment

Faculty represent a broad set of skills and degrees that support the specialized learning in our programs. They possess deep knowledge in their subject areas, and the vast majority possess terminal degrees in their fields. Several clinical and basic sciences faculty have dual degrees, leading to great subject matter expertise in each department.

### Statement of Improvement

We have qualified faculty on all campuses, but the California faculty includes a greater percentage of assistant professors. We are working to hire more faculty at the rank of associate professor and professor for the California campus. We are also working to replace retiring faculty on all campuses with faculty of similar rank.

*Indicator 1B.1b Faculty are evaluated and able to excel in their positions*

Table 1B.1b-1: Schools of Natural Health Arts and Science and Traditional World Medicines faculty evaluations

Schools of Natural Health Arts and Science and Traditional World Medicines					
Year Number evaluated	Rating	Teaching	Scholarship	Professional Development	Service
2013-14 15 faculty	Exceeds	33.3%	28.6%	0.0%	46.7%
	Meets	66.7%	71.4%	100.0%	53.3%
	Did Not Meet	0.0%	0.0%	0.0%	0.0%
2014-15 16 faculty	Exceeds	68.8%	31.3%	31.3%	62.5%
	Meets	31.3%	56.3%	68.8%	37.5%
	Did Not Meet	0.0%	12.5%	0.0%	0.0%
2015-16 13 faculty	Exceeds	46.2%	15.4%	23.1%	46.2%
	Meets	53.8%	76.9%	76.9%	53.8%
	Did Not Meet	0.0%	7.7%	0.0%	0.0%
2016-17 25 faculty	Exceeds	36.0%	4.0%	16.0%	24.0%
	Meets	64.0%	44.0%	84.0%	76.0%
	Did Not Meet	0.0%	40.0%	0.0%	0.0%
2017-18 17 faculty	Exceeds	41.2%	23.5%	5.9%	47.1%
	Meets	58.8%	58.8%	94.1%	52.9%
	Did Not Meet	0.0%	17.7%	0.0%	0.0%

Rating scale: Exceeds Expectations, Meets Expectations, Did Not Meet Expectations

Table 1B1b-2: School of Naturopathic Medicine faculty evaluations

School of Naturopathic Medicine					
Year Number evaluated	Rating	Teaching	Scholarship	Professional Development	Service
2013-14 2 faculty	Exceeds	50.0%	50.0%	0.0%	50.0%
	Meets	50.0%	50.0%	100.0%	50.0%
	Did Not Meet	0.0%	0.0%	0.0%	0.0%
2014-15 3 faculty	Exceeds	33.3%	33.3%	0.0%	100.0%
	Meets	66.7%	33.3%	100.0%	0.0%
	Did Not Meet	0.0%	33.3%	0.0%	0.0%
2015-16 7 faculty	Exceeds	42.8%	14.3%	14.3%	42.8%
	Meets	57.2%	2.8%	85.7%	51.2%
	Did Not Meet	0.0%	42.8%	0.0%	
2016-17 6 faculty	Exceeds	50.0%	0.0%	50.0%	33.3%
	Meets	50.0%	83.3%	50.0%	66.7%
	Did Not Meet	0.0%	16.7%	0.0%	0.0%
2017-18 2 faculty	Exceeds	50.0%	0.0%	0.0%	50.0%
	Meets	50.0%	100.0%	100.0%	50.0%
	Did Not Meet	0.0%	0.0%	0.0%	0.0%

Rating scale: Exceeds Expectations, Meets Expectations, Did Not Meet Expectations

Promotion generally requires five full years at rank and specific achievements in the areas of teaching, service, and scholarship that are appropriate for the rank. Qualifications for promotion are outlined in detail in the Faculty Handbook.

Table 1B.1b-3: Faculty promotions for all schools

Year	Number of Faculty Recommended	% Promoted
2014-15	2 for Professor	100%
	3 for Associate Professor	67%
2015-16	4 for Professor	50%
	5 for Associate Professor	100%
2016-17	1 for Professor	0%
	4 for Associate Professor	75%
2017-18	1 for Professor	100%
	6 for Associate Professor	50%
2018-19	4 for Professor	50%
	2 for Associate Professor	50%

Data obtained from Faculty Promotions Committee Chair.

### Statement of Assessment

All faculty met or exceeded expectations in teaching, professional development, and service. In the area of scholarship, there were faculty members who did not meet expectations. The number of faculty evaluated differs from year to year because assistant professors are evaluated annually while associate professors and professors are evaluated every other year. Due to faculty promotions and turn over the number of assistant professors evaluated also fluctuates from year to year. Bastyr has rigorous standards for promotion. The majority of faculty who have been recommended for promotion for the past five years have been promoted. The most common reason given for denying promotion by the Faculty Promotions Committee has been insufficient scholarship.

### Statement of Improvement

Evaluations of faculty indicate that they are excelling in teaching and service and are completing sufficient profession development to stay current in their fields. Pursuit of scholarship is challenging for many due to time constraints, but conversations are ongoing regarding how to support faculty who are interested in research opportunities.

## Objective 1B.2 Faculty members are supported and able to grow at Bastyr University

### *Indicator 1B.2a Faculty participate in governance and feedback at Bastyr University*

Table 1B.2a-1: Faculty Assembly participation

Event	Faculty present <sup>1</sup>	Faculty participation in voting <sup>2</sup> (percentage of all faculty)
2017 Fall Faculty Retreat	53 present	44 (56%) minute approval vote
	26 absent	53 (67%) issue vote
	67% attended	
2017 Fall Faculty Assembly	53 present	46 (57%) minute approval vote
	28 absent	64 (79%) first issue vote
	65% attended	57 (70%) second issue vote
2018 Winter Faculty Assembly	53 present	53 (68%) minute approval vote
	25 absent	49 (63%) issue vote
	68% attended	
2018 Spring Faculty Assembly	40 present	48 (59%) minute approval vote
	42 absent	48 (59%) first issue vote
	49% attended	46 (56%) second issue vote
2018 Fall Faculty Retreat	55 present	No votes were taken
	28 absent	
	66% attended	
2018 Fall Faculty Assembly	54 present	minutes approved by a vocal majority
	29 absent	

	65% attended	
2019 Winter Faculty Assembly	52 present	No votes were taken
	29 absent	
	64% attended	
2019 Spring Faculty Assembly	44 present	minutes approved by a vocal majority
	38 absent	48 (59%) first issue vote
	54% attended	48 (59%) second issue vote
		37 (45%) third issue vote
		57 (70%) fourth issue vote

1: Faculty in attendance both in person and by remote connection

2: Voting both in person and by proxy

### Statement of Assessment

The Faculty Senate develops yearly goals and initiatives tied to Bastyr's core theme indicators. The table above shows participation in the Faculty Senate since the appointment of President Patterson in the summer of 2017. Additional Faculty Senate minutes, 2015-2016 participation and voting activity are available upon request.

### Statement of Improvement

Bastyr's Faculty Assembly has maintained strong involvement in the University's shared governance process as seen by steady participation in faculty meetings and voting opportunities. Looking forward, the faculty senate has set a benchmark of 65% as the minimum participation level for faculty meetings and votes and to grow this involvement into 70% or higher in the next two years.

Table 1B.2a-2: Employee perceptions of mission fulfillment

	2015 n = 61 58%	2016 n = 80 69%	2017 n = 64 55%	2018 n = 55 48%	2019 n = 170 54%
I understand how my job helps meet the University's strategic goals.	3.05	3.05	3.17	3.13	3.3
I feel personally connected to Bastyr's Vision and Mission.	3.4	3.27	3.32	3.22	3.28
Bastyr's Vision and Mission statements influenced my employment decision.	3.16	3.19	3.23	3.12	3.2
I understand Bastyr University's immediate strategic goals and direction.	2.66	2.8	2.74	2.76	2.7
I feel informed regarding Bastyr University's long-range future direction.	2.51	2.71	2.59	2.65	2.5

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

---

## Statement of Assessment

The number of Bastyr employees who understand how their jobs meet the University's strategic goals is at a five-year high, but the number of employees who feel informed about Bastyr's long-range future direction has remained relatively low for the last five years. Mean score comparisons for 2015-2019 indicate that although employees have an increase in connection to their jobs and Bastyr's mission, the perceptions of uncertainty about the future of the University, its goals and direction have not improved.

## Statement of Improvement

In the 2018-2019 academic year, President Patterson implemented a number of communication strategies related to planning, budgeting, and conflict resolution. The president met extensively with members of the community over several months, and each meeting participant was sent a post-meeting survey to provide additional feedback directly to the president. Results from these efforts will be available at the site visit, but the culmination was increased transparency and awareness regarding Bastyr's strategic efforts, so it is expected future surveys will result in higher scores with the hope that 3.0 or greater becomes our norm.

### *1B.2b Faculty feel supported in their departments*

Table 1B.2b-1: Faculty perception of resources and support

	2015 n = 61 58%	2016 n = 80 69%	2017 n = 64 55%	2018 n = 55 48%	2019 n = 170 54%
I have adequate authority over decisions related to my course content and teaching methods.	3.65	3.64	3.55	3.54	3.5
I support the philosophy of integrative and interdisciplinary collaborations in my teaching and work practices.	3.66	3.68	3.64	3.75	3.68
The AV equipment in the classrooms is adequate for my needs.	3.51	3.44	3.29	3.05	2.97
The classrooms I teach in are adequately supplied (i.e. chalk, erasers, markers, etc.).	3.44	3.3	3.38	3.16	2.92
I am satisfied with the processes used to evaluate my teaching.	2.93	2.87	2.89	2.52	2.55
I have enough time to advise and mentor my students.	3.14	2.83	2.87	2.7	2.26

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)



## Statement of Assessment

Survey data indicate that faculty remained empowered in their role as teachers and continued to support collaboration with their colleagues across disciplines. However, Bastyr recognizes declines in faculty perceptions of resources and support and believes these declines are a result of budget cuts due to declines in enrollment and the resulting stagnation in faculty pay and increased workloads.

## Statement of Improvement

The executive leadership is aware of faculty morale issues and is strategizing ways to address workload and compensation. Meeting minutes show that this issue has been the major topic of the new Executive Leadership Team this year. The president and provost continue to meet with the Faculty Senate and its leadership monthly to discuss the problem and strategies for addressing the issue. The university community is aware of the challenges Bastyr faces and is working collaboratively to encourage and support faculty in new and innovative ways. The recent increase in adjunct pay, along with the increased funding for Faculty Development and the Center for Teaching & Learning are concrete examples.

## Core Theme 1C – Bastyr University supports student success and program completion

1C.1 Bastyr University is committed to educational success

### 1C.1a Enrollments

Table 1C.1a: Unduplicated headcount by level

	Student level	Full time			Part-time			Grand total
		Men	Women	Total	Men	Women	Total	
Fall 2014	Undergraduate	29	177	206	12	27	39	245
	Graduate	170	728	898	4	48	52	950
	<b>All students total</b>	<b>199</b>	<b>905</b>	<b>1104</b>	<b>16</b>	<b>75</b>	<b>91</b>	<b>1195</b>
Fall 2015	Undergraduate	26	179	205	11	61	72	277
	Graduate	159	717	876	11	100	111	987
	<b>All students total</b>	<b>185</b>	<b>896</b>	<b>1081</b>	<b>22</b>	<b>161</b>	<b>183</b>	<b>1264</b>
Fall 2016	Undergraduate	30	146	176	12	56	68	244
	Graduate	135	746	881	24	109	133	1014
	<b>All students total</b>	<b>165</b>	<b>892</b>	<b>1057</b>	<b>36</b>	<b>165</b>	<b>201</b>	<b>1258</b>
Fall 2017	Undergraduate	20	140	160	7	30	37	197
	Graduate	127	697	824	22	152	174	998
	<b>All students total</b>	<b>147</b>	<b>837</b>	<b>984</b>	<b>29</b>	<b>182</b>	<b>211</b>	<b>1195</b>
Fall 2018	Undergraduate	23	109	132	13	46	59	191
	Graduate	119	685	804	21	106	127	931
	<b>All students total</b>	<b>143</b>	<b>794</b>	<b>937</b>	<b>35</b>	<b>160</b>	<b>195</b>	<b>1132</b>

---

Source: IPEDS data

### Statement of Assessment

Bastyr enrollments peaked in 2015 but have been declining each year since, similar to enrollments trends seen throughout the nation. Although these declines are concerning, Bastyr altered its admissions, enrollment and marketing leadership and processes in 2018 and expects these changes to make positive impacts in 2019 and beyond. Current projections appear to indicate that the enrollment decline has bottomed out. Data will be available for 2019 at the 10-day mark in October, when final enrollment numbers are computed, and will be available at the site visit.

### Statement of Improvement

In late 2018, a new vice president of Advancement and Enrollment Services (VPAES) was hired. The VPAES completed the following major tasks in the first six months of employment:

- Bastyr’s messaging has been refreshed through a storytelling framework called StoryBranding. This concept is being applied to our general marketing materials and in our communications to prospective students and the general public. Every department has been asked to use this model to clarify its own messaging.
- Evaluation of current team structures in Washington and California with an eye to identifying and promoting talent, and reducing inefficient or ineffective practices.
- Developing plans to enhance access to qualified prospects by focusing on relationships with other institutions and organizations that can steer good candidates to Bastyr. For example, we are exploring a relationship with San Diego City College to raise awareness of our degree programs to their students.
- Improving lead management by securing a new communications and relationship building tool called Hubspot. This will provide enhanced, trackable, leveraged communication strategies for our touchpoints with prospects, applicants and admitted students. It will dovetail with our current CAMS system that tracks student records.
- Process evaluations are being conducted to bring more staff tasks into a purely digital format, to eliminate the errors and duplication of effort caused by keeping some records both digitally and in hard copy files. The application process is being transitioned to an online format at BUK.
- There are expanded efforts by admissions in teamwork with academic departments to improve outreach to students who have been offered a position at Bastyr but who have not yet placed their deposits. New technologies, such as Zoom conferences, as well as in-person connections such as BBQs and coffee meetups with faculty, have been a success. Faculty are now contacting every admitted student by either email or phone to excite them about the possibilities of their new career.
- Lastly, we recognize that “melt” happens at all institutions of higher education. Students place their deposits and then change their minds and do not matriculate. Bastyr’s admissions team is using the StoryBranded materials to inspire students to stay the course and to “see themselves” at Bastyr. We are also trying to address concerns and questions proactively around the main areas that derail student matriculation: cost, uncertainty regarding the degree programs, and student life concerns.

In addition to the above, the University contracted with an enrollment consultant group, American Association of Collegiate Registrars and Admissions Officers (AACRAO), to visit our campus in August 2019. Information regarding these efforts are emerging and will be shared with NWCCU site visitors in October. Bastyr anticipates these efforts will have a positive effect in returning enrollments to 1,200 students, with incremental and sustainable enrollment growth year-over-year thereafter.

*Indicator 1C.1b Retention*

Table 1C.1b: Institutional 2nd Year Retention Rates of New Students, Degree Seeking

<b>2010-11</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	44	201	245	82.00%
Continuing Students: New Certificate Program	2	7	9	77.80%
Continuing Students: New Graduate Program	1	1	2	50.00%
Continuing Students: New Professional Program		2	2	100.00%
Readmitted Students	1	2	3	66.70%
Summer Start Students	9	83	92	90.20%
<b>Grand Total</b>	<b>57</b>	<b>296</b>	<b>353</b>	<b>83.90%</b>

<b>2011-2012</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	39	176	215	81.90%
Continuing Students: New Certificate Program	1	6	7	85.70%
Continuing Students: New Graduate Program		12	12	100.00%
Continuing Students: New Professional Program		1	1	100.00%
Readmitted Students		3	3	100.00%
Summer Start Students	7	97	104	93.30%
<b>Grand Total</b>	<b>47</b>	<b>295</b>	<b>342</b>	<b>86.30%</b>

<b>2012-13</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	43	223	266	83.80%
Continuing Students: New Certificate Program	1	6	7	85.70%
Continuing Students: New Graduate Program	2	13	15	86.70%
Continuing Students: New Professional Program		5	5	100.00%
Readmitted Students	2	2	4	50.00%
Summer Start Students	10	89	99	89.90%
<b>Grand Total</b>	<b>58</b>	<b>338</b>	<b>396</b>	<b>85.40%</b>

<b>2013-14</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	31	259	290	89.30%
Continuing Students: New Certificate Program	1	2	3	66.70%
Continuing Students: New Graduate Program		10	10	100.00%
Continuing Students: New Professional Program		2	2	100.00%
Readmitted Students		3	3	100.00%
Summer Start Students	11	97	108	89.80%
<b>Grand Total</b>	<b>43</b>	<b>373</b>	<b>416</b>	<b>89.70%</b>

<b>2014-15</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	37	240	277	86.60%
Continuing Students: New Certificate Program	8	4	12	33.30%
Continuing Students: New Graduate Program	1	12	13	92.30%
Continuing Students: New Professional Program		6	6	100.00%
Readmitted Students		2	2	100.00%
Summer Start Students	10	117	127	92.10%
<b>Grand Total</b>	<b>56</b>	<b>381</b>	<b>437</b>	<b>87.20%</b>

<b>2015-16</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	38	279	317	88.00%
Continuing Students: New Certificate Program				
Continuing Students: New Graduate Program				
Continuing Students: New Professional Program		1	1	100.00%
Readmitted Students				
Summer Start Students	9	98	107	91.60%
<b>Grand Total</b>	<b>47</b>	<b>378</b>	<b>425</b>	<b>88.90%</b>

<b>2016-17</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	49	264	313	84.30%
Continuing Students: New Certificate Program		3	3	100.00%
Continuing Students: New Graduate Program	1	20	21	95.20%
Continuing Students: New Professional Program	1	11	12	91.70%
Readmitted Students		4	4	100.00%
Summer Start Students	7	78	85	91.80%
<b>Grand Total</b>	<b>58</b>	<b>380</b>	<b>438</b>	<b>86.80%</b>

<b>2017-18</b>	<b>Not Returning</b>	<b>Returning</b>	<b>Total</b>	<b>% Ret</b>
New Students	38	239	277	86.30%
Continuing Students: New Certificate Program		1	1	100.00%
Continuing Students: New Graduate Program	3	2	5	40.00%
Continuing Students: New Professional Program		5	5	100.00%
Readmitted Students		1	1	100.00%
Summer Start Students	11	79	90	87.80%
<b>Grand Total</b>	<b>52</b>	<b>327</b>	<b>379</b>	<b>86.30%</b>

### Statement of Assessment

Bastyr is a small, private, not-for-profit university, and its dependence on tuition as its main source of revenue is an ongoing challenge. Increases in tuition costs affect student recruitment, retention, and alumni success. Retention of all students is a priority for the University. However, unexpected life events, academic unpreparedness, and financial pressures can threaten students' 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. Academic services offered at Bastyr include learning accommodations, free tutoring, student computer labs, and a full-service natural health library. Other services available to students include financial counseling and career advising; short-term mental health counseling, and help with housing. Another aid to retention is the opportunity to be involved in student activities such as the Student Council and a wide range of engaging and supportive clubs and activities on campus.

### Statement of Improvement

Bastyr University is distinctive for its close-knit student body of just over 1,000, which allows a student-faculty ratio of just 8:1. Students are known individually by name, not by number because students and faculty have ample opportunity to get to know each other. Every academic program monitors individual student achievement and reviews at-risk students' performance each quarter. Students who are considered in danger of not meeting their program's graduation requirements are required to attend proactive one-on-one meetings with their designated core faculty advisor to see what help or remediation they need. Remediation plans are individualized, and specific support resources identified to help students get back on track.

---

### Indicator 1C.1c Graduation rates

Table 1C.1c: Degrees awarded by level

	% Doctors	# Doctors	% Master's	# Master's	% Bachelor's	# Bachelor's	Total Degrees
2012-2013	29.1%	76	39.8%	104	31.0%	81	261
2013-2014	30.8%	92	37.1%	111	32.1%	96	299
2014-2015	33.2%	97	34.9%	102	31.8%	93	292
2015-2016	38.8%	139	43.9%	157	17.3%	62	358
2016-2017	34.6%	122	47.9%	169	17.6%	62	353
2017-2018	35.9%	122	45.3%	154	18.8%	64	340
2018-2019	41.1%	151	39.8%	146	19.1%	70	367

#### Statement of Assessment

Over the past seven years, the percentage of doctorate and master's degrees have each increased, while bachelor degrees have declined. The decrease in bachelor's degrees was due, in part, to decreased enrollment, but also, largely because of the elimination of the University's largest undergraduate program, the BS Nutrition-Didactic Program in Dietetics. This decision was made in response to the planned up-leveling of degree requirements for the Registered Dietitian Nutritionist credential. The decrease in bachelor's degrees may also reflect increases in tuition that have reduced Bastyr's ability to compete with larger universities. The increase in doctoral degrees was due primarily to the addition of a cohort of ND students at BUC in 2012. The increase in masters degrees reflects, in part, the addition of several new programs at this degree level.

#### Statement of Improvement

The growth in doctorate and master's degrees represents fulfillment of Bastyr's mission of educating leaders in the natural health arts and sciences and supports our vision of transforming the world's health. In 2019, a new VP of Advancement and Enrollment Services and an AVP of Enrollment Services & Admissions were hired. With this change in leadership, program enrollment goals may alter the volume of students at different levels. The benchmark for this metric is to increase degrees awarded in programs and at levels that align to economic growth in the natural health sciences and provide the greatest opportunity for career growth to Bastyr's graduates. The University has also begun to use differential tuition to ensure that programs remain competitive with other universities.

---

Objective 1C.2 Bastyr students are given academic assistance and accommodation

*Indicator 1C.2a Retention of students with accommodations*

Table 1C.2a: Year-to-year retention rates of students with accommodations

Incoming Year	# of Students enrolled in Fall	Retained Subsequent Year
2015	45	39 (93%)
		3 graduated
2016	83	64* (85%)
		8 graduated
2017	91	67 (94%)
		20 graduated
2018	81	Not available
		Not available

\*Includes students taking leaves of absence or withdrawing from services

\*\*Currently as of SP-19 have 113 students registered

**Statement of Assessment**

The Office of Student Accommodations and Accessibility had been managed by a part-time director until the spring of 2018 when full-time funding was secured for the position. Despite being part-time, the director did an exceptional job of building policies and practices for the office, codifying how faculty should work with accommodated students, and educating the larger community regarding accommodation issues.

**Statement of Improvement**

The Office of Student Accommodations and Accessibility is undergoing changes in order to better meet the needs of our students. The initial intake and assessment will now be handled by a management level individual well-versed in compliance. Once accommodations have been set for a student, the student will then work with our new Testing Center and Tutoring Coordinator to ensure that they receive their test accommodations, notes, and recordings when required, and access to tutors as needed. This new design reflects a model used by many universities and allows for a division between the intake and assessment process, which requires a higher level of expertise, and the implementation of accommodations which requires a different skill set. The addition of the Testing Center and Tutoring Coordinator will allow more staff time to be devoted to working with departments to identify tutors, responding to the needs of students, and increasing the availability of tutoring options.



---

### Indicator 1C.2b Enrollment of underrepresented students

Table 1C.2b: Fall enrollment by demographic

	% Women % Men	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	Native Hawaiian or other Pacific Islander	White	Two or more races	Race/ ethnicity unknown	Nonresident alien
2013	83% / 17%	0%	11%	2%	3%	0%	63%	6%	6%	8%
2014	82% / 18%	0%	10%	4%	3%	0%	64%	6%	6%	6%
2015	84% / 16%	1%	11%	4%	3%	0%	64%	6%	5%	6%
2016	84% / 16%	1%	9%	5%	3%	3%	62%	7%	5%	4%
2017	85% / 15%	1%	12%	5%	3%	2%	61%	7%	6%	2%
2018	84% / 16%	1%	12%	5%	4%	1%	60%	9%	7%	1%

Data source: IPEDS

#### Statement of Assessment

Year-to-year demographic trend lines indicate a modest increase in racial diversity in Bastyr’s student population in the last few years. In December 2018, Bastyr hired an associate vice president of Diversity, Equity, and Inclusion (DEI) to lead its efforts to diversify the student body and employee workforce as outlined in the University’s Strategic Initiatives. Since coming on board, the AVP of DEI has conducted an initial review of the University’s recruitment and retention strategies and identified critical next steps to meaningfully infuse diversity, equity, and inclusion in those strategies. In that vein, the AVP of DEI collaborated with the Office of Institutional Effectiveness to develop survey questions to better understand diversity, equity, and inclusion issues at Bastyr.

#### Statement of Improvement

With the goal of establishing Bastyr as an educational institution that welcomes and supports the success of a diverse student body and employee workforce, the University is developing a centralized process with specific metrics and strategies to advance its DEI-related recruitment and retention efforts. The plan involves a large swath of the campus community as a means of increasing engagement and accountability across constituency groups.

## Objective 1C.3 Student support services meet student needs

### Indicator 1C.3a Support service use

Table 1C.3a-1: Student satisfaction with student support resources 2016-2018

	2018 n = 487 43%	2017 n = 676 59%	2016 n = 505 43%
I am satisfied with the guidance and support I receive from my program.	2.93	2.97	3.03
The Career Center office meets my needs as a student.	3.09	3.23	3.26
The Student Resource Center (SRC) meets my needs as a student.	3.43	3.57	3.4
Tutoring Services meets my needs as a student.	3.26	3.27	3.25
The Center for Student Research meets my needs as a student.	3.19	3.17	3.14
The Disabilities Office meets my needs as a student.	3.47	3.33	3.22
The Veteran's Affairs Office meets my needs as a student.	3.67	3.43	3.38

Source: Student Satisfaction Surveys 2016, 2017, 2017

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

Table 1C.3a-2: Student satisfaction with student support services or processes 2019

	Satisfied	Neutral	Dissatisfied	N/A-no experience
Student Resource Center (SRC)	53%	16%	4%	26%
Career Services	36%	17%	6%	41%
Tutoring Services	32%	16%	4%	48%
Student Accommodations Office	23%	10%	5%	62%
Ombud's Office	18%	10%	4%	68%
Center for Student Research	18%	12%	4%	65%
Veteran's Affairs Office	12%	10%	2%	76%

Source: Student Experience Survey 2019  
n=342 (27%)

Table 1C.3a-3: Student satisfaction with support services staff 2019

	Satisfied	Neutral	Dissatisfied	N/A-no experience
Student Resource Center (SRC)	55%	14%	3%	28%
Career Services	39%	16%	3%	42%
Tutoring Services	34%	16%	2%	48%
Student Accommodations Office	24%	11%	3%	62%
Ombud's Office	20%	10%	6%	69%
Center for Student Research	19%	12%	2%	67%
Veteran's Affairs Office	14%	9%	<1%	76%

Source: Student Experience Survey 2019

n=342 (27%)

### Statement of Assessment

Trend lines indicate student satisfaction with support services is stable or improving overtime in three support areas. Two of the areas experiencing declines from 2016-2018, career services, and the Student Resource Center, have experienced staff changes that are believed to be a temporary effect on student satisfaction in those areas. Students indicate program support is declining, which we believe is associated with budget cuts and increased faculty workloads.

In 2018-19, student surveys underwent major revisions in order to better understand student expectations and experiences. As a result, students were asked to rate a variety of services regarding processes, services, and interactions with staff. Because of this revision, it is difficult to compare the results of the most recent survey with previous years' data. The 2018-19 data is represented in tables 1C.2a-2 and 1.C.2a-3. Moving forward, annual data in this new format will enable greater insight into departments and services requiring support.

### Statement of Improvement

In general, Bastyr is pleased that its student support services are highly operational and appreciated by students. One area of focused improvement going forward is to increase and improve tutoring opportunities through partnerships between tutoring services and academic departments. The VP for Student Affairs monitors the success of all student services through both institutional and programmatic surveys and in the past has set a lower benchmark of 3.2 out of 4.0 for student satisfaction.

Table 1C.2a-2 and 1.C.2a-3, which evaluates the awareness of and satisfaction with support services, is meant to be used as a departmental self-improvement tool. In other words, each year departments should strive to make themselves more known and available to students. Moving forward, departments should strive for 80% or greater satisfaction scores of those students who use their services.

---

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

### Core Theme 2A – Faculty are encouraged and supported to pursue research/scholarly activity

Objective 2A.1 Bastyr University Research Institute (BURI) grows its research presence and reputation

#### *Indicator 2A.1a Research funding*

Table 2A.1a-1: Summary of research grant awards 2016-2018

2016	\$237,600
2017	\$431,204
2018	\$356,500

A detailed list of faculty research studies (2012-present) is in [Appendix 4.B.2A.1a](#)

#### Statement of Assessment

Bastyr has a history of receiving NIH funding, mainly through the National Center for Complimentary and Integrative Health (NCCIH), but most of Bastyr’s federally funded grants completed at the end of 2016. Although several proposals have been submitted or are under consideration, additional NIH funding has not yet been procured. That said, research continues through a variety of other sources (e.g., the Hecht Foundation, Swank Foundation, Barlean’s Organic Oils, LLC). Most recently, Bastyr received a commendation from the Council on Naturopathic Medical Education (CNME) related to the research activities of faculty within the School of Naturopathic Medicine. “Commendation: The team commends the Research Institute for its efforts to maintain a high level of research productivity at the University, and for developing a plan to sustain key research infrastructure with a substantially reduced budget.” (from the Draft CNME Site Visit Report, June 2019)

#### Statement of Improvement

National data indicates that available NIH funds are in decline; thus, Bastyr has turned its focus to foundation, company, and private donations. Although these funds do not match prior NIH funding levels, BURI recognizes the need to continue a strategy of exploratory grant writing and peer-reviewed publishing of research in order to extend Bastyr’s influence in the health sciences. BURI’s goal is to return to annual revenues (including direct and indirect cost) in excess of one million dollars.

---

### Indicator 2A.1b Peer-reviewed articles

Table 2A.1b-1: Number of Bastyr publications from major databases

	2014	2015	2016	2017	2018
PubMed	14	14	16	21	16
Embase	32	23	32	32	22
PsychINFO	5	4	10	6	13
Google Scholar	135	108	73	105	115

PubMed: <https://www.ncbi.nlm.nih.gov/pubmed/>

Embase: <https://www.embase.com/#search>

PsychINFO: <https://www.apa.org/pubs/databases/psycinfo/>

Google Scholar: <https://scholar.google.com/>

Table 2A.1b-2: Number of citations/references to Bastyr scholarship in peer reviewed articles

2014	2015	2016	2017	2018	2019 (as of 3/5/19)
797	878	887	963	1059	95

#### Statement of Assessment

Five-year trends in Bastyr University publications show slight variance year to year, but overall Bastyr continues to contribute to the research literature. The number of citations from the University's research has continuously increased since 2014, demonstrating that Bastyr's research is becoming better known and respected in natural health science.

#### Statement of Improvement

In the fall of 2018, a new vice president of Advancement and Enrollment was hired to focus on external relationships and significant new sources of funding. BURI's reputation and role in forwarding natural health sciences research is an essential component of Bastyr's growth strategy and partnering with Advancement and Enrollment will offer new and innovative ways to strengthen this important area of the University. Our goal in future years is to increase both the number and quality of publications.

### Objective 2A.2 Research faculty successfully pursue research/scholarly activity

#### *Indicator 2A.2a Research presentations with students*

Table 2A.2a: Number of faculty participating in the Bastyr Faculty and Student Research Symposium

2014	2015	2016	2017	2018	2019
17	20	26	31	23	26

#### Statement of Assessment

Every year Bastyr hosts a Faculty and Student Research Symposium that highlights most of the student and faculty research activity across departments. This includes all BURI-sponsored research,

independent faculty research, and student research conducted in master’s degree programs. As the data shows, the number of faculty participating peaked in 2017 and has fluctuated over the past two years. The number of graduate students was also highest in 2017, which may partly account for the higher faculty numbers in 2017, as each student researcher must have a faculty advisor who would also be considered to be presenting research at the symposium.

**Statement of Improvement**

BURI and the Bastyr Library have collaborated for years to create a strong research program with applicable outcomes. The slight decline in research is disappointing, but conversations across campus reveal increased creativity and strategy regarding research support and collaborations. For example, faculty writing groups have formed in order to support collaborative scholarship, and directors across campus are working on efficiencies to alleviate some of the burdens on faculty. Our future goal is to exceed 2017 participation numbers and grow faculty involvement from that point forward.

*Indicator 2A.2b Faculty research activity*

Table 2A.2b-1: Faculty research resources and support

	2015 n=61 58%	2016 n=80 69%	2017 n=64 55%	2018 n=55 48%	2019 n=170 54%
I have adequate authority over decisions related to my course content and teaching methods.	3.65	3.64	3.55	3.54	3.5
I have enough time to advise and mentor my students.	3.14	2.83	2.87	2.7	2.26

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

**Statement of Assessment**

As shown in the tables for research funding and publications ([Appendix 4.B.2A.1a](#) and [Tables 2A.1b-1](#) and [2A.1b-2](#)), Bastyr faculty pursue and are recognized for their research efforts. However, faculty concerns expressed through the Faculty senate indicate that increased workloads and budget reductions are having an impact on time and abilities to pursue a scholarly activity. Data from faculty surveys indicate that authority over classroom decisions has remained relatively stable; whereas having enough time to do research, as well as advise and mentor students has declined more sharply in the same time period.

**Statement of Improvement**

With recent budget cuts meaning fewer faculty available to teach the small-sized sections Bastyr has traditionally offered, one strategy that has been implemented is to reduce the number of sections of certain courses and/or labs. For example, rather than having two sections of 12, those sections have been combined into one section of 24. This results in an increase in faculty workload since the number of students being served by faculty members increases. Also, in some areas, there has been difficulty in finding qualified adjuncts. In such cases full-time faculty often take on an additional course section,

---

again adding to their workload. In these and other cases the result is an increase in the instructional load of faculty and a corresponding drop in available time for scholarly endeavors. The provost, deans, and Faculty Senate are reviewing faculty workloads to enable Bastyr’s faculty the opportunity to pursue research and innovation. Bastyr recognizes that its reputation as a top leader in Natural Health Arts and Sciences is predicated on groundbreaking research and remains focused on supporting its faculty towards these ends.

Objective 2A.3 Bastyr grows and maintains mutually rewarding partnerships

*Indicator 2A.3a Active non-profit and for-profit partnerships*

Table 2A.3a-1: Number of published research partnerships 2016-2018

2016	45
2017	41
2018	41



Table 2A.3a-2: 2019 and 2018 research partnerships

Year	Result	Collaborations/Partnerships with Other Institutions
2019	<p><u>“The Giving Voice to Mothers study: inequity and mistreatment during pregnancy and childbirth in the United States”</u></p>	<ul style="list-style-type: none"> <li>· Birth Place Lab, Division of Midwifery, Faculty of Medicine, University of British Columbia, Vancouver (Canada)</li> <li>· University of California Davis School of Medicine, Sacramento, California, USA</li> <li>· Department of Obstetrics and Gynecology, University of California San Francisco and the Institute for Global Health Sciences, California, USA</li> <li>· Department of Anthropology, Oregon State University, Corvallis, Oregon, USA.</li> <li>· Every Mother Counts, New York City, USA</li> <li>· Department of Family Health Care Nursing and ANSIRH Bixby Center for Global Reproductive Health, University of California, San Francisco, USA.</li> <li>· Young Women United, Albuquerque, New Mexico, USA</li> <li>· School of Population &amp; Public Health, Faculty of Medicine, University of British Columbia, Vancouver, Canada.</li> <li>· Department of Family Practice, Faculty of Medicine, University of British Columbia, Vancouver, Canada</li> <li>· School of Public Health, Boston University, Massachusetts, Boston, USA</li> </ul>
2019	<p>“Effects of Vitamin D Use on Health-Related Quality of Life of Breast Cancer Patients in Early Survivorship”</p>	<ul style="list-style-type: none"> <li>· Fred Hutchinson Cancer Research Center, University of Washington</li> <li>· University of Washington, Seattle, WA, USA.</li> </ul>

2019	"Comparison of Health-Related Quality of Life Between Adjuvant Breast Cancer Treatment Groups"	<ul style="list-style-type: none"> <li>· Fred Hutchinson Cancer Research Center, Seattle, WA, USA.</li> <li>· University of Washington, Seattle, WA, USA.</li> </ul>
2019	<p><u>"Lessons from Outside and Within: Exploring Advancements in Methodology for Naturopathic Medicine Clinical Research"</u></p>	<ul style="list-style-type: none"> <li>· Australian Research Centre in Complementary and Integrative Medicine, University of Technology Sydney, Faculty of Health, Ultimo, Australia.</li> <li>· Office of Research, Endeavour College of Natural Health, Fortitude Valley, Australia</li> <li>· Helfgott Research Institute, National University of Natural Medicine, Portland, OR</li> <li>· Faculty of Pharmacy, University of Sydney, Sydney, Australia.</li> <li>· College of Health and Medicine, University of Tasmania, Hobart, Australia.</li> <li>· Faculty of Health Sciences, University of Cape Town, Cape Town, South Africa.</li> <li>· Office of Research, Canadian College of Naturopathic Medicine, North York, Canada</li> <li>· Faculty of Health Sciences, University of Cape Town, Cape Town, South Africa.</li> <li>· Office of Research, Canadian College of Naturopathic Medicine, North York, Canada</li> </ul>
2019	"Dietary Variations in a Multiethnic Parkinson's Disease Cohort and Possible Influences on Non-motor Aspects: A Cross-Sectional Multicenter Study"	<ul style="list-style-type: none"> <li>· National Parkinson Foundation International Centre of Excellence, King's College Hospital (KCH) NHS Foundation Trust, London, UK.</li> <li>· Institute of Psychiatry, Psychology &amp; Neuroscience, King's College London, London, UK</li> <li>· Department of Clinical and Movement Neurosciences, UCL Institute of Neurology, Royal Free Campus, University College London, London, UK.</li> <li>· National Center of Epidemiology and CIBERNED, Carlos III Institute of Health, Madrid, Spain</li> <li>· Academic Department of Neurosciences, Sheffield Teaching Hospitals NHS Foundation Trust, Sheffield, UK.</li> </ul>
2019	"Accuracy of Dioscorides,' De materia medica (First Century C.E.), Regarding Diuretic Activity of Plants."	<ul style="list-style-type: none"> <li>· Institute for the Preservation of Medical Traditions, Washington, District of Columbia</li> </ul>

2019	“A survey of cannabis acute effects and withdrawal symptoms: Differential responses across user types and age”	<ul style="list-style-type: none"> <li>· Department of Anesthesiology, University of California San Diego, San Diego, CA</li> <li>· Department of Psychology, Washington State University, Pullman, WA</li> </ul>
2019	“Gender Differences in Post-deployment adjustment of Air Force personnel: The role of wartime experiences, unit cohesion, and self-efficacy.”	<ul style="list-style-type: none"> <li>· Bennett Pierce Prevention Research Center, Pennsylvania State University, University Park, PA.</li> <li>· Clearinghouse for Military Family Readiness, Pennsylvania State University, University Park, PA</li> </ul>
2019	“Naturopathic approaches to irritable bowel syndrome: protocol for a prospective observational study in academic teaching clinics”	<ul style="list-style-type: none"> <li>The · University of Technology Sydney, Faculty of Health, Australian Research Centre in Complementary and Integrative Medicine, Ultimo, Australia</li> <li>· Endeavour College of Natural Health, Office of Research, Brisbane, Australia</li> <li>The · National University of Natural Medicine, Portland, USA.</li> <li>· University of California, San Diego, La Jolla, USA.</li> <li>· Canadian College of Naturopathic Medicine, North York, Canada.</li> </ul>
2019	“Symposium report on "Examining the Changing Landscape of Course Delivery and Student Learning": Experimental Biology 2017.”	<ul style="list-style-type: none"> <li>· Department of Life Sciences, the University of New Hampshire at Manchester, Manchester, New Hampshire</li> <li>· Office of Online Learning, University of Georgia, Athens, Georgia.</li> <li>· Division of Basic Biomedical Sciences, Sanford School of Medicine of the University of South Dakota, Vermillion, South Dakota.</li> <li>· Departments of Applied Health, Primary Care and Health Systems, Southern Illinois University Edwardsville, Edwardsville, Illinois</li> </ul>
2019	“Naturopathic Approaches to Irritable Bowel Syndrome-A Delphi Study”	<ul style="list-style-type: none"> <li>· Australian Research Centre in Complementary and Integrative Medicine, University of Technology Sydney, Ultimo, Australia</li> <li>· Department of Research and Clinical Epidemiology, Canadian College of Natural Medicine, Toronto, Canada</li> </ul>
2018	“North American naturopathic medicine in the 21st century: Time for a seventh guiding principle - Scientia Critica”	<ul style="list-style-type: none"> <li>· inVIVO Planetary Health, Research Group of the World Universities Network, West New York, NJ</li> <li>· Ottawa Integrative Cancer Centre, Ottawa, ON K1Y 2E5, Canada</li> <li>· Yale University, Prevention Research Center, Griffin Hospital, Derby, CT</li> </ul>

2018	“The Women's Experience: A Look at Risk and Protective Factors for Deployed Female Air Force Personnel”	<ul style="list-style-type: none"> <li>· The Clearinghouse for Military Family Readiness at Penn State, The Pennsylvania State University, University Park, Pennsylvania.</li> <li>· Edna Bennet Pierce Prevention Resource Center, The Pennsylvania State University, University Park, Pennsylvania.</li> <li>· The Clearinghouse for Military Family Readiness &amp; Department of Agricultural Economics, Sociology, and Education, The Pennsylvania State University, University Park, Pennsylvania.</li> </ul>
2018	“ <u>A proposal for teaching bioethics in high schools using appropriate visual education tools</u> ”	<ul style="list-style-type: none"> <li>· Department of Public Health, Irrua Specialist Teaching Hospital, Irrua, Edo State, Nigeria.</li> </ul>
2018	“Probiotics to Prevent Clostridium difficile Infection in Patients Receiving Antibiotics”	<ul style="list-style-type: none"> <li>· Australian Research Center in Complementary and Integrative Medicine, University of Technology Sydney, Ultimo</li> <li>· Division of Infectious Diseases, Department of Medicine, McMaster University, Hamilton, Ontario, Canada.</li> <li>· Department of Community Health and Epidemiology, Faculty of Medicine, Dalhousie University, Halifax, Nova Scotia, Canada.</li> </ul>
2018	“ <u>Do women with breast cancer who choose adjunctive integrative oncology care receive different standard oncologic treatment?</u> ”	<ul style="list-style-type: none"> <li>· Fred Hutchinson Cancer Research Center, Seattle, WA, USA.</li> </ul>
2018	“ <u>Use of Integrative Oncology, Involvement in Decision-Making, and Breast Cancer Survivor Health-Related Quality of Life in the First 5 Years Postdiagnosis</u> ”	<ul style="list-style-type: none"> <li>· Fred Hutchinson Cancer Research Center, Seattle, WA, USA</li> <li>· University of Washington, Seattle, WA, USA</li> </ul>
2018	“ <u>Prebiotic Potential of Herbal Medicines Used in Digestive Health and Disease</u> ”	<ul style="list-style-type: none"> <li>· Department of Family Medicine and Public Health, Center of Excellence for Research and Training in Integrative Health, School of Medicine, UC San Diego, La Jolla, California.</li> <li>· Tumor Microenvironment and Cancer Immunology Program, Sanford Burnham Prebys Medical Discovery Institute, La Jolla, California</li> <li>· Department of Biology, Washington University, St. Louis, Missouri.</li> <li>· Department of Ayurveda and Yoga Research, Chopra Foundation, Carlsbad, California.</li> </ul>

2018	<u>"Be kind to the mother": A celebration of the life of Marshall Klaus, 1927-2017."</u>	<ul style="list-style-type: none"> <li>· Family Practice and Pediatrics, University of British Columbia, Vancouver, BC, Canada.</li> <li>· Child and Family Research Institute, Vancouver, BC, Canada.</li> <li>· Independent Practice of Childbirth Education, Seattle, WA, USA.</li> <li>· Editor Emeritus, Geneseo, NY, USA.</li> </ul>
2018	<u>"Probiotics for the prevention of Clostridium difficile-associated diarrhea in adults and children."</u>	<ul style="list-style-type: none"> <li>· Department of Community Health and Epidemiology, Centre for Clinical Research, Dalhousie University, Halifax, Nova Scotia, Canada</li> <li>· Department of Health Research Methods, Evidence and Impact, McMaster University, Hamilton, Ontario, Canada.</li> <li>· Department of Pathology and Molecular Medicine, McMaster University, Hamilton, ON, Canada.</li> <li>· Department of Medicine, McMaster University, Hamilton, ON, Canada</li> <li>· Michael G. DeGroot Institute for Infectious Diseases Research, McMaster University, Hamilton, ON, Canada</li> </ul>
2018	<u>"Use of Integrative Oncology, Involvement in Decision-Making, and Breast Cancer Survivor Health-Related Quality of Life in the First 5 Years Postdiagnosis"</u>	<ul style="list-style-type: none"> <li>· Fred Hutchinson Cancer Research Center, Seattle, WA, USA.</li> <li>· University of Washington, Seattle, WA, USA.</li> </ul>
2018	"A formative evaluation of a coach-based technical assistance model for youth- and family-focused programming."	<ul style="list-style-type: none"> <li>· <u>Penn State Clearinghouse for Military Family Readiness, Pennsylvania State University</u></li> <li>· College of Education and Human Development, University of Minnesota</li> </ul>

### Statement of Assessment

Bastyr enjoys a wide range of domestic and international partnerships, which have remained strong and fruitful for many years. Two of the longest standing and most enriching relationships involve integrative oncology research with the Fred Hutchinson Cancer Research Center and the University of Washington Medical Center. A full list of collaborations from 2015 is available upon request.

### Statement of Improvement

The recent establishment of the Osher Center for Integrative Medicine at the University of Washington (UW) bodes well for future collaborations with Bastyr. The clinic director of the UW Osher Center for Integrative Medicine is a Bastyr graduate, sits on our Board of Trustees, and is an active advocate for opportunities to collaborate and promote greater interdisciplinary integration. Our benchmark in this area is to have a minimum of two actively funded, collaborative research projects with at least two large academic health centers.

---

## Core Theme 2B – Students are encouraged to participate in research/scholarly activity

Objective 2B.1 Bastyr students successfully pursue research/scholarly activity

*Indicator 2B.1a Participation in University hosted research events*

Table 2B.1a: Student participation in the Bastyr University Faculty and Student Research Symposium

	2014	2015	2016	2017	2018	2019
Number of students participating	50	44	42	55	48	44
Percent of enrolled students participating	4.20%	3.50%	3.30%	4.60%	4.20%	3.70%

### Statement of Assessment

As the data indicates, the number of students participating in the annual Faculty and Student Research Symposium has fluctuated year to year, with the highest levels of participation in 2017. We believe these fluctuations mirror enrollment trends, but Bastyr is pleased to see committed growth in the area of student research.

### Statement of Improvement

The Bastyr University Research Institute (BURI) builds future researchers through work-study opportunities, research funding, and training. Student researchers have the opportunity to build skills in research data management, research study design, statistical analysis, outcomes studies, meta-data analysis and systematic reviews, clinical trials, and case reports. Bastyr students have served as clinical research coordinators, database managers, study physicians, and regulatory oversight personnel. The Bastyr Library also contributes to students' research knowledge through an embedded curriculum, information literacy support, and research education. Although the numbers of students participating in the symposium have fluctuated over the years, our future goal is to exceed 2017 participation numbers and grow student research involvement annually.

Objective 2B.2 Student researchers develop skills to conduct formal research

*Indicator 2B.2a Learning Outcomes related to research (critical thinking and information literacy)*

The following Information Literacy learning outcomes are assessed by pre-/post- tests or are embedded in course assignments. Table 2B.2a-1 indicates the scope of education-related information literacy outcomes that are embedded in courses. Table 2B.2a-2 shows information literacy pre-/post-test results for naturopathic medicine students.

Table 2B.2a-1: Information literacy learning outcomes

	Program	# of Classes	# students completed / # students attempted				
			2014-15	2015-16	2016-17	2017-18	2018-19
Access the needed information effectively and efficiently	Nutrition	4	143 / 143	147 / 147	162 / 162	122 / 123	95 / 96
	Psychology	3	21 / 21	25 / 25	18 / 18	20 / 20	24 / 24
	Bot Med	1	21 / 21	12 / 12	14 / 14	21 / 21	12 / 12
	IHB	1	8 / 8	13 / 13	11 / 11	9 / 9	4 / 4
	Midwifery	2	31 / 31	31 / 31	38 / 38	15 / 16	30 / 32
	Public Health	1	---	---	---	8 / 8	5 / 5
	DAOM	1	---	---	18 / 18	8 / 8	12 / 12
	AOM	1	29 / 29	32 / 32	23 / 23	20 / 20	13 / 13
Determine the extent of information needed	Nutrition	2	79 / 79	73 / 73	99 / 99	73 / 73	52 / 52
	Psychology	2	21 / 21	15 / 15	18 / 18	20 / 20	24 / 24
	Bot Med	1	21 / 21	12 / 12	14 / 14	21 / 21	12 / 12
	Midwifery	1	14 / 14	15 / 15	19 / 19	12 / 13	14 / 16
	Public Health	1	---	---	---	8 / 8	5 / 5
	DAOM	1	---	---	18 / 18	8 / 8	12 / 12
	AOM	1	29 / 29	32 / 32	23 / 23	20 / 20	13 / 13
	Evaluate information and its sources critically	Nutrition	3	99 / 99	96 / 96	107 / 107	82 / 83
Psychology		2	21 / 21	25 / 25	18 / 18	20 / 20	24 / 24
Bot Med		1	21 / 21	12 / 12	14 / 14	21 / 21	12 / 12
IHB		1	8 / 8	13 / 13	11 / 11	9 / 9	4 / 4
Midwifery		2	31 / 31	31 / 31	38 / 38	25 / 25	30 / 32
Public Health		1	---	---	---	8 / 8	5 / 5
DAOM		1	---	---	18 / 18	8 / 8	12 / 12
AOM		1	29 / 29	32 / 32	23 / 23	20 / 20	13 / 13
Incorporate selected information into one's knowledge base	Nutrition	4	143 / 143	147 / 147	162 / 162	122 / 123	95 / 96
	Psychology	1	10 / 10	12 / 12	8 / 8	9 / 9	12 / 12
	Bot Med	1	21 / 21	12 / 12	14 / 14	21 / 21	12 / 12
	IHB	1	8 / 8	13 / 13	11 / 11	9 / 9	4 / 4
	Midwifery	2	31 / 31	31 / 31	38 / 38	25 / 25	30 / 32
	Public Health	1	---	---	---	8 / 8	5 / 5
	DAOM	1	---	---	18 / 18	8 / 8	12 / 12
	Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally	Nutrition	1	57 / 57	45 / 45	68 / 68	51 / 51
Psychology		1	10 / 10	12 / 12	8 / 8	9 / 9	12 / 12
Bot Med		1	21 / 21	12 / 12	14 / 14	21 / 21	12 / 12
Midwifery		1	14 / 14	15 / 15	19 / 19		14 / 16
Public Health		1	---	---	---	8 / 8	5 / 5
DAOM		1	---	---	18 / 18	8 / 8	12 / 12



Use information effectively to accomplish a specific purpose	Nutrition	2	79 / 79	73 / 73	99 / 99		52 / 52
	Psychology	1	10 / 10	12 / 12	8 / 8	9 / 9	12 / 12
	Bot Med	1	21 / 21	12 / 12	14 / 14	21 / 21	12 / 12
	Midwifery	1	14 / 14	15 / 15	19 / 19		14 / 16
	Public Health	1	---	---	---	8 / 8	5 / 5
	DAOM	1	---	---	18 / 18	8 / 8	12 / 12
	IHB	1	8 / 8	13 / 13	11 / 11	9 / 9	4 / 4

The Evidence-Informed Practice (EIP) assessment was developed by the Bastyr librarians for the Naturopathic medicine program. The pre-test is administered in the fall term of year one, and the post-test is administered in the spring term of year two. It is designed to measure learning in information literacy and critical thinking skills related to medical research and patient care, also known as evidence informed practice.

Table 2B.2a-2: EIP pre- and post-test results

	2014-2016	2015-2017	2016-2018	2017-2019
Mean Pretest score BUK n=107	62.8%	49.2%	49.3%	62.1%
Mean Post test score BUK n=82	90.8%	95.5%	91.1%	91.2%
Difference of means	<b>28.0%</b>	<b>44.0%</b>	<b>41.9%</b>	<b>29.0%</b>
Mean Pretest score BUC n=107	62.8%	59.3%	62.5%	59.9%
Mean Post test score BUC n=82	90.8%	90.7%	89.1%	87.5%
Difference of means	<b>28.0%</b>	<b>31.4%</b>	<b>26.6%</b>	<b>27.6%</b>

### Statement of Assessment

The current comprehensive information literacy instruction program was established in March 2002. The purpose of the Bastyr University Library Instruction Program is to ensure that all graduates attain a high level of research capacity (e.g., information literacy, critical thinking) in order to become independent researchers and is framed to address the 2002 Association of College and Research Libraries (ACRL) information literacy standards. At the time the program was created, BU librarians conducted an audit of university curricula to identify courses appropriate for embedded information literacy instruction and worked with faculty to identify the most relevant points of instruction and assessment in their courses. Table 2B.2a-1 above shows the scope and scale of this program for the past five years.

---

As part of the 2012 curriculum revision in the ND program, the library partnered with ND faculty to develop a multi-quarter strategy to gauge student understanding of search strategies, clinical queries, and medical research resources. Students are given a pre-test at the beginning of their series of research courses and again at the end (Table 2B.2a-2). The data consistently shows a significant improvement in research knowledge. Students who do not achieve the threshold grade of 80% are required to complete one-on-one remediation with a librarian to ensure they have the skills necessary before starting clinic shifts in Years 3 and 4.

### Statement of Improvement

On an annual basis, the library has incorporated new teaching approaches and adapted to best practices recommended by the ACRL. The move to the Canvas Learning Management System will allow the integration of rubrics at the assignment level to track and assess attainment of student learning related to information literacy and critical thinking across the curricula for all programs. Our goal moving into 2020 is to achieve benchmark assessments of all university global competencies (critical thinking, information literacy, professional behavior, collaboration, communication) for 100% of our degree-seeking students. Once that goal is achieved, we will be expanding assessments to capture learning at the beginning, middle, and end of students' degree programs in order to improve curriculum and students' learning experiences.

*Indicator 2B.2b Student opinions related to research opportunities*

Table 2B.2b-1: Student assessment of research instruction

	2017 n = 676 (59%)	2018 n = 487 (43%)
Information literacy instruction met my educational needs: in-class sessions, online tutorials, and search assignments.*	In-class sessions: 3.47	In-class sessions: 3.46
	Online tutorials: 3.42	Online tutorials: 3.44
	Search assignments: 3.27	Search assignments: 3.33
I am satisfied with the reference and research services, search assistance, etc. offered by the librarians in person, by phone, through chat, or via email.*	Speed of response: 3.78	Speed of response: 3.79
	Availability of librarians: 3.78	Availability of librarians: 3.77
	Usefulness of information: 3.74	Usefulness of information: 3.75
During your time at Bastyr, have you submitted any of your research to peer-reviewed journals?	4% Yes	6% Yes
Do you anticipate that you will participate in research activities after you graduate?	46% Yes	49% Yes
Are you interested in publishing any of your work in the future?	57% Yes	53% Yes

Source: 2017 and 2018 Student Satisfaction Surveys

\*Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

**Statement of Assessment**

In 2017-2018, students were asked to self-assess their experiences in learning research skills. Although only two data points exist for this metric, there are minor improvements on most metrics and 3 out of 6 mean scores are above 3.5 out of a 4.0 scale, indicating high satisfaction with our research instruction. Despite this positive indication, students’ interest in publishing work in the future dropped by four percentage points. Accordingly, this data should be interpreted with caution, given that we didn’t collect information on the career goals of responding students. For this reason, a more comprehensive approach to assessing student learning outcomes such as these was undertaken in AY2018-2019.

**Statement of Improvement**

Although the above measures have some usefulness, in 2018, the Office of Institutional Effectiveness shifted focus to more direct measures of learning outcomes, as well as institutional surveys that collect more actionable data. Therefore, these questions were dropped from student surveys in 2019, with the intention to measure these opinions and outcomes more directly at the course level (end of course

evaluations) or through departmental surveys in AY 2019-20. We believe this more focused approach in data collection will grant insight into differences between the research focus of specific programs.

Table 2B.2b-2: Student expectations and experiences of research instruction

	Student Expectation (Fall 2018) <sup>1</sup> n = 266 23%	Student Experience (Spring 2019) <sup>2</sup> n = 342 27%	% Difference
Develop critical thinking skills.	98%	91%	-7%
Gain information literacy and a deep understanding of my field through reading.	95%	82%	-13%
Be able to participate in research projects.	79%	43%	-36%
Have support for presenting or publishing my academic work.	79%	32%	-47%

1: % believe important or highly important 2: % agree or completely agree that Bastyr instruction influenced learning

### Statement of Assessment

Institution-wide direct assessment of university global competencies was delayed due to the need to migrate to Canvas before implementing standard grading rubrics. However, additional questions were added to student surveys beginning in 2018 to gain an indirect measure of student learning related to these competencies through their own self-assessment. This is the first year in which Bastyr has measured the difference between student expectations and experience, and the large differences related to the two research questions is concerning. However, it is important to assess the reasons why students don't participate in research. For example, many students who are interested find that they don't actually have time to add research to their demanding clinical programs.

### Statement of Improvement

This assessment measure is in its infancy. In the future, OIE hopes to be able to match survey results from individual students between the fall and spring surveys for students completing both surveys. This expectation/experience analysis will enable the University to determine the degree to which the overall data points are meaningful. It will also be helpful to ask follow-up questions to get information on the source of the gap between expectations and experience. The Student Experience survey closed in late June 2019, so this data was not available until July. Data from the Fall 2018 Student Expectations Survey and the Spring 2019 Student Experience Survey will be reviewed at the fall faculty retreat in 2019 to better understand why these differences are occurring and how we can narrow the gap between student expectations and experiences. As a benchmark, the University strives for no more than a 15% difference between student expectations and experiences.

---

## Core Theme 3: Clinical Training and Community Health

### Core Theme 3A – All clinical programs provide clinical training that prepares competent entry-level health professionals

Objective 3A.1 Bastyr students in clinical disciplines acquire the competencies necessary for safe and effective practice

#### *Indicator 3A.1a Rigorous clinical exposure and practice*

#### *Naturopathic Medicine:*

The goal of Bastyr’s clinical education is for students to become, by the time of graduation, clinicians who can work independently and practice safely and effectively as naturopathic primary care physicians. Students have a minimum requirement of 1204 hours of clinical training that includes observation, assisting other clinicians, and managing the treatment of presenting concerns typically seen in an outpatient primary care setting.

Table 3A.1a-1: Rotations and clinical hours required by program year

Student Level	Clinical Rotation	Clinical Hours
Year 1	Observation– 1 rotation required	20
Year 2	Observation– 2 rotations required	40
Years 1 - 4	Preceptorship (88 hours must be with an ND)	132
Years 3 and 4	Interim Clinic	44
Years 3 and 4	Physical Medicine – 4 rotations required	176
Years 3 and 4	Patient Care – 18 rotations required	792
Total Clinical Hours		1204

The majority of student clinical training occurs at Bastyr’s teaching clinics (i.e., BCNH in Seattle and Bastyr University Clinic in San Diego) and a variety of external sites. Many of the external sites provide care for underserved populations, which adds to the depth and breadth of students’ experience of comprehensive patient care. Across their clinical education, students see a wide range of acute and chronic conditions. Clinical competencies include common medical conditions which students must demonstrate the ability to assess and manage. The teaching clinics are open to patients of all ages, races, genders, and medical conditions. In addition, students complete a minimum of 132 hours of preceptorship with Naturopathic doctors and other providers in the community.

#### Statement of Assessment

In the fall of 2017, the Clinical Education Review Committee was initiated to review the current status and develop recommendations for the optimization of the clinical training for all of the clinical programs at Bastyr University, including naturopathic medicine. The Clinic Restructuring Committee’s data collection and analysis yielded thematic areas and concepts pertaining to the naturopathic program. Underlying this analysis was the recognition that there are several overarching principles/themes that

need to be woven throughout the whole curriculum, focusing on the clinical portions, but rooted in the didactic, classroom settings and requiring qualified students with realistic expectations of the program they are enrolled in.

### Statement of Improvement

Recommendations of the committee were organized into Phase 1 (those that could be implemented in one year), Phase 2 (those that could be implemented in two to four years) and Phase 3 (interesting ideas with an unknown timeline). Those found with merit will be considered for the strategic plan of the University. Recommendations that the SNM feels have merit will be listed in the recommendations section of our programmatic self-study 2018.

### *Acupuncture and East Asian Medicine Programs*

The clinical training for the Master of Science in Acupuncture and Oriental Medicine (MSAOM) and the Master of Science in Acupuncture (MSA) takes place in stages leading to the achievement of the competencies necessary to of being an independent acupuncture practitioner. Students begin with observation starting in the second quarter of their first year. A total of 144 hours of observation are done at the Bastyr Center for Natural Health (BCNH), and an additional 44 hours of observation are done during a preceptorship with an approved private, licensed practitioner. Once students have completed all requirements for direct patient care, including comprehensive exams, they begin their internship training. Students in the MSAOM program and the Chinese Herbal Medicine certificate program (CCHM) also receive education and training in Chinese herbal medicine.

The clinical internship in the Doctor of Acupuncture and Oriental Medicine program (DAOM) provides students the opportunity to work in an integrative setting with a focus on pain management. Internship rotations take place at the University of Washington Medical School’s Harborview Medical Center (HMC) in Seattle under Bastyr faculty and Harborview administrative supervision. Bastyr DAOM students become part of the Anesthesia and Pain Medicine Integrated Care Team, working together with physicians, nurse practitioners, pharmacists, addiction specialists, rehabilitation psychologists, and spiritual care chaplains. DAOM students also get the opportunity to work with practitioners of their choosing in the form of preceptorship in the U.S. or externship in China to broaden their skills in treating pain and collaborating with other health care practitioners.

Table 3A.1a-2: Distribution of clinical hours Required for Acupuncture and East Asian Medicine (AEAM) Programs 2015 - 2019

	MSAOM	MSA	CCHM	DAOM*
Observation	144	144	0	0
Preceptorship/Observation	44	44	0	391.5
Acupuncture Internship	276	652	0	0
Integrated Internship	440	0	0	180
Chinese Herbal Medicine Internship	88	0	352	0
Externship	0	0	0	88
<b>Total Required Hours</b>	<b>992</b>	<b>840</b>	<b>352</b>	<b>659.5</b>

\*2017-2019

---

### Statement of Assessment

The AEAM master's degree programs' clinical training at both BCNH and the external sites with which Bastyr is affiliated, is excellent. The DAOM clinical experience at Harborview Medical Center is an exceptional opportunity for students to work in a hospital setting and treat diverse patients who have serious injuries and illnesses. They experience the integration of eastern and western treatments. Both master's and doctoral students have an opportunity to complete an externship in China

### Statement of Improvement

The department is refining current assessment methods that would better demonstrate the progression of competency achievement at different stages of training.

### *Masters of Arts in Counseling Psychology (MACP) Field Placements*

Clinic Experience I/II (PS5803, PS6804). The MACP program requires an initial two-quarter clinical training sequence that is completed at one of the two Bastyr clinics (BCNH in Seattle or BUC in San Diego). These two quarters are the beginning field-based experiences in the counseling psychology program and are taken in the spring quarter of the first year and the Summer quarter at the start of the second year, prior to entry into the Practicum experience. Student clinicians' sessions are observed via a closed-circuit live video feed, and supervision is provided within small (5-6 person) treatment teams.

Practicum and Practicum Seminar (PS6805, PS6806, PS6807) is designed as the foundational experience that applies classroom learning to practice. Three-quarters of supervised field placement (3 credits each) for a total of 9 credits are required to complete the program. Bastyr University has affiliation agreements with numerous community clinics (i.e., approximately 65 sites throughout the Western Washington region). Each three-credit course offered each term entails the following over the course of the year:

A minimum of 600 hours per year at the counseling site, of which about one third to one half should be in direct contact with clients. (240 hours are recommended.)

Students receive 3-hours per week of on-site supervision during the quarter. They also participate in a weekly supervision group led by a Bastyr instructor to support their training and development. Group supervision provided at Bastyr University may be counted toward the 600 hour total as "indirect" hours. Students are expected to be at their site a recommended 15 hours per week even if this will result in the completion of more than the recommended 200 hours per term.

Taken together, students are required to complete a total of 13.5 credits oriented specifically to their field placements and clinical training.

### Statement of Assessment

MACP students receive excellent clinical training that begins under direct Bastyr faculty supervision at BCNH. The opportunity to receive clinical training within this onsite live-supervision model for 6-months prior to entering the community practicum experience is a significant strength of the program and prepares students well for their practicum experience. The majority of clinical training occurs at external community sites with on-site supervision and is supported by a small-group practicum seminar with Bastyr faculty. Students are able to apply to and select practicum sites that are diverse in both patient



population and clinical issues, allowing for the pursuit of individual student interests within the program’s overall training structure and requirements.

Statement of Improvement

MACP leadership collaborates with on-site supervisors to continuously assess and improve the clinical training for students. Maintaining a sufficient number of external sites is a challenge, and MACP leadership is working to increase the number of community sites within competitive geographic areas. MACP leadership is also working to ensure that program goals and objectives within the clinic, practicum sites, and classroom are more fully integrated, and attempting to improve the integrated program assessment process (e.g., clinic assessment, practicum assessment, exit exam) to ensure the readiness of each graduate consistent with the high standards of the MACP program.

*Master of Science in Midwifery*

The goal of clinical education in the Midwifery program is to produce student midwives who are prepared for independent, safe, entry-level midwifery practice by the end of the 3-year MS in Midwifery program. Practicum is a 50 credit course (1500 hours) that usually spans quarters 3-11 and encompasses clinical rotations with approved preceptors. Students complete their clinical requirements primarily in home and birth center settings and occasionally in community health clinics and hospitals, under the supervision of licensed midwives, physicians, nurse practitioners, and naturopathic physicians.

The Department of Midwifery Clinical Education Coordinator assigns students to qualified preceptor sites, oversees student clinical placements, tracks and verifies clinical experience, and reviews quarterly evaluations of students’ clinical skills. Documentation of clinical experience is maintained in each student’s permanent file.

Table 3A.1a-3: Minimum clinical requirements for the Master of Science in Midwifery program

1500 clinical hours including	60 births including	720 client contacts including
400 hours in labor/birth	10 observational	300 prenatal exams
800 hours of clinic time (prenatal, postpartum, gyn visits)	20 actively involved	100 postpartum visits
	30 as primary midwife under supervision	50 initial newborn exams +50 follow-up newborn exams
		50 gynecological exams

Statement of Assessment

Students are assessed by their preceptors as well as by the department. Students must work with at least two different preceptor midwives during their clinical education. All preceptors must meet the qualifications and standards of the Department of Midwifery. Preceptors use quarterly Clinical Skills Evaluations to assess students’ progress, with ratings ranging from “observed” to “mastered” in all the required areas listed above. In order to graduate, students must have at least two Advanced Clinical

---

Skills Evaluations with the majority of skills assessed as “mastered.” The Department of Midwifery also assesses student clinical skills through one major formative assessment in the middle of Year 2 (the Basic Clinical Assessment) and one major summative assessment near the end of Year 3 (the Advanced Clinical Exam), both of which are Objective Structured Clinical Exams (OSCEs) with multiple skills stations. Students must pass all Advanced Clinical Exam stations in order to graduate.

### Statement of Improvement

The Department of Midwifery regularly reviews and updates their major clinical assessments based on current professional evidence as well as feedback from students and the midwifery community. The Clinical Skills Evaluations that preceptors use to assess individual skills is dictated by our programmatic accreditor (MEAC), and the North American Registry of Midwives (NARM), which administers the certifying exam students must take after graduation.

### *Dietetic Internship*

Accreditation standards established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) determine the competencies that each intern must achieve through a minimum of 1200 supervised practice hours. As a curriculum mapping foundation for intern assessment, the program has established six rotations that are consistent for all interns: clinical, food service administration, public health/WIC, endocrine/diabetes clinic, integrative natural health clinic, as well as a major intern project. Individual interns are also assigned a variety of other rotations in which they practice these same competencies. ACEND accreditation standards require interns to work with a diverse range of well and ill clients across the life span, as well as acquiring skills in practice management, institutional food service, and nutrition education.

Statement of Assessment: The Bastyr University Dietetic Internship utilizes over fifty individual sites which employ a dedicated and committed group of preceptors. Interns complete an assessment of their experience at each site, which allows the program director to keep a pulse on any issues that may need to be addressed at any site. Annual short-term goals, program goals and objectives, student learning outcome indicators, and the data to assess them are reviewed with each rotation site a minimum of once every year by the program director, with support of individuals and/or groups from inside and outside of the program for the purpose of continuous quality improvement of the Bastyr University Dietetic Internship.

Statement of Improvement: The Seattle area offers a wide range of opportunities that allow intern interests to be considered in the scheduling of their rotations, which generally results in new rotation options each year. Program improvement includes ongoing exploration to develop new clinical sites, as this is the most challenging type of rotation site to maintain. Rotation site selection and ongoing assessment are managed by the program director in a manner which consistently considers the learning needs of the interns and the program’s goals. The clinical rotation is the longest and incorporates a wide range of competencies as interns move from a lower level of clinical judgment towards a final staff relief rotation caring for acutely ill patients. This level of supervision places a greater demand on volunteer clinical preceptors, and maintaining strong relationships with clinical sites is a program priority.

---

*Indicator 3A.1b Students feel confident and prepared for their practice*

Table 3A.1b-1: Student’s perception of readiness for clinical careers

	2016 n = 505 43%	2017 n = 676 59%	2018 n = 487 43%
I am satisfied with the quality of education I have received thus far in my clinical training.	3.12	2.85	2.94
I am satisfied with the number of referrals my shifts are getting from other shifts	2.89	2.76	2.78
I am able to apply the principles of naturopathic medicine in the care of patients.	3.25	3.41	3.26

Source: Student Satisfaction Surveys 2016, 2017, 2018

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

**Statement of Assessment**

Trends related to the quality of clinical education and the number of referrals took a dip in 2017. However, they have improved since then. Satisfaction with shift referrals lags behind the other metrics because students often desire more referrals than are available.

In 2019, the Office of Institutional Effectiveness worked with the deans to revise and dramatically expand the student experience survey to measure student career, earning and learning outcomes; international student experience; student preferences and priorities; and student ratings of institutional services, spaces, and practices. Due to the need to increase the survey to ask these additional questions, it was decided to move all instructional quality questions into annual department surveys or end-of-course evaluations to gain a better understanding of where instructional assistance is most necessary. We will begin collecting this data under this new system in AY 2019-2020.

**Statement of Improvement**

Bastyr acknowledges that most scores are below 3.0, with the exception of students’ ability to apply the principles of naturopathic medicine in their care of patients. The clinic has been reviewing its education processes for the past two years, with many improvements implemented to date. Therefore, we anticipate these metrics will improve in the future and set 3.0 as the minimum benchmark for this metric going forward.

---

Objective 3A.2 Bastyr students in clinical disciplines acquire the skills necessary for understanding and learning from diverse patient/client demographics

*Indicator 3A.2a Diverse clinical exposure and practice*

Table 3A.2a-1: BCNH clinic patient/client demographics by ethnicity\*

	2016 n=576	2017 n=1305
American Indian or Alaska Native	< 1% (4)	< 1% (6)
Asian	4% (21)	4% (46)
Black or African American	< 1% (6)	3% (34)
Hispanic or Latino	2% (13)	3% (34)
Native Hawaiian or Pacific Islander	< 1% (3)	< 1% (7)
White	63% (360)	61% (795)
Other	4% (22)	4% (48)
Two or More Ethnicities	3% (16)	5% (61)
Did not indicate ethnicity	23% (131)	21% (274)

\*Respondents could mark more than one race if applicable

Source: Annual Patient Satisfaction Survey, 2016, 2017

Due to technological issues, the Annual Patient Satisfaction survey was not conducted for 2018.

**Statement of Assessment**

The Annual Patient Satisfaction Survey went out for the first time in 2016. The second-year (2017) saw a dramatic increase in patient responses. Unfortunately, the survey could not be continued due to breakages in the database script that extracted contact information after visits. It was determined not to repair the script because the EPIC EMR system was about to be updated, and any script repairs would be rendered obsolete with the EPIC upgrade. Without additional data points, it is difficult to determine if this is a meaningful measure of patient diversity. Nevertheless, these two data sets do indicate a slight increase in patient diversity at BCNH from 2016-17. Starting in 2019, patient demographics are now being captured as part of the First Office Call (FOC), so a more comprehensive representation of this data will be available moving forward.

**Statement of Improvement**

Collecting demographic data at the clinic has been difficult due to technical issues and cultural sensitivity regarding asking patients to complete demographic questions. However, because of many research and organizational imperatives, BCNH determined in the beginning of 2019 to do a better job collecting demographic information on clinic patients, and recent features in EPIC were added in the summer of 2019. The beginnings of improved demographic reporting are underway, including reaching out to patients to encourage them to update their patient information. Bastyr believes that a more robust approach to collecting and analyzing patient demographic data will enable the clinic to be more responsive to underrepresented populations and track its progress towards more inclusive community health practices.

Both clinics plan on beginning to report on a broad range of patient demographics at the beginning of 2020, and benchmarks for growth in diversity of patient populations will be set once baselines for patient diversity in the community are established.

---

### Indicator 3A.2b Outcomes related to effective communication and professional competencies

Table 3A.2b-1: Student perceptions of Bastyr's influence on learning related to effective communication and professional competencies

	Student Expectation Survey (Fall 2018) <sup>1</sup> n = 266 23%	Student Experience Survey (Spring 2019) <sup>2</sup> n = 342 27%	% Difference
Develop critical thinking skills.	98%	91%	-7%
Learn how to effectively communicate.	98%	88%	-10%
Gain an understanding of professional competencies and behaviors.	97%	91%	-6%
Learn how to work in teams and collaborate.	94%	83%	-9%

1: % believe important or highly important 2: % agree or completely agree that Bastyr influenced learning

#### Statement of Assessment

Institution-wide direct assessment of University global competencies was delayed due to the need to migrate to Canvas before implementing standard grading rubrics. However, additional questions were added to student surveys beginning in 2018 to gain an indirect measure of student learning related to these competencies through their own self-assessment as represented in Table 3A.2b.

#### Statement of Improvement

This assessment measure is in its infancy, but in the future, the Office of Institutional Effectiveness hopes to be able to match survey results for individual students competing both the fall and spring surveys. This will enable the University to determine if there are patterns in the data to help understand if certain students or programs are achieving or struggling to achieve these university global competencies.

---

## Core Theme 3B – All clinical programs provide high-quality services to the community

Objective 3B.1 Patients/clients have high regard for the quality of care provided by Bastyr University

### *Indicator 3B.1a Patient/client loyalty*

Table 3B.1a: BCNH patient likelihood to return or refer others to the clinic

	2017 n = 286 September- December	2018 n = 990 January- December	2019 n = 348 January- July 10
Based on your experience with your first visit to the clinic, how likely are you to return for future care?	84%	78%	80%
Based on your first visit to the clinic, how likely are you to recommend us to your family, friends, or colleagues?	73%	71%	77%

Source: BCNH New Patient Survey 2016, 2017, 2018 (Data not available for other sites.)

A survey is automatically distributed on a rotating basis; therefore, no response rates are available

### Statement of Assessment

Three years of data indicate a slight dip in the return expectations and a slight rise in referral expectations for patients since 2017. Although the majority of patients surveyed indicate that they would return, the goal is to have at least 90% of new patients return and/or recommend Bastyr to family, friends, or colleagues.

### Statement of Improvement

In 2017, BCNH began the Clinical Education Review (CER), a comprehensive review of its clinic operations with the aim to improve clinical education, patient experience, and clinical outcomes. The CER Steering Committee, which was made up of current faculty and students along with alumni and providers, spent a year interviewing and surveying students, faculty, and alumni. The final report, completed in January 2019, is now being used to identify ways to improve the overall patient experience, among other things. For example, a part-time position at BCNH was reworked to focus on patient recruitment and retention. This work is ongoing, and as of the writing of this report, the university is in the preliminary stages of implementation of these changes.

---

### Indicator 3B.1b Patient experience

Table 3B.1b: Patient/client satisfaction

	2016 <sup>1</sup> n = 576	2017 <sup>2</sup> n = 1305
How satisfied you were/are with the following clinical team(s)?	3.37	3.48
Would you recommend the following clinical team(s) to your family and friends?	88% Yes	91% Yes
Overall, I would recommend the Clinic to others.	90% Yes	92% Yes
Overall, I would recommend the Dispensary to others.	88% Yes	89% Yes

1: December only 2: January-December

Source: BCNH Annual Patient Satisfaction Survey, 2016, 2017

The survey was automatically distributed using patient email addresses, and no response rates are available. Due to technological issues, the Annual Patient Satisfaction survey was not conducted for 2018.

#### Statement of Assessment

The Annual Patient Satisfaction survey went out for the first time in 2016, and 2017 saw a dramatic increase in patient responses. Unfortunately, due to technical difficulties related to how patient contact information is pulled out of EPIC, the survey could not be continued in 2018. Without additional data, it is difficult to determine if this is a meaningful measure of patient satisfaction. Nevertheless, these two data sets do indicate an increase in patient satisfaction at BCNH. Bastyr is pleased to see that 90% of patients intend to recommend Bastyr health services. The institutional benchmark is to maintain or surpass these numbers.

#### Statement of Improvement

In summer of 2019, it was determined that a joint effort between the Office of Institutional Effectiveness and BCNH would address the lack of data related to patient experience by revising and reinstating an Annual Patient Survey with expanded questions related patient experiences at the clinic and dispensary. This survey will be distributed each fall in November, after which Bastyr will be able to act more strategically to improve specific clinic-related issues.

### Objective 3B.2 Bastyr patients/clients achieve healing and well-being

#### *Indicator 3B.2a Positive health outcomes*

Bastyr is unable to provide data for this metric, but rather than removing it, we felt it was better to explain the efforts the University is taking in the immediate and long-term future to ensure better reporting on patient health outcomes.

#### Statement of Assessment

BCNH began working with the EPIC Electronic Health Records system in 2012 to document and track patient outcomes at a global level. This is something that many health care entities are trying to figure out how to do with varying degrees of success. Bastyr has tried a number of ways to track patients' health outcomes and have been hampered by technical or other obstacles. For certain diagnoses, we can measure lab values and other quantitative items, but for many diagnoses evaluations of health



---

outcomes requires more subjective data collection for which EPIC does not have the functionality to generate reports. As part of our Clinical Education Restructuring work, we plan to incorporate new patient workflows and data collection tools that will provide better and more pertinent information.

### Statement of Improvement

In 2017, BCNH began the Clinical Education Review (CER), a comprehensive review of its clinic operations with the aim of improving clinical education, patient experience, and clinical outcomes. The CER Steering Committee, which was made up of current faculty and students along with alumni and providers, spent a year interviewing and surveying students, faculty, and alumni. The final report, completed in January 2019, is now being analyzed for ways to improve the overall patient experience. For instance, one outcome of the report was the re-working of an existing part-time position at BCNH to focus on patient recruitment and retention. This work is ongoing, and the implementation of the suggestions from the CER process is in its preliminary stages.

In fall 2019, the Office of Institutional Effectiveness will launch a revised Annual Patient Survey with expanded questions related to patient perceptions of wellness, the healing process, and their education and empowerment regarding their health. This survey will be distributed to patients each November. With this in conjunction with new data collection tools being implemented in the clinic, Bastyr expects progress in tracking patient outcomes by early 2020.

Although internal data processes and surveys are under development to provide greater operational insight, annual Washington Health Alliance Patient Experience Reports (2014, 2016, 2018) and Washington Health Alliance Community Checkup Reports (2014, 2015, 2016, 2017, 2018) provide various ratings and rankings of health care providers in the state. The Bastyr Center for Natural Health is rated consistently high in these state-wide surveys, which are available to the site visit team upon request.

**Objective 3B.3 Bastyr clinicians co-manage and refer patients to optimize patient/client health outcomes**

#### *Indicator 3B.3a Strong and varied collegial collaborations*

Bastyr is unable to provide data for this metric, but rather than removing it, and we felt it was better to explain the efforts we are taking in the immediate and long-term future to ensure better reporting on provider partnerships.

### Statement of Assessment

Bastyr clinicians have been and continue to co-manage and refer patients regularly to a wide variety of specialists to optimize patient care and patient experience. Tracking these activities has proven more challenging than expected. For example, not all of our patients have what they consider a primary care provider, while many consider Bastyr and our providers as their primary care facility. Others have a primary care provider outside, for example at one of our local hospital clinics or another private practice setting. With EPIC, our electronic health records (EHR) system, we can see patient interactions at other centers that use EPIC, but not for those centers that use other different EHR systems.

---

## Statement of Improvement

The University has recently developed a referral protocol which is anticipated to provide data showing the number and types of referrals Bastyr clinicians generate., As of this writing, these reports have not yet been created, however. In addition, many of our patients see multiple provider types (e.g. ND, AEAM, nutrition, counseling) in our teaching clinics. This co-management can be tracked at the patient level, but the reports providing that level of detail for our entire patient population have not yet been created. In the fall of 2019, a revised Annual Patient Survey will include questions regarding BCNH patients' referral experiences.

## Core Theme 4: Interdisciplinary Integration

### Core Theme 4A – Students gain the knowledge, skills, and attitudes to work collaboratively with a variety of health-related professionals

Objective 4A.1 Bastyr students learn collaborative and integrative practices

*Indicator 4A.1a Learning outcomes related to professional competency and collaboration*

Table 4A.1a-1 Student perception of preparation for professional collaboration

	2017 n = 676 59%	2018 n = 487 43%	2019 n = 342 27%
I feel prepared to collaborate (refer to discuss cases and treatment plans, etc.) with other natural health practitioners as appropriate	91% Yes	92% Yes	87%* Completely or Mostly Agree
I feel prepared to collaborate (refer to discuss cases and treatment plans, etc.) with allopathic practitioners as appropriate	75% Yes	82% Yes	74%* Completely or Mostly Agree
What is your overall satisfaction with the level of interdisciplinary integration occurring in your shifts?*	2.3	2.72	2.96

Source: Student Satisfaction Survey 2017, 2018 and Student Experience Survey 2019

\*Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

Table 4A.1a-2: Faculty support for integration and collaboration

	2015 n = 61 58%	2016 n = 80 69%	2017 n = 64 55%	2018 n = 55 48%	2019 n = 170 54%
I support the philosophy of integrative and interdisciplinary collaborations in my teaching and work practices.	3.66	3.68	3.64	3.75	3.68

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

### Statement of Assessment

Student surveys were revised in AY2018-19 to create greater consistency and comparability between surveys. For this reason, the data for 2019 is not comparable, but data trends from 2017-2018 indicate an increase in the preparation to collaborate with both natural and allopathic practitioners. Faculty support of the philosophy of integrative and interdisciplinary collaborations has varied slightly year to year but remains positive.

### Statement of Improvement

In general, reporting on student perceptions of interdisciplinary integration has been challenging due to a lack of understanding related to the concept. In future surveys, terms will be more clearly explained so that better insights can be obtained from the data. Furthermore, beginning in 2020, institution-wide rubrics for collaboration will be tied to assignments and embedded in Canvas, which should give insight into how Bastyr can improve collaboration across disciplines.

---

### Indicator 4A.1b A culture of diversity, equity, and inclusion

Table 4A.1b: Student and Faculty assessment of diversity, equity, and inclusion

	Student Experience Survey (2019) n = 342 27%	Employee Experience Survey (2019) n = 170 53.5%
There's a strong sense of community that involves respectful and civil interactions at Bastyr.	2.96	3.68
At Bastyr, individuals treat each other with respect and civility.	3.1	3.89
I see diversity and social justice as an important component of my education and experience at Bastyr University.	3.11	3.73
I feel that Bastyr University as an institution embraces and promotes diversity of all types.	3.03	3.47
I have felt discriminated against at Bastyr University on the basis of diversity (i.e., gender identity, sexual orientation, ethnicity, religion, socio-economic, age, disability, health/other).	1.74	2.18

Means calculated from a 4 point Likert scale (Completely Agree, Mostly Agree, Mostly Disagree, Completely Disagree)

#### Statement of Assessment

Participants in the 2019 Student and Employee Surveys reported positive interactions at Bastyr, with low levels of discrimination during these encounters. The percentages of students and employees choosing “completely agree” or “mostly agree” to the discrimination question were 7% and 8%, respectively. However, considering the University’s goal of attracting and retaining members from historically underrepresented groups (e.g., racial, ethnic, sexual minorities), additional work is needed to ascertain if this positive reporting of experiences is consistent for various demographic groups on campus.

#### Statement of Improvement

To further tease out the impact of demographic factors on students’ and employees’ experiences, the Office of Institutional Effectiveness will partner with the associate vice president for Diversity, Equity, and Inclusion (DEI) to develop a system that aggregates survey results by demographic. The resulting information will more fully capture individual groups’ DEI-related experiences, which can then be used to tailor appropriate strategies to address different groups’ experiences.

#### *Participation in Social Justice Events*

The Center for Social Justice and Diversity was founded in the fall of 2014 and was formally named after retiring President Daniel Church in June of 2015. Since its inception, it has been co-directed by two core

---

faculty members with 25% release time to plan, organize, and facilitate center events. The center offers training in restorative justice, student leadership development, the Center for Social Justice Research Lab, and the Michelle Eustache Human Library Project. The Center offers weekly community talking circles around pertinent social justice concepts and monthly dialogue groups for students of color, students who identify as LGBTQIA, and those interested in challenging white privilege. Additional events such as visits from student groups, guest speakers and celebrations are scheduled on an ad hoc basis. Quarterly reports detailing the activities of the Center for Social Justice are available upon request.

### Statement of Assessment

Based on the University's leadership's expectation, the center's reporting and assessment of its services has gone through several iterations since its inception in 2014. Originally, the board of trustees required quarterly reports on the center's activities. After a change in institutional leadership, only quarterly executive summaries related to set categories such as "skill-building among the Bastyr community" and "community partnership and engagement beyond university walls" were required. Thereafter, the Center began documenting its activities through newsletter distribution.

Although the Center has done an admirable job documenting inputs, no data assessing the outcomes or impact of the Center's activities on institutional climate are currently available.

### Statement of Improvement

The Center for Social Justice and Diversity serves an important role at Bastyr and has done an excellent job of expanding the conversations and scope of understanding related to social justice and diversity issues. In December 2018, an associate vice president of Diversity, Equity, and Inclusion (DEI) was hired to bring focus to the University's DEI initiatives and ensure accountability to Bastyr's mission and will supervise the center's leadership team. Under the leadership of the AVP of DEI, the Center for Social Justice and Diversity will restructure its programming and develop an assessment plan for those programs. Moving forward, the institution will codify its expectations related to DEI through the university's global competencies related to collaboration, communication, and professional behavior. In summer 2019, the Office of Institutional Effectiveness will collaborate with the campus community to develop objectives, criteria, and rubrics related to these global competencies. The implementation of these competencies in the University's learning environments will enable us to benchmark and improve upon learning related to social justice outcomes.

Objective 4A.2 Bastyr students engage in integrative and interdisciplinary collaboration

*Indicator 4A.2a Dual track and interdisciplinary degrees*

Table 4A.2a-1: New enrollments in interdisciplinary programs

	2010	2011	2012	2013	2014	2015	2016	2017	2018
BS Nutrition & Culinary Arts	16	14	10	9	12	12	8	8	10
BS Nutrition & Exercise Science	5	11	15	10	9	13	8	6	12
BS Psychology & Human Biology	7	6	2	5	3	3	--	--	--
MS Nutrition & Clinical Health Psychology*	5	10	7	12	9	3	3	6	--

\*This program is transitioning to a dual degree program MS in Nutrition/MA in Counseling Psychology. Students in interdisciplinary degrees earn a single degree that requires competencies from different disciplines.

Table 4A.2a-2: New enrollments in dual degree programs

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Doctor Naturopathic Medicine/ MA Counseling Psychology	NA	NA	2	1	2	1	0	2	2
Doctor Naturopathic Medicine/ MA Public Health*	NA	NA	NA	NA	NA	2	2	5	3
Doctor Naturopathic Medicine/ MS Acupuncture or MS Acupuncture & Oriental Medicine	15	5	13	16	12	10	10	15	21

\*New program in 2015

Dual degree students complete competencies for two programs and earn two distinct degrees.

Note: a few students enrolled in other dual degree programs including Doctor of Naturopathic Medicine/MS Midwifery and Doctor of Naturopathic Medicine/MS Ayurvedic Medicine

**Statement of Assessment**

Bastyr recognizes the need to innovate within health science fields and believes that integrative and interdisciplinary educational programs offer both depth and diversity in understanding health and health care. Since dual-track programs require that students increase the number of credits per quarter substantially, the number of students who want to complete two distinct degrees will generally include only a small number of motivated students. Students in interdisciplinary programs take courses with

students in other single discipline courses (e.g., Nutrition and Exercise Science students take classes with Nutrition students) which also broadens the experience for the single degree students.

### Statement of Improvement

The majority of disciplines taught at Bastyr are complementary, given that they must all support the University’s mission and vision. Interdisciplinary degrees and dual degrees offer students the opportunity to diversify their learning and deepen their understanding of health. Dual degrees also offer the advantage of introducing students to career skills that complement their primary degree. Alumni can become licensed or certified in more than one field (e.g., Naturopathic Medicine and Acupuncture). Bastyr’s admissions, recruitment, and academic leadership will be closely monitoring enrollment trends in these programs. The benchmark for these programs is to grow enrollments by 5% or greater annually until enrollments meet or exceed the prior seven-year high numbers.

### *Indicator 4A.2b Integrated learning opportunities, communities, and spaces*

Table 4A.2b: Enrollments in interdisciplinary courses

	Enrollment	Course Name
2013	13	Contemplative Practices in Health care
	17	Cultivating the Heart of Leadership
	87	Interdisciplinary Experiences in Natural Health Arts & Sciences 1
	10	Intro to Backpacking & Plant Identification
	10	Intro to Backpacking & Plant Identification
	21	The Physics and Biology of Consciousness
2014	27	Integrative Consultation and Practice 1
	7	Integrative Consultation and Practice 2
	90	Interdisciplinary Experiences in Natural Health Arts & Sciences 1
	16	Intestinal Microbiota
2015	88	Interdisciplinary Experiences in Natural Health Arts & Sciences 1
	17	Intestinal Microbiota
	7	Intro to Backpacking & Plant Identification
	7	Intro to Backpacking & Plant Identification
2016	21	Mindfulness-Based Stress Reduction
	17	Intestinal Microbiota
	100	Interdisciplinary Experiences in Natural Health Arts & Sciences 1
	21	Diabetic Complications: Etiology and Treatment
2017	13	Chemistry and Physics in the Kitchen
	5	Heart and Soul
	23	Diabetic Complications: Etiology and Treatment
	26	Intestinal Microbiota



2018	15	Chemistry and Physics in the Kitchen
	11	Diabetic Complications: Etiology and Treatment
	17	Intestinal Microbiota

### Statement of Assessment

Bastyr’s curriculum is rigorous, and students develop close bonds within their cohort and program. However, Bastyr seeks to disperse student learning across disciplines and program competencies and to engage students in wider conversations and more diverse understandings. In support of this goal, the University offers interdisciplinary courses. Notably, each of these courses are developed and taught by faculty from at least two different disciplines so that students are exposed to distinct perspectives. Interdisciplinary courses have been well received by students. The end, of course, assessments for Interdisciplinary Studies courses have achieved an overall course rating average of 4.2 out of 5.0 for each of the past 5 years. It would be helpful to assess competency more intentionally to work interdisciplinary groups into these courses in the future.

### Statement of Improvement

Many of Bastyr’s professionally accredited programs include competency in an interprofessional collaboration that is currently included in program assessments. It is our goal to track assessment of this competency at an institutional level. Bastyr’s student data system is undergoing a review and optimization process that will enable more effective reporting from CAMS in early 2020. Once the data is optimized, analysis of variables related to interdisciplinary and inter-professional collaboration (from program assessments and interdisciplinary courses) can be analyzed to determine where improvements need to be made.

## **Conclusion**

The objectives, indicators, and results outlined in this chapter help measure Bastyr University’s progress toward mission fulfillment. This 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 and best practices, these collaborations have strengthened all university programs.

The University anticipated some of the results of this self-study. However, unexpected outcomes are the most informative. By bringing awareness to aspects of the institution that may have not been previously addressed, the data analyzed for this self-report 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

**BASTYR**  
UNIVERSITY

---

# CHAPTER 5: Mission Fulfillment, Adaptation, and Sustainability

## Eligibility Requirement 24: Scale and Sustainability

As a result of Bastyr's growth over the last forty years, and with the University of Bridgeport's announcement that they are discontinuing their naturopathic medicine program, Bastyr University is now the largest and most comprehensive university offering degrees in naturopathic medicine and natural health in North America. Throughout this report, Bastyr University (BU) provides evidence that supports the fulfillment of this Eligibility Requirement. BU is primarily dependent on student tuition revenues and, as such, constantly monitors enrollments at the institutional and programmatic levels to ensure budgetary expenditures are in line with current and future enrollments. Like many higher education institutions in the United States, BU has experienced recent enrollment declines, resulting in the need to reduce operational expenses. This has been done effectively and in a manner that supports and advances the University's mission, as well as making changes that ensure solid future enrollments. BU maintains a highly qualified and dedicated faculty and staff all focused on students and their success.

*5.A.1 The institution engages in the regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

**Bastyr University Vision:** 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.

**Bastyr University Mission:** 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 has continually striven to improve its ongoing assessment at the program, department (both academic & non-academic), school, and university levels. This process involves individuals across all constituencies, both internal and external. Additionally, due to the University's primary focus on master's level education, almost all of our degrees have external compliance agencies that also require regular evaluation and accreditation (e.g., Council on Naturopathic Medical Education, Accreditation Commission for Acupuncture and Oriental Medicine, the Accreditation Council for Education in Nutrition and Dietetics). Additionally, the University complies with all state and federal agency data-sharing

---

requirements (e.g., Washington Student Achievement Council and Department of Education IPEDS data collection).

The following Core Themes, developed in 2010, have been utilized to provide a structure for the development of university-level goals and associated metrics as they relate to the University's mission.

### Core Themes

1. Academic Achievement
2. Research in the Natural Health Arts and Sciences
3. Clinical Training and Community Health
4. Interdisciplinary Integration

These core themes are the driving force for all of the University's mission driven initiatives, which in turn become part of the president's annual goals, then the senior executives' goals, and so forth all the way through program-specific accreditations and goals.

### Strategic Initiatives

In order to fulfill the University's mission, the Strategic Plan, updated during the 2015-16 academic year and approved at the June 2016 Board of Trustees meeting, was adopted and includes seven strategic initiatives.

**Strategic Initiative # 1:** Convene internal and external conversations that facilitate interdisciplinary integration of our programs' graduates into the broader provision of general health care, influence health policy for and advance the general public's awareness of our graduates' unique value among the growing collection of naturally-inclined providers, and support the University's mission to educate future leaders in the credentialed professions that arise from world-class natural health arts and sciences education.

**Strategic Initiative # 2:** Support academic programs that are essential to a high-quality education in the natural health arts and sciences.

**Strategic Initiative # 3:** Attract and retain highly qualified faculty and staff who are responsible for delivering quality education and support services; safeguarding academic freedom; administering a diverse range of educational, clinical and research initiatives; ensuring the integrity of the curricula; and maintaining the University's commitment to its mission and vision.

**Strategic Initiative # 4:** Attract, support, and retain exceptional students representing diverse cultures, races/ethnicities, life experiences, and perspectives.

**Strategic Initiative # 5:** Develop innovative and effective methods for teaching and research that validate whole-person health.

**Strategic Initiative # 6:** Expand the career opportunities for graduates through expanded career preparedness training, residency opportunities, partnerships, and applicable clinical training.

**Strategic Initiative # 7:** Ensure ongoing financial stability, sustainability, and intentional stewardship of institutional resources.

During the 2018 academic year, President Patterson modified his regular reports to the board of trustees to tie his reports to the Strategic Initiatives. The president's report now begins with a summary

of his working goals organized by the strategic initiative they serve. The reports go on to outline the specific measures being taken to further the accomplishment of those goals. Here there is detailed information about who is responsible for each measure and the progress made towards the goal. And finally, the key achievements made since the last board meeting are listed. Through this organization method, the reports now show the board a direct link between the ongoing operations of the University's and its mission in a "real time" basis This has had the effect of keeping the senior leadership, not just the president, more focused and accountable to mission fulfillment.

TABLE 5.A.1-1: Sample Strategic Initiative/Goals/Measures from president's reports

<b>Strategic Initiative</b>	<b>Goal</b>	<b>Measure</b>
<b>1: Advancement of the Natural Health Professions</b>	1.2: Develop/Support Legislative Efforts to Increase Scope of ND in CA	Work with California ND Association to create legislation for expansion of ND scope of practice in California
<b>2: Academics and Research</b>	2.1: Academic Master Plan	Create the first version of the 5-year Academic Master Plan to guide assessment, creation, growth, and elimination decision framework.
<b>3: Attract &amp; Retain Highly Qualified Faculty &amp; Staff</b>	3.4: Staff Professional Development Program	Create professional development goals and activities for all staff and core faculty.
<b>4: Attract &amp; Retain Exceptional Students</b>	4.4: Marketing Analytics	Identify key performance indicators to track marketing conversion rates and return on investment
<b>5: Innovative Methods and Access to Instruction</b>	5.1: Upgrade or Replace Learning Management System	New system ready for use in FY 2019-2020
<b>6: Career Preparedness</b>	6.4: Improved Alumni Satisfaction	Work to support the early career development needs to increase the satisfaction and measurable success of our alumni for the role that Bastyr plays in their career success (e.g., practice management skills, job placement, continuing ed.).
<b>7: Institutional Stewardship</b>	7.1: 5-Year Resource Plan	Develop 5-year resource plan, including: <ul style="list-style-type: none"> <li>• Facilities renewal for Kenmore</li> <li>• IT upgrades for core systems &amp; processes</li> <li>• New clinical sites</li> <li>• California long-term sites options</li> <li>• Wallingford lease extension recommendations</li> </ul>

Examples of the president's report are referenced in [Appendix 5.A.1](#)

---

Bastyr's ongoing assessment initiatives have been consistently improving, as described earlier in Sections Standards 3.B, 4.A, and 4.B. The University has also made strides in creating university-wide systems for "regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments." Much of the work on assessments in the past two years has focused on increasing university-wide accountability systems related to mission fulfillment. This is above and beyond the already well-established programmatic and discipline-level assessments necessary for accreditations.

As previously described, several recent activities have combined to move the University forward in assessing mission fulfillment. In the fall of 2017, at the direction of then-interim President Patterson, the provost was charged with creating the University's first Academic Master Plan (AMP), completed in January 2019. The AMP now provides direction and metrics for decisions related to the academic programs offered, including the vision and mission statements for Academic Affairs; clarification of the responsibilities, themes, and metrics; and detailed activities for the first year of implementation. The themes for the AMP include Quality of Teaching; High Quality and Targeted Programs; Innovative and Relevant Curriculum; and Policies and Standards. Each theme has corresponding statements answering the questions "Where we need to be" and "How we'll get there," which lay out the specific strategies around these themes for year one of the AMP. The evaluation of these strategies will be undertaken during the summer of 2019 with discussion and selection of strategies for academic 2020 to take place in the fall when faculty return to campus.

Simultaneous to the construction of the AMP, the Board of Trustees charged the interim president to outline and recommend a new University-wide shared governance system. Due to the recent contentious change in presidents, the Board desired to restore trust through the development of shared governance system that involved all major stakeholders (i.e., students, faculty, staff, administration, and senior administration). As part of the new shared governance system, each theme of the AMP is embedded into the work of all committee or committees. This work was completed in the winter 2019 term and approved by the Board of Trustees at their April 2019 meeting for implementation in fall 2019.

*5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions appropriate constituencies and the public.*

A review of information and results presented in previous chapters, especially Standard 4, largely demonstrates that the University is meeting its mission. Program-level assessments, especially those related to student learning outcomes and competencies, have been effective. However, work remains to be done on the collection and utilization of University-wide data related to global student learning outcomes. Progress is being made, however. For example, the implementation of the Canvass learning management system is underway, which will enable programs to embed standard rubrics that measure, store, and report on university student (or program) learning outcomes. The Office of Institutional Effectiveness is leading the University Global Competency Project, which currently has two of five of the competencies embedded in course assignments and expects to have institution-wide data on all five competencies for all students within two years. The Office of Institutional Effectiveness has designed the University Global Competency Project to test university-wide learning outcome assessments using standardized, competency-based rubrics. It will also gather faculty feedback on the process.

All program-specific accreditation (e.g., Council on Naturopathic Medical Education) involves the entire campus community (e.g., faculty, program and support staff, related students, Registrar, Provost's Office, Student Services, Finance & Administration). Specialized accreditation documents encompass the work of many outside of their specific programs and are subsequently widely distributed, including to



---

the Board of Trustees via their Academic Affairs Committee, as well as at meetings at several levels. Through the President's Goals Report at its quarterly meetings, the Board of Trustees receives ongoing university-level information regarding the status of mission fulfillment.

Information related to mission fulfillment is also shared at regular university-wide town hall meetings. These are sponsored by the Office of the President, at least quarterly, and facilitate university-wide conversations around topics such as the development of the Academic Master Plan; shared governance; budget creation and adoption; enrollment and marketing updates; and diversity, inclusion, and equity. Bastyr's shared governance model includes regular and ongoing feedback concerning college-wide planning and related metrics, to building consensus on these issues. The Office of Institutional Effectiveness, in addition to being a source from which institution-wide surveys originate, also regularly posts the results of such surveys and other data collection efforts publicly, other data collection efforts on [MyBU](#), located under Campus Resources/Planning and survey results.

<https://mybu.bastyr.edu/CampusResources/PlanningandSurveyResults/tabid/328/Default.aspx>

*5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

Within the past two years, the University has taken multiple actions to increase the efficiencies of its operations. The University examined its academic offerings and, as a result, created its first comprehensive academic master plan. As a part of the plan, the Finance and Administrative department transitioned the University from a single year budget process into a multi-year budget process, detailing both revenues and expenses at the program level. This gives the institution a longer-range view of resources and ties them to enrollments based on academic program projections in order to better allocate resources. This allows the University to make better-informed decisions concerning the creation of new programs, which programs to maintain and at what enrollment levels, and which programs should be examined for potential closure.

The University also has designed and is implementing a new shared governance model, one that greatly increases transparency through the inclusion of all relevant constituencies. Under the new model, which will take effect in Fall 2019, the themes of the Academic Master Plan are embedded and accounted for, along with the capacity for discussion and input on university-wide policy issues.

In a somewhat parallel structure, the president created the Executive Leadership Team (ELT). This new administrative group consists of the existing President's Cabinet and includes the associate vice presidents, academic deans, chief medical officers, and representatives from the Bastyr University California campus. The ELT was created to examine university level issues, such as those related to mission fulfillment, spending its first year addressing issues related to faculty and staff morale, enrollment efforts, budget status, and IT infrastructure.

Finally, due to the recent stresses that resulted in the change of presidents, the board of trustees spent the 2018 academic year working with the Association of Governing Boards. This work led them to review and update their bylaws, procedures, and standing committees to better reflect their roles as it relates to mission fulfillment. This work has greatly clarified the role of the board in both the selection of the university president and the president's annual evaluations. Also, officers' roles and term lengths, along with expectations related to subcommittee work, has also been revised. (refer to the board of trustees bylaws in [Appendix 2.A.5](#).)

---

*5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.*

Bastyr University follows a regular and well documented planning cycle which is reviewed annually for ways to improve the process. Each fall the University begins its annual planning cycle, which leads to the creation of the next year's fiscal budget. The Core Themes, tied to the Strategic Initiatives, are presented by the president's office (see [Appendix 2.A.10.a](#)). This process begins at the program level within each division's departments'/programs' needs and priorities sent up the leadership chain for further discussion and prioritization. Each senior executive then works within their division to review the previous and current year's initiatives and to develop new initiatives tied to the Strategic Initiatives and based on the input of the constituencies of their divisions. The fiscal budget process, which has its roots in this programmatic planning that takes place in the fall, begins in earnest starting in the winter term with each senior executive working with their respective areas to first prioritize the next year's planning initiatives and then working with the Department of Financial Affairs to determine related costs. This process also includes town hall-style meetings, led by the president and/or vice presidents to discuss the planning related budgeting cycle, targeted themes, and strategic initiatives, and processes and related timelines.

Through the annual review of the planning and budgeting process, changes to the process are regularly made. Some changes are relatively minor, such as changing a form to now identify the specific strategic initiative to which a planning and related budget request is tied. Other times, however, the review process results in more consequential changes. For example, as a result of reviewing the process that took place in AY 2018 and in conjunction with the recognition that external changes in demographics are having a direct impact on enrollments, it was decided to move to a multi-year budget in order to better project future revenues and their impact on current and newly proposed academic programming and other related strategic initiatives. This change, combined with the new Academic Master Plan and shared governance model, will provide a stabilizing and leveling effect on the planning cycle by ensuring that resources are adequately and appropriately allocated.

*5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.*

As a part of their individual accreditation processes, most of Bastyr's graduate programs are required to demonstrate that they are current with the "emerging patterns, trends, and expectations" of their respective fields. Internal resources, such as faculty and facilities; student competencies and learning outcomes; and external clinical settings are reviewed regularly. These results and those gleaned from sources such as student and alumni surveys and course evaluations, as well assessments of the Core Themes are used to determine both how the University's academic programs and services compare with other similar programs, and how well the overall mission is being fulfilled through its core themes and strategic initiatives. The Board of Trustees plays a critical role in this process by holding the president and executive leadership responsible for mission fulfillment and providing direct input from board members' own professional and personal experience.





Conclusion

**BASTYR**  
UNIVERSITY

---

# CONCLUSION

The process of putting together this self-evaluation report has been one of discovery, pride, and sober self-reflection. Throughout the process, we have had the opportunity to recognize accomplishments in program development, faculty research, and organizational change that have direct ties to the fulfillment of the Bastyr University Mission. Development of the University's first Academic Master Plan, highly successful program accreditations in Nutrition, Acupuncture, and Naturopathic Medicine, and the establishment of a shared governance model are all examples of these types of accomplishments. Bastyr faculty, students, and staff have faced head-on challenges in leadership and fiscal strain with responsiveness driven by the passion for the University's mission and, most importantly, the students whom it ultimately serves.

Bastyr recognizes that there is work yet to be done in order to truly fulfill our mission. While the University can take pride in advancements and accomplishments related to program assessments, particularly those related to national accreditations, we acknowledge that Bastyr has only begun an equally robust assessment of some of our core theme objectives and global competencies. While advances have been made (e.g., recent efforts in assessing critical thinking), more remains to be done to demonstrate progress towards mission fulfillment. Assessments need to be monitored and refined to continue improvements in both assessment techniques and especially in the analysis and application results. Enrollment management needs continued detailed attention, especially in light of national enrollment trends that have found their way to our door. Bastyr University has also only begun the challenging and necessary work related to diversity, equity, and inclusion. Awareness of the needs in this area has really come to the forefront. While the continued work of the Social Justice Institute and the hiring of an associate vice president for Diversity, Equity, and Inclusion are a start, we acknowledge that concerted effort is needed to directly and strategically address core theme objectives in this area.

Bastyr University is a healthy and vibrant community of learners driven by a unique mission and vision. The University's integrated approach to education, research, and clinical service aims to educate the whole student to care for the whole person. With our focus on the intrinsic connection of body, mind, and spirit, Bastyr welcomes self-examination as a part of our mission and professions. Our community is resilient and responsive and welcomes the accreditation process as a means to help us further refine our mission fulfillment and craft.

---

# Comprehensive Self-Evaluation Report Contributors

## Primary Authors

David L. Rule, PhD  
Holly Minch  
Susan Seymour, PhD  
Lynelle Golden, PhD

Senior Vice President and Provost  
Senior Project Manager, Academics  
Director, Office of Institutional Effectiveness  
Dean, School of Natural Health Arts and Sciences  
and School of Traditional World Medicines  
Dean, School of Naturopathic Medicine

## Contributing Authors

Harlan Patterson, MBA, CPA  
Jeanne Galloway, ND  
Susan L Weider, MS  
Mark Brunke, MS  
Kortet Mensah, PhD  
Angela Tseng, DAOM  
Debra Boutin, MS, RD  
Paul Amieux, PhD  
John Gaythorpe  
Mark R. Martzen, Ph.D., CIP  
Ekaterini Papadopoulou, MLIS,  
MA  
Craig Phillips  
Marcus Sauter  
Aracelly Salazar

President  
Vice President Advancement and Enrollment  
Vice President, Student Affairs, Dean of Students  
Associate Vice President, Human Resources  
Associate Vice President, Diversity, Equity and Inclusion  
Associate Dean, School of Acupuncture and East Asian Medicine  
Chair, Nutrition & Exercise Science  
Director, Bastyr University Research Institute  
Director, Information Technology and Security  
Director, Center for Student Research  
Director, Library Services  
  
Director, Facility Operations and Safety and Security Services  
Manager, Academic Services  
Registrar

## Other Contributors

Carissa Coslow, MA  
Teresa Cox  
Gary Garcia MD, MHA, CCS  
Wendy Gordan, PhD, MPH  
Teresa Harding  
Jennifer Hockenhill, CPA  
Waverly James  
Sylvie Shuttleworth, PhD  
Alex Sosa, MS  
Danette Wells

Analyst, Office of Institutional Effectiveness  
Payroll Manager  
Director, Graduate and Community Medicine  
Associate Professor, Midwifery  
Assistant to the President  
Controller  
Coordinator, Human Resources  
Associate Professor, Counselling and Health Psychology (BUC)  
Director, Simkin Center for Allied Birth Vocations  
Director, Financial Aid

## Editor and Designer

Nyssa Rogers

Administrative Assistant, Nutrition and Exercise Science