NWCCU Mid-Cycle Report 2022

Bastyr University

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INTRODUCTION

Bastyr University's main campus is located in Kenmore, Washington, with additional campus locations in Seattle, Washington, and San Diego, California. Bastyr University is a progressive 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 Academic Council. The Northwest Commissions of Colleges and Universities (NWCCU) has granted regional accreditation to Bastyr University since 1989.

Bastyr has grown over the years and offers 21 degrees across three schools. A list of current programs can be found on the university website. The School of Naturopathic Medicine at Bastyr has been continuously accredited by the Council on Naturopathic Medicine (C.N.M.E.) 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 accredited non-degree programs include Chinese Herbal Medicine. Bastyr also offers non-degree certificates through the Simkin Center and Community and Continuing Education programs.

Bastyr University is composed of three schools that oversee Bastyr University's degree programs:
- School of Naturopathic Medicine
- School Natural Health Sciences
- Traditional World Medicine

Clinical training is offered at the Bastyr Center for Natural Health (B.C.N.H.) in Seattle, WA, and the Bastyr University Clinic in San Diego, CA, along with 15 external training sites, 3 in San Diego and 12 in the King County area for naturopathic medicine, providing medical care for underserved populations. A.E.A.M. has three locations in the Seattle area. The Midwifery program and Dietetic internship provide all clinical training externally. Midwifery has clinical training at 21 external sites in W.A., OR, CA, ID, and AZ. T The dietetic internship has 66 external sites in the Seattle area. The M.A.C.P. program provides most of the training externally and has 29 external sites in California and 26 in Washington.

Changes since the Last N.W.C.C.U. Report

In 2021 President Harlan Patterson announced his retirement as university president and C.E.O. A presidential search committee including representatives from all stakeholders was established to conduct a nationwide search. The Board of Trustees named Dr. Devin Byrd president in July 2021.

In March 2022, the University filled the open position of Associate Vice President for Diversity, Equity, and Inclusion. This position was vacated in 2021, and a search was completed over the year to find the best candidate to meet the needs of the Bastyr community. In March of 2022, the University offered the position to Dr. Erika Lorenzana Del Villar, who accepted and has begun working on the future of Diversity, Equity, and Inclusion at Bastyr University.

In May 2022, Bastyr University submitted a minor substantial request to NWCCU to offer a new program, which was accepted in June. The Master's Degree in Integrative Nutrition is an accelerated online program for the adult learner that seeks to incorporate nutrition and wellness skills into practice, deepen knowledge of integrative nutrition, and prepare for further professional credentialing (R.D.N.*, C.N.S., Ph.D.). In this innovative program, students are trained on the intersectionality of diet, lifestyle, environment, and culture in a truly integrative nutrition approach. Research, culinary medicine, counseling skills, disease prevention, whole foods nutrition, dietary supplementation, food systems, and justice are covered under a whole-person wellness lens. Based on Bastyr's holistic approach, this program provides a flexible learning environment and student-centered focus taught by highly qualified faculty. The first cohort is on track to start in the FA-22 quarter.

In July of 2022, the University's Master of Public Health program was granted professional accreditation by the Council for Education on Public Health.

INSTITUTIONAL OVERVIEW

Strategic Planning Process and New Strategic Plan

Bastyr University acknowledged its need to create an updated and integrated strategic plan. The original timing of creating the new plan was in the 2020-2021 year; however, the President of Bastyr University at that time, Harlan Patterson, announced his intention to retire, and the University began a presidential search. In July 2021, Bastyr University welcomed Dr. Devin Byrd to the position. One of the primary goals of the President and their cabinet was to create the new Bastyr University Strategic plan. Over the 2021-2022 academic year, President Byrd worked with various stakeholders, including administration, students, faculty, staff, and the Board of Trustees, to create the new strategic plan, which is due to be rolled out in the fall of 2022. The plan creates a clear and viable path forward for Bastyr University as the needs of the university and those we educate evolve and change.

The new strategic plan can be found on the university website and acknowledges that student success is tied to fundamental education needs and innovative ways of providing learning opportunities to our continually changing student body. The Bastyr University data and assessment committees will work with the strategic plan teams to create meaningful data collection and utilize the existing data structures.

The strategic plan was created with a foundation of four pillars:

- Student Experience
- Employee Engagement and Support
- Partnership Engagement
- Innovation

To ensure that we achieve theses pillars we use the following guiding principles for each of the pillars:

Student Experience Guiding Principles

- Upholding program offerings and support structures that are inclusive, up-to-date, and designed to reduce barriers to entry, both educationally and fiscally.
- Developing and enhancing a variety of teaching and learning modalities (e.g., campus, online, and hybrid/hyflex) while optimizing student experiences.
- Preparing students for existing and emerging industry requirements in their careers and critical thinking skills to ensure effectiveness in the workplace.
- Ensuring meaningful opportunities for students to engage in various research activities ranging from qualitative and mixed methods studies, survey research, literature reviews, systematic reviews and meta-analyses, case reports, clinical trials, field and bench research.
- Fostering relationships with alums while promoting engagement with current students for robust learning experiences.

Employee Engagement and Support Guiding Principles

- Building an environment focused on professional development/growth, retention, and advancement for faculty and staff.
- Supporting and inspiring our faculty and staff through the promotion of their health, well-being, and engagement with each other.
- Vitalizing our community of faculty and staff through diversity in race, ethnicity, gender, sexual orientation, religion, geographic origin, political perspective, and economic condition.
- Creating and fostering the growth of our community through gathering spaces (in person and virtual) where connections can be forged and strengthened.
- Encouraging and enabling faculty and staff to elevate, contribute, and lead the educational, research, clinical, and community pursuits of the University.

Partnership Engagement Guiding Principles

- Embracing our role as one of the world's leading academic centers for advancing knowledge in the natural health arts and sciences and complementary and integrative health and ensuring that Bastyr's mission is evident and clear to institutes, centers, non-profit organizations, colleges and universities, and industry.
- Intentionally seeking creative, substantive, and sustainable pathways for participation in mission-driven, diverse community initiatives beyond our campuses and clinics.
- Ensuring opportunities for involvement and professional enhancement of students, staff, and faculty.
- Establishing and cultivating partnerships that further the university's mission, vision, and technological advancements.
- Creating and maximizing the university's externally facing communication and digital presence to establish a significant and robust presence in the community designed to support the mission and vision of the University.

Innovation Guiding Principles

- Leading the future of natural medicine through innovation in education (didactic and clinical), research, and community engagement.
- Advocating for health through education, integrative health policy, and research.
- Originating and launching programs and practices supportive of whole-person health in a changing climate.
- Fostering and advancing an environment focused on critical thinking among our key stakeholders.
- Creating and advancing opportunities for our partners to impact the growth of natural health sciences positively.

Bastyr has plans to work within the four pillars by creating functional and aspirational objectives for each of the four pillars of the strategic plan (see below). Over the 2023-2027 academic years, Bastyr will work to implement these objectives to bring the Bastyr community together collectively over the next five years. Additional pathways and objectives may be implemented beyond the initial intent of the five-year plan, but we will continue aspiring for the most feasible options for our faculty, staff, and students.

Student Experience Objectives

- Ensure a dynamic portfolio of offerings (credit and non-credit) and implement comprehensive learning experiences in all degree programs with a focus on interdisciplinary approaches (as appropriate).
- Develop and implement a dynamic feedback process for students to share their university experiences (e.g., didactic, clinical, operational, community).
- Explore, develop, and launch a robust career center for students and alums relevant to their discipline/field and connectivity to industry.
- Create and launch an incubator program focused on student and alums engagement (i.e., mentorship) in clinical, research, and community endeavors.
- Create effective and supportive student recruitment and retention strategies, especially for historically marginalized or disenfranchised groups.
- Investigate and implement action steps to ensure a comprehensive and connected lifecycle for the student from entry through the alum phase across didactic, clinical, services (university and student), research, professional/career preparation, and alums engagement.

Employee Engagement and Support Objectives

- Develop and implement professional development for faculty and staff focused on current job requirements, leadership preparation, and succession planning.
- Research, develop, and implement a comprehensive compensation structure for Bastyr employees.
- Develop and implement inclusive practices supportive of recruiting, hiring, and retaining expert faculty and staff.
- Evaluate and implement employee health and wellness models (connected with benefits and work hours).
- Research, develop, and implement a staff/faculty innovations incubator (i.e., interdepartmental collaboration) emphasizing institutional advancement and technologically influenced solutions.

Partnership Engagement Objectives

- Develop and sustain partnerships with other colleges and universities focused on academic programs, certificates, and research initiatives resulting in joint degrees, an extension of skills (continuing education), and engagement in investigative endeavors.
- Revive the Center for Social Justice and Diversity as a "think and action tank" with programmatic areas focusing on social justice, community engagement, and health equity research/research partnerships.
- Collaborate with the industry to create degree, certificate, and credential options (e.g., herbal science or psychology) that align with our professions and meet the community's needs.
- Assemble a task force comprised of internal and external constituents who will explore clinical service delivery (current and emerging) and implement recommendations aligning clinical training goals with didactic, laboratory, industry, and university objectives.
- Develop and strengthen authentic partnerships with historically marginalized and disenfranchised groups in our wider community.
- Evaluate and secure resources to allow students, faculty, and staff to strategically and effectively raise awareness of Bastyr to its constituents.

Innovation Objectives

- Explore, create, and implement a plan for an innovation center for technological advancements within education (teaching, learning, virtual platforms, simulation), research, and community engagements, including health and well-being initiatives.
- Align university resources/processes to foster accessibility and innovative initiatives through appropriate funding, adequate staffing, and supportive policies.
- Explore, devise, and implement a plan for evaluating and improving university systems to allow for comprehensive and connected operations that meet/exceed the current and emerging needs of the institution.
- Enhance science-based and evidence-informed approaches (i.e., integrative health, product lines) through collaborative partnerships designed to engage critical stakeholders in a structured, consistent, and comprehensive manner. Create an integrative health care training model at Bastyr University clinics.
- Develop and implement a plan on the critical steps required to position the University for advancement and success as we encounter the current/next phase of higher education platforms (e.g., delivery of education, skills, and engagement in multiple clinic locations, revenue diversification, product line development)

Ongoing Commitment to Diversity and Inclusion

Bastyr University is committed to building a diverse, inclusive, equitable, and engaged academic community that values social justice, builds a culture of belonging, and advances health and education equity through our institutional structures, policies, practices, programs, services, and partnerships. In the development of the current five-year strategic plan of the University, there was a conscious effort to weave diversity, equity, and inclusion into all four pillars of the strategy with the intention of our work being grounded in equity-mindedness and social justice. Pursuant to this commitment, the University hired in March 2022 a new Associate Vice President for Diversity, Equity, and Inclusion at the senior leadership level. As a member of the President's Cabinet, the AVP for D.E.I. is charged with developing and implementing a strategic plan to support diversity, equity, and inclusion initiatives across the University, as well as overseeing the Bastyr University Center for Social Justice and Diversity.

In April 2022, the University adopted a D.E.I. Strategic Framework to provide structure for developing and implementing a five-year action plan. The framework is built on four focus areas:

1. *Access and Success* to ensure that the institutional and cultural conditions in the University provide a robust experience for students that is conducive to and supports their holistic growth and facilitates student learning and success from the beginning to the end of their time at Bastyr.

2. *Culture and Climate*: Competency Development and Capacity Building to design a robust and sustained learning and mentorship program around D.E.I. and social justice that will provide

the entire community with opportunities to develop D.E.I. competencies/skills necessary for learning and working climate that builds community across space and differences, welcomes a variety of perspectives, and cultivates a culture of belonging.

3. *Community Partnership*s to develop and nurture meaningful relationships with the larger community focused on advancing the collective health, wellbeing, and security of the communities in which the University operates, especially among groups who are historically and currently marginalized because of their gender, race/ethnicity, socioeconomic status, ability, or other social markers; and

4. *Equity Research and Innovation* to create opportunities to support and advance research and knowledge production in the natural health arts and sciences and complementary and integrative health around equity and inclusion in health care, with a view to sharing and applying this knowledge to address inequities and injustices in the health care system.

To ensure that the development of the D.E.I. Action Plan is a collaborative process, a D.E.I. Advisory Council was formed in June 2022, comprising 15 members representing students, clinical residents, staff, and faculty from different departments across all our campuses, representing diverse identities and backgrounds. The Advisory Council gathered for a planning retreat in August 2022 to identify specific action areas and priorities for diversity, equity, and inclusion through the next five years. The planning process is underway, with the goal of having a formalized D.E.I. Action Plan by the end of Fall Quarter 2022. Currently, the Office of Diversity, Equity, and Inclusion partners with all departments to address needs related to community-building, competency development/training, inclusive education practices, curriculum development, student support and accommodations, grievance resolution, and community partnerships.

MISSION FULFILLMENT

Mission Statement

Bastyr University upholds its defined mission statement, which is directional and aspirational, with its commitment to its students, faculty, staff, and the community. The current mission statement is as follows:

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

Vision Statement

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

The process of Assess Mission Fulfillment

In January 2020, the Provost formed the Assessment Committee (A.C.) and appointed a wide range of campus stakeholders to serve on it. The purpose of the Assessment Committee is to provide a shared discussion and decision-making space to review and improve practices and protocols related to institutional assessment efforts of academic services and student experience. Committee membership comprises faculty and administrators who may rotate for two to three years. Recommendations regarding policy and protocol changes to institutional assessment will be determined by a majority vote of permanent voting members and are subject to review by senior executive leadership.

The Assessment Committee acts as the primary review body for assessment data and protocols. Specifically, the Committee:

- Reviews all related surveys and resulting data.
- Suggests and vets data metrics that inform mission fulfillment.
- Revises and/or develops academic program review processes and coordinates the reviews of academic programs with department chairs and program directors.
- Reviews annual NWCCU metrics and measures, assists in developing meaningful benchmarks, tracks annual progress, and determines institutional suggestions based on data reviews.
- Disseminates information related to data collection, improvement, and insights to departments and campus constituents via town halls and the coordination of communication with other institutional committees.

The Assessment Committee documents all significant decisions through its SharePoint site and reports progress to the provost bi-monthly. The Assessment Committee meets twice monthly and may

schedule ad hoc meetings occasionally to address workload or pending deadlines. Please see the Assessment Committee Charter in [Appendix A] for membership and additional details.

In February 2020, the Assessment Committee began meeting to review Bastyr's existing core themes, goals, objectives, and metrics and determined to keep core themes as an organizing structure. After they examined the existing core themes and the NWCCU reports, the Assessment Committee recommended that Bastyr University reduce the core themes from four to two. The preexisting core themes were Academic Achievement, Research in the Natural Health Arts and Sciences, Clinical Training and Community Health, and Interdisciplinary Integration. The Assessment Committee recommended that the new core themes become Education and Care. The Assessment Committee sent the proposed new core themes to the provost, who in turn passed them to the President, who then shared them with his executive teams, then with the Executive Council and the Board of Trustees for approval. The Board accepted the new core themes at their meeting on April 16, 2020. The following narrative was approved and implemented into the University Catalogue:

Core Theme One: Education

Goals: The University offers rigorous, relevant, and integrative teaching practices in support of the promotion of innovative ideas, student learning, and educational success.

Core Theme Two: Care

Goals: The University promotes positive health outcomes through natural sciences, healing, and service that improve the quality of life for patients and communities. Bastyr University strives to attract and support talented individuals committed to promoting a healthy world through practices rooted in diversity, equity, and inclusion.

Education constitutes the foundational action upon which Bastyr University stands, and Care describes the ethos of the University and its approach to achieving mission fulfillment within the human community. These two core themes align with the Bastyr University mission statement: "We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind, and spirit are intrinsically inseparable, we model an integrated approach to education, research, and clinical service."

Upon approval of the new core themes, the Assessment Committee began a review of goals, objectives, and indicators related to these core themes. Most goals and objectives housed under the prior core theme structure fit conceptually under the two new core themes; they were retained if they were pertinent and could contribute reliable data metrics for each indicator. However, other objectives or indicators with weak data sources or that did not strongly align with goals were removed. A set of

new goals and objectives were created to match the required metrics and to strengthen the commitment to data collection.

Once the core theme goals were determined, the Assessment Committee defined objectives and indicators related to each goal, reviewed existing data to benchmark metrics, and solidified data collection efforts moving forward. A formative review of the assessment processes was completed in October 2020, and a plan to organize all core theme metrics (with accompanying Business Intelligence dashboards or flat reports) within a data book on SharePoint was developed. The building of the data book was slightly delayed due to a necessary upgrade to the University's student information system, CAMS, that occurred in December 2020, which required data clean-up and many query rewrites in its aftermath. However, most institutional data was populated into the data book during the winter and spring quarters of 2021.

The Assessment Committee conducted its first comprehensive, annual institutional data review, benchmarking, and rating of core theme goals in April 2021. The second annual Institutional data review took place during the summer of 2022, and subsequent studies are scheduled for each summer after that. The most recent institutional data reviews, benchmarking reports, and improvement initiatives (Closing the Loop Log) may be accessed below from the links below.

Core Theme Education: Goal A Learning
Core Theme Education: Goal B Teaching
Core Theme Care: Goal C Patient Outcomes
Core Theme Care: Goal D Staff & Faculty Development
Core Them Care: Goal E-Service
2022 Institutional Data Review
Improvement Initiatives (Closing the Loop Log)

The Assessment Committee has worked over the last three years since our Year Seven Self-Evaluation to create a working and comparative set of plans, metrics, and data storage to meet the needs of Bastyr University. This report will show the work we started in the 2020 reviews through the present related to student achievement and program assessment. These areas are tied directly into our mission fulfillment and evaluation of our mission planning. The committee and the University are continually working on ensuring that we meet our goals and objectives related to Bastyr University's mission.

STUDENT ACHIEVEMENT

Student Achievement

Although Bastyr University revised its Core Theme goals, objectives, and indicators in 2020, an emphasis and focus remained on tracking key performance indicators related to student achievements, such as retention, completion, licensure, employment, and earnings. Furthermore, to ensure proper review and attention is placed on these and other metrics, Bastyr began an annual institutional data review process in 2021, in which the Assessment Committee reviews all metrics related to its core theme goals and indicators. During this process, metrics are compared with benchmarks and rated on a scale of 0-4, with the following definitions: Developing Benchmark (0), Below Benchmark (1), Approaching Benchmark (2), Meets Benchmark (3), Exceeds Benchmark (4), Meets Benchmark (3), Approaching Benchmark (2), Below Benchmark (1), Developing Benchmark (0). These annual data reviews once completed in August are shared with leadership and inform the basis of institutional and curricular process improvements. The following tables represent the Core Theme Goals, Objectives, Indicators, and Measures associated with student achievement and instructional quality are reviewed annually.

Table 1: Core Theme Objectives, Indicators, and Measures Aligned with Student Achievement

Core Theme 1: Education

Core Theme 1: Goal A - Learning		
Core Theme Objectives	**Indicators**	**Measures**
1.A.1 **Bastyr University is committed to educational success**	Enrollments	Unduplicated headcount by program trended
	Retention	Year-to-year retention by program trended
	Graduation	Graduation rates by program trended
1.A.2 **Bastyr supports learning and career outcomes**	Learning Outcomes	Attainment of program learning outcomes
		Student attainment of university-wide learning outcomes
	Professional Competencies	Certificate and Licensing exam pass rates
		Program specialized accreditation status
	Alumni Success & Career Growth	Participation in career workshops & activities
		Job placement, career earnings, alumni career experiences
		Loan default rates
1.A.3 **Student support services meet student needs**	Support service use and satisfaction	Use and satisfaction of student support as reported in surveys

Core Theme 1: Goal B – Teaching		
Core Theme Objectives	**Indicators**	**Measures**
1.B.1 **Bastyr delivers effective teaching**	Instructional Quality	End of course evaluations
		% of courses meeting quality standards
		Student perceptions of instruction as reported in surveys
		Faculty teaching evaluations

Bastyr's enrollment, retention, and completion records are systematically maintained and trended for operational and institutional effectiveness purposes, but in 2022 Bastyr joined a consortium of peer institutions which enabled appropriate peer comparisons for the first time in Bastyr's history. In May 2020, the University of Western States spearheaded a data-sharing consortium of peer graduate health science institutions in the NWCCU accreditation region. The consortium developed data-sharing strategies and protocols during the 2021 academic year, and Bastyr University was invited to join the consortium in early 2022. The data-sharing/peer comparison consortium was formed with the common goal to improve student achievement, including the identification and closure of equity gaps, within their institutions and to comply with NWCCU. Standard 1.D.3. The tables below were generated from the consortium data, including fall-to-fall retention and graduation rate comparisons across peer institutions. These tables are used in Bastyr's annual institutional data review (see metrics for indicators A.1.a-c) and are published on Bastyr's Consumer Information page.

Table 2: Time to Graduation Comparisons to Peer Institutions

Definitions: Academic Master's Degree: a master's degree that does not lead to licensure; Clinical Professional Master's Degree: a master's degree that leads to licensure; Academic Doctorate: a doctoral degree that does not lead to licensure; Clinical Professional Doctorate: a doctoral degree that leads to licensure.

Peer Institution Comparisons by Degree Type	100% time to completion Grad Rate	150% time to completion Grad Rate
Academic Master's Degree		
Peer Institution #1	43.5%	64.2%
Peer Institution #2	71.4%	85.7%
Peer Institution #3	86.0%	89.5%
Bastyr University	**68.8%**	**68.8%**
Clinical Professional Master's		
Peer Institution #1	79.6%	93.0%
Peer Institution #2	88.2%	98.8%
Peer Institution #3	57.9%	63.2%
Bastyr University	**69.6%**	**76.8%**
Academic Doctorate		
Peer Institution #1	53.2%	64.5%
Clinical Professional Doctorate		
Peer Institution #1	91.0%	97.5%
Peer Institution #2	75.2%	78.9%
Peer Institution #3	61.9%	74.2%

Bastyr University	36.1%*	69.4%
Peer Institution #5	88.1%	97.1%
Peer Institution #6	83.5%	88.3%

* 100% time to completion is based on 4 years of study, but many N.D. students choose a 5-year completion track.

Table 3: Time to Completion to Peer Institutions
Definitions: Academic Master's Degree: - a master's degree that does not lead to licensure; Clinical Professional Master's Degree: - a Master's degree that leads to licensure, Academic Doctorate: - a doctoral degree does not lead to licensure, Clinical Professional Doctorate: a Doctoral degree that leads to licensure.

Peer Institution Comparisons by Degree Type	I year retention*
Academic Master's	
Peer Institution #1	77.6%
Peer Institution #2	100.0%
Peer Institution #3	94.6%
Bastyr	100.0%
Clinical Professional Master's	
Peer Institution #1	86.5%
Peer Institution #2	98.8%
Peer Institution #3	81.8%
Bastyr	76.5%
Academic Doctorate	
Peer Institution #1	76.9%
Clinical Professional Doctorate	
Peer Institution #1	90.8%
Peer Institution #2	96.2%
Peer Institution #3	88.2%
Bastyr	91.8%
Peer Institution #4	99.3%
Peer Institution #5	88.8%

*Retention based on FA20 to FA21 program enrollment.

In addition to participating in the Data Consortium in 2022, Bastyr has improved its student outcomes reporting. Following the student information systems (CAMS) upgrade in 2021, the Office of Institutional Effectiveness was able to oversee the development of new SQL queries that enabled accurate cohort completion reporting for students enrolled simultaneously in two or more degrees. This data was developed into retention and completions dashboards, allowing data sorting by cohort start year, demography, and campus location. Testing and utilization of these dashboards were started during the summer of 2022, but data checks, tweaks, and visualization improvements are expected to occur through the fall 2022 reporting cycle.

Table 4: Example of Data Dashboard for Program Completion Rates.

Academic Year									
12-13 AY	13-14 AY	14-15 AY	15-16 AY	**16-17 AY**	17-18 AY	18-19 AY	19-20 AY	20-21 AY	

Completions by Percentage

Major Degree	100%	150%	200%	NF	Total
Acupuncture & Oriental Medicine - Doctor	47.4%	21.1%	5.3%	26.3%	**100.0%**
Acupuncture & Oriental Medicine - Master	44.8%	3.4%		51.7%	**100.0%**
Ayurvedic Sciences - Master		55.6%		44.4%	**100.0%**
Counseling Psychology	61.9%	19.0%	4.8%	14.3%	**100.0%**
Exercise Science and Wellness - Bachelor				100.0%	**100.0%**
Health Psychology	70.0%		10.0%	20.0%	**100.0%**
Herbal Sciences	71.4%			28.6%	**100.0%**
Integrated Human Biology	72.7%	9.1%		18.2%	**100.0%**
Maternal-Child Health Systems	66.7%	11.1%	22.2%		**100.0%**
Midwifery	73.9%			26.1%	**100.0%**
Naturopathic Med/Counseling Psych - Master				100.0%	**100.0%**
Naturopathic Medicine	37.7%	35.1%		27.2%	**100.0%**
Nutrition - Bachelor	91.9%			8.1%	**100.0%**
Nutrition - Master	90.0%	7.5%		2.5%	**100.0%**
Total	**56.4%**	**18.8%**	**1.2%**	**23.5%**	**100.0%**

Campus
- ☐ Select all
- ☐ CALIFORNIA
- ☐ MAIN

Degree Level
- ☒ Select all
- ☐ Certificate Grad
- ☐ Certificate UG

Ethnicity
- ☐ Select all
- ☐ American Indian or Alaska N...
- ☐ Asian

Gender
- ☐ Select all
- ☐ Female
- ☐ Male

Age Range
- ☐ Select all
- ☐ 20-29
- ☐ 30-39

*NF ("Not Finished") represents students who are believed to still be enrolled and have yet to finish their program.

Global Learning Outcomes

Bastyr also developed a new assessment project to measure Global Learning Outcomes (G.L.O.) for all programs. This data provides an essential additional point to assess student achievement across all programs. Bastyr has planned to roll out the G.L.O.s over five years strategically and is approximately halfway through this rollout at the time of this report. The G.L.O.s assessment rubrics are based on selected American Association of Colleges and Universities (AAC&U) Value Rubrics but are reviewed and adapted before rollout to best capture Bastyr's stated learning outcomes.

Global Learning Outcomes 5-Year Plan: (Currently at the end of year 3)

Year 1: Implement Information Literacy Rubric
Academic communication is based on researching and learning the topic, so Information Literacy (I.L.) is a natural first step.

Year 2: Implement Communication Rubric
Communication is the logical next step for students who have read about a topic and are now ready to add to the academic discourse in an informed way.

Year 3: Implement Critical Thinking Rubric

This is the sophisticated intersection of information literacy and communication and should be implemented once the I.L. and Communication's first two foundations are laid.

Year 4: Implement Collaboration Rubric

Once individual learning outcomes are solidified, assessing collaboration is the next step in applying Information literacy, Communication, and Critical thinking in group work.

Year 5: Implement Professionalism Rubric

Professionalism relies on individuals having skills in Information literacy, Communication, Critical Thinking, and Collaboration skills. This rubric will be the most complex to develop because while the first four G.L.O.s are relatively agreed upon in most areas of academia, Professionalism requires the effective inclusion of professional considerations across all the academic and health care disciplines we teach at Bastyr University.

At the end of each academic year, we run reports to generate data showing student learning outcomes across the university curricula. These reports have been shared with relevant and responsible stakeholders to ensure that the data is used to facilitate improvement; G.L.O. data is included in the Academic Program Assessment Review (APAR) reports.

Information Literacy G.L.O. Assessment, Outcomes Data, and Improvement

Assessment data for this G.L.O. is shared with instruction librarians. Instruction librarians review for gaps in learning and either improve the instructional content, change or reframe the assignment instructions, or work with faculty to select more appropriate courses to embed Information Literacy skill instruction and assessment. This will ensure librarians meet with students at the most impactful time in their education. Improvements have included updated assignment structures, changed the sequencing of embedded librarian visits, and added additional flipped classroom resources to scaffold student learning. Data collection is now in the third year for this G.L.O. and shows consistent achievements of over 80% of students being at or above standard; the 21-22 data indicates 93% of students met or exceeded the G.L.O. standards

Communication G.L.O. Assessment, Outcomes Data, and Improvement

The Communication G.L.O. Team spearheaded the Communication G.L.O. assessment. This involved targeted outreach to faculty based on the assumed appropriateness of assignments for assessing communication. This method resulted in good faculty buy-in and thoughtful approaches to finding and sharing teaching resources alongside building the assessment structure.

Once collected, the outcomes data was shared with program leadership. The first improvement cycle for the Communication G.L.O. focuses on ensuring a stable collection of data, addressing assessment gaps when instructors change, and developing a toolkit of resources. This will help faculty scaffold appropriate communication skills throughout the curriculum and pull from a selection of template assignments. First-year data showed that 92% of assessed students were at or above standard. The second-year data showed that 82% of assessed students were at or above standard. The year-to-year comparisons addressed the need to help norm assessments across departments and faculty. A short training is now available to help reduce inter-rater variability.

Critical Thinking G.L.O. Assessment, Outcomes Data, and Improvement

The Critical Thinking assessment rollout took a more decentralized approach. The Assessment Committee presented the rubric and the general G.L.O. assessment structure to Department Chairs and then created a top-level curriculum map for Department Chairs (or their delegates) to identify assignments for assessment. This mapping allowed the Assessment Committee to embed the necessary assessment tools in Canvas to collect data. The first year of data assessing critical thinking is being collated and will be shared with faculty and chairs at the start of the Fall quarter. Initial data indicates that 90% of assessed students are at or above standard

Collaboration G.L.O.

The Collaboration G.L.O. rubric is currently under review; the AAC&U Value Rubric is being revised and adapted in collaboration with the AVP for Diversity, Equity & Inclusion to better reflect Bastyr's commitments to inclusivity and respectful working practices. Once approved, the rubric will be rolled out across the assignments identified by program Department Chairs and recorded in a curriculum map document.

Professionalism G.L.O.

Work has not yet begun on the Professionalism G.L.O. As noted above, this rubric will be the most complex to develop, as professionalism requires the effective inclusion of professional considerations across all the academic and health care disciplines, we teach at Bastyr University.

To improve the administration of G.L.O. assessments across the University, the G.L.O. Taskforce has developed quarterly checklists and documentation.

- Curriculum maps to provide an overview of which courses/assignments are used to assess G.L.O. competency
- Checklists for program coordinators to ensure the Outcomes are consistently applied to the designated courses when content is uploaded for each quarter
- Implementation of a quarterly data report calendar to capture and disseminate assessment data to chairs more frequently

- Standardized reporting forms to capture program-level commentary on student assessment data and lead to a more detailed review in the APAR
- Standardized reporting to indicate improvement and changes made to improve student learning based on the G.L.O. assessment data

COVID-19 Effect on Student Achievement

The COVID-19 pandemic has been highly disruptive for postsecondary students and institutions. Bastyr University is a university that works in a specialized area of health education and, before the COVID-19 pandemic, was offering only one fully online program and some hybrid or online courses. Bastyr University, like many other campuses, rapidly transitioned to remote learning during spring 2020, adjusted the 2020-2022 schedules, cut back on-campus activities, and had to accommodate staff, faculty, and student quarantines/isolation. Despite our adjustments to preserve high-quality teaching and learning, the University believes that the following negatively affected student achievement and the university community during the 2019-2022 academic years:

- Change to nearly all remote teaching/learning for the first several months of the pandemic
- Declining enrollment of new students due to uncertainty around the virus and variants Decreased retention of existing students
- Increased faculty, staff, and student requirements of flexibility and creativity
- Schedule disruptions – compressed courses and schedules, including the need to go outside the regular academic quarter to provide competencies and exams
- Mask and distancing mandates
- A reduction in extracurricular activities (student clubs, etc.)
- Staff and student quarantines/isolation
- Morale and motivation declines
- First-Year Experience – Moving our first-year students to an online introduction to Bastyr instead of the traditional in-person experience many students desired.

During the pandemic, we evaluated and created strategies to create better online offerings. We have decided to continue working on those online offerings past the pandemic; we submitted and were approved by NWCCU to become both a traditional in-person and remote online university during the 2021 academic year.

The University has accomplished tremendous adjustments during this time and has learned a lot. We expect to see continued repercussions at Bastyr related to the pandemic and the learning disruption that it has caused for a whole generation of learners. These impacts are not unlike what other postsecondary schools have experienced. Some things that were integrated to help provide support include:

- Better support to faculty in creating a uniformed online course,
- Additional communication tools such as Zoom
- Enhanced educational options fit a digital space, including Labster for our many lab courses.

We plan on using tools such as our annual student survey, enrollment rates, and data dashboard information to keep informed on changes and identify how they may be related to the COVID-19 effect.

PROGRAM ASSESSMENT

Historically, Bastyr has relied on specialized accreditation to ensure program quality. However, in the Fall of 2020, a special task force of the Assessment Committee was formed to research a variety of program assessment strategies to develop a university-wide academic program assessment model that would accomplish the following goals:

1. Apply to all programs regardless of degree level or specialized accreditation status.
2. Establish consistent, centralized evaluation processes as required by accreditors and aligned with industry best practices.
3. Provide programs with an opportunity for reflection and discussion of strengths and weaknesses.
4. Collect core theme data related to the attainment of program outcomes.
5. Drive awareness and improvement regarding Program Learning Outcomes and University-wide learning outcomes (Information Literacy, Communication, Professional Behavior, Critical Thinking & Collaboration).
6. Monitor course quality.

Academic Program Assessment Review (APAR)

The Assessment Committee developed and approved a program assessment model in early 2021 and began a systematic review of its programs in the fall of 2021, with the intent to review all academic programs every three years, culminating in the completion of the initial review cycle in the summer of 2024. The Academic Program Assessment Review (APAR) meetings are conducted by the Assessment Committee and may be scheduled in the fall or spring of an academic year. Available time frames for APAR meetings are October 15 through November 30 for the fall and April 15 through May 30 for the spring. Approximately seven academic programs will be reviewed annually during a fall or spring session, and the Deans will maintain a three-year assessment calendar. The programs reviewed in AY21-22 were Master of Public Health, Master of Science in Midwifery, MA in Maternal Child Health Systems, B.S. in Herbal Sciences, B.S. in Integrated Human Biology, and B.S. in Health Psychology. An overview of the APAR process is available in [Appendix B] and the APAR goals and steps are highlighted below.

Steps to Completing APAR

1. <u>Meet with O.I.E.</u> – The Office of Institutional Effectiveness (O.I.E.) will email the program director at least two months prior to the scheduled review to discuss the process and gather details specific to the program so they can effectively prepare enrollment and completion data.
2. <u>Review data</u> – No less than six weeks before the review, O.I.E. will send a data sheet with institutional enrollment and completion data for review. The review should also include programmatic data such as end-of-course evaluations, faculty teaching evaluations, learning outcomes, licensing and exam pass rates, and career outcomes data before completing the online Academic Program Assessment Form (APAR). The APAR questions are shown in the

       last section of this instruction document so the program may review them prior to completing the online form.

3. <u>Complete the APAR</u> – At least two weeks prior to the review date, the completed online APAR form and any supporting documentation, such as curriculum maps, are emailed to O.I.E.
4. <u>Attend a meeting</u> – O.I.E. will work with the program to schedule a program review meeting. This meeting is merely an opportunity for the Assessment Committee to ask questions and for Program Directors to discuss the strengths and weaknesses of their program in a collegial and constructive manner. The review process was designed to be reflective, and the meetings with the Assessment Committee are meant to improve institutional knowledge by sharing and discussing these reflections. APAR meetings should not take more than 30 minutes, and Program Directors are encouraged to invite team members to their reviews.

The APAR process requires Program Directors to complete an online form that gathers information regarding their program [Appendix C]. Because this academic assessment process is the first of its kind at Bastyr, the Assessment Committee decided to make the process reflective to encourage an understanding of program strengths and challenges. In other words, during the first round of APAR, the Assessment Committee determined that it would not review program financials, conduct market analyses, or issue evaluative recommendations because it is currently more important to build a culture of assessment at Bastyr in which everyone is aware of and invests in assessment processes related to instructional quality and the measurement of learning outcomes.

Instructional Quality Assessment and Tools

In 2020, to assist faculty making the abrupt transition from in-person to remote instruction due to the COVID-19 pandemic, the Provost's Office, Faculty Senate, and the Office of Instructional Design published a set of course design guidelines to support faculty engaged in emergency remote teaching in course design in Canvas. These guidelines were derived from Quality Matters standards of usability and universal design. The guidelines were voluntary, and faculty could call on experienced course designers if they needed help applying them. These guidelines, codified in a Course Quality Checklist, may be found in Appendix D.

Meanwhile, the results of the 2021 Student Experience Survey brought to light student concerns about inconsistent application of course design standards, confusing course layout, and unclear participation expectations in Canvas courses. The provost responded immediately by convening the Checklist Task Force (CTF), a small group of department leads, and instructional design staff charged with revising the existing guidelines to be more broadly applicable to all modalities (remote, online, or in-person). The CTF was also charged with developing a process to ensure the checklist criteria were consistently applied throughout academic programs. September 2021 marked the beginning of the pilot phase to determine the effectiveness of the process.

During the pilot, faculty were asked to review their courses, mark the checklist criteria as complete, not applicable, or in process, and return the document along with their comments and questions. We had hoped to see a checklist return rate of 80 percent or more of our quarterly didactic courses. Instead, we received 42%, 33%, and 17% for the fall, winter, and spring quarters, respectively.

In June 2022, the CTF met to review the checklist and data-gathering process and to recommend changes for the coming academic year. The results are described below. In addition to clarifying criteria language, additional criteria were added in alignment with Web Content Accessibility Guidelines accessibility standards. The process for applying the checklist in the coming 2022-23 academic year will focus on a few department-selected courses each quarter. To increase the effectiveness of the checklist as a tool for developing inclusive, usable courses in Canvas, the process will be:

- Strategic. On a rotating roster, a limited number of departments will be invited to select one course for review and revision.
- Targeted. Courses will be selected based on the following criteria:
  - High impact (large enrollment, multi-program, critical to graduation)
  - New courses
  - New Faculty
  - Courses of concern (based on student learning outcomes and/or evaluations)
- Collaborative. Faculty will work closely with instructional design staff to apply checklist standards one quarter before the course start date.

Although the pilot stage of implementing the Course Quality Checklist was voluntary, the second stage will require programs to state the percentage of standards achieved for courses under review in their academic program assessment reviews (APARs). The benchmark for acceptable course quality is that "80 percent of criteria were met," and based on early APARs and subsequent Assessment Committee conversations, it is believed that awareness of the Course Quality Checklist is strong, and faculty belief in its efficacy is growing.

Example 1: Midwifery

Bastyr's Master of Science in Midwifery program is an online hybrid program and was recently awarded a $3.25 million equity scholarship grant from the Health Resources and Services Administration (H.R.S.A.) for student scholarships National Institutes of Health. In reflecting on completion challenges, the director Department Chair writes:

"For the last three cohorts, our completion rates have been 50%, 88%, and 74%. The most frequent reason for students not completing the program is that the 24/7 on-call lifestyle of being a midwife does not work for their needs, particularly for those with new babies of their own. This is not something that the Dept can change. The next most frequent reason is that some students are unwilling to relocate for practicum. The University's requirements that all preceptors must carry $1M/$3M malpractice insurance severely limits our pool of potential preceptors, as most U.S. midwives do not find this to be financially possible in small practices. Therefore, our preceptors are concentrated in the Western part of the U.S., and although we explain to applicants from the very beginning of their journey that this is the case, they sometimes still find themselves unwilling to relocate once they get into the program, and then they leave."

Sharing these challenges with the Assessment Committee gives a greater understanding of how non-curricular dynamics affect student retention and success and enables more thoughtful conversations regarding recruitment and managing student expectations.

In addition to reflecting on course evaluations, course quality issues, and remediation plans, program directors are encouraged to share points of program excellence. In the Midwifery APAR, [Appendix C], the Department Chair stated:

"The Power & Privilege course in both the Midwifery and Maternal Child Health Systems (M.C.H.S.) programs continues to be a cornerstone of the Department's commitment to anti-racism and equity in the program. This foundational course challenges students to understand and begin to change the dynamics that result in racial disparities in maternal and infant health. This course has also presented some challenges in adjusting for the changing awareness of incoming students over the years. Instructors strive to adjust the course on the fly with mid-quarter feedback from each cohort, and it is also updated annually based on course evaluations. The Epidemiology course was redesigned several years ago to be a Team-Based Learning course. Students overwhelmingly love the TBL aspect, and instructors continue to get emails from students years later to say how they understood statistics presented at a conference or in a webinar."

Example 2: B.S. Herbal Sciences

Bastyr has had several years of budget cuts, impacting the University in various complex ways. The following example of how budget cuts were negatively impacting recruitment and enrollment was shared by the Herbal Sciences Program Director in their recent APAR.

"There is a "lack of outreach" to traditional herbal conferences and gatherings. Previous to 2018, Bastyr sent at least one Faculty to Gaia Conference, Women's Conference, Green Nations Gathering, American Herbalists' Guild Symposium, Southwest Herb Conference, and International Herb Symposium. The numbers have dropped significantly in recent years."

One of the purposes of the APAR is to drive awareness and implement rubrics to assess university-wide global learning outcomes. Although the rubrics for the G.L.O. assessment are utilized in Canvas, it is helpful for the Assessment Committee to understand where each program is at in implementing the measurements and any challenges they face. The following table indicates that Herbal Sciences is on track for collecting data for the first three Global Learning Outcomes, and the narrative below shows the Program Director's reflection and process of improvement.

"I have met with the Librarians to develop student research and writing assignments to include training, coaching, and resource management (LibGuides), then applied a rubric to their work. Information Literacy was the first G.L.O. examined. Comparing their first research paper assigned in the first quarter of the junior year with their final research paper in the last quarter of their Senior year gives us an idea of how they are assimilating it all. We are now looking at Communication G.L.O. This work is ongoing."

APAR Conclusion

Bastyr completed the first year of its initial three-year APAR cycle and learned several lessons. In general, the Assessment Committee appreciates the reflective, rather than punitive, nature of the APARs. The collegial dialogues that emerged during the review meetings have been enlightening and revealed systemic and temporary issues affecting student success and instructional quality. These open conversations, with an emphasis on understanding and addressing problems, are helping contribute to a climate of assessment and data trust, so they are appropriate and meaningful at this time. Furthermore, the first year of APAR data indicates programs are performing well against course quality benchmarks. No program director indicated that metrics collected were meaningless or were not committed to the improvement processes developed by the assessment committee. In subsequent assessment cycles, the APAR will be revised to consider the financial viability of programs, D.E.I. engagement, and other institutional priorities.

NWCCU RECOMMENDATIONS UPDATE

This section will address the recommendations provided by NWCCU in 2019 concerning the 2019 Year Seven Review. A status update was done in 2021 with an Ad Hoc report and site visit. The four recommendations addressed in this section are as follows:

Recommendations Out of Compliance From the 2019 Year Seven Review:

1. (Recurring from the 2012 Comprehensive Evaluation and consistent with the Fall 2015 Mid-Cycle Evaluation Report) Clearly explicate specified thresholds for meaningful core theme indicators of achievement that, in totality, provide sufficient evidence to assess mission fulfillment and sustainability (2020 Standards: 1.B.2).

2. Planning for programs and services be guided by core themes and/or institutionally defined goals and objectives, consistent with the university's strategic and the academic master plans and that planning efforts are informed by appropriately defined data that are analyzed and used to evaluate achievement of core theme objectives (2020 Standards: 1.B.3).

3. Implement a holistic process of systematically collecting, analyzing, and communicating meaningful, assessable, and verifiable data with appropriately defined indicators and benchmarks as the basis for evaluating student achievement and engage in regular review of the assessment process to ensure the appraisal of authentic achievements that will lead to improvement of programs and services (2020Standards: 1.B.1, 1.C.7, ER6).

Recommendations Substantially in Compliance but in Need of Improvement:

4. Create a systematic plan for the university, utilizing the unique considerations of each campus and clinic location, in the areas of finance, physical operations, and technological infrastructure. The evaluation team strongly suggests that consideration be given to current documents, such as the C.E.R. Board report, and data implementable at university-operated and community clinics. Assessments of the plans should include outcomes, quantifiable indicators and benchmarks, and timelines (2020 Standards: 2.E.2, 2.I.1).

Recommendation 1 Update

Clearly explicate specified thresholds for meaningful core theme indicators of achievement that, in totality, provide sufficient evidence to assess mission fulfillment and sustainability.

Bastyr has developed comprehensive data and assessment plans to centrally collate metrics across university departments for use in Program assessments. As detailed in this report, Bastyr University's core themes were condensed from four themes to two. Meaningful indicators and metrics for these two core themes were developed with broad community representation and are outlined in Table 1: Core Theme Objectives, Indicators, and Measures Aligned with Student Achievement.

This includes the development and rollout of Global Learning Outcomes (G.L.O.) work outlined within the Students Achievement section of this report. We believe that these G.L.O.s report demonstrate

Bastyr's mission and commitment to educating future leaders through a commonly created universal set of learning outcomes for all programs and courses to help improve student success not only in the programs but as future community members in their future careers. These outcomes include detailed rubrics and thresholds for achievement.

The work over the last three years of the University in connection with its success in creating the Bastyr University Assessment Committee has provided the University with meaningful data and achievements that we believe have reached the thresholds of this recommendation.

Recommendation 2 Update

Planning for programs and services be guided by core themes and/or institutionally defined goals and objectives, consistent with the university's strategic and the academic master plans and that planning efforts are informed by appropriately defined data that are analyzed and used to evaluate achievement of core theme objectives.

Under the guidance of our new President Over the 2021-2022 academic year, Bastyr University worked to define better its future planning needs and requirements for providing education to those attending our university. The developed new strategic plan is directly tied to the university's two core themes: Education and Care. The 2022 Strategic Plan, which will go into effect in the fall of 2022, directly ties into and drives Bastyr's focus on creating a better continuous improvement of learning opportunities for our students and care opportunities for our students, and high-quality care for our patients. The plan will be the driving force in creating the updated Academic Master Plan, focusing on the 2023-2027 academic years.

Bastyr University has also defined several institutional goals regarding diversity, equity, and inclusion under the guidance of our new Associate V.P. of D.E.I., as outlined in this report in the Commitment to Diversity and Inclusion section. These goals and objectives have been informed by best practices in higher education and our student experience surveys, which we will continue to use in assessing progress toward these goals.

The new Strategic Plan and the updated data and assessment processes, including the review of program assessment Academic Program Assessment Reviews, new policies, and financial forecasting, will better ensure that the University is providing holistic alignments of its goals with the core themes and mission. Defining and analyzing available data will be used to help bring Bastyr together as a whole.

In addition to the work on the strategic plan described above, we have taken further steps to enhance the student experience in several created new areas of cohesiveness among all the University and its campuses, in service to our core themes and mission.

We feel that we have reached the requirements of this recommendation as outlined in this report and the 2021 Ad Hoc report.

Recommendation 3 Update

Implement a holistic process of systematically collecting, analyzing, and communicating meaningful, assessable, and verifiable data with appropriately defined indicators and benchmarks as the basis for evaluating student achievement and engage in regular review of the assessment process to ensure the appraisal of authentic achievements that will lead to improvement of programs and services.

Bastyr University convened an Assessment Committee in January 2020 to undertake the critical work of addressing this recommendation. After condensing the number of core themes and developing/revising objectives, indicators, and metrics for those core themes, the Assessment Committee, under the guidance of the Office of Institutional Effectiveness, began the work of systematically collecting meaningful data and evaluating ourselves holistically regarding student achievement.

As described in detail in this report, these efforts include the rollout of Global Learning Outcomes throughout every program at the university, the development of regular Academic Program Assessment Reviews, the implementation of course quality checklists across the university, and ongoing improvements to existing data sources for enrollment, retention, and completion. This recommendation has been addressed in the body of this report for student and program assessment and recommendation one with comprehensive data and assessment plans. With the work completed over the last three years, we believe that we have met the requirements of this recommendation and ask that we be found in compliance.

Recommendation 4 Update

Create a systematic plan for the university, utilizing the unique considerations of each campus and clinic location, in the areas of finance, physical operations, and technological infrastructure. The evaluation team strongly suggests that consideration be given to current documents, such as the C.E.R. Board report, and data implementable at university-operated and community clinics. Assessments of the plans should include outcomes, quantifiable indicators and benchmarks, and timelines.

Over the last three years, Bastyr has worked to improve its foundation regarding assessments and the deficiencies of the University and the individual campuses. The University has introduced new surveys, metrics, and committees to streamline and uniform this process to provide the best actions for each campus and Bastyr University as a whole. The new global learning outcomes and the Academic Program Assessment Review highlight the work completed in response to data needs.

Recent work on the strategic plan, the upcoming Academic Master Plan update, and various projects over the 2023 -2027 academic year will allow Bastyr University to create a cohesive community that will strengthen our efforts to provide a systematic plan for the University. These plans and projects utilize the unique considerations of each campus and clinic location, in the areas of finance, physical operations, and technological infrastructure. Areas of the five-year strategic plan of this report show areas where we are bringing together the community to align all goals and aspirations better. We have used various information from other university areas to align the plan with the needs of our university and the community we serve.

Over the 2022 academic year, the University worked with various stakeholders and the new presidents to create an updated and relevant Strategic Plan which addresses many areas of this recommendation, including the future of all campuses under the University. Bastyr University still holds that all campuses are one, and as such, the planning and budgeting related to them are centralized within the central hub of the administration located in Kenmore, Washington. The new strategic plan will allow the University to update its academic master plan to align with the community's current educational climate and needs.

In April 2022, a project was launched to create a new intranet site for staff, students, and faculty. This new site will help provide meaningful feedback and information to the Bastyr community, including areas of data, collaboration, safety, and communication across all areas of the University. This will create a space for collaboration and communication. Part of this project includes new cohesive sites for all departments and programs. The work for this project is expected to be completed in the 2023 academic year.

This new site will allow the community access to information that can be utilized to create a unique area for all campuses and the impacts each section has on finance, physical operations, and technological infrastructure. Areas of this project included:

- Data dashboards
- The ability to access past survey information
- Current priories in an accessible location for the community

In 2021, we started working on a two-phase project to update and revitalize our Bastyr University San Diego. This project includes the remodel and increase of space for our California students, including a new library, study area, and updated classrooms.

1 Remodeled Building C

2 Remodeled Libary Space

Beginning in the 2021-2022 academic years, Bastyr decided to reevaluate and adjust informational technology needs to help better support our staff, faculty, and students. The University agreed in August of 2022 to contract with a third party to provide various I.T. needs. This contract includes help desk support, database development, and other critical areas of our I.T. infrastructure.

We believe that we have achieved the necessary requirements for this recommendation in the work that has been completed in the other three out-of-compliance recommendations and request that it be found in compliance with no further action required on this recommendation.

MOVING FORWARD

Bastyr University has made great strides in improving its data structures, reporting, assessment processes, and data utilization in the past three years to inform institutional improvements. During this time, the university completed a data optimization project; rewrote essential reporting queries; revised and improved its core theme goals, objectives, indicators, and metrics; developed and implemented an Academic Program Assessment Review process; benchmarked all institutional metrics, and established annual data review and rating processes; and started a Closing the Loop Log to track large, cross-departmental projects aimed at improving operations since our NWCCU comprehensive visit in 2019.

Despite these accomplishments and the hard work of the Assessment Committee and leaders across campus, much work is still necessary to grow Bastyr into an institution with an established culture of assessment. In the upcoming year, this work will be concentrated in the areas of data sharing and improving detailed reporting for dual-track students. Specifically, the Office of Institutional Effectiveness (O.I.E.) will begin meeting with the various committees and councils affected by the data collected in AY2022-23 to review the Closing the Loop Log, the annual institutional data review and rating documents, and constituent surveys such as the Employee Experience Survey. Although all institutional data is available to the Bastyr community via the O.I.E. SharePoint site, in-depth reviews of institutional data have not occurred in these councils because so many processes were in an improvement or development cycle and not stable enough to be shared widely. However, beginning in fall 2022, O.I.E. will begin a campus-wide awareness campaign regarding institutional data, what it means and how we might interpret the data for better insights and action.

As more data is shared, O.I.E. expects to gain greater insight into improved reporting and additional data needs. For example, as Bastyr's Diversity, Equity, and Inclusion initiatives take root, impacts must be determined and measured. Also, in the increasingly competitive higher education marketplace, future Academic Program Assessment Reviews will more than likely need to include financial impact measures to determine the long-term viability of each program. Finally, data fidelity processes and improved data vetting strategies will need to be implemented to ensure Bastyr's data structures remain accurate and trustworthy.

CONCLUSION

Since the 2019 Year-Seven Self-Evaluation, Bastyr University has worked to enhance and direct our focus on data collection and dissemination of the available data. Bastyr has created new areas of improvement and tracking to ensure we are meeting the needs of our students, faculty, and staff and ensuring better coexistence across all programs and campuses. The work done in areas of student achievements and our new integrated program assessment is only one step in the work we have been doing to bring Bastyr University in better alignment with industry standards. We will continue our work in these areas and others to ensure we do not repeat the identified issues found in the years before 2019.

The university is committed to improving processes that inform our planning, decision-making, and resource allocations to ensure that they meet the standards of equality and a higher learning standing. We believe we have met the standards related to the Mid-cycle report and all outstanding recommendations between this report and our 2020 ad hoc report. We will continue our work in creating better data channels to support our students in the best way available to Bastyr.

Appendix A

CHARTER OF ACADEMIC ASSESSMENT COMMITTEE

OF THE BASTYR UNIVERSITY ACADEMIC PROVOST DEPARTMENT

Purposes of the Academic Assessment Committee

The purpose of the Academic Assessment Committee is to provide a shared discussion and decision-making space to review and improve practices and protocols related to institutional assessment efforts of academic services and student experience. Committee membership is comprised of faculty and administrators and may rotate on a two-three-year basis. Decisions regarding policy and protocol changes to institutional assessment will be determined by a majority vote of permanent voting members but are subject to review by senior executive leadership.

Responsibilities and Duties of the Academic Assessment Committee

The Academic Assessment Committee will act as the primary review body for assessment data and protocols. Specifically, the Committee will:

- Reviews all related surveys and resulting data.

- Suggests and vets' data metrics that inform mission fulfillment.

- Revises and/or develops academic program review processes and serve and coordinates the reviews of academic programs with department chairs and program directors.

- Review annual N.W.C.C.U. metrics and measures, assist in developing meaningful benchmarks, track annual progress, and determine institutional suggestions based on data reviews.

- Disseminate information related to data collection, data improvement, and data insights to departments and campus constituents via town halls and the coordination of communication with other institutional committees.

Reporting and Recommendations

The Academic Assessment Committee documents all major decisions through its SharePoint site and reports progress to the Provost on a bi-monthly basis.

Meetings

The Academic Assessment Committee meets twice a month but may schedule ad hoc meetings on occasion to address excess workload or pending deadlines.

Membership Roster

Bastyr Assessment Committee	
Voting Members	
Susan Seymour	Voting member/Chair
David Rule	Finale Approver
Holly Minch	Voting member
Kristina Conner	Voting Member
Lynelle Golden	Voting Member
Ann Kenady	Voting Member
Ekaterini Papadopoulou	Voting Member
Wendy Gordon	Voting Member
Paul Amex	Voting Member
Kathy Fritch	Voting Member
Baljit Khamba	Voting Member
Kristina Godsey	Voting Member
Carissa Coslow	Informational Resource
Other (Non-Voting)	
Fernanda Brusamolin (Faculty /Senate)	Informational Resource
Ray Oen (D.F.A.)	Informational Resource
Aracelly Salazar (Registrar)	Informational Resource
Danette Well (Financial Aid)	Informational Resource
Erika Del Villar (D.E.I.)	Informational Resource
Mona Fahoum (Clinic)	Informational Resource
Nhi Eklund (Finance)	Informational Resource
*Other non-voting: Invited to committee meetings on an as needed bases when information is required in response to committee activity.	

Appendix B

Instructions for Completing the Academic Program Assessment Review (APAR.)

Hello, and welcome to the Academic Program Assessment Review (APAR.) process. The APAR. was developed by the Assessment Committee at Bastyr University in the summer of 2021 as a means to centralize and unify academic program evaluations, which is a requirement for N.W.C.C.U. accreditation status. The intent of the APAR. is as follows:

APAR. Goals

- Establish consistent, centralized evaluation processes as required by accreditors and in alignment with industry best practices.

- Provide program directors an opportunity for reflection and discussion of program strengths and weaknesses with peers.

- Collect core theme data related to the attainment of program outcomes.

- Drive awareness and improvement regarding the attainment of student learning outcomes (S.L.O.s) and global learning outcomes (G.L.O.s).

- Monitor curricular quality.

All academic programs at Bastyr University must complete a review within a three-year period of time; this review period will begin in the fall of 2021 and culminate in the summer of 2024. APAR. meetings are conducted by the Assessment Committee and may be scheduled in either the fall quarter or spring quarter of an academic year. General time frames for APAR. meetings are October 15 through November 30 for the fall, and April 15 through May 30 for the spring. Approximately seven academic programs will be reviewed each year during either a fall or spring session and a three-year assessment calendar will be maintained by the Deans.

Steps to Completing Your APAR.

1. Meet with O.I.E. – The Office of Institutional Effectiveness (O.I.E.) will email you at least two months prior to your scheduled review to discuss the process and gather details specific to your program so they can effectively prepare your enrollment and completions data.

2. Review data – No less than six weeks prior to your review, O.I.E. will send you a data sheet with institutional enrollment and completions data for you to review. Please also review programmatic data such as end of course evaluations, faculty teaching evaluations, learning outcomes, licensing and exam pass rates, and career outcomes data prior to completing the online Academic Program Assessment Form (APAR). The APAR questions are shown in the last section of this instruction document so you may review them prior to completing the online form.

3. <u>Complete the APAR</u> – At least two weeks prior to your review date, complete the online APAR form and email any supporting documentation, such as curriculum maps, to OIE@Bastyr.edu.

4. <u>Attend a meeting</u> – O.I.E. will work with you to schedule your program's review meeting. You do not need to prepare anything for this meeting, it is merely an opportunity for the Assessment Committee to ask questions and for program directors to discuss the strengths and weaknesses of their program in a collegial and constructive manner. The review process was designed to be reflective and the meetings with the Assessment Committee are meant to improve institutional knowledge by sharing and discussing these reflections. APAR. meetings should not take more than 30 minutes and program directors are encouraged to invite team members to their reviews.

The form below is for review purposes only. When you are ready to complete the APAR, please click here to be taken to an online survey that contains the following questions.

Academic Program Assessment Form (APAR)

Academic Program:

Program Director:

Please review data tables and links provided by the Office of Institutional Effectiveness prior to completing this survey.

Program Health

Enrollments & Completions

1. What are the annual cohort enrollment goals for your program?

    a. Most recent enrollment goal:

    b. Average enrollment goals for last three years:

    c. What is the maximum current capacity of your program:

2. List three things that either enable or disable your program to meet your optimal annual enrollments?

3. Using the following rubric, please rate your program's completion efficacy.

Below Standard	Approaching Standard	At Standard
An average of less than 50% of students completed for the last three cohort years.	An average of between 50% and 80% of students completed for the last three cohort years.	An average of 80% or more students completed for the last three cohort years.

4. If your rating is below or approaching standard, please provide an explanation why you believe students are not completing your program and what actions your department is taking to improve completion rates.

Instructional Quality

End of Course Evaluations

5. Indicate the percentage of program courses (in the last academic year) receiving a 4 or higher rating and the percentage of courses receiving a below 4 rating.

_____% - 4 or higher

_____% - below 4

6. What actions did you take to improve courses with a below 4 rating?

Course Quality Checklist Implementation

7. What percentage of program courses have been reviewed using the course quality checklist? _____%

8. If your program met challenges with the course quality checklist, what were they?

Faculty Evaluations

9. Fill in the faculty teaching evaluation data below based on your department's annual faculty evaluations

	% Exceeds standards	% Meets standards	% Does not meet
AY 2020-21			
AY 2019-20			
AY 2018-19			

10. Provide 2-3 brief examples of teaching excellence in your program as well as 2-3 teaching challenges faculty faced and how you assisted faculty to overcome these challenges (500 word count maximum).

Student Outcomes

Learning Outcomes

11. Indicate (yes/no) which of the following steps related to Global Learning Outcomes (G.L.O.s) measurement have been implemented in your program.

	G.L.O. is mapped in curriculum	G.L.O. is measured early in the program	G.L.O. is measured late in the program
Information Literacy			
Communication			
Critical Thinking			
Collaboration			
Professional Behavior			

12. Using the table below, rate your program related to its program learning outcomes practices.

Scale to calculate scores are: Not developed = 1, Partially developed = 2, Fully developed = 3	Not Developed	Partially Developed	Fully Developed
The program has a list of program outcomes that align to industry standards and/or specialized accreditation requirements.			
All program outcomes are written in a way that describes how a student can demonstrate associated knowledge, skills, or attitudes.			
Program learning outcomes and what assessments determine student learning are defined on course syllabus.			
All program outcomes have been mapped to the curriculum with key courses assignments determined for assessing each outcome.			
The program has program learning outcome data for at least the last three years.			

The program has implemented a plan to review program learning outcome data and implement course and assessment improvements to improve student learning.			

13. Provide a brief analysis of the steps you have taken to improve student achievement of both global learning outcomes and program specific learning outcomes (500 word count maximum).

Career Outcomes

Indicate below whether or not your program is meeting its exam(s) and licensing goals.

14. N/A – Our program has no professional exam(s) or licensing component Yes – Our program is meeting our professional exam(s) and licensing goals

No – Our program is not meeting our professional exam(s) and licensing goals

If yes, what are your professional exam(s) and licensing goals and what is contributing to your success in achieving these goals?

15. Has your program started tracking graduating student career outcomes? Yes No

If yes, please complete question 15. If no, please explain any discussions/planning your program has engaged in regarding tracking student career outcomes.

16. What percent of your alumni are pursuing the following career outcomes within a year of graduation:

Please note which graduating cohort you are reporting on in the column headers:			
% Employed full-time (on average 30 hours or more per week) (includes self-employment and residency)			
% Employed part-time (on average less than 30 hours per week) (includes self-employment and residency)			
% Enrolled in a program of continuing education			
% Not seeking employment or continuing education at this time			
% Participating in a volunteer or service program (e.g. Peace Corps)			
% Planning to continue education but not yet enrolled			

% Seeking employment			

Appendix C

Academic Program Assessment Form (APAR)

Please review data tables and links provided by the Office of Institutional Effectiveness prior to completing this survey.

Academic Program:

Midwifery

Program Director:

Wendy Gordon

1. Program Health: Enrollments & Completions

What are the annual cohort enrollment goals for your program?

Most recent enrollment goal: 7

Average enrollment goals for last three years: 0

What is the maximum current capacity of your program: 20

2. List three things that either enable or disable your program to meet your optimal annual enrollments:

Enablers: we offer a Master's degree; we have a $3.25M grant for student scholarships; we have an excellent reputation. Disablers: our program has not been well marketed; our tuition is 3x higher than our competitors.

3. Using the following rubric, please rate your program's completion efficacy.

○ **Below Standard** (An average of less than 50% of students completed for the last three cohort years.)

◉ **Approaching Standard** (An average of between 50% and 80% of students completed for the last three cohort years.)

○ **At Standard** (An average of 80% or more students completed for the last three cohort years.)

4. If your rating is below or approaching standard, please provide an explanation why you believe students are not completing your program and what actions your department is taking to improve completion rates

For the last three cohorts, our completion rates have been 50%, 88% and 74%. The most frequent reason for students not completing the program is that the 24/7 on-call lifestyle of being a midwife does not work for their needs, particularly for those with new babies of their own. This is not something that the Dept can change. The next most frequent reason is that some students are unwilling to relocate for practicum. The University's requirements that all preceptors must carry $1M/$3M malpractice insurance severely limits our pool of potential preceptors, as most U.S. midwives do not find this to be financially possible in small practices. Therefore, our preceptors are concentrated in the Western part of the U.S., and although we explain to applicants from the very beginning of their journey that this is the case, they sometimes still find themselves unwilling to relocate once they get into the program, and then they leave.

5. <u>End of Course Evaluations</u>

Indicate the percentage of program courses (in the last academic year) receiving a 4 or higher rating and the percentage of courses receiving a below 4 rating.

4 or Higher: 78

Below 4:   22

6. What actions did you take to improve courses with a below 4 rating?

AY2020-21 was an exceedingly difficult year in the Midwifery program, and not the norm for course evaluations. In the prior AY, only 6% of our courses were rated <4, with typically 100% response rate. The beginning of AY2020-21 began in the same way. However, the WI-21 quarter represented one full year of teaching and learning during a global pandemic, and suddenly the response rates to course assessments plummeted to 33-44% for some courses, with ~30% of courses falling below 4 in average ratings. The resilience of our midwifery students was wearing thin, and several of them staged an uprising, demanding changes from the Midwifery Dept and University. I don't see this year's assessments as necessarily a reflection of student satisfaction with their courses or instructors as much as it was their Zoom fatigue and overall exhaustion with the many, many difficulties and challenges of the year. The students were needing to process their pain and be heard by their instructors, while simultaneously lashing out at the department for not fulfilling their expectations of how they thought things should be. Instructors had also been challenged well beyond their typical teaching roles and were also feeling the pain of 2020-21.

7. <u>Course Quality Checklist Implementation</u>

What percentage of program courses have been reviewed using the course quality checklist? 35

8. If your program met challenges with the course quality checklist, what were they?

This number reflects only 6 of 17 FA-21 courses, and half of them were my own course checklists. All Canvas courses in the Midwifery program were set up *from the beginning* to use a consistent course template across the entire program, and this consistency has been maintained from year to year.

Although not all of our faculty used the course quality checklists this fall, I can verify that all of our courses meet the standards on the checklist (with the occasional exception of getting the course published one week prior to quarter start) because I and our Program Supervisor set them up ourselves.

9. Fill in the faculty teaching evaluation data below.

	% exceeds standards	% meets standards	% does not meet	#Conjoint, Total#
AY 2020-21	50 %	50 %	0 %	100 %
AY 2019-20	100 %	0 %	0 %	100 %
AY 2018-19	0 %	100 %	0 %	100 %

10. Provide 2-3 brief examples of teaching excellence in your program as well as 2-3 teaching challenges faculty faced and how you assisted faculty to overcome these challenges (500 word count maximum).

The Power & Privilege course in both the Midwifery and M.C.H.S. programs continues to be a cornerstone of the Department's commitment to anti-racism and equity in the program. This foundational course challenges students to understand and begin to change the dynamics that result in racial disparities in maternal and infant health. This course has also presented some challenges in adjusting for the changing awareness of incoming students over the years. Instructors strive to adjust the course on the fly with mid-quarter feedback from each cohort, and it is also updated annually based on course evaluations. The Epidemiology course was redesigned several years ago to be a Team-Based Learning course. Students overwhelmingly love the TBL aspect, and instructors continue to get emails from students years later to say how they understood statistics presented at a conference or in a webinar.

11. Learning Outcomes

Indicate (yes/no) which of the following steps related to Global Learning Outcomes (G.L.O.s) measurement have been implemented in your program

	GLO is mapped in curriculum		GLO is measured early in the program		GLO is measured late in the program	
	Yes	No	Yes	No	Yes	No
Information Literacy	◉	○	◉	○	◉	○
Communication	◉	○	◉	○	◉	○
Critical Thinking	◉	○	◉	○	◉	○
Collaboration	◉	○	◉	○	◉	○
Professional Behavior	◉	○	◉	○	◉	○

12. Using the table below, rate your program related to its program learning outcomes practices

Scale to calculate scores are:

Not developed = 1

Partially developed = 2

Fully developed = 3

	Not Developed	Partially Developed	Fully Developed
The program has a list of program outcomes that align to industry standards and/or specialized accreditation requirements.	○	○	◉
All program outcomes are written in a way that describes how a student can demonstrate associated knowledge, skills, or attitudes.	○	○	◉
Program learning outcomes and what assessments determine student learning are defined on course syllabus.	○	○	◉
All program outcomes have been mapped to the curriculum with key courses assignments determined for assessing each outcome.	○	○	◉
The program has program learning outcome data for at least the last ○ three years.	○	◉	
The program has implemented a plan to review program learning outcome data and implement course and assessment improvements to improve student learning.	○	◉	○

13. Provide a brief analysis of the steps you have taken to improve student achievement of both global learning outcomes and program specific learning outcomes.

Because we have only had Canvas since FA-19, and the Midwifery program began assessing program learning outcomes in WI-20, we're just now coming up on two years of data. Midwifery is a 3-

year program, so no cohort has yet been fully assessed on all P.L.O.s or G.L.O.s. Furthermore, the G.L.O.s are not yet fully developed at the University level for Critical Thinking, Collaboration, or Professionalism; the Midwifery program has created rubrics for these and linked them to assignments early/late in the program and have only begun assessing students with them this quarter. We are looking forward to wallowing in our Canvas outcomes data to inform our curriculum review and assessment of student achievement, instead of just course ratings and exit interviews with graduating students.

14. <u>Career Outcomes</u>

Indicate below whether or not your program is meeting its exam(s) and licensing goals.

- ◯ N/A – Our program has no professional exam(s) or licensing component
- ⦿ Yes – Our program is meeting our professional exam(s) and licensing goals
- ◯ No – Our program is not meeting our professional exam(s) and licensing goals

15. Provide a brief description of the steps the program is taking to improve exam and licensing performance.

This question was not displayed to the respondent.

16. What are your professional exam(s) and licensing goals and what is contributing to your success in achieving these goals?

Our professional exam pass rate for the last 3 years averages 90%. There are many years in which the pass rate has been 100%. We believe that we have an excellent program that prepares students well for entry-level practice. We also infuse the core midwifery courses with multiple-choice exams so that students get lots of practice with these before taking the professional exam (which is all multiple choice). We do not currently hold an exam prep workshop for graduates, but our high pass rates indicate that this may not be needed.

17. Has your program started tracking graduating student career outcomes?

- ⦿ Yes
- ◯ No

18. Please explain any discussions/planning your program has engaged in regarding tracking student career outcomes.

This question was not displayed to the respondent.

19. What percent of your alumni are pursuing the following career outcomes within a year of graduation?

	Last year's graduating cohort	Graduating cohort from 2 years ago	Graduating cohort from 3 years ago
Employed full-time (on average 30 hours or more per week) (includes self-employment and residency)	43	100	86%
Employed part-time (on average less than 30 hours per week) (includes self-employment and residency)			
Enrolled in a program of continuing education			
Not seeking employment or continuing education at this time			14
Participating in a volunteer or service program (e.g. Peace Corps)			
Planning to continue education but not yet enrolled			
Seeking employment			

Scoring Results

Score

Mean Score:	0.00
Weighted Mean of Items:	0.00
Weighted Standard Deviation of Items:	0.00
Items:	0.00

Location Data

Location: (47.838806152344, -122.19850158691)

Source: GeoIP Estimation

Appendix D

Course Checklist 2022-2023

Use this checklist as a guide for preparing your Canvas course and course content, making notes where appropriate. Contact Ann Kenady (akenady@bastyr.edu) if you have questions about or need help fulfilling any of the criteria.

Rating: 1 = achieved; 2 = partially achieved; 3 = needs inclusion

Criteria	Rating	Comments
AVAILABILITY AND COMMUNICATION		
Availability. Course is published and syllabus is posted on the Canvas Syllabus page at least one week before the quarter begins.		
Syllabus. Correct MS Word template used, accurate and complete information about the course, instructor, and schedule. Sections are complete. All due dates are included in the Syllabus "Course Summary" and match the course syllabus (document). How to Use the Syllabus Tool.		
Expectations. Explain how the class will be conducted (remote, online, in person), and requirements for attendance, participation and interaction. Include this information in the Syllabus, a Home page, a Course overview page, or a Welcome video. See also: Zoom Meeting.		
Introduction and communication. Use Canvas features to introduce yourself and explain how students can contact you, ask questions about the course and schedule time to meet with you. Tell them when you will reply to emails, post grades, hold office hours. Tell them what they should do to prepare for their first weeks in the course. Include this information in the Syllabus, an About Your Instructor page, a Home page, a Course overview page, or a Welcome video.		
COURSE NAVIGATION AND MODULES		
Navigation. Students' access to course content and activities is through modules and/or pages. The Quizzes, Pages, Assignments, and Files areas (tabs) are kept hidden from student view. Course Navigation.		
Module content. Modules are made available to students on a predictable schedule, containing all resources and activities needed to successfully complete that portion of the course. Clear and		

consistent naming conventions are applied to all content and activities. Sample Module		
Module organization. Modules mirror the course format (weeks or topics) detailed in the syllabus. All elements are organized sequentially and logically in the order that students are meant to view or complete them. Where appropriate, text headers are used to further organize each module's content into smaller sections. Sample Module, Text headers		
Availability of course materials and activities. All modules, activities, and files are available to students according to the course schedule. The Link Validator tool is used to confirm links are working and course materials are published appropriately. How to publish a module, How to publish an assignment, Managing file visibility, Validate Links (Link Validator)		
GRADING		
Assignments area. All assignments are included in the Assignments area, including correct point values and due dates. The Assignments tab should be hidden, per the Navigation criterion, above. Optional: if weighted grades are used, assignments are correctly grouped, and weights are applied. How to add an assignment group, How to apply weighted grades.		
Assessment. For courses requiring students to submit gradable work, assessments are provided via Canvas activities such as quizzes, assignments, or discussions. All due dates match those indicated in the syllabus, as do all point values or ratings. Graded activities which are not online (turned in by hand) have a "no submission" assignment for manual grade entry. Gradebook, Assignments overview, Discussions overview, Quizzes overview; Due dates & availability dates, Bulk editing due dates		
ATTENDANCE AND CALENDAR		
Attendance. The Attendance tab is published, and the Roll Call activity is set up to record attendance (either graded or ungraded). The Attendance Tool		
Calendar. All required assignment due dates and course events are updated and verified by using the Student View tool to preview the Canvas Calendar. Calendar Overview.		
ACCESSIBILITY		
Alternative text for graphics. All images, graphics and tables have descriptions. Alt text		

Contrast and backgrounds. Contrasting colors and simple backgrounds are used in all materials. Text and graphics are meaningful when viewed without color. Contrast		
Headings. Heading structures are used to organize content and make it easy to navigate. Headings		
Descriptive links. Descriptive hyperlinks are used instead of the URL alone or a hyperlinked "click here." Descriptive links		
Lists. List structures are formatted correctly. Lists are used to facilitate scanning and organize content into meaningful chunks. Lists		
Captions. All videos have accurate captions. Video captions		
Transcripts. All audio-only content has a full transcript. Audio transcripts		
Tables. Tables are properly formatted so they can be read easily by a screen reader. Tables		