

NWCCU Year One Report



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Institutional Overview

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

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

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

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

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

Students learn under the guidance of outstanding faculty. Over 90 percent of the University's full-time faculty members have earned terminal degrees. Many are also successful private practitioners who contribute a wealth of practical experience to classroom and clinical instruction. Laboratory experiments, demonstrations, clinical experience and case-oriented instruction help students develop practical, patient-centered skills and understanding. Student clinicians are trained to recognize when other modes of treatment are in the best interests of the patient or client and to make appropriate referrals to colleagues in other health professions.

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

Preface

Brief Update on Institutional Changes since the 2012 Report

Bastyr University submitted a comprehensive self-evaluation report to the Northwest Commission on Colleges and Universities (NWCCU) in February 2012. Following a site visit by peer evaluators, NWCCU reaffirmed Bastyr University's regional accreditation status at its annual meeting in July 2012.

Since submission of the 2012 Comprehensive Self-Evaluation Report, senior administration, academic leadership and faculty have developed and are currently offering these additional academic programs:

- In February 2012, NWCCU approved an additional location for Bastyr University in San Diego, California, where Bastyr welcomed its first cohort of naturopathic medical students in the fall quarter. The California campus is now preparing to admit a second cohort in fall quarter 2013.
- In November 2012, Bastyr received approval from NWCCU to offer a Master of Science in Ayurvedic Sciences. Fall quarter 2013, the University plans to admit its first cohort to the nation's first regionally accredited master's degree program in ayurvedic sciences.
- Bastyr University also received approval from NWCCU to offer a certificate in Ayurvedic Health Counseling, and the first cohort is slated to enroll in fall quarter 2014.

The overall University senior management team has remained relatively stable. In 2012, two new deans were appointed to lead the School of Acupuncture and Oriental Medicine and the School of Natural Health Arts and Sciences. The University's third dean, for the School of Naturopathic Medicine, has provided continuity and stability for Academic Leadership Council throughout this evolution as well as critical support to the two new deans as they acclimate to their new roles. Meanwhile, the faculty has continued to grow over the last several years and remains relatively stable in composition.

The University's existing strategic plan was instituted in 2008. Five years later, the strategic plan, while still relevant, is currently under review in order to better focus and strengthen its implementation plan. Changes within the University combined with lessons learned during last year's comprehensive evaluation helped prompt this review. The six strategic initiatives are expected to remain intact, but the approach to how each is achieved will be modified to reflect the University's current and future needs.

Since 2010, Academic Leadership Council and senior University administrators have engaged in planning and implementation discussions in the context of the University's mission and vision as well as its newly established four core themes. Since the designated core themes closely parallel the University's mission statement, core theme fulfillment planning was also supported by the institution's existing strategic plan.

Response to topics previously requested by the Commission

NWCCU Recommendation #1:

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

Bastyr University's Response to Recommendation #1:

In response to the committee's recommendation regarding Standard 1.A.2, the University has further articulated its definition of mission fulfillment by delineating the desired future state of Bastyr University.

Interpretation of Mission Fulfillment

Paramount to Bastyr University's mission is respect for the healing power of nature. Not only is this a shared belief among members of the University community, it is the very essence of Bastyr's existence. The principles that guide natural health education are just as important to the University today as they were at its founding in 1978. While Bastyr has expanded considerably in its 35-year history – from offering a single-degree to 31 students to an institution with over 1,000 students pursuing 17 graduate and undergraduate degrees and two academic certificate programs – respect for the innate ability of the body to heal itself remains a core University value.

Bastyr envisions mission fulfillment as having created a university reputed as the leader in natural health that honors its science-based founding and respects the healing power of nature. This leadership will be represented in all aspects of the University's priorities: academics, research, clinical services and community health, and interdisciplinary integration. The University will continue its pioneering legacy in these areas, thereby providing students with a rigorous and relevant education that effectively addresses the challenges of health care delivery in the 21st century. Further, this focus will provide the knowledge, skills and attitudes to ensure that Bastyr graduates maintain leadership roles in the natural health arts and sciences.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

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

Bastyr University defines an acceptable threshold of mission fulfillment as making continual, incremental progress toward accomplishing its aspirational mission within the context of the stated goals and objectives discussed in this report. The following established indicators support the accomplishment of the core themes which parallel the University's mission statement. By basing its core themes directly on the mission, developing goals, objectives and measurable indicators in support of the core themes, and reporting on each theme's relative level of achievement, the University provides a meaningful framework by which to assess its level of mission fulfillment.

Core Themes, Objectives, Measures and Indicators

In response to the committee's recommendation #1 regarding Standard 1.B.2, Bastyr University has devoted significant effort to ensure that it has developed and articulated clear statements of acceptable thresholds of achievement and that these statements are present in each of the series of objectives, measures and indicators throughout this Year One Report.

Following the decision of NWCCU to update its accreditation process and standards, Bastyr University's Academic Leadership Council (ALC) reviewed the new requirements and recommended a set of core themes for consideration by President's Cabinet. In 2011, President's Cabinet recommended and the Board of Trustees approved four core themes for Bastyr University: 1) Academic Achievement; 2) Research in the Natural Health Arts and Sciences; 3) Clinical Training and Community Health; and 4) Interdisciplinary Integration. These four core themes embody the Bastyr University mission and form the basis for ongoing accreditation efforts within the context of the new NWCCU standards. The core themes have not changed since the 2012 comprehensive report was submitted. As in the 2012 comprehensive self-study, this report will once again incorporate interdisciplinary integration (Core Theme 4) into its discussion of the first three core themes – academic achievement, research, and clinical services and community health.

After last year's comprehensive self-study and site visit, Academic Leadership Council reassessed the University's continuous improvement measures as recommended by NWCCU's site evaluation team. Over the past year, the University has refined and strengthened its core theme objectives, measures and indicators to better document incremental planning and measure milestones achieved in the process of University mission fulfillment. Senior University administration, academic leadership, the Office of Institutional Effectiveness, full-time faculty and student support staff contributed to the reshaping of the University's objectives, measures and indicators. All core theme objectives, measures and indicators have been fully re-evaluated, many have been revised or refined, and others have been replaced to provide a more robust plan for continuous institutional improvement and advancement toward mission fulfillment.

Two of the four cores themes received particular attention during the review process: Core Theme Two (Research in the Natural Health Arts and Sciences) and Core Theme Four (Interdisciplinary Integration). NWCCU peer evaluators recommended that the objectives, measures and indicators for research be strengthened, and they directed the University to develop more aspirational and challenging objectives to advance its role as a leader in research in the natural health arts and sciences. In response, an additional planning goal was added to this core theme while work was completed to modify and strengthen the objectives, measures and indicators for the two existing goals.

Similarly, Core Theme Four (Interdisciplinary Integration) also required a clearer and more practical approach to effectively contribute to University mission fulfillment. More exacting objectives and clearer definitions of intended outcomes were developed to help the University achieve its desired breadth of interdisciplinary integration at all levels within the institution. As with research, an additional planning goal was added to this core theme, which is intended to respond to barriers the University has encountered while trying to achieve the objectives of this theme.

In the last comprehensive report, Core Theme Three (Clinical Training and Community Health) was comprised of a mix of strong and weak indicators. Goal A utilized a number of robust measures tied to outcome data. However, since Goal B utilized less rigorous internal input measures, the site visit team recommended that the University strengthen the indicators of achievement for this goal. The changes

made to Goal B reflect this feedback. While some of the input measures were retained, other measures – such as patient outcome surveys, the steady practice of patient/client referral and student assessment of patient co-management – are all measures of output.

Consistent with our institutional history, Core Theme One (Academic Achievement) is rooted in years of long-range planning. Consequently, changes to this core theme are less pronounced. This is because Bastyr is, first and foremost, an academic institution. Since the University continually explores opportunities to improve and “modernize” its curricula, the previous Year One reports reflect a more seasoned and thorough approach to outlining goals and objectives for academics. Consequently, although this core theme has been updated, University leadership did not feel the need to change it significantly.

NWCCU Recommendation #2:

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

Bastyr University’s Response to Recommendation #2:

As requested in NWCCU’s reaffirmation of accreditation letter dated July 20, 2012, the University’s response to Recommendation #2 will be addressed in the 2015 Year Three Report.

Chapter One: Mission, Core Themes and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

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

The Naturopathic Medicine program is accredited by the Council on Naturopathic Medical Education (CNME) and has been approved by this agency since 1987. All degree offerings in the School of Acupuncture and Oriental Medicine are accredited through the Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM) and have been since 1994. The dietetics programs in the Department of Nutrition and Exercise Science are accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and have been continuously accredited since 2005. The Master’s in midwifery is accredited through the Midwifery Education Accreditation Council (MEAC) and has been continuously accredited since 2009. The Department of Counseling and Health Psychology will seek accreditation from the Masters in Psychology Accreditation Council (MPAC) for the master’s program in counseling psychology.

Eligibility Requirement 3: Mission and Core Themes

As defined and affirmed by the University's Board of Trustees, the University's mission and core themes reflect the institution's commitment to serve the educational interests and needs of students enrolled in all of its 17 degree and two certificate programs. Bastyr University devotes essentially all of its resources in support of its educational mission and core themes.

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

Bastyr University has a widely published mission statement that was approved by the Board of Trustees in 2007. The mission statement appears in the *University Catalog*, is posted in nearly all classrooms, conference rooms and offices on campus and at Bastyr Center for Natural Health (BCNH), and is published on the University website and intranet and in many University publications. The commitment of the University to develop leaders in the natural health arts and sciences is reflected in its mission statement and articulates as well as directs the institution's integrated efforts in achieving its vision.

Bastyr University Mission Statement

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

Bastyr University Vision Statement

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

The following are the strategic initiatives approved by the Board of Trustees in 2008.

Strategic Initiatives:

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

Interpretation of Mission Fulfillment and Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Please see above for a full description of these items under “Bastyr University’s Response to Recommendation #1.”

Bastyr University’s Assessment Model

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

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

Source: Nichols and Nichols, 2005

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

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

Core Theme Goals (Nichols Institutional Goals from column one)

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

This Year One Report presents only the first three columns of the five-column model. In Standard Four all aspects of the model will be used to evaluate Bastyr University’s progress toward achieving its stated goals and describe how those results are being used to inform the institution’s process of continuous quality improvement. The following section describes University core themes, goals and objectives.

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

Core Theme 1: Academic Achievement

Bastyr University is the largest university for natural health arts and sciences in the U.S., combining a multidisciplinary curriculum with leading-edge research and clinical training to educate future leaders in natural health professions. Bastyr University’s degree completion programs provide the third and fourth years of undergraduate study. The institution also offers several graduate and doctoral programs, which provide excellent professional and pre-professional education for careers in the natural health sciences. Bastyr University’s curricula integrate modern science and traditional and ancient healing methods. This science-based approach to natural health provides a challenging and rewarding education for students.

The three goals selected for this core theme reflect the three most important elements of academic achievement: rigorous and relevant curricula, highly qualified faculty with excellent teaching skills, and a support structure that enables students to succeed.

Goal A – Bastyr University Offers a Rigorous and Relevant Curriculum

Bastyr University provides robust curricula that meet the highest academic standards. The ultimate goal is to prepare graduates to meet or exceed established professional standards in order better manage the challenges of professional practice or advanced study. In addition, Bastyr University is incorporating more integrative and interdisciplinary collaborative activities into the curricula to make its professional degrees more relevant to 21st century health care models.

Core Theme Objectives	Measures	Indicators of Achievement
1. Curricula meet or exceed the most current educational standards for respective disciplines	Curriculum review process	1.a. A comprehensive curriculum review process occurs at least every five years for each program.
	Curriculum requirements established by discipline-specific accrediting agencies	1.b. The curriculum review process reflects incorporation of revised standards and requirements of applicable discipline-specific accrediting agencies.
	Mapping of learning outcomes from program to course	1.c. Program learning outcomes are mapped to course competencies for all programs.
2. Systematic curriculum and faculty review processes are effective in facilitating continuous improvement	Faculty course review	2.a. All full-time faculty members annually review outcomes data for their respective program(s) and recommend changes to the curriculum.
	Student satisfaction surveys	2.b. Annual student survey data indicate at least 90% of students are satisfied with the educational quality of their programs.
	Alumni outcomes surveys	2.c. Alumni outcomes survey data indicate at least 90% of recent alumni are satisfied with their Bastyr degree/certificate education.
	University- and school-level faculty curriculum review	2.d. All program changes or additions receive approval from faculty curriculum review committees.
	National board/ professional registration and/or licensing examination results	2.e. Pass rates on standardized professional clinical examinations exceed national averages.

Core Theme Objectives	Measures	Indicators of Achievement
3. Bastyr graduates are well prepared for a career or advanced study	Alumni outcomes survey	3.a. Alumni outcomes survey data indicate at least 80% of bachelor's degree recent alumni who apply to graduate school are accepted into a graduate-level program.
		3.b. Alumni outcomes survey data indicate at least 90% of undergraduate students who attend graduate school after Bastyr indicate they are adequately or well prepared for graduate-level work in a related field.
		3.c. Alumni outcomes survey data indicate at least 85% of recent professional program graduates feel prepared to practice professionally upon graduation and licensing.
4. A fully developed and supported University culture that actively seeks to teach and advance best practices of integrative and interdisciplinary collaboration	Student satisfaction surveys	4.a. Annual student survey data indicate at least 75% of students are satisfied with the amount of interdisciplinary integration occurring in their clinical shifts.
	Alumni outcomes surveys	4.b. Alumni outcomes survey data indicate at least 95% of recent graduates feel prepared to collaborate (refer, discuss cases and treatment plans, etc.) with other natural health practitioners as appropriate.
		4.c. Alumni outcomes survey data indicate at least 90% of recent graduates feel prepared to collaborate (refer, discuss cases and treatment plans, etc.) with allopathic practitioners as appropriate.
	Faculty satisfaction surveys	4.d. Faculty survey data indicate that 100% of full-time faculty members support Bastyr University's emphasis on integrative and interdisciplinary collaboration.

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

Course and program analysis is ongoing. Content analysis of program curricula is a useful way to measure whether course content reflects best practices and is consistent with newly emerging understandings within disciplines.

Faculty members are responsible for reviewing outcomes data for their programs at least annually and basing recommendations for program revisions on evidence-informed analysis. Annual student program satisfaction survey, course assessment and alumni outcomes data indicate whether changes and/or additions to the curricula have had the intended effect and remain relevant to student learning goals. Thus, faculty involvement in curricular change is standard practice at Bastyr, and regular student feedback substantiates the success of the curriculum review process. The curriculum review process is documented at the department level, thus it is an assessable measure of achievement.

Student satisfaction, alumni outcomes and faculty satisfaction data, readily assessable through recurring surveys conducted by the Office of Institutional Effectiveness (OIE), provide data used for analyzing how well Bastyr has achieved its core theme objectives. The University's ultimate goal is to prepare graduates who are both satisfied with their education and prepared to be successful in their careers or advanced study, thereby qualifying these indicators as meaningful.

Pass rates on standardized professional, registration and/or licensing board examinations are also strong indicators of the effectiveness of the curricula. Examination results from the various testing agencies are

readily available to the University. After data are reviewed by academic leadership, appropriate changes to existing curricula are made with careful consideration and full discussion among relevant faculty.

Bastyr University believes the future of health care lies in collaboration, integration and patient co-management across medical and health care disciplines and provides its students with opportunities for integrated learning. A greater number of opportunities for students to interface with interdisciplinary and integrative practice models will ensure that they will be adequately prepared to work successfully with other health care professionals in their practices and/or professions. The utilization of survey data is one of the best ways to evaluate culture change, thus questions about interdisciplinary integration are included in all student, faculty and alumni surveys. This is a meaningful objective because modeling an integrative approach is important to mission fulfillment.

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

Retaining highly qualified faculty skilled in the successful delivery of a rigorous and relevant curriculum is essential to student academic achievement. Teaching effectiveness is evaluated regularly through course assessments, peer reviews and annual faculty performance evaluations, which inform the indicators listed below.

Faculty members are expected to stay current in their respective disciplines through internal and external professional development, continuing education and/or scholarly activities. Institution-wide faculty development activities are organized by the Faculty Senate with support from the Office of the Provost, and departmental faculty training provides additional development opportunities on a regular basis.

Core Theme Objectives	Measures	Indicators of Achievement
1. Faculty members are highly qualified	Hiring process and department records	1.a. Percentage of full-time faculty with terminal degrees exceeds 90%.
	Verification of professional licensure	1.b. 100% of clinical faculty members maintain appropriate licensure and/or other professional requirements.
2. Faculty teaching skills are regularly evaluated, and appropriate improvement plans are implemented as necessary	Course assessments	2.a. Assessments are conducted and analyzed for all new courses, courses taught by new faculty and selected courses on a quarterly basis.
	Annual faculty evaluation	2.b. According to annual faculty evaluations, peer evaluations, course assessments and in-class/in-clinic observations, 100% of full-time faculty members are rated “meets expectations” or “exceeds expectations” in teaching.
	Quarterly supervisor reports prepared for dean review	2.c. Department chairs review all faculty evaluation data and submit written reports, including improvement plans, to the dean of the school quarterly.
	Annual faculty evaluation	2.d. When a full-time faculty member is rated “does not meet expectations” in teaching, an improvement plan is implemented.
3. Full-time faculty members stay current with best practices in their respective disciplines by actively participating in professional development or continuing education activities	Faculty development attendance records and/or faculty portfolios	3.a. 100% of all full-time faculty members participate in professional development or continuing education activities on or off campus.
	Faculty portfolios and annual faculty evaluations	3.b. 100% of all full-time faculty members are rated “meets expectations” or “exceeds expectations” in scholarly activity.

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

Recruitment and retention of highly competent, experienced faculty is an ongoing objective of Bastyr’s Strategic Plan (SI #3). Faculty are recruited for their areas of expertise, and all faculty possess a high degree of competency. The overwhelming majority of our faculty have terminal degrees, and all clinical faculty are required to maintain professional licensure. Data to support these indicators are easily accessed through the provost’s office and the Washington state Department of Health website for verification of provider credentials.

Student success is dependent to a great degree on the quality and teaching expertise of faculty. New comprehensive faculty performance evaluation tools are being implemented this academic year (2012-13). These evaluation tools assess faculty teaching skills and professional development through a comprehensive analysis of student course assessments, peer evaluations, portfolio data and supervisor evaluation. Trends and issues are identified and reported to the respective deans, and appropriate remedial measures are undertaken if warranted. Faculty are encouraged to undertake and are held accountable for ongoing professional development. It is anticipated that participation in professional development activities improves overall teaching competency. All of these indicators are assessable, verifiable and meaningful measures of faculty quality.

Goal C – Bastyr University Supports Student Success and Program Completion

Routine and systematic monitoring of student academic achievement combined with support of at-risk students informs the success of Bastyr’s student retention efforts. Support service offices are staffed by competent, approachable and helpful professionals who contribute to academic achievement by helping students sustain the ability, both academically and emotionally, to navigate the rigors of Bastyr’s academic programs. Since the financial burden of higher education impacts a student’s ability to succeed, Bastyr University is making efforts to diversify its sources of revenue (SI #6) and reduce the institution’s reliance on student tuition and fees.

Core Theme Objectives	Measures	Indicators of Achievement
1. Students develop knowledge and competencies in a sequential and progressive way	Mapping of learning outcomes from program to course	1.a. Program learning outcomes are mapped to course competencies for all programs.
2. Students successfully complete their chosen program, and at-risk students are given regular feedback and assistance on their academic status	Completion data	2.a. 85% of students who enroll at Bastyr University complete their chosen program.
	Student progress records	2.b. Over 90% of all full-time students are in good academic standing.
	Advisor meetings	2.c. Students no longer in good academic standing are identified and meet with a faculty advisor to work out a plan toward academic success.
3. Student support services meet student needs	Student satisfaction surveys	3.a. Student satisfaction survey data indicate at least 85% of students believe their needs are being met by each of the following: library, registrar, financial aid, student accounts, student affairs, bookstore, IT helpdesk, dining commons, and parking and transportation.
		3.b. Student satisfaction survey data indicate at least 85% of students believe their needs are being met by the counseling, tutoring and career centers.

Core Theme Objectives	Measures	Indicators of Achievement
4. Bastyr is committed to reducing its financial dependency on tuition and fees	IPEDS data - Percentage of core revenue	4.a. Bastyr University's percentage of core revenue from tuition and fees remains less than 75% per year.

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

University curricula are carefully designed to optimize the process of learning complex concepts and skills in a progressive manner. Enrollment data from the registrar's office enable program advisors and faculty to monitor student progress, readily identifying at-risk students who require additional resources and/or a remediation plan. Graduation rates are easily assessable through the registrar's office. Trends in and causative issues regarding student success are identified, analyzed and addressed to provide meaningful assistance to at-risk students, thereby maximizing the number of students graduating from the University.

Student support services ratings track changes over time, and results are analyzed and readily available. Financial information for Bastyr is updated annually and readily available through the IPEDS Data Center. Student retention success enables Bastyr to educate more student leaders in the natural health arts and sciences, which is directly related to mission fulfillment. Therefore, student retention data is a meaningful indicator of achievement.

Archived Indicators of Achievement from 2012 Comprehensive Self-Study for Core Theme One

No Indicators of Achievement from Core Theme One were archived from the 2012 Comprehensive Self-Study.

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

In its formative years, Bastyr University played a key role in establishing the credibility of science-based natural medicine, including clinical applications. The University's approach to research and scholarship has been secondary to the primary mission of didactic and clinical education. The wide variety of scholarly pursuits over the past 30 years can be attributed to individual interests and passions and/or reaction to specific funding opportunities. While these attributes are not unique to Bastyr, the University has recently determined that the development of an overarching strategic plan for research activities will better position the University to achieve its strategic initiatives in this area. In order to maintain a leadership role in natural health education, Bastyr needs to continue to improve and transform the institution into a fully developed academic center for natural health arts and sciences education and research. In the area of research and scholarship, this goal can be accomplished by focused planning, maximization of resources, faculty and student training in research methodologies, and sustainable stability for the research institute to build on existing successes. A number of Core Theme Two's new objectives reflect this comprehensive strategic planning process, which is now being implemented. It must be noted that many of the proposed initiatives are resource dependent.

Goal A –Bastyr University Research Institute Will Formalize a Comprehensive Strategic Plan that Articulates Its Growth Plan Over the Next Decade

In fall 2012, Bastyr University took a promising step in prioritizing the goals and objectives of its research institute by naming a new director for the Bastyr University Research Institute (BURI). The new director has had a long-standing collaborative relationship with Bastyr in his capacity as senior investigator for

Group Health Research Institute. With his wealth of experience, he is well positioned to maintain the integrity of Bastyr University’s evidence-based research agenda as well as expand its range and impact. This appointment marks a significant milestone for Bastyr. Since BURI’s inception in 1994, it has been either self-managed or managed by individuals with competing responsibilities. With the appointment of a dedicated director, the institute can now focus on ushering the research institute into its next stage of maturity. The first priority is to take inventory of the current state of the research institute and develop a strategic plan that will further develop its capacity to conduct meaningful research and contribute to the improvement of the health and well-being of individuals and communities.

The following objectives and indicators outline what the institute expects to accomplish in the next 18 months while engaging in its comprehensive strategic planning process.

Core Theme Objectives	Measures	Indicators of Achievement
1. The BURI strategic planning process is inclusive of all relevant members of the Bastyr community to ensure thoroughness, comprehension and support	Task Force roster	1.a. The task force, which directs the strategic planning process, reflects a broad range of research interests and perspectives.
	Documented meetings and data collection	1.b. The collaborative process includes extensive proactive engagement from pertinent research faculty and staff, academic leadership, academic faculty, students, senior administration, and related support staff.
2. BURI formally defines its core competencies in order to build on existing strengths	Strategic planning document	2.a. BURI identifies its core competencies and strategizes on how to leverage strengths to meet institute goals.
3. BURI develops a plan to fund and improve its infrastructure capabilities and research capacity	Strategic planning document	3.a. A significant portion of the strategic plan addresses BURI’s infrastructure needs, growth plan and proposed sources of funding.
	Strategic planning document	3.b. The plan outlines strategies to attract and retain research leaders in evidence-based complementary and alternative medicine (CAM) research.
4. BURI’s strategic plan includes tactical approaches to achieving stated goals	Strategic planning document	4.a. The strategic plan identifies specific initiatives that are each itemized with an implementation plan, expected outcomes, resource and personnel allocation, and indicators of achievement.
5. As a living document, the BURI strategic plan will be reviewed and revised every two to three years as needed	Documentation of ongoing strategic planning	5.a. Systematic reviews and revisions to BURI’s strategic plan reflect continued dialog and input from pertinent research faculty and staff, academic leadership, academic faculty, students, senior administration, and related support staff.

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

A thoughtful and complete strategic plan should be a collaborative process that encourages participation from all interested parties. Commitment to and documentation of collaborative processes are key components of a thorough and viable plan. Additional important elements include definition and development of core competencies, identification and allocation of resources, a strategy implementation map, and a process for review and revision as needed. Development of a strategic plan for BURI will help ensure sustainable growth in the coming decade. This is a meaningful goal for mission fulfillment. All indicators cited above will be easily assessable after completion of the BURI strategic plan.

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

For over a decade, Bastyr University has incrementally increased its focus on research in the natural health arts and sciences. In 2010, Bastyr received two of its largest National Institutes of Health (NIH) grants to date, totaling over \$7.6 million for integrative oncology research. Bastyr uses traditional research methodology as well as relatively new practices, such as whole systems research, to gather and interpret data in support of advancing integrative natural health practices on a global scale.

The following objectives and indicators were chosen to support the development of the research institute and growth of its research professionals and infrastructure.

Core Theme Objectives	Measures	Indicators of Achievement
1. Research faculty are supported to successfully pursue research/scholarly activity	Seed grants	1.a. Seed grant funding increases by 50% over the next seven years.
	Policy	1.b. BURI develops and adopts a new policy that articulates qualifications and parameters for gap funding.
	Mentorship program	1.c. An informal mentoring program is established to pair newly hired researchers with existing researchers to provide support and ensure success.
	BURI data	1.d. The number of total research grants increases 33% over the next seven years.
1.e. Revenue from grant funding increases by 33% over the next seven years.		
2. Library support for research activities increases	Number of training sessions	2.a. The number of training sessions offered/conducted by library professionals increases over the next seven years, in support of the priorities outlined in the strategic plan.
	Library contact records	2.b. Frequency of contacts with research personnel regarding resource selection increases over the next seven years, in support of the priorities outlined in the strategic plan.
	Number of literature/systematic reviews	2.c. The number of collaborations on resources and search strategies for literature/systematic reviews increases over the next seven years, in support of the priorities outlined in the strategic plan.
3. BURI focuses on resource allocation and support funding to bolster research capacity and augment support personnel	New research faculty	3.a. Additional researchers are selected and/or trained by BURI, expanding professional research personnel by 50% over the next seven years.
	Grant applications	3.b. BURI leadership seeks out and applies for at least three capacity building grants over the next seven years.
	Strategic plan	3.c. A plan is developed to fund needed increases in levels of BURI support personnel.
4. Partnerships are encouraged to support and advance collaborative, interdisciplinary research	BURI data	4.a. The number of collaborative grants, with BURI as the lead institution, increases by 50% over the next seven years.
		4.b. The number of collaborative grants, with BURI as the supporting institution, increases by 50% over the next seven years.
	Bastyr-related research conference activity data	4.c. BURI continues to host its annual interdisciplinary research conference, providing opportunities for external researchers from various disciplines to meet, exchange ideas and establish collaborative relationships.
5. Faculty are encouraged to disseminate research findings	Faculty portfolios	5.a. The number of faculty members presenting research findings or other scholarly work increases 50% over the next seven years.

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

These indicators are assessable through research institute documentation, research activity records, library records and faculty portfolios. Advancing knowledge in the natural health arts and sciences is one of the University's essential roles, as explicitly stated in its vision statement. Enabling research faculty to pursue scholarly activity and clinical and translational research maximizes Bastyr University's capacity to achieve its vision, making it a meaningful outcome.

The Bastyr University library supports a wealth of resources from extensive annual journal subscriptions to employing the only trained literature/systematic review librarian at an institution of natural health arts and sciences. Professional library staff members play an important role in research at the University and consult with research faculty to help meet ongoing and changing research-related needs. Since the stated measures to evaluate library support are easily accessible and reflect the needs and priorities of the University's research institute, they are meaningful measures.

Prioritizing the acquisition of resources for BURI is vital to the growth of the institute. Much of BURI's growth plan is dependent on equivalent growth in resources related to physical infrastructure, human capital and funding for research itself. Thus, the planning measures identified above are meaningful because they will tie BURI's vision to a tactical plan that directs the acquisition of necessary resources.

Indicators of support for faculty research dissemination are reflected in the form of institutional research development funds, faculty release time and Bastyr-sponsored research conferences. Hosting an annual research conference provides an opportunity for external researchers to learn about the University's research studies and activities. Student and faculty development events on interdisciplinary research highlight collaborative studies and communicate the value that the University places on interdisciplinary integration. These are all meaningful measures and important steps toward mission fulfillment.

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

Based on an analysis of entering student surveys over the last few years indicating a strong interest in research participation, the University established the Center for Student Research (CSR) in 2010. The CSR is the central institutional point of contact for students who wish to participate in research at Bastyr University. The center informs students about ongoing research projects at Bastyr and links students to appropriate faculty mentors depending on individual research interests. The CSR also provides funding, through competitive awards, for faculty-student research projects. The CSR director is a seasoned research professor who has trained undergraduate, graduate and post-doctoral researchers.

The current program includes the following resources for student researchers:

- Student applicants have one-on-one consultations with the CSR director to receive information on research opportunities.
- The CSR director introduces the center and its opportunities to all first-year classes to maximize exposure to student research.
- The CSR director is available to facilitate individual student research advising appointments concerning research opportunities and to identify faculty mentors as appropriate.
- Interested students are matched with an appropriate research project and/or faculty mentor as physical and monetary resources allow.

- The CSR director also reviews and funds grant applications from students already engaged in thesis or capstone research projects.

As the CSR concludes its third year of mentoring students and facilitating their research training, the CSR director, along with academic leadership, is evaluating its strengths and exploring opportunities for improvement. The following objectives and indicators of achievement will drive the center’s growth and positive impact on student research in the future.

Core Theme Objectives	Measures	Indicators of Achievement
1. Student participation is monitored to ensure meaningful research experiences	CSR data	1.a. 100% of CSR grant recipients participate in an annual Student Research Day, presenting posters of their research.
	CSR satisfaction surveys	1.b. Annual CSR participant survey data indicate 90% are satisfied with their experience.
2. Student researchers develop skills to conduct formal research	CSR satisfaction surveys	2.a. Annual CSR participant survey data indicate 90% believe they “gained valuable experience in how to conduct research.”
	Faculty mentor feedback	2.b. Faculty mentors provide annual summary reports to the CSR director outlining their experience as a mentor as well as providing general assessment of his/her student researcher’s developed competencies. Findings will be used for continuous improvement of the program and to inform best practices.
3. Student researchers are encouraged to disseminate research findings	CSR data	3.a. 100% of student research participants receiving CSR grant funding will disseminate their findings (e.g. research posters, presentations, grant submissions/awards, publishing, completed theses or capstone projects).
	CSR data	3.b. By year seven, at least 40% of student researchers will submit their research to peer-reviewed journals.

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

Indicators are assessable through CSR participation records, collected survey data and faculty mentor feedback. These indicators provide meaningful measures of how well the CSR is fulfilling its mission of facilitating and expanding student research/scholarly activity at Bastyr. Student presentations, posters and publications derived from research initiated with assistance from the CSR will be documented to ensure the viability and relevancy of the center. These are meaningful measures because they support Bastyr University’s mission to integrate research into its academic model while educating future leaders in the natural health arts and sciences.

Archived Indicators of Achievement from 2012 Comprehensive Self-Study for Core Theme Two

The following 2012 indicator is not included in this report because it is no longer relevant in the context of a seven-year planning cycle:

- The annual student survey will indicate that at least 85% of students are aware of the CSR resources available to them.

The following 2012 indicators are not included in this report because the University believes these measures are not rigorous enough to be valid measures of success, as suggested by the peer review team:

- At least three full-time faculty members, every five years, are awarded a paid sabbatical so they may pursue research or other scholarly activity.
- At least \$300,000 is budgeted to cover overhead for research activities annually.

The following 2012 indicators are not included in this report because they are now considered standard operating procedure:

- Student applicants will each get a one-on-one consultation with the CSR director to receive information on research opportunities.
- Director of CSR will introduce the CSR and its opportunities to all first-year classes to maximize exposure to student research.
- CSR will hold semi-annual research updates for the students and the University community at large.
- CSR will be available to facilitate individual student research advising appointments concerning research opportunities and identify faculty mentors as appropriate.
- Interested students are matched with an appropriate research project and faculty mentor as physical and monetary resources allow.

Core Theme 3: Clinical Training and Community Health

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

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

A required clinical training entrance examination documents the basic entry-level competency of each student. Clinical faculty provide both formative and summative assessments of students throughout the clinical training period. Formal remediation processes identify students who do not meet established clinical competency benchmarks.

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

Core Theme Objectives	Measures	Indicators of Achievement
1. Training facilitates the progressive acquisition of clinical competencies essential for safe and effective professional practice	Clinical competency evaluation process	1.a. All clinical programs use comprehensive evaluation tools to assess the sequential acquisition of core clinical competencies of its students.
	National board/professional registration and/or licensing examination results	1.b. Pass rates on standardized professional clinical examinations exceed national averages.
	Alumni outcomes surveys	1.c. Alumni outcomes survey data indicate at least 85% of recent professional program graduates feel prepared to practice professionally, upon licensing.
	Patient/client surveys	1.d. Patient/client survey data indicate at least 85% of patients/clients believe they received high-quality health care from Bastyr student clinicians and supervising providers.
2. Clinical experiences expose students to a variety of medical conditions and patient/client demographics	Patient contact records and program accreditation requirements	2.a. The number of patient/client contact hours and kinds of conditions seen by all student clinicians exceeds the minimum required by each applicable program's accrediting body.
	Patient/client contact records	2.b. Clinic patient/client demographic report data reveal student clinicians have contact with diverse populations representing various health conditions, ages, races/ethnicities and socio-economic circumstances.
3. Student clinicians receive training in appropriate patient/client management, including referrals to and collaboration with other health professionals	Student surveys	3.a. Student survey data indicate that 100% of advanced student clinicians are comfortable with the patient/client referral process at BCNH.
	Clinical curricula	3.b. Clinical curricula include specific evaluation criteria in the areas of patient/client co-management and referral.
	Alumni outcomes surveys	3.c. Alumni outcomes survey data indicate at least 95% of recent graduates feel prepared to collaborate (refer, discuss cases and treatment plans, etc.) with other natural health practitioners as appropriate.
		3.d. Alumni outcomes survey data indicate at least 90% of recent graduates feel prepared to collaborate (refer, discuss cases and treatment plans, etc.) with allopathic practitioners as appropriate.

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

Indicators are all assessable through national board exam results, student clinical experience assessment data, patient/client contact records, clinical course curricula and surveys.

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

Bastyr conducts regular surveys of graduates who self-report levels of agreement regarding their preparation to be competent health practitioners upon graduation. The data are reviewed by academic leadership, and changes to the various programs of study are considered based on analysis of that data. Patient/client satisfaction surveys provide another perspective by providing valuable feedback to students, faculty and administration on perceived level of quality care. Student surveys provide annual feedback on the student clinician's level of comfort with the patient/client referral process. These are all

meaningful indicators because they provide a cyclical and continuous feedback loop for Bastyr’s clinical training programs.

Assessment of clinical curricula and student competencies related to patient co-management provides important input and output measures by establishing a framework by which the effectiveness of Bastyr’s clinical objectives in interdisciplinary integration can be evaluated. This aspect of clinical training is of particular importance because it prepares students to become competent, well-trained practitioners in the 21st century health care model.

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

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

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

It is important for students to be trained to deliver excellent quality health care as well as professionally demonstrate competency in appropriate patient/client management. High-quality service includes excellent patient/client care practices as well as co-management of patient/client conditions where appropriate.

Core Theme Objectives	Measures	Indicators of Achievement
<p>1. Bastyr student clinicians and clinical faculty supervisors treat a variety of conditions and provide accessible, quality health care to underserved populations</p>	<p>Number and variety of external site clinical shift locations available to students and the community</p>	<p>1.a. The University cultivates, establishes and maintains relationships with a variety of external site locations in order to provide students with a diverse range of medical treatment experiences while serving underserved populations.</p>
<p>2. Patients/clients have a high regard for the quality of care provided by Bastyr University student clinicians and supervising providers</p>	<p>Patient/client surveys</p>	<p>2.a. Patient/client survey data indicate at least 85% of BCNH patients/clients believe they received high quality health care from Bastyr student clinicians and supervising providers.</p>
		<p>2.b. Patient/client survey data indicate at least 75% of BCNH patients/clients that followed through on their treatment plans reported positive health outcomes.</p>

Core Theme Objectives	Measures	Indicators of Achievement
3. An effective model of collaborative, collegial and integrative practice is demonstrated at BCNH	Student surveys	3.a. Student survey data indicate that 100% of advanced student clinicians refer patients/clients to other practitioners when appropriate.
	Grand rounds	3.b. Grand rounds are conducted quarterly on interdisciplinary collaboration.
	Student clinical competency evaluations	3.c. 100% of student clinicians exhibit competency in interdisciplinary collaboration/co-management of patients/clients through competency-based assessments.

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

Support for new initiatives to improve the quality of student clinical education and service to the community is of ongoing importance to the University. Bastyr believes that the patient/client population that students see during their clinical education should be reflective of the entire community. The University seeks opportunities to serve a diverse patient/client population through specific patient/client recruitment efforts, use of an income-based fee structure and availability of convenient appointment times at BCNH/BUC and its external clinical sites. External site clinics provide further opportunities to meet the health needs of the local community. This is meaningfully consistent with the University's stated vision to "transform the health and well-being of the human community."

Patient/client satisfaction surveys to assess BCNH patient/client satisfaction with clinical services are currently underway. Survey data will provide useful information for planning and implementation of improvement processes. Likewise, student satisfaction surveys provide academic departments with a student perspective on the perceived effectiveness of the each clinical department's efforts to teach co-management of patients. Both surveys are meaningful measures of output that provide the departments with useful feedback on its curricula.

The introduction of interdisciplinary grand rounds at BCNH is an important step toward incorporating interdisciplinary integration into clinic culture. By directly observing co-management of a patient within multiple disciplines through grand rounds, students also learn to assess a patient/client from a whole-person perspective, thereby assisting the facilitation of innate healing capabilities within the individual.

Clearly articulated clinical curricula pertaining to interdisciplinary practices communicate the University's commitment to interdisciplinary integration. Within this context, faculty and students can apply their knowledge and skills in a variety of collaborative settings. The inclusion of interdisciplinary integration in this core theme communicates its importance to clinical practice.

Indicators are all assessable through student clinical experience assessment data, external site contracts, clinical course curricula, implementation of interdisciplinary grand rounds and surveys.

Archived Indicators of Achievement from 2012 Comprehensive Self-Study for Core Theme Three

The following 2012 indicator is not included in this report because it was successfully completed in the 2012-13 academic year:

- Successful implementation of an EHR system at BCNH by the end of the 2012-13 academic year.

Core Theme 4: Interdisciplinary Integration

Interdisciplinary integration is not a new aspiration for Bastyr University. The concept is an integral component of the University’s founding principles as well as its mission and vision. Over the past year, Academic Leadership Council (ALC) members and faculty engaged in candid conversations regarding the University’s ability to fully incorporate interdisciplinary integration into academics, research and clinical services. In the course of those discussions, they discovered that some of principles of Core Theme Four, while supported in theory, were not being exercised practically to the extent desired. In many cases, support for interdisciplinary integration, no matter how sincere the effort, did not satisfactorily result in measurable outcomes or actual academic, research or clinical practices. Consequently, ALC made significant changes to Core Theme Four, including the creation of an additional goal to address the University’s fundamental planning needs, to better position the institution to meet or exceed expected outcomes in the critical area of interdisciplinary integration.

As outlined above, Core Theme Four has been incorporated into all three pillars of the University: academics, research and clinical training. The two stated goals for this last core theme delineate how it fits into the context of the University as a whole.

Goal A – Support the Fundamentals of Institution-wide Interdisciplinary Integration by Strengthening Faculty Training, Infrastructure and Policies in Support of Core Theme Four

In preparation for the University’s 2013 Year One Report, many planning sessions conducted over several months afforded University academic leadership the opportunity to evaluate its programs as well as its ability to achieve this complex aspect of mission fulfillment. University leadership stepped back to re-evaluate ways in which the fundamentals of this core theme might be better defined to meet its original goals of student achievement. In addition, measuring student and alumni outcomes for a core theme that required better support through faculty training, institutional infrastructure and academic policies became problematic. Therefore, academic leadership and faculty developed the following goals to address these fundamental issues.

Core Theme Objectives	Measures	Indicators of Achievement
1. Convene conversations among faculty to improve efforts to implement interdisciplinary integration into the curriculum	Faculty development records	1.a. Ongoing interactive training during faculty development workshops to strategize implementation of interdisciplinary integration is provided.
	Faculty <i>ad hoc</i> task force minutes	1.b. Identify and formalize a cross-departmental task force to further develop and follow through on ideas proposed in faculty development workshops.
2. Prioritize faculty training to establish a more inclusive and collaborative academic environment	Faculty development records	2.a. At least one formal faculty development workshop related to interdisciplinary integration is offered each year.
	Faculty development records	2.b. The Faculty Development Committee facilitates ongoing follow-up training/discussions during faculty forums to support interdisciplinary integration implementation, as needed.

Core Theme Objectives	Measures	Indicators of Achievement
3. Establish policies and protocols that support interdisciplinary integrative practices	Policy and protocol changes	3.a. Leadership reviews existing policies and protocols to identify barriers to Core Theme Four implementation during FY 13-14.
		3.b. Leadership reviews and revises, as needed, policies and protocols to better facilitate the implementation of Core Theme Four by end of FY 13-14.
	Budget, human resources and physical plant records	3.c. Leadership fully addresses resources required to support policy and protocol changes in support of interdisciplinary integration by end of FY 14-15.

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

The above measures identify appropriate indicators of achievement because they address the areas that will have the greatest impact on the successful implementation of this core theme. The indicators are available through faculty development workshop and committee records, implementation of an *ad hoc* task force for interdisciplinary integration, policy change documentation, and monitoring of planning results.

In order for interdisciplinary integration to become an integral component of each of the other core theme areas of academics, research and clinical training, the University must first evaluate the strengths and weaknesses of its existing policies, infrastructure and culture. The University may then begin to lay groundwork in support of interdisciplinary integration and initiate a plan to positively affect University culture as a whole. In turn, greater emphasis may then be placed on integrated curricula, collaborative research and patient-centered cooperative care. The planning indicators in Goal A are meaningful because they enable the University to fulfill its objectives in Goal B objectives, which ultimately fulfill this aspect of the mission.

Goal B – Students Gain the Knowledge, Skills and Attitudes to Work Collaboratively with a Variety of Health-Related Professionals to Improve the Health of Patients and the Human Community

Training in interdisciplinary integration is important at every stage of student education at Bastyr. Exposure to interdisciplinary integrative concepts in the classroom ensures that students become familiar with those concepts and are comfortable collaborating in a clinical setting as applicable. Likewise, monitoring student clinical competencies in collegial and collaborative practice reinforces its significance and holds students accountable for acquiring this core skill. The ultimate goal is to provide students with adequate exposure to interdisciplinary integration in both classroom and clinical settings so they develop the knowledge, skills and attitudes (KSA) necessary to become competent collaborators in private/professional practice. Further, interdisciplinary integration is also a priority at the undergraduate level; all undergraduate students are required to take an interdisciplinary studies course during their first quarter.

Core Theme Objectives	Measures	Indicators of Achievement
1. Students learn appropriate knowledge, skills and attitudes (KSA) for interdisciplinary integration in didactic courses	Pre- and post-KSA surveys	1.a. Post-didactic instruction KSA survey data show progress improvements, on average, in all areas.
	Number of degree programs reflecting interdisciplinary integration	1.b. All schools offer interdisciplinary degree programs.

Core Theme Objectives	Measures	Indicators of Achievement
2. Students are trained in interdisciplinary interaction during clinical training	Student satisfaction surveys	2.a. Annual student survey data indicate at least 75% of students are satisfied with the amount of interdisciplinary integration occurring in their clinical shifts.
	Student clinical competency evaluations	2.b. 100% of student clinicians exhibit competency in interdisciplinary collaboration/co-management of patients/clients through competency-based assessments.
3. Alumni in private/professional practice are prepared to engage in collegial and collaborative practice upon graduation/licensing	Alumni outcomes surveys	3.a. Alumni outcomes survey data indicate at least 95% of recent graduates feel prepared to collaborate (refer, discuss cases, treatment plans) with other natural health practitioners as appropriate.
		3.b. Alumni outcomes survey data indicate at least 90% of recent graduates feel prepared to collaborate (refer, discuss cases, treatment plans) with allopathic practitioners as appropriate.

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

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

The number of integrated health programs offered at the University communicates Bastyr's commitment to an integrative model of education. The number of dual-track programs and combined interdisciplinary degree programs is a meaningful measure as it provides evidence of this commitment.

Student clinical competencies are monitored by faculty throughout clinical training, and students are continually evaluated throughout their participation in the clinical training program. By demonstrating and practicing interdisciplinary and integrative practice models, students are prepared to work successfully with other health care professionals in their practices/professions.

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

Archived Indicators of Achievement from 2012 Comprehensive Self-Study for Core Theme Four

The following 2012 indicators are not included in this report because they were successfully completed in the 2012-13 academic year:

- Successful implementation of an EHR system at BCNH by the end of the 2012-13 academic year.
- Full-time EHR specialist hired to manage new electronic health record system.
- Extensive EHR training for both core and adjunct clinical instructors and staff.

Conclusion

In this Year One Report, the University has introduced the founding principles of the institution, summarized the results of its campus-wide, broadly inclusive institutional planning process and described the University's process for reviewing and revising the content of its four core themes.

For each core theme, the University has provided a list of goals along with appropriate indicators of achievement to assess its progress in mission fulfillment. Further, it has outlined its rationale for including stated indicators and provided a brief plan on how these measures will be assessed in the Year Seven Report. By applying the framework of this NWCCU self-evaluation process to the next six years, the University will be well positioned to make incremental ongoing progress toward fulfillment of its mission.

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