

Year Seven Peer-Evaluation Report

National University of Natural Medicine

Portland, Oregon

April 10-12, 2017

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

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Introduction

On April 9 – 12, 2017, a seven-member evaluation team representing the Northwest Commission on Colleges and Universities (NWCCU) visited National University of Natural Medicine (NUNM) in Portland, Oregon, in support of the NUNM Year Seven Evaluation. This report contains the team's findings that resulted from a thorough examination of the NUNM self-evaluation report, supporting documentation, and intensive in-person review. The team did not receive any public comments regarding this evaluation.

The evaluators extend their deepest appreciation to the NUNM community for its hospitality before and during the evaluation visit. All members of the campus community were welcoming and willing to engage with the evaluators in meaningful dialog. The personnel responsible for preparation and logistics of the visit ensured that the evaluators had access to the information necessary for the completion of their work and arranged for delicious, healthful fare to sustain the evaluators. They were accommodating of last minute schedule modifications and requests.

The institution that became NUNM was established in 1956 and is home to the oldest programmatically accredited naturopathic medical education institution in North America. Over the years, this private, independent college added programs and, with accompanying name changes, evolved into the institution it is today. Currently, NUNM is composed of the following colleges and schools with their associated degrees:

- College of Naturopathic Medicine (Doctor of Naturopathic Medicine)
- College of Classical Chinese Medicine (Master of Science in Oriental Medicine, Doctor of Science in Oriental Medicine)
- School of Research and Graduate Studies (Master of Science in Integrative Medicine Research, Master of Science in Nutrition, Master of Science in Global Health, Master of Science in Integrative Mental Health)
- School of Undergraduate Studies (Bachelor of Science in Integrative Health, Bachelor of Science in Nutrition)

The School of Research and Graduate Studies was added in 2012. The Master of Science in Integrated Mental Health and the Master of Science in Global Health programs within the school were implemented as minor changes subsequent to NUNM's Year-Three Self-Evaluation Report. In addition, suspension of the Master of Acupuncture degree program, revision of the Doctor of Naturopathic degree program, and addition of a Doctor of Science degree program in Oriental Medicine were approved. A substantive change to offer a Master of Science degree program in Sports Medicine was approved, although the program itself is not yet offered.

In February 2015, NUNM was granted candidacy status at the baccalaureate level to offer two bachelor's degrees. To reflect the addition of baccalaureate level programs, the name of the institution was recently changed from the National College of Natural Medicine to the National University of Natural Medicine. The School of Undergraduate Studies matriculated a first cohort of 27 undergraduate students in fall 2016. The NUNM Year Seven Self-Evaluation Report contains an addendum providing an update on the implementation of the baccalaureate program and this Peer-Evaluation Report includes evaluation of the baccalaureate program.

Assessment of the Self-Evaluation Report

The evaluation team found the NUNM Self-Evaluation Report to be well written and readable. The team appreciated that the report was organized around the Accreditation Standards and Eligibility Requirements and each standard was clearly identified in the text of the report. The evaluation team had ready access to appendices, both in print and digitally, prior to the visit. The use of the numerous acronyms was distracting at times, especially for those evaluators who are not familiar with the terminology. Some acronyms were defined after being introduced in the text of the report while others were not defined. The list of acronym definitions provided at the end of the document was helpful.

In most areas of the report, available evidence was provided to support the conclusions appropriate to the scope of the evaluation. The evaluation team was pleased to find more evidence, in the form of exhibits, provided upon arrival at NUNM. The availability of this information in digital format assisted the team members with their work.

The NUNM report included internal programmatic recommendations throughout the text of the Self-Evaluation Report. The evaluation team applauds the NUNM authors for embracing the spirit of continual improvement and using the self-evaluation process for identification of areas for improvement. The evaluation team found the use of the term “recommendation” distracting, at times, given the specific use of this term in the Northwest Commission on Colleges and Universities (NWCCU) evaluation process.

Topics Addressed as Addenda to the Self-Evaluation Report

The NUNM Self-Evaluation Report included a comprehensive listing of the institutional changes implemented since the Year Three Self-Evaluation including extensive changes to the administrative structure of NUNM, physical changes to the campus, and changes to degree programs.

Addenda addressed two topics: an update on the baccalaureate programs and NUNM’s responses to two recommendations from the Year Three Self-Evaluation Report review.

Baccalaureate Program Candidacy

The NUNM Self-Evaluation Report included an extensive analysis of the implementation of the two Bachelor of Science programs. The analysis addressed planning and implementation of the programs as well as planned assessments of the programs.

Enrollment in the two programs met budget projection goals with the first cohort of 27 students entering the programs in fall 2016. NUNM plans for managed growth of the Bachelor of Science programs in the near term. Enrollment plans and student support services are in place as is a founding dean for the School of Undergraduate Studies that houses the two baccalaureate programs. The majority of the faculty currently teaching in the undergraduate program is made up of NUNM faculty members who were/are teaching in the graduate programs.

Student learning objectives and competencies have been developed for each course and are presented in course syllabi. Assessment of student learning and programmatic outcomes is in the planning stages. Focus groups were conducted with undergraduate students in fall 2016 and the dean has been acting on the issues raised in these forums.

The evaluation team addresses the baccalaureate programs within the context of the Accreditation Standards throughout the Peer-Evaluation Report.

NUNM Responses to NWCCU Recommendations from the Year Three Review

Recommendation 1: *The evaluation committee recommends that the Board of Directors formally approve the institution's academic freedom policy (Standard 2.A.27).*

NUNM resolved this recommendation through formal Board approval of the long-standing academic freedom policy (Board of Directors' Meeting Minutes, June 27, 2014).

Recommendation 2: *The annual Board Self-Evaluation Survey includes question #33: "The board reviews the institution's projected three-year financial plan annually." However, the College does not produce a future-looking financial projection. Given the \$4.5M and \$4.7M debt obligations that are coming due in 2016 and 2018, respectively, and given the Board's expectation to review the institution's projected three year financial plan on an annual basis as expressed in its annual Board Self-Assessment survey, the evaluation committee recommends that NCNM produce and provide the board with an annual financial projection that includes a breakout of revenue, expenses, endowment draw, capital outlays, debt payments, cash flow and cash reserve (Standard 2.F.1).*

NUNM provided rationale for why an annual, future-looking financial projection would not be an accurate predictive model for the institution. In addition, NUNM refinanced their debt between the Year Three Report and this Self-Evaluation Report, eliminating the concern about the upcoming debt obligations; however, the Finance and Administrative Affairs Committee of the Board of Directors is charged with "continuous updating of a five-year plan for the use of financial resources to meet the fiscal needs of the University" [Bylaws VIII.3.(b)]. Given this charge remains in the NUNM Bylaws, the evaluation team has continued Recommendation 2 from the Year Three Report in revised form. **As a continuation of Recommendation 2 of the Year Three Report (Spring 2014), the evaluation team recommends the Board review and revise the Bylaws' Article VIII.3.(b) to reflect financial practices [Standard 2.A.6].**

Eligibility Requirements

NUNM provided evidence that all eligibility requirements have been met.

NUNM provided evidence of a credit hour policy, a publication policy, and a student grievance policy.

Standard One—Mission, Core Themes, and Expectations

1.A Mission

The NUNM mission is “to educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine.” This iteration of the mission statement was approved by the NUNM Board in 2011 and included the addition of the terms “pre-professional” and “research” to reflect the institution’s expansion in research activities and undergraduate degree programs. **The NUNM mission statement concisely articulates the foci and purposes of the NUNM programs (1.A.1).**

The mission statement is readily accessible on the NUNM website and is published in print materials such as the Student Handbook and the Course Catalog. Members of the NUNM community are aware of and understand the stated mission.

Mission fulfillment is defined and developed through the NUNM Alignment Model (NUNM Report p. 33). This model addresses the overarching purpose, vision and values that inform the NUNM mission statement. The strategies used to accomplish the mission are aligned with evidence-based outcomes and indicators. Six selected core theme indicators identify thresholds that are used to define mission fulfillment (NUNM Report p. 37)(1.A.2).

1.B Core Themes

Based on the Self-Evaluation Report and follow up interviews, the three identified core themes—student success, teaching and learning, and professional vitality—capture and encompass the mission, both collectively and individually (1.B.1).

With reference to Appendix 0.1, review of source documents, and follow up interviews with faculty, student services, academic administration, and students, objectives for each core theme have been appropriately developed, and their indicators of achievement are meaningful, assessable, and verifiable—although half of the indicators are indirect measurements (1.B.2).

Compliment: The NUNM mission statement concisely articulates the foci and purposes of the NUNM programs.

Standard Two—Resources and Capacity

2.A Governance

NUNM has a single-unit governance system with clearly defined authority, roles, and responsibilities. A recently reorganized planning and operations model for governance (NUNM Report p. 49) includes a series of operations teams that report to the President's Cabinet. The President works with the cabinet; faculty, staff, and student representative groups; and the board to address institutional decision-making.

NUNM provides evidence that it monitors its compliance with NWCCU Accreditation Standards and all federal, state, and local laws and regulations. NUNM has submitted substantive change, minor change, and name change applications to the NWCCU over the past few years as new programs have been added and existing programs have been modified.

Governing Board

A single Board of Directors serves as the governing body for NUNM. Currently, there are 12 voting members of the Board, none of whom have contractual, employment, or financial interest in the institution. The Board of Directors operates as a committee of the whole with regularly reviewed institutional policies. Recommendation 2 from the Year Three Evaluation Report recommended that NUNM produce future looking financial projections, especially in light of the debt obligations that were upcoming and the Board's expectation to review the institution's projected three-year financial plan annually as noted in the Board's self-evaluation survey. **NUNM does not have a future looking financial projection, although the Bylaws, Article VIII. 3.(b), specifically mention that the Finance and Administrative Affairs Committee has the responsibility of working with the CFO to continuously update a five-year plan (2.A.6).**

The NUNM Board of Directors selects a President as a chief executive officer and evaluates the President (2.A.7). The Board regularly evaluates its own performance (2.A.8).

Concern: The NUNM Bylaws specifically refer to a continuous five-year fiscal plan that is currently not being produced. NUNM is encouraged to prepare a five-year plan to conform with the Bylaws or to revise the Bylaws to reflect current practice [Standard 2.A.6].

Leadership and Management

NUNM has provided evidence that there is an overall effective system of leadership as outlined in Standards 2.A.9 through 2.A.11. The Evaluation Team notes that there will be substantial turnover in the leadership team in the next few years and the Board is implementing a succession plan to address these changes.

Policies and Procedures

Academics

NUNM clearly states academic policies in the Course Catalog, Faculty Handbook, and Student Handbook, both written and online (2.A.12).

Policies on library use, circulation and collection development are documented, published on either the library webpage or NUNM's PolicyStat software, and enforced by the library staff and through the integrated library system. Academic Deans assist enforcement of library policies with individual students when needed. The course catalog and student handbook include general information about the library, but do not list and/or refer to library policies (2.A.13).

NUNM has a stated transfer of credit policy in the Course Catalog, Faculty Handbook, and Student Handbook (2.A.14).

Students

NUNM has policies that are well written, published in a central document (University Student Handbook) and are administered in procedures guided by best practices. An Honor Council reviews appeals and also adjudicates some incidents. Information regarding disability support services and academic accommodations is readily available through different offices and at different points in a student's progress at NUNM. Students receive information about accommodations and student services in a welcome letter prior to classes starting; in the mandatory orientation program; through course syllabi; and in frequent emails/newsletters/bulletin board postings. Brochures are also available throughout campus with information about student resources and their rights/responsibilities (2.A.15).

NUNM's policies regarding admission, readmission, appeals for readmission, successful continuation, and termination from its educational programs are clearly defined, published in the Course Catalog, and administered by appropriate staff and academic administrators. Evidence provided by Enrollment Management articulates rubrics used to evaluate materials and provide consistent, written documentation for applicants (2.A.16).

NUNM has a clear and concise policy regarding the student publication and dissemination of material (2.A.17).

Human Resources

NUNM has clear and concise employee and faculty handbooks that delineate the policies and procedures related to employment, promotion, retention, and termination. NUNM also clearly articulates conditions that all employees and faculty can expect to have in the workplace. There are clearly defined policies for grievance and problems/complaints. **The evaluation team compliments NUNM's robust 12 month on-boarding schedule for both staff and faculty (2.A.18, 2.A.19).**

NUNM keeps employee records in the Human Resources office and these files are treated as confidential. An employee can request to review her/his personnel file; NUNM will provide a certified copy, upon request (2.A.20).

Institutional Integrity

The evaluation team noted that NUNM represents itself clearly, accurately, and consistently. Clearly defined policies are in place to address institutional integrity matters outlined in the Standards (2.A.21 through 2.A.26).

Academic Freedom

The institution received an NWCCU recommendation to ensure its academic freedom policy is governing board approved, published, and clearly stated. Appendix 0.4 of the Year Seven Self-Evaluation report documents governing board approval of academic freedom, and the academic freedom policy is stated in the Course Catalog, Student Handbook, and Faculty Handbook (2.A.27).

As stated in the Student and Faculty Handbooks, NUNM, through its core theme of professional vitality and the values of creativity and innovation, encourages academic freedom “in the preparation of students to engage in scholarly interaction with other professionals” (Year Seven Self Evaluation Report, p.55) (2.A.28)

The Faculty Handbook contains policies on scholarship, professional ethics, and intellectual honesty (2.A.29).

Finance

NUNM has provided evidence of policies addressing oversight and management of financial resources. The Board of Directors is responsible for approving these policies (2.A.30). While the Board monitors budgets throughout the fiscal year and some projections are made, longer-term budget planning is not in evidence (2.A.30).

Compliment: The evaluation team compliments NUNM’s robust 12 month on-boarding schedule for both staff and faculty.

2.B Human Resources

The Human Resources (HR) Office has completely replaced all HR office employees over the past 3.5 years. In doing so, the HR Office has revised and implemented new policies and procedures related to job descriptions, selection of new employees, assessment of employees, and on-boarding of new employees. Job descriptions are being revised to reflect departmental and divisional reorganizations and focus. The staff is qualified to maintain NUNM’s support and operations functions **and has demonstrated nimbleness as programs have expanded** (2.B.1).

Administrators and staff have a regular schedule of evaluation that occurs at the end of the calendar year. Supervisors have 360 evaluations. This schedule is published and shared with supervisors and staff (2.B.2).

The HR Office offers training four times a year to fulfill mandatory training. Individual supervisors offer professional development for their staff and faculty. The HR Office has instituted a Benefits Fair and it has grown to include over 20 vendors and over 100 employees have participated. The staff of the Human Resources office has spent considerable time to restructure the practices of HR and educating the NUNM community. **Specifically to faculty on-boarding, there is a greater need for purposeful inclusion of training for instructional design, and instructional delivery, and assessment of student learning. From the evidence provided, NUNM has insufficient grant development and management training and support** (2.B.3).

As the institution has expanded academic programs Enrollment Management has outlined specific strategies to increase outreach and recruitment of students of color. Student Life has hired an Intercultural Engagement & Support Manager to provide historically underserved populations with guidance and coaching throughout the educational journey, as well as provide consultation and education to faculty and staff regarding intercultural communication and cultural competency. **There is an absence, however, of a strategic plan focused on increasing cultural competency across all areas of the university. Through student, staff, and faculty interviews, the lack of purposeful attention and planning focused on multiculturalism, cultural competency, and micro-aggressions have been identified as concerns** (2.B.3).

NUNM employs faculty members who are qualified to meet the educational objectives and meet the mission, core themes, programs, services, and characteristics of the institution. **The faculty is committed to curricula, programs, and student development.** The number of faculty members may be insufficient in some areas given the institution's newly expanded mission statement and program offerings (2.B.4). **Given the recent inclusion of "research" in the NUNM mission statement, as well as faculty expectations, faculty report insufficient time to address the institution's expectations of scholarship and research** (2.B.5).

Full time faculty members are evaluated each year by deans. Part time and adjunct faculty members are evaluated every three years by deans. Evidence for evaluation is comprised of self-evaluation and teaching evaluations from students and peers (2.B.6).

Compliment: The NUNM staff demonstrates nimbleness and responsiveness to institutional changes such as program expansion.

Compliment: The NUNM faculty is committed to curricular, programmatic, and student development in support of the NUNM mission.

Concern: There is a need for purposeful inclusion of training for instructional design, instructional delivery, and assessment of student learning. From the evidence provided, NUNM has insufficient grant development and management resources to support the research mission (2.B.3).

Concern: There is an absence of a strategic plan focused on increasing cultural competency across all areas of the university. Through student, staff, and faculty interviews, the lack of a purposeful attention and planning focused on multiculturalism, cultural competency, and micro-aggressions have been identified as concerns (2.B.3).

Concern: Faculty report insufficient time to address the institution's expectations of scholarship and research opportunities (2.B.5).

2.C Education Resources

Degrees, at the graduate level, are provided in recognized fields of study at NUNM. Although student learning outcomes are identified for courses, **a review of syllabi and curriculum mapping efforts revealed that insufficient evidence exists to identify appropriate rigor for programs. There are program assessment plans; however, they are not conducive to continuous improvement (e.g., there are no baselines or targeted goals at the program level)** (2.C.1).

The Course Catalog, program manuals, and syllabi/instructional materials provide published identification of course, program, and degree learning outcomes (2.C.2).

Course credit and degree conferment is based on student achievement as documented in the Course Catalog, Student Handbook, Faculty Handbook, and program manuals. **The evaluation team did not find evidence, in some areas, for documentation of achievement of student learning outcomes that reflect generally accepted learning outcomes, norms, and equivalencies in higher education (2.C.3).**

The Course Catalog and Student Handbook provide a clear description of degree programs, including sequencing of courses and graduation requirements (2.C.4).

According to the Self-Evaluation Report and faculty interviews, faculty members can submit new course curriculum or existing course curricular changes to the Curriculum Review Committee, composed of faculty and student representatives. Faculty are actively involved in search for, selection of, and hiring of new faculty. Faculty members are responsible for designing and assessing learning activities and student learning outcomes (2.C.5).

Faculty have worked cooperatively with the librarians to incorporate use of library and information resources into the learning process for specific courses. For example, targeted programs include the first year Nutrition and Naturopathic courses where librarians are directly involved in classroom instruction. Based on an initial NIH grant to the Helfgott Research Institute, faculty identified six evidence-informed practices and research literacy skills that they have begun to integrate into program outcomes and competencies (2.C.6).

It is clearly indicated in the Course Catalog and Student Handbook that credit is not granted for prior learning; however, there is no policy that states such (2.C.7).

The institution has a clearly defined transfer credit policy, as stated in the Course Catalog, Student Handbook, and the Faculty Handbook. After interviewing deans and student services

staff, transfer-in transcript evaluation has clear procedures for evaluating transfer-in credit, which involve the appropriate qualified staff and faculty (2.C.8).

Undergraduate Programs

After interviewing the Dean of Undergraduate studies and review of the Course Catalog, the evaluation team noted that NUNM focuses its offered undergraduate courses on upper division courses in its two undergraduate programs. The majority of general education requirements are transferred in by students. General Education transfer includes transcript evaluation of all four general education knowledge areas using appropriate procedures and conducted by qualified staff (2.C.9).

According to the Course Catalog, the general education components of the baccalaureate programs are based on transfer-in transcript evaluation. Program learning outcomes focus on general skills, such as communication, ethics, and research skills (2.C.10).

Applied degree and certificates are not offered in the NUNM undergraduate programs; therefore, related instruction is not applicable to the institution (2.C.11)

Graduate Programs

According to the Self-Evaluation Report and supporting materials, graduate programs exhibit clear alignment to the university's mission, and show greater depth, as well as continuation from the two undergraduate degrees (2.C.12).

After review of the Course Catalog, Student Handbook, and interviews with Enrollment Management, the evaluation team found sufficient evidence that transfer of credit policies are clearly defined with appropriate rigor at the program level, to which the student is applying for transfer credits, grade point average, and non-cognitive skills assessment. Admission and retention policies are appropriate (2.C.13).

According to faculty interviews and confirmed by the Course Catalog, NUNM integrates clinical experience as part of its degree programs during the degree; however, prior pre-studies clinical experience is not considered. This policy and practice allows for monitored and assessed learning experiences in conjunction with graduate coursework (2.C.14).

As stated in the Course Catalog, students enrolled in research-oriented programs are required to complete a thesis on a topic of their choice mentored by a committee chair and other appropriate committee members. Research oriented preparatory coursework is required prior to thesis development. Students who are enrolled in clinical practice oriented programs are required to complete a capstone project on a topic of their choice guided by a faculty member or preceptor in clinical practice. Additionally, they must pass clinical skill examinations demonstrating clinical proficiency and competency (2.C.15).

Continuing Education and Non-Credit Programs

After review of the Self-Evaluation Report and supporting materials, continuing education offerings, and interviews with Office of Advancement, Continuing Education and Alumni Affairs,

the evaluation team found sufficient evidence that CE offerings are designed to enhance postgraduate education of NUNM alumnae/i and align with the mission and goals of the university. Continuing Education (CE) programs are established upon foundational frameworks of current academic programs. Programs are offered to a wide variety of constituents including alumnae/i, faculty, and medical and surrounding community members (2.C.16).

After review of the Self-Evaluation Report and supporting materials, CE offerings, and interviews with Office of Advancement, Continuing Education and Alumni Affairs, all program offerings of continuing education are developed and are delivered by the NUNM Office of Advancement, Continuing Education and Alumni Affairs. No academic credit is provided for CE programs. Programs are designed by the CE department in conjunction with known content experts (speakers, presenters) and are reviewed for content by outside professional licensing boards. Learning outcomes are established for all programs (2.C.17).

Non-credit programs for medical CE are offered via institutes of Age Wise, Food as Medicine, Traditional Roots, and Women in Balance. There are non-credit courses targeted more towards the general public (2.C.17).

Interviews and review of materials confirmed that CE offerings are consistent across the university and follow generally accepted norms for academic program offerings. Evaluation of programs is conducted via participant surveys. Results of these surveys demonstrate achievement of program outcomes (2.C.18).

In addition, all CE activities are approved by the Oregon Board of Naturopathic Medicine (OBNM) with some activities receiving approval from the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), and the American Academy of Family Practitioners (AAFP) (2.C.18).

Upon review of materials and discussion with the CE Office Director, the CE Department records the number of CE activities and hours of CE offered by year. Programs are presented live, are made available via live online webinar, and are recorded and posted to NUNM's online course catalog for on-demand access. Continuing education units are awarded based on attendance (2.C.19).

Compliment: Continuing Education programs are extensive, mission centered, and evidence-based.

Concern: After review of syllabi and curriculum mapping, insufficient evidence exists to determine if programs are meeting student learning outcomes. There are program assessment plans; however, they are not conducive to continuous improvement (e.g., there are no baselines or targeted goals) (2.C.1).

Concern: There is no evidence, in some areas, for documentation of achievement of student learning outcomes that reflect generally accepted learning outcomes, norms, and equivalencies in higher education (2.C.3).

2.D Student Support Resources

NUNM has used student satisfaction data to inform space renovation (i.e., the library) to ensure that there continues to be reasonable space available for student learning. While NUNM is experiencing student enrollment growth in all but one program, classroom teaching space is at a premium. NUNM also has an agreement with Portland State University for lab space to ensure continued access for academic programs. First year students have expressed a need for more study space on campus.

Throughout student interviews, the staff of Student Life was repeatedly praised for their support, help, care, and concern for the holistic student experience. Special note was made for the work regarding Title IX and academic accommodations.

Statistics related to safety and security are published and available. CLERY statistics are available on the NUNM website (2.D.1, 2.D.2).

The Strategic Recruitment Plan for AY 16-17 is mission-informed and designed to recruit and yield students who may have existing interest in the areas of study offered by NUNM. The specific attention to increasing the ethnic diversity of the student body is laudable and the plan addresses both the need for recruitment of ethnically diverse students and the campus support systems necessary to retain them. The significant female identified population in all the programs would suggest that NUNM would benefit from attention to increasing their male identified population, as well. The policies related to graduation, transfer, etc., are available online, and published in print through the catalog (2.D.3).

NUNM has a Board Bylaw that in the event of dissolution of the institution, the two possible options are either another established 501(c)(3) or a governmental entity that share the same or similar purpose of the institution. If there is a need for a teach out, NUNM will work with appropriate accrediting bodies to ensure that standards are met while students complete their programs in a timely manner and with minimal disruption (2.D.4).

The NUNM Catalog and the Catalog of Licensure (located in the Center for Career Development) provide the required information for this standard and for meeting the individual licensing requirement for the different programs of study offered. The NUNM Center for Career Development also offers information related to employment and advancement in the profession for all students and alumnae/i. Throughout student interviews, students across the multiple years shared gratitude for the excellent work of the Career Development center and the Center's administrator (2.D.5, 2.D.6).

NUNM has appropriate software for securing and retrieving student records that are confidential and reliably protected and stored. Patient medical records are maintained and protected by a server and software specifically for medical records (charts, billing, scheduling). These records are secured off-site in manner that is HIPAA compliant (2.D.7).

The Office of Financial Aid provides timely and appropriate information and education on the different types of aid available. The Office of Financial Aid also provides information on federal government repayment options and the programs that may benefit students, that is, the Public Service Loan Forgiveness Program. The three-year cohort default rate is 1.8%. Students who are eligible for educational benefits because of military service or government service through programs like the Peace Corp are counseled on how to best maximize their benefit in relationship to the academic program at NUNM. Student interviews confirm and affirm the excellent work of the financial aid staff. Students spoke highly of the financial aid staff and the admission staff for being forthright about cost and caring about the financial anxiety of the students (2.D.8, 2.D.9).

NUNM has a student government and representation of student voice on many university committees. Students pay a fee each quarter; the fee is administered by student government to support student access to areas of interest related to program study. Student clubs and organizations are themed to support personal interests, which are often extensions of academic study, and all students have the opportunity to participate in student government and student clubs and organizations. Students had varied knowledge about the ability to petition student government for funds. Increased promotion of the student fee funds for professional development could be useful (2.D.10, 2.D.11).

Auxiliary services offered are: Clinic Laboratory, SIBO Laboratory, Medicinary, Community Clinics Medicinary, NUNM Press, NUNM Store, and Food Services. These services are all driven by the mission of the institution and contribute to the quality of the overall learning environment. Input is gleaned from satisfaction surveys, committee representation by NUNM community members, newsletters and events/presentations (2.D.12).

NUNM does not offer intercollegiate athletics or co-curricular programs that are related to financial operations (2.D.13).

NUNM does not offer distance education programs. The Master of Science in Nutrition and the Master of Science in Global Health offer sections of electives that have an online format. Programs have required students to complete a statement of authentication that their work is their own. Starting in AY 17-18, courses completed in asynchronous format require second party verification in addition to a statement of authentication (2.D.14).

2.E Library and Information Resources

In accordance with their Collection Development Policy, the library focuses on library materials and information resources related to natural and integrative health sciences in support of the curriculum. Online resources are available on campus through IP authentication and off campus through a proxy server, and are periodically evaluated for usage, cost effectiveness and appropriateness for program support. Physical materials are regularly evaluated for condition, currency, and use; superseded or unused materials are withdrawn. Survey feedback and informal remarks by students and faculty indicate high satisfaction with available resources and also with the responsiveness of the library to add materials requested by students and faculty. Supplemental materials are also available through the Portland Academic Health Libraries

(PAHL) consortium, reciprocal borrowing agreements with other area institutions, or through interlibrary loan. PAHL resources are discoverable through a shared integrated library system. The library staff has expressed the need for a professional level position to manage the steadily increasing number of electronic resources and online services. Support for adding a 0.75 FTE position for this purpose has been identified by the university in the FY17-18 budget (1.0 FTE was requested)(2.E.1).

The library uses data collected in accordance with their Assessment Plan as part of the library planning process, as well as faculty input through the university-level Library Committee. Student survey results are evaluated and acted upon as budgeted funds permit. Collected usage and survey data informs internal decision-making, only being shared beyond the library by request. The librarian does serve on the Academic Operations Team and Information Technology Team in order to provide input into university-level planning. Planners of new courses and programs increasingly consult with the librarian regarding available resources to support the proposed curriculum.

Based on survey results, student satisfaction with the amount of study space in the library has been on the decline over the last few years, even with the minor changes the library has been able to make to repurpose portions of the facility. Students report a dependence on having on campus study space during the first and second years of their programs in particular, while students in later years of the program tend to study off-campus at home or in other locations. An existing study space on the first floor of the academic building is reportedly underutilized although the reason for this is unclear. First year students express a preference for studying within the library and a desire for more group study rooms. New, larger library space is included in the Master Plan with the building of a second academic building, but the timing of this construction is uncertain dependent as it is on major fund raising efforts (2.E.2).

The library has a written information literacy plan that addresses instruction through both formal course sessions in the classroom, particularly first year nutrition and naturopathic students, and informal individual instruction in the library. Integration of evidence-informed practice outcomes into courses per NWCCU Standard 2.C.6 does not always involve the librarians directly. The library has extended the reach of individual assistance through online guides. Since the IT department was relocated to the administration building, the library staff tends to help students with technology questions more often than prior to the move (2.E.3).

The library has an Assessment Plan that ties into the university mission and strategic priorities such as identified key progress indicators. The plan identifies the data collected to evaluate the collections, services, facility, and fiscal/human resources areas, including various kinds of usage statistics and results from both library and university-level surveys (2.E.4).

2.F Financial Resources

In multiple interviews there was concern raised about the rapid expansion of programs without adequate resources in the area of faculty support, staffing, technological capacity and software capabilities. In addition, there is concern about financial stability in light of continued enrollment declines in NUNM's largest program, the Doctor of Naturopathic Medicine (ND)

program. **While NUNM is expanding and adding programs, the anticipated reductions in enrollment in the ND program causes concerns about the ability to support current programs and program expansion (2.F.1).**

The CFO utilizes historical information to forecast enrollment for budgeting purposes. There are regular reports generated by admissions for new students and by the registrar and advising office for credit loads and continuing students. The CFO also tries to make conservative estimates of revenue for non-tuition sources. Per the CFO, NUNM has performed fairly well against budget for the last several years due to conservative budgeting (2.F.2).

NUNM has made slow and steady improvement in their DOE ratio scores, going from a 2.0 in FY 12 to a 2.6 in FY 16.

Budget Managers prepare their budget requests which are sent to their respective VP. Once the VP has approved the requests they are sent to the CFO. The CFO then assembles everything into a meaningful format for presentation to the President's Cabinet, along with available resources from tuition, fees, clinics and ancillary sources. A priority list is then formulated and the CFO develops the business plan (budget) for the upcoming year. This budget is then presented to the Board Finance and Administrative Affairs Committee for approval and is referred to the full Board for ratification (2.F.3).

The Business Office sends out monthly financial reports to the deans and department heads that includes current month activity compared to budget, year to date compared to budget with variance shown, annual budget and last year activity year to date information. In addition, depending on the program and their needs and expertise, additional information is given to certain departments.

The CFO distributes reports to the Board on a regular basis (not necessarily monthly, it depends on the time of year and if there are any significant issues occurring). The board report consists of information that the board specifically requested and includes summarized information by major activity, cash and reserve information, endowment reporting and various other reports that the board has requested (2.F.4).

NUNM has a capital plan for the next several years that includes such items as roof replacements, carpet replacements, HVAC work, etc. These projects are done as funds are available to complete them. Some projects with large price tags do not have a time line as the funds are going to need to be raised prior to the project being completed.

The strategic plan, "A Framework for Action," has the outline of the capital plan, as well as other capital projects that the Board has deemed important for NUNM as they move forward. Most of these need to have fundraising dollars in order to move forward.

NUNM does budget for depreciation and if finances are satisfactory, then the CFO will allow departments and others to spend capital based on depreciation expense, since this is a non-cash expense item. Before any project is done they ask if the project will increase their capacity for students, or if it is necessary for the preservation of a building or building system.

The university recently refinanced and consolidated their debt, as well as saved money in annual interest payments and borrowed some extra money to help fund some of the projects within their approved master plan. All of this was done upon the approval of the board (2.F.5).

The primary auxiliary service that is operated at NUNM are their clinics, labs and their medicinary. They have a clinic on the main campus, a clinic in Beaverton and several pop-up clinics in communities around Portland. (A pop-up clinic is a clinic that is operated at a site, such as a church for one or two days per week.) Due to a perfect storm of the changing healthcare environment, new insurance contracts that they did not know how to negotiate and staff turnover, NUNM is losing a significant amount of money on their clinic operations in the current fiscal year; therefore, the clinics are being subsidized by the use of tuition dollars. Since the clinics are an integrated part of the academic program for upper level ND and DSOM students, NUNM concludes that using tuition dollars to help cover the deficits for their clinic operations is a legitimate use of tuition dollars (2.F.6).

NUNM has an annual audit performed by an external accounting firm following generally accepted auditing standards and generally accepted accounting principles. There was a clean, unqualified opinion issued. The audit was dated 127 days following the completion of the fiscal year.

There was a management letter included with the audit and for the most recently completed fiscal year there were no comments. There were three comments from the previous management letter and according to the follow up report from the auditing firm one of these findings is resolved, one they still feel is unresolved and one that appears to be resolved. In talking with the CFO he either disagrees with these findings or lacks the staff resources to follow through with them. He has told the auditors that NUNM will not be making changes to their practices due to these reasons.

NUNM also has a single audit (A-133 audit), completed for their Federal Awards. There were no audit findings for the current year audit. There were three findings from the previous year's audit and all of these have been resolved per the audit report (2.F.7).

NUNM has an extensive fundraising policy. Included in the policy is a statement about fundraising ethics that NUNM follows. It also has guidelines and checklists for accepting certain kinds of gifts. The policy appears to be very thorough.

NUNM does not have a relationship with a fundraising organization. All activities fall under one tax identification number (2.F.8).

Concern: While NUNM is expanding and adding programs, the anticipated reductions in enrollment in the Doctor of Naturopathy (ND) program causes concerns about the ability to support current programs and program expansion through provision of adequate resources in the areas of faculty support, staffing, technological capacity and software capabilities [Standard 2.F.1].

2.G Physical and Technological Infrastructure

Physical Infrastructure

The university does have some issues related to its buildings as they are old. The main academic building is over 100 years old and the administration building is also quite old. NUNM does have a plan for updating the buildings and refreshing carpets, replacing roofs and HVAC systems; however, they also have financial constraints that limit them from completing all the work that could be done.

In addition, the evaluation team heard from students and others that **there is not enough study spaces on campus and the library study spaces are not sufficient for the needs they have.** They have added some study spaces in the past few years; however, these spaces may not be used to their full potential.

Another issue as NUNM moves forward is having adequate classroom space as programs expand. NUNM plans to add academic space when they raise the funds; however, as they have plans to continue expanding programs they will struggle with classroom space until such time as they can build new buildings or repurpose existing spaces (2.G.1).

The institution has adopted policies and procedures regarding the safe use, storage and disposal of hazardous and toxic materials. They do annual training, as well as have information on their web site related to the policies and procedures. They also use a contractor to do OSHA training and dispose of any hazardous waste or biomedical waste (2.G.2).

The institution received approval from the City of Portland on a 20-year master plan in September 2012. As part of this master plan the university has received approval to establish a green, integrated and sustainable campus. NUNM has completed some parts of the master plan related to a street vacation and some minor remodeling of space. They are working towards building a new building on campus that would connect to their current clinic. They have the funds available through reserves and excess funds from their recent refinance (2.G.3).

Existing equipment is sufficient to support the institutional function in support of the mission. The NUNM Facilities Manager has a plan to replace classroom desks and chairs. As funds become available, these upgrades are completed (2.G.4).

Technological Infrastructure

NUNM has been limited in what they have been able to do related to providing adequate technology systems and infrastructure on their campus. They have been able to provide some updates to Wi-Fi capabilities, particularly in the Academic Building, in response to input from students in the student satisfaction survey; however, financial limitations have prevented them from doing more at the present time (2.G.5).

Instruction in the use of technology for faculty, staff, students and administrators is decentralized on the NUNM campus. The IT department is responsible for computer specific training on standard computer software. Academic support staff are responsible for training faculty in the various software systems that they would use, other than the LMS. Training on

the LMS falls under the Webmaster position, who is part of the Marketing department. This decentralized system seems to work well for NUNM at this time (2.G.6).

There is an Information Technology Team (ITT) that provides input for technology needs of the institution. The ITT consists of employees from various departments around the university. In addition, there are task oriented teams that have responsibility for looking at software and other related technology needs of the institution (2.G.7).

NUNM does have a policy for the replacement of computers for faculty and staff. They do not appear to have a replacement plan for other facets of their technology infrastructure, such as routers, switches, servers, wiring, etc. (2.G.8).

Concern: Student study space in the library as well as other study space on campus are not meeting demand. NUNM is encouraged to evaluate classroom space as they move forward with continued program expansion [Standard 2.G.1].

Standard Three—Planning and Implementation

3.A Institutional Planning

A Framework for Action 2012-2017 is NUNM's current strategic, integrated plan. It is the second of a three-phase planning process that is designed to coincide with the seven-year NWCCU evaluation cycle. The third phase (2017-2022) is close to approval and broad dissemination. Within the framework of the strategic plan, the NUNM Board and administrators conduct ongoing planning in support of the mission. These plans are developed through Board committees and committees associated with the President's Cabinet. Regular, formal communication within the administration disseminates plans to the appropriate constituents (3.A.1).

Development of *A Framework for Action 2012-2017* as well as operational plans within its framework are based on representation through the administrative structure. This broad-based approach seeks to provide opportunity for input from students, staff, and faculty, and this approach seems to work well in many areas. For example, particular attention seems to be paid to student responses. Although staff members note the collaborative nature of planning in some areas, others are concerned that their ideas may not be heard or considered (3.A.2).

NUNM's comprehensive planning process is confirmed by reports regarding existing programs and planning processes for new programs. Reports from the Student Government Association, The Faculty Senate, and the Staff Association are considered by the Board at each meeting. The institution is poised to apply appropriately defined data to evaluate mission fulfillment. Program assessment plans are in place and the assessment infrastructure is being developed. The team noted NUNM held a "Closing the Loop" retreat designed to evaluate assessment data for planning purposes. This retreat seems to include administrators only as other campus

constituencies were unaware of the process. **Continuing to implement data analysis and application will strengthen NUNM's planning processes** (3.A.3).

A Framework for Action 2012-2017, and the subsequent Phase III plan, articulates priorities and guides decision-making. The Board, President, and administration use the plans for resource allocation, program design, and mission-centered growth (3.A.4).

The institution has an emergency preparedness and contingency plan that is posted on the NUNM website and is available to all constituencies. The emergency plan includes scenario responses and a framework for nimble responsiveness to maintain continuity. Recovery of operations is cursorily addressed in the published plan (3.A.5).

Concern: While plans are in place for program assessment, implementation of data analysis and application at the institutional level to promote planning for continuous improvement can be strengthened (3.A.3).

3.B Core Theme Planning

The three core themes identified by NUNM are: student success, teaching and learning, and professional vitality. The core themes are central to the NUNM mission. Planning and implementation of the core themes and associated objectives and indicators are undertaken for all three core themes together. NUNM has addressed core theme planning in this manner in the Self-Evaluation Report. The evaluation team, therefore, will address core theme planning across all three core themes, rather than addressing each core theme individually.

As confirmed by review of the Board of Directors committee minutes, core theme planning involves the Board of Directors committees' showing consistency with policies and strategic planning (i.e., *A Framework for Action*) (3.B.1).

As ascertained by the Institutional Research and Compliance Department (IRC) and the Institutional Assessment Committee (IAC) in collaboration with programs and services, core theme planning was aligned with programs and services (3.B.2).

Based on the Self-Evaluation Report and an interview with the Institutional Assessment Committee, appropriate data was defined, collected, and evaluated for core theme planning (3.B.3).

Standard Four—Effectiveness and Improvement

4.A Assessment

The Office of Institutional Research and Compliance—with the support of the Institutional Assessment Committee, Deans, Chairs and faculty—engage in ongoing systemic collection of and analysis of data from various sources.

In delivering outcomes based curricula that ensure that all graduates achieve the minimal competency standards, **it is difficult to determine alignment of course learning**

outcomes/competencies and assessment of these outcomes/competencies based upon course syllabi. Although a universal course syllabus template has been approved, not all faculty use this template in all programs and, therefore, it is difficult to determine if all graduates achieve minimum competency standards based upon lack of alignment of course outcomes/competencies and the assessment of these competencies (4.A.1).

The institution, via its Institutional Assessment Committee (that consists of the Office of Institutional Research and Compliance, the academic deans, and leaders from Student Services), meets in a focus task force manner. Efforts at standardization and streamlining do occur between colleges and programs, where appropriate; however, these efforts are geared towards current issues and the next task (e.g., the next programmatic or regional accreditation report).

Program assessment plans are in place at NUNM and the faculty has a primary role in evaluating educational programs and services. Outcomes are articulated for academic programs; however, the outcomes are not connected to specific assignments or assessments. Baselines and targets are not consistently stated across programs. No evidence was found for a systematic review process (4.A.2).

With respect to Core Theme One: Student Success, student success is assessed via regular student satisfaction surveys and analysis of attrition. Program deans and student services leaders regularly review this process. Regular assessment of student achievement through clinical entrance and exit exam pass rates within some programs are used to evaluate indicators for Core Theme Two: Teaching and Learning. Continuing Education offerings, alumnae/i employment and satisfaction, and student surveys and research design are used as indicators for Core Theme Three: Professional Vitality. Course, program, and degree learning outcomes are not comprehensively assessed for all programs (4.A.3).

Whereas there is ample evidence that alignment, correlation, and integration of programs takes place at the intra-program and inter-program level, the institution lacks a holistic alignment process with respect to core theme evaluation (4.A.4).

The holistic evaluation of the alignment, correlation, and integration of programs and services with respect to core theme accomplishment was addressed through review of the strategic plan and self-evaluation materials, combined with interviews of faculty, administration and staff. **Although the institution excels in focused and targeted action for specific programs and services, it lacks holistic alignment of programmatic to institution level planning** (4.A.5).

The institution has academic and programmatic assessment plans that are in process of implementation. Such plans are reviewed by individual programs and offices. There is currently not evidence of a regular review of assessment processes at the institutional level (4.A.6).

Concern: Lack of consistency in syllabus templates and assessment measures, where standardization is appropriate, potentially increases student confusion and lack of understanding in achieving course outcomes. Program plans do not contain any baselines or targets making analysis of continuous improvement difficult (4.A.1).

Concern: The institution lacks concerted and explicit leadership in institutional assessment (4.A.1).

Concern: Whereas outcomes are articulated, outcomes are not connected to specific assignments or measurements. Baselines and targets are not consistently stated across programs. Furthermore, this process is not systematized. No evidence was found for a systematic review process (4.A.2)

Concern: The institution lacks holistic alignment of programmatic to institution level planning (4.A.5).

Concern: Although programmatic assessment plans are in place, the university lacks a regular review of its assessment process at the institution level (4.A.6).

4.B Improvement

NUNM has identified meaningful indicators of achievement for the three core themes. Assessments of programs and services are planned for identifying meaningful achievement of those indicators. Six indicators have been chosen to address mission fulfillment. Although assessment plans are in place, distribution of assessment results to appropriate constituencies is variable. Planning and implementing a more comprehensive mechanism for disseminating assessment data among constituencies will aid in informed, evidence-based decision making. After review of materials and interviews with Student Services staff, with regard to the core themes of Student Success and Professional Vitality, the institution uses meaningful indicators and uses judicious and targeted allocation of resources in a timely manner to enhance programs and services. For the core theme of Teaching and Learning, allocation of resources was considered inadequate, as evidenced by interviews with faculty on the subjects of professional development and research endeavors. Improved assessments will be beneficial for planning for allocation of resources in this area (4.B.1).

The institution provided several examples of using assessment results to inform planning of academic and learning-support services. For example, overall deficiencies in student writing have prompted the following enhancements: planned establishment of a writing center, changes from writing workshops to technical writing courses, as well as a writing sequence outcomes coordination between undergraduate and graduate programs. Continued use of assessment results in this way will enhance student learning (4.B.2).

Compliment: For the core themes of Student Success and Professional Vitality, the institution provided multiple examples of evidenced based decision making to revise and enhance programs and services.

Concern: After review of program assessment plans, course syllabi, and interviews with students, faculty, and deans; with respect to the core theme of Teaching and Learning, evidence of adequate assessment and continuous improvement was variable (4.B.1).

Concern: For the core theme of Teaching and Learning, allocation of resources was inadequate, as evidenced by interviews with faculty on the subjects of professional development and research endeavors (4.B.1).

Concern: With respect to processes, the institution does use assessment results to inform planning at the program level; however, synthesis needs to be further enhanced to surface wider institutional level issues, which could potentially leverage resources more effectively (4.B.2).

Standard Five—Mission Fulfillment, Adaptation, and Sustainability

5.A Mission Fulfillment

The NUNM Board and administration engages regularly in systematic self-reflection. They are attuned to the institution and use evidence-based assessment to inform decision-making and strategic planning processes. The institutional leadership, faculty, and staff are very clear about the mission of the institution and make decisions in support of the mission. A strategic planning database (SPOL) has been put into place to track assessment data and will be a useful tool for informing institutional evaluation of mission fulfillment. The NUNM Alignment Model, from *A Framework for Action 2012-2017* strategic plan, illustrates how shared purpose, vision, and values inform the mission of NUNM (5.A.1).

Six representative core theme indicators have been chosen by NUNM to make determinations of quality and effectiveness in support of mission fulfillment. Those core theme indicators are:

- student attrition data
- first-time pass rates on clinical entrance and exit exams for students in the first professional degree programs
- first-time pass rates for graduates of the first professional degree programs for the NPLEX (Naturopathic Medicine) and NCCAOM (Acupuncture and Herbal Medicine) examinations
- mean responses for specifically targeted questions in program-level annual exit surveys with questions designed toward understanding the level to which the curricula retain the classical roots of their medicines
- percentage of alumnae/i who report they are employed in a field directly related to their NUNM degree
- alumnae/i perception of how well NUNM prepared them for a career in their profession.

Most of these indicators include direct measurement assessments that inform mission fulfillment. Each degree program has an assessment plan in place that maps programmatic competencies; as data are gathered through implementation of these plans, rich assessment results will be available for the determination of mission fulfillment. Student survey results, and

some other assessment data, are shared broadly with specific committees and administrative bodies. Dissemination from these administrative groups to the remainder of the campus community is variable. The strategic plan, financial reports, and demographic statistics are presented on the NUNM website (5.A.2).

5.B Adaptation and Sustainability

The NUNM administration engages in ongoing, systematic evaluation of resources, capacity, and effectiveness of operations. Being mission-centered, NUNM uses these evaluations to determine if the goals of its programs are being achieved. These processes are self-reflective and evidence-based (5.B.1).

NUNM is responsive to data that inform institutional capacity and resource allocation. For example, the annual budget planning process is thorough and evidence-driven. Evaluation results are used to implement changes, if capacity allows for such changes. Allocations of limited resources are carefully determined. Continued use of evaluation results to inform all planning and practices will be enhanced as more data become available through implementation of assessment plans, increased use of SPOL (the strategic planning database), and broad dissemination of assessment results. In the interim, careful attention to balancing challenging budget situations with program expansion will be required (5.B.2).

NUNM is particularly responsive to current trends and expectations of internal and external health care environments. Analysis of the local, national, and international health care environments play a prominent role in strategic planning processes. Student survey results, focus groups, and other measures of the internal environment currently inform both short-term and strategic planning. Planned assessments will inform the decision-making and strategic planning processes further. **Purposeful planning focused on addressing cultural competency and inclusion throughout the institution in response to emerging patterns, trends, and expectations of the internal and external environments is an area identified by the evaluators for sustained strategic planning work in support of the NUNM mission.**

The NUNM Board and administration has been particularly nimble in identifying program development areas that will increase the institution's responsiveness to changing health care environments while maintaining the classical roots of the programs. Judicious adjustments to the NUNM mission, such as inclusion of "research" in the mission statement, serve to define future directions in the context of a targeted mission (5.B.3).

Compliment: NUNM is responsive to internal and external health care environments, identifying emerging patterns and trends and evaluating those trends in the context of the mission to define future directions of the institution.

Concern: Purposeful attention and planning focused on multiculturalism, cultural competency, and inclusion throughout the institution to respond to the emerging patterns, trends, and expectations of the internal and external environments is insufficient.

Conclusions

Commendations and Recommendations

Commendations

1. The evaluation team commends NUNM for its mission statement that concisely articulates the foci and purposes of the NUNM programs.
2. The evaluation team commends NUNM on offering self-sustaining Continuing Education programs that are extensive, mission centered, and evidence-based.
3. The evaluation team commends the NUNM faculty for its commitment to curricula, programs, and student development.
4. The evaluation team commends the NUNM staff for their nimbleness and responsiveness to program expansion.

Recommendations

1. The evaluation team recommends program assessment plans be implemented to identify achievement of student learning outcomes that reflect norms and equivalencies in higher education [Standard 2.C.1, 2.C.3].
2. The evaluation team recommends program assessment plans be made more conducive to continuous improvement by including baselines/targets, clarifying faculty involvement, and incorporating data in program assessment [Standards 2.C.1; 4.A.1; 4.A.5; 4.A.6; 4.B.1].
3. The evaluation team recommends that the institution provides assessment support at the institutional level, including implementation, evaluation, and feedback to promote continuous improvement [Standards 3.A.3, 4.A.2, 4.A.3, 4.A.4, 4.B.2].
4. The evaluation team recommends appropriate training opportunities in instructional design, instructional delivery, and assessment of student learning in support of faculty in their roles, duties, and responsibilities [Standard 2.B.3].
5. The evaluation team recommends NUNM devote purposeful attention and planning focused on multiculturalism, cultural competency, and inclusion throughout the institution to respond to the emerging patterns, trends, and expectations of the internal and external environments [Standard 5.B.3].
6. The evaluation team recommends NUNM provide institutional support for faculty to pursue research and grant opportunities commensurate with the institution's expectations [Standard 2.B.5].
7. As a continuation of Recommendation 2 of the Year Three Report (Spring 2014), the evaluation team recommends the Board review and revise the Bylaws' Article VIII.3.(b) to reflect financial practices [Standard 2.A.6].
8. The evaluation team recommends NUNM review fiscal planning to ensure adequate resources are available for the institution to demonstrate financial stability with sufficient cash flow and reserves to support its ongoing programs and services in addition to program expansion [Standard 2.F.1].