Portland, Oregon

Year Seven Comprehensive Self-Evaluation Report

February 2017

Prepared for:

Northwest Commission on Colleges & Universities
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Redmond, WA 98052

TABLE OF CONTENTS

INSTITUTIONAL OVERVIEW

National University of Natural Medicine (NUNM), home to the oldest programmatically accredited naturopathic medical education institution in North America, was established in 1956 under the name National College of Naturopathic Medicine (NCNM). During its first four decades of existence, the college had one primary objective: education leading to the Doctor of Naturopathic Medicine (ND) degree. In the 1990s, the college expanded its mission to include the training of other natural health care practitioners. In line with its classical approach to principles that guide naturopathic care, the college developed curricula emphasizing the holistic spirit of the classical teachings of Chinese medicine. With its shift to a multi-purpose institution, a new name was chosen – National College of Natural Medicine (NCNM) – and announced at its 50th Anniversary in 2006. In 2016, following Oregon HECC and NWCCU approval to offer undergraduate education, the institution changed its name again to reflect its status as a university. In June 2016, in honor of its 60th Anniversary, NCNM became known as National University of Natural Medicine (NUNM).

The ND program and its affiliated certificate programs are housed within the university's College of Naturopathic Medicine. The College of Classical Chinese Medicine offers three degree programs, the Master of Science in Oriental Medicine (MSOM), the Master in Acupuncture (MAc), and the Doctor of Science in Oriental Medicine (DSOM), as well as imbedded certificate programs. The institution is teaching out its MAc program as it considers a potential redesign of the smaller scope of practice reflected in the MAc in the context of NUNM's recently reframed MSOM and changes in accreditation standards of the specialty accreditor. Profession-wide discussions are currently underway as regards the use of the word "Oriental" in degree titles. NUNM is monitoring that discussion closely and will apply for a change to the titles of the MSOM and DSOM utilizing input resulting from those discussions.

In 2012, the School of Research and Graduate Studies (SoRGS) was developed to house programs supporting health and natural medicine themes central to the institution's core programs in naturopathic and classical Chinese medicines. SoRGS currently offers the following four master's programs: Master of Science in Integrative Medicine Research (MSiMR); Master of Science in Nutrition (MScN); Master of Science in Global Health (MScGH); and Master of Science in Integrative Mental Health (MSiMH). NWCCU has also approved a Master of Science in Sports Medicine (MScSM) degree. It is anticipated that the first class could matriculate as early as fall 2017 or winter 2018. These master's programs deliver education that either complements a clinical degree, such as the ND, MSOM, and DSOM, or leads to non-clinical career paths. NUNM students may pursue two graduate or first professional degree programs concurrently.

In fall 2016, the School of Undergraduate Studies (SUS) matriculated its first cohorts to the Bachelor of Science in Integrative Health (BSiHS) and Bachelor of Science in Nutrition (BScN) programs. These programs provide the final two years of study for undergraduate students interested in pursuing careers or further training and/or research in the natural health sciences and are tailored to our graduate level offerings.

Since 1956, NUNM has awarded 2,997 degrees, with many graduates receiving more than one degree. The following table provides an overview of programs including program length, identification of the first year the institution matriculated students into the program, and the number of graduates as of June 2016, our most recent commencement.

OVERVIEW OF DEGREES AWARDED BY PROGRAM

Program	Program Length	Year first entering class	# grads as of June 2016
BS Integrative Health	2 years plus transfer credit	2016	0
BS Nutrition	2 years plus transfer credit	2016	0
DSOM	4 years	2015	2
MAc	3 or 4 years	2008	102
MSiMR	2 years	2011	38
MScN	2 years	2013	122
MScGH	2 years	2014	11
MSiMH	4 years (concurrent degree)	2015	0
MSOM	4 years	1998	379
ND	4 years	1956	2,343
		Total Degrees Awarded	**2,997**

The campus is located one mile south of downtown Portland, close to both Oregon Health & Science University and Portland State University. As of fall 2016, NUNM is home to 653 full- and part-time students and 317 employees. Buildings within the campus footprint consist of the following:

- Academic Building, a total of 60,000 square feet, includes classrooms, lecture halls, laboratories, the library, a few offices, and the NUNM Store;
- Administration Building, provides the bulk of the university's office space and includes the newly-opened Stone-Bleything Wing;
- Radelet Hall (formerly known as the Annex), a large lecture space named in honor of Betty Radelet, ND, DC, the first woman to graduate from the institution;
- NUNM Health Center-Lair Hill incorporates 18,000 square feet of consultation, examination, and treatment rooms, and a lab and medicinary;
- The Services Building, currently under consideration for repurposing, provides a total of 8,824 square feet;
- Three houses owned by NUNM are located within the campus footprint, two of which are rental properties, and the third, Spaulding House (purchased and repurposed in 2014-15), accommodates the NUNM Institutes (excluding Helfgott Institute).

Also part of the campus but outside the campus footprint is the Helfgott Research Institute and Community Education Center, home to NUNM's research activities and Charlee's Teaching Kitchen. Helfgott was established in 2003 with the mission of conducting rigorous, quality research on the art and science of healing, specifically working to understand natural forms of medicine. The institute includes a classroom, clinical research laboratory, and office space. In addition to pursuing grants funded by sources such as the National Institutes of Health's National Center for Complementary and Alternative Medicine, Helfgott pursues collaborative grants with other institutions such as Oregon Health & Science University, as well as company funded research. Through the institute, students are provided the opportunity to participate in and pursue their own individual research under the guidance of faculty mentors.

In addition to the Health Center within the campus footprint, the university operates a clinic in Beaverton, Oregon (added since the Year Three report) and 17 community clinics in the Portland area. The community clinics offer low-cost medical care to medically underserved populations and provide our medical students with an expanded patient base.

In September 2012, the City of Portland approved the university's Campus Master Plan that provides a blueprint for future campus development and growth. The goals outlined in the plan are designed to allow for flexibility and incremental improvement, providing a framework that will grow the campus in a manner that serves NUNM's long-term academic needs. (See Standard Two, 2.G.3., page 91, for further discussion of the master plan.) In executing the master plan, a number of facilities changes have occurred since the Year Three report and are detailed under *Changes to Facilities* in the Preface.

As part of the master planning process, NUNM commissioned ECONorthwest to measure the economic impact of NUNM's activities on the three-county Portland metropolitan area. The Economic Impact Report, dated March 7, 2012, is based upon data from Academic Year 2011, and indicates that, in total, NUNM spending and activities were associated with $55.9 million in economic activity to the Portland metropolitan area.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: National University of Natural Medicine (NUNM)

Address: 049 SW Porter St

City, State, ZIP: Portland, OR 97201

Degree Levels Offered: X Doctorate X Masters X Baccalaureate ☐ Associate ☐ Other

 If part of a multi-institution system, name of system: _____

Type of Institution: ☐Comprehensive ☐Specialized X Health-centered ☐Religious-based ☐ Native/Tribal ☐Other (specify) _____

Institutional control: ☐ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
X Private/Independent (X Non-profit ☐ For Profit)

Institutional calendar: X Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education.

Program or School	Degree Level(s)	Recognized Agency	Date
Doctor of Naturopathic Medicine	Doctoral	Council on Naturopathic Medical Education (CNME)	2014
MS in Oriental Medicine	Masters	Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)	2016

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: .50)

Official Fall ___2016____ (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2016	One Year Prior Dates: 2015	Two Years Prior Dates: 2014
Undergraduate	26	N/A	N/A
Graduate	197	189	140
Professional	558	582	652
Unclassified	N/A	N/A	N/A
Total all levels	638	621	607

Due to concurrent enrollment, program totals exceed total FTE)

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

Official Fall ___2016_____ (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2016	One Year Prior Dates: 2015	Two Years Prior Dates: 2014
Undergraduate	28	N/A	N/A
Graduate	201	184	140
Professional	567	573	657
Unclassified	N/A	N/A	N/A
Total all levels	653	635	617

Due to concurrent enrollment, program totals exceed total headcount)

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number   Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	6	0	0	0	0	0	0	6
Associate Professor	7	0	0	0	0	0	0	7
Assistant Professor	27	0	0	0	0	7	0	20
Instructor	1	0	0	0	1	0	0	0
Lecturer and Teaching Assistant	0	12	0	0	0	0	0	0
Research Staff and Research Assistant	2	8	0	0	0	0	0	2
Undesignated Rank	0	147	0	0	0	0	0	0

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	100,362	23
Associate Professor	82,764	5
Assistant Professor	64,526	7
Instructor	26,385	21
Lecturer and Teaching Assistant	NA	NA
Research Staff and Research Assistant	48,210	2
Undesignated Rank	NA	NA

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:	June 2017				
Reporting of income:	Accrual Basis		X Accrual Basis		X
Reporting of expenses:	Accrual Basis		Accrual Basis		

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:2016	One Year Prior to Last Completed FY Dates:2015	Two Years Prior to Last Completed FY Dates:2014
CURRENT FUNDS			
Unrestricted			
Cash & Certificates of deposit	6,197,085	5,787,921	4,876,540
Investments	72,655	72,655	79,520
Accounts receivable gross	371,656	323,879	162,051
Less allowance for bad debts	(69,716)	(69,716)	(43,421)
Inventories	124,097	162,730	192,156
Prepaid expenses and deferred charges	126,664	119,029	108,732
Other (identify)			
Due from			
Total Unrestricted	6,822,441	6,396,498	5,375,578
Restricted			
Cash	2,130,979		
Investments			
Other (identify)			
Due from			
Total Restricted	2,130,979		
TOTAL CURRENT FUNDS	8,953,420	6,396,498	5,375,578
ENDOWMENT AND SIMILAR FUNDS			
Cash & Certificates of deposit	91,379	1,192,362	1,188,534
Investments	1,076,599		
Other (identify)Notes Receivable	170,165	173,504	176,712
Due from			
TOTAL ENDOWMENT AND SIMILAR FUNDS	1,338,143	1,365,866	1,365,246
PLANT FUND			
Unexpended			
Cash			
Investments			
Other (identify)Construction in process			
Total unexpended			
Investment in Plant			
Land	5,633,637	5,633,637	5,633,637
Furniture, Fixtures, Equipment, Vehicles	1,816,100	1,714,521	1,518,884
Buildings	14,621,882	14,488,270	14,374,645
Construction in process	225,228		
Less: Depreciation & Amortization	(5,474,689)	(4,769,527)	(4,093,424)
Other (identify)Vehicles			
Total investments in plant	16,822,158	17,066,901	17,433,742
Due from			
Other plant funds (identify)			
TOTAL PLANT FUNDS			
OTHER ASSETS (IDENTIFY)LOAN FEES	226,973	63,663	84,571
TOTAL OTHER ASSETS			
TOTAL ASSETS	27,340,694	24,892,928	24,259,137

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:2016	One Year Prior to Last Completed FY Dates:2015	Two Years Prior to Last Completed FY Dates:2014
CURRENT FUNDS			
Unrestricted			
Accounts payable	366,173	519,656	664,557
Accrued liabilities (payroll)	1,281,675	1,120,251	891,680
Students' deposits	100,090	92,400	89,600
Deferred credits	37,630	13,512	39,643
Other liabilities (identify)			
Due to			
Fund balance	10,009,399	9,778,836	9,154,883
Total Unrestricted			
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance	1,350,470	994,169	788,932
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed			
Due to			
Fund balance	1,338,143	1,365,866	1,365,246
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended			
Investment in Plant			
Notes payable	12,857,114	11,008,238	11,264,596
Bonds payable			
Mortgage payable			
Other liabilities (identify)			
Due to			
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND			
OTHER LIABILITIES (IDENTIFY)			
TOTAL OTHER LIABILITIES			
TOTAL LIABILITIES	14,642,682	12,754,057	12,950,076
FUND BALANCE	12,698,012	12,138,871	11,309,061

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:2016	One Year Prior to Last Completed FY Dates:2015	Two Years Prior to Last Completed FY Dates:2014
Tuition and fees	17,945,368	16,905,695	15,813,527
Federal appropriations			
State appropriations			
Local appropriations			
Grants, gifts and contracts	1,984,928	1,620,047	2,316,562
Endowment income			
Auxiliary enterprises	3,394,282	3,416,537	3,053,015
Other (identify)	493,353	423,974	414,066
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	8,794,403	7,922,721	6,261,183
Research	782,060	547,773	297,865
Public services			
Academic support	960,586	1,223,950	1,238,089
Student services	1,865,707	1,615,320	2,384,753
Institutional support	4,300,378	4,034,963	3,933,708
Operation and maintenance of plant	2,579,112	2,299,321	2,162,872
Scholarships and fellowships			
Other (identify)			
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General	19,282,246	17,644,048	16,278,470
Auxiliary Enterprises			
Expenditures	3,976,544	3,892,395	3,597,051
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises			
TOTAL EXPENDITURE & MANDATORY TRANSFERS	23,258,790	21,536,443	19,875,521
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	559,141	829,810	1,721,649

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:2016	One Year Prior to Last Completed FY Dates:2015	Two Years Prior to Last Completed FY Dates:2014
For Capital Outlay	12,857,114	11,008,238	11,264,596
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not applicable				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not applicable				

DEVELOPMENT OF THE NUNM 2017 YEAR SEVEN COMPREHENSIVE SELF-EVALUATION REPORT

Since the Year Three Report, NUNM has conducted two self-studies, one for each of our specialty accreditation bodies, the Council on Naturopathic Medical Education (CNME) and the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Both reviews led to reaccreditation for the maximum amount of time awarded – seven years. The Core Themes provided guidance to both self-study processes and inform our program deans in the development and implementation of their strategic plans in support of the mission of the institution. Our three year self-study process launched in September 2013 with formation of the CNME steering committee and continued with the ACAOM steering committee in March 2015. Assessment processes, including recommendations from these self-studies, combined with the Year Three report, provide a foundation for the NWCCU Year Seven Comprehensive Self-Evaluation process. On July 21, 2016, the Year Seven Steering Committee, whose membership was derived from NWCCU Year Three, CNME, and ACAOM steering committees, met to discuss assignments specific to the Year Seven Report, including chair assignments for each of the Core Themes, writing assignments, review of documents received in trainings by members of the team, and review and editing of the timeline for completion of the Year Seven Comprehensive Self-Evaluation.

The first assignment was creation of a report (Core Theme Achievement Narrative – appendix 0.1) that provided a sequential discussion of all Core Themes, objectives, and indicators including data captured, utilization of data toward initiating improvements, and recommendations to improve indicators for the next seven year cycle. This document is referenced throughout this self-evaluation report. After completion of a first draft of appendix 0.1, the committee began updating Standards One and Two from the Year Three Self-Evaluation and drafting Standards Three, Four, and Five. A monthly meeting time was set aside for utilization by individual committees or the committee as a whole as needed, although most communications starting in August were via e-mail or through regularly scheduled team meetings.

The evaluation process led to generation of recommendations drafted by the Steering Committee. The finalized recommendations are provided throughout the self-evaluation and are summarized under Conclusions. Recommendations were reviewed and approved by the Academic Operations Team (January 5, 2017), President's Cabinet (January 10, 2017), and Enrollment Management Team (January 26, 2017). The Academic Affairs Committee of the Board endorsed the recommendations at its January 23, 2017 meeting. The full board approved the recommendations by electronic vote on February 1, 2017. Confirmation will be entered into the minutes of the February 24 board meeting.

The document "NWCCU Steering Committee Guiding Concepts" that summarizes the July 21, 2016 meeting is available in appendix 0.2. The table below provides a list of Steering Committee members and contributors.

ALPHABETICAL LIST AND INSTITUTIONAL ROLES OF
NWCCU STEERING COMMITTEE AND CONTRIBUTORS

Team Member	Institutional Role	Areas of Participation
Alexandra (Zally) Adams	Associate Dean for Academics, College of Classical Chinese Medicine	Steering Committee
Carrie Baldwin-Sayre	Associate Dean of Clinical Education, College of Naturopathic Medicine	Steering Committee
Gerald (Jerry) Bores	Executive Vice President of Finance and Administration/CFO	Steering Committee
Morgan Chicarelli	Director of Academic Success and Access	Standard 2.D
Joshua Corn	First Year ND Resident, former president Student Government Association	Reviewer of Year Seven Comprehensive Self-Evaluation Report

Regina Dehen	Dean of Health Centers, Chief Medical Officer	Steering Committee
Chelsie Falk	SoRGS faculty accreditation liaison	Steering Committee
Steve Fong	Information Technology Manager	2.G.5-2.G.8
Justin Fowler	Associate Director of Continuing Education	2.C.16-2.C.19; Core Theme Three
Leslie Fuller	Associate Dean of Residency and Academics for Naturopathic Medicine	Steering Committee
Kelly Garey	Registrar	Standard 2.D, Appendix 0.1
Brandon Hamilton	AVP of Enrollment Management	Steering Committee
Melanie Henriksen	Dean of College of Naturopathic Medicine	Steering Committee
Tim Irving	Dean of School of Undergraduate Studies, former chair of Faculty Senate	Steering Committee
Rachael Karlin	Program and Curriculum Review Committee Student Liaison (for Concurrent Programs)	Reviewer of Year Seven Comprehensive Self-Evaluation Report
Christoph Kind	Chair of Strategic Planning Committee of Board of Directors	Reviewer of Year Seven Comprehensive Self-Evaluation Report
Patti Kramer	Chair of Academic Affairs Committee of Board of Directors	Steering Committee; Reviewer of Year Seven Comprehensive Self-Evaluation Report
Dave McAllister	Facilities Manager	2.G.1-2.G.4
Laurie McGrath	Director of Institutional Research & Compliance	Steering Committee Co-Chair
Cheryl Miller	AVP Student Life/Dean of Students	Steering Committee
Georgia Portuondo	Senior Institutional Research Analyst	Steering Committee Co-Chair
Laurie Radford	Direct of Financial Aid	Standad 2.D
Judith Ramaley	Board of Directors	Reviewer of Year Seven Comprehensive Self-Evaluation Report
Laurie Regan	Dean of College of Classical Chinese Medicine	Steering Committee Reviewer of Year Seven Comprehensive Self-Evaluation Report
Heather Schiffke	Associate Dean, School of Research & Graduate Studies	Steering Committee
David Schleich	President	Standard Five; Reviewer of Year Seven Comprehensive Self-Evaluation Report
Angela Senders	Assistant Dean, School of Research & Graduate Studies	Steering Committee
Dylan Shanahan	SGA Board of Directors Liaison	Reviewer of Year Seven Comprehensive Self-Evaluation Report
Andrea Smith	VP Accreditation, Assessment & Compliance	Steering Committee
Sandra Snyder	Interim Provost/VP Academic Affairs	Steering Committee
Kathy Stanford	VP Human Resources	Steering Committee
Noelle Stello	NUNM Librarian	Preface, Standard 2.E
Deanne Tibbitts	Chair, Faculty Senate; Assistant Professor	Reviewer of Year Seven Comprehensive Self-Evaluation Report
Tafflyn Williams-Thomas	Career Services Manager	Core Theme Three
Adrienne Wolmark	Director of Counseling Services	Standard 2.D
Heather Zwickey	Dean SoRGS, Director Helfgott Research Institute	Steering Committee

INSTITUTIONAL CHANGES SINCE YEAR THREE REPORT

The following table provides an overview of changes in administrative roles since March 1, 2014. The table is alphabetical by last name of the employee and includes positions in academic or student affairs at the program chair level or higher and at the assistant director level or higher for non-academic areas.

Overview of Changes in Administration since Year Three Report (March 1, 2014)				
Name	**Former Role at NUNM**	**Current Role at NUNM**	**Date**	**Reports to**
Alexandra (Zally) Adams	New hire	Associate Dean of Classical Chinese Medicine	July 2016	Dean of Classical Chinese Medicine
Carrie Baldwin-Sayre	Adjunct Faculty	Associate Dean of Naturopathic Medicine	August 2014	Dean of Naturopathic Medicine
Gerald Bores	VP Finance & Administration/CFO	Executive VP Finance & Administration/ CFO	January 2016	President
Ryan Bradley	New hire	Assistant Director of Research	March 2015	Dean School of Research & Graduate Studies/Director Helfgott Institute
Spencer Brazes	New hire Chief of Security	Chief of Security Director of Security	September 2014 January 2016	Executive VP Finance & Administration/CFO
Morgan Chicarelli	Director Student Life and Inclusion	Director of Academic Success	December 2015	AVP Student Affairs/Dean of Students
Regina Dehen	Chief Medical Officer	Dean of Health Centers/Chief Medical Officer	June 2015	Executive VP Finance & Administration/CFO
Andrew Erlandsen	Fulltime faculty member	Chair MScN program, SoRGS	Fall 2014	Dean School of Research & Graduate Studies
Justin Fowler	Distance Learning Coordinator	Associate Director of Continuing Education	February 2016	VP Advancement
Leslie Fuller	Assistant Professor	Associate Dean of Naturopathic Medicine	August 2014	Dean of Naturopathic Medicine
Brandon Hamilton	Director of Admissions	Associate Vice President of Enrollment Management	July 2016	President
Tim Irving	Fulltime faculty member, Chair Faculty Senate	Dean of School of Undergraduate Studies	December 2016	Provost
Lindsey Johnson	New Hire	Associate Registrar	August 2016	Registrar
Sally Kalstrom	Financial Aid Counselor	Assistant Director of Financial Aid	January 2016	Director Financial Aid
Danielle Law	New Hire	Associate Director of Admissions	May 2016	AVP Enrollment Management
Siobhan Maty	Adjunct Faculty	Chair MScGH Program, SoRGS	July 2016	Dean School of Research & Graduate Studies

Andrew McIntyre	New hire	Associate Dean of Clinical Education, Classical Chinese Medicine	September 2016	Dean of College of Classical Chinese Medicine
Cheryl Miller	Dean of Students	AVP Student Affairs/Dean of Students	July 2015	Executive VP Finance & Administration/CFO
Nikki Myoraku	New hire	Assistant Registrar	February 2016	Registrar
Christopher Potts	New hire	Director of Student Life & Conduct	January 2016	AVP Student Affairs/Dean of Students
Heather Schiffke	Program Manager	Associate Dean of Administration SoRGS	March 2015	Dean School of Research & Graduate Studies
Angela Senders	Faculty and Assistant Director of Research	Assistant Dean SoRGS, Chair MSiMH Program	July 2016	Dean School of Research & Graduate Studies
Ayasha Shamsud-Din	New hire	Intercultural Engagement and Support Manager	June 2015	AVP Student Affairs/Dean of Students
Andrea Smith	Provost/VP Academic Affairs	VP Accreditation, Assessment, and Compliance	July 2016	President
Sandra Snyder	VP Marketing and Communications	Interim Provost/VP Academic Affairs	July 2016	President
Michael Sorensen	New hire	Executive Director of NUNM Health Centers (position vacant as of 12-13-16)	January to December 2016	Executive VP Finance & Administration/CFO
Kathy Stanford	New hire	Director of Human Resources	June 2014	VP Finance & Administration/CFO
	Director of Human Resources	VP of Human Resources	January 2016	Executive VP Finance & Administration/CFO
Noelle Stello	Associate Librarian	Librarian	July 2015	Provost
Kim Tippens	Associate Professor	Chair MSiMR Program	July 2016	Dean School of Research & Graduate Studies
Tafflyn Williams-Thomas	New Hire	Career Services Manager	March 2014	AVP Enrollment Management

PHYSICAL CHANGES

A seven year lease agreement concluded with the purchase in December 2015 of three buildings. The building that houses the NUNM Health Center – Lair Hill and the adjacent Services Building are two of these. The lease purchase arrangement included a term certain agreement for a 1031 exchange within the provisions of IRS regulations. The refinancing structure included a SNAP bond issued through the State of Oregon Facilities Authority, in collaboration with Pacific Continental Bank. Currently under consideration is utilization of surplus proceeds from the refinancing to repurpose the Services Building into a modern, multi-purpose, educational facility to house new programming and to expand support for existing programming. The third building, a warehouse attached to the campus Health Center building, was demolished to create the Min Zidell Healing Garden, one of three greenspaces within the NUNM footprint.

The Zidell Garden is a botanical teaching garden with a labyrinth and gazebo. Galen's Way Garden, adjacent to one of our rental properties, is a community garden.

Spaulding House, as discussed in the Institutional Overview, was purchased and repurposed in 2014-15, and accommodates the NUNM Institutes (excluding Helfgott Institute). These Institutes – Age Wise, Food as Medicine, Traditional Roots, and Women in Balance – reflect an expansion in our community education offerings, providing tastes of our medicines for the general public as well as augmenting not-for-credit educational opportunities to our internal community. Spaulding House provides a strategic corner property that allowed NUNM to apply for decommissioning of a street for which the City of Portland has approved the final steps allowing us to convert it into a third green space to be named the Minh Chau Garden. Since the Year Three Report, the university also opened a clinic in Beaverton, Oregon.

SUBSTANTIAL CHANGES WITHIN DEGREE PROGRAMS

The first year of a redesigned ND program was implemented in academic year 2015-16. The redesigned curriculum includes block modules, earlier clinical exposure, an increase in active learning, and a more vigorous development of our students' critical thinking skills. Although a four year program, teaching out the foundational curriculum will take six years because of students enrolled concurrently in more than one degree program. For example, concurrent study of the ND and MSOM is designed as a six year track. The curriculum change was approved through NUNM's internal change processes including faculty review and by its specialty accreditor, Council on Naturopathic Medical Education.

The competencies of the MSOM degree program are now nested within the competencies of the DSOM program. Through the faculty driven process of developing the DSOM, the MSOM program learning outcomes and competencies were refined.

New Programs Implemented

A number of degree programs have been implemented since the Year Three Report was submitted on March 1, 2014. Two are housed within the School of Research and Graduate Studies – Master of Science in Global Health and Master of Science in Integrative Mental Health. Within the College of Classical Chinese Medicine, the DSOM degree launched September 2015. Two undergraduate degrees within our new School of Undergraduate Studies admitted their first students in September 2016. Below are overviews of our new for credit degree programs.

School of Research and Graduate Studies (SoRGs)

The School of Research and Graduate Studies has implemented two new master degree programs since the Year Three Report: Master of Science in Integrative Mental Health (MSiMH) and Master of Science in Global Health (MScGH). As of fall 2016, NUNM has a total of 23 MScGH students and has graduated 11 students with this degree. As of fall 2016 there are 32 MSiMH concurrent track students. There are not yet any graduates from this program.

OVERVIEW OF STUDENTS, NEW SORGS PROGRAMS

	MSiMH	MScGH
Stand alone	0	14
Concurrent ND	22	8
Concurrent MSOM	3	
Concurrent DSOM	7	1
Total	**32**	**23**

A number of revisions have been implemented to these two new programs as a result of the ongoing program evaluation process.

Master of Science in Global Health - MScGH
The first cohort of MScGH students was admitted in fall 2014. Significant revisions have been made to the MScGH during the first two years in response to structural, academic, and student needs. These changes include a realignment of the program to follow a public health degree model, changes to both required and elective courses, and revisions to the fieldwork and cultural immersion trip portions of the program. These changes are outlined in more detail below. The movement toward a more traditional public health degree was a result of an analysis of jobs in the global health field. Because most jobs are public health oriented, the public health focus will make NUNM graduates more competitive for these positions. A global health manual was created to outline all aspects of fieldwork site and student expectations (available on site). Students in the MScGH program, unlike some master's programs, complete cultural immersion trips and a fieldwork project as a requirement for degree completion. The MScGH emphasizes a whole-systems approach to global health, while accentuating public health through traditional and integrative medicine education. Students consider traditional and preventive integrative medicine solutions for a variety of global health challenges.

Revisions to the MScGH program after year one include strengthening core knowledge, mentoring, and the development of learning contracts to help track field work learning objectives. Because incoming students were not familiar enough with integrative medicine modalities and traditional therapies, the *Intro to Integrative Medicine* course has become a required course for students in the MScGH program. Additionally, two electives were added – *Technical Writing* and *Grant Writing* – with a specific focus on writing foundation and community based grants. Revisions were made to improve the Global Health Discussion Series. A formalized mentorship program was established in which learning contracts are used to outline fieldwork outcomes tailored to individual student projects. More detail on this can be found in the global health manual.

Following the second year of the MScGH program there were some course rearrangements and electives added based on evaluation of student skills. *The Global Health Practicum* was redesigned to have a more formalized curriculum, which involves working with community partners. Timesheets were implemented to track fieldwork hours and activities as well as increase accountability. Cultural immersion trips are now required rather than electives.

Master of Science in Integrative Mental Health - MSiMH
The MSiMH program's first enrollment of 18 students was in fall 2015. The MSiMH only admits students who are concurrently enrolled in a medical degree at NUNM or are already licensed clinicians. The current enrollment for this program is 32 students. The MSiMH program will graduate its first class in spring 2019 and is designed to train practitioners in a whole systems approach to mental and emotional wellbeing. The curriculum combines complementary modalities such as nutrition, mind-body medicine, and somatic therapies with conventional care for mental health concerns, and culminates in a nine month clinical practicum in which students apply their knowledge and skills with clients in a real-world clinical setting.

Revisions and proposed changes were evaluated at the end of the first year after having MSiMH specific focus groups. After the first round of focus groups, the creation of a required counseling skills tutorial occurring in year two of the program was implemented in order to bridge the skills taught in years one and three of the program. The course was also moved to earlier in fall term so that students experience this skills training for use in later course work.

Since the NWCCU Year Three Report, indicators in support of objectives and Core Themes have been developed for both of these new programs. These include development of program specific annual exit survey questions toward assessing the level to which the curricula retain the classical roots of their medicines, and indicators for achievement of minimum competency standards utilizing data from clinical entrance and exit exams in the MSiMH and rubric-guided evaluations of written and oral presentation of

practical fieldwork projects for the MScGH. The Core Theme Achievement Narrative (appendix 0.1) provides additional information concerning the new indicators.

<u>Impact on the Institution of the Addition of the New Master's Programs</u>
This School now offers four graduate programs: Master of Science in Integrative Mental Health (MSiMH), Master of Science in Global Health (MScGH), Master of Science in Nutrition (MScN), and Master of Science in Integrative Medicine Research (MSiMR). A Master of Science in Sports Medicine has been approved by NWCCU but has not yet been implemented.

Students from the Colleges of Naturopathic and Classical Chinese Medicine may take elective courses within SoRGS or complete second degrees to enhance their education and future job opportunities. Based upon enrollment figures, elective course offerings have been adjusted to match the enrollment demand. Less popular electives may only run once per year or once every other year. Popular electives will continue to run twice per year. Faculty are shared among the various colleges and schools, providing a consistent set of natural medicine values and principles for all students at NUNM. The addition of these programs is attracting students and faculty with a broader scope of interests, and different backgrounds and skill sets. This ultimately strengthens the university and expands the knowledge base available to the natural medicine community.

<u>Adequacy of Administrative, Faculty, Financial, Library, and Facilities Support for the Program's Objectives</u>
In 2012, NUNM opened the Helfgott Research Institute & Community Education Center in a newly renovated building a few blocks north of the academic campus. This building, which previously housed the NUNM teaching clinic, now provides a facility for the School of Research and Graduate Studies. It contains space for faculty offices, some study space, and a conference area. There are three teaching spaces that include a classroom, teaching kitchen, and a basic science laboratory. In addition, courses may be offered on the main academic campus.

The registrar was able to successfully schedule classes for all programs using existing space for the 2016-17 academic year; however, the individual schedules of some students within the School of Research and Graduate Studies was not optimal utilizing existing classrooms.

Recommendation: The schedules of some students in Academic Year 2016-17 was not optimal utilizing existing classrooms. With new classes offered in the coming year, it is recommended that an additional classroom is identified and converted for the coming academic year.

The dean of the School of Research and Graduate Studies oversees the degree programs. The dean also serves as the director of Helfgott Research Institute, with the support of an associate director. The leadership structure includes an associate and an assistant dean as well as degree program chairs. The selected chair faculty members receive administrative work units under their faculty contracts. Chair duties include, but are not limited to, program promotion, evaluation of applications for admission, evaluating transfer credit, ensuring program outcomes and competencies, running faculty meetings, and student advising.

We began the new degree programs by utilizing existing teaching faculty and have hired additional adjunct faculty as necessary. There are currently five full-time faculty in the MScGH program, and one full-time faculty member in the MSiMH program. The faculty for both programs are conventionally qualified and diverse in their education and experience and possess the following graduate degrees: PhD, ND, MCR (Master of Clinical Research), MSW, EdM, and MPH. The long-term plan is to increase the number of full-time faculty as student enrollment increases.

Administrative support is currently adequate; however, it will need to increase as the number of students in the degree programs rises. An example is in the area of admissions. By academic year 2018-19 it is anticipated that an admissions counselor dedicated to the School of Research and Graduate Studies will be needed, and the Admissions Office is tracking this need in their budget planning processes.

Recommendation: The Office of Admissions will continue to monitor the need for program specific admissions counselors, especially within the multi-program School of Research and Graduate Studies.

The direct costs of instruction are covered by tuition from the programs. With increased enrollment, the five year plan for the School projects that within three years the programs will be able to cover overhead expenses in addition to program costs.

The School has appointed a faculty representative to attend the quarterly Library Committee meetings to discuss the specific needs of the graduate school. The NUNM library has invested resources toward improving holdings in anticipation of the new graduate programs. In fall 2014 we added the Scopus database, a citation and abstract database of peer-reviewed literature covering over 21,000 journals, books and conference proceedings in a wide range of fields including science, technology, medicine, and the social sciences. This database is of particular interest to researchers because it includes citation indexing, which provides a way to judge the impact of a research article by tracking who cited it in later publications. PsycARTICLES full-text databases were added fall 2015. The Journal of Hunger & Environmental Nutrition, added in fall 2016, addresses global food and water system issues that impact access, nutrition, human health and ecological health. In fall 2016, we also subscribed to *Wise Traditions in Food, Farming, and the Healing Arts*, the Weston Price Foundation's quarterly journal. The NUNM library does not hold a substantial eBook collection; in fall 2015 it purchased 12 titles, of which four are titles relevant to SoRGS programs. A small budget for eBooks is available in the current academic year and will be considered by the Library Committee as regards needs of the SoRGS degree programs. The technology within research libraries has evolved to include increasingly complex databases, and in the coming years, the library budget will include access to additional electronic resources related to global and mental health. The library has created library guides online including one for AMA citation style, in response to the feedback provided at the committee meetings.

Evidence of Program Effectiveness
Assessment of the two newest programs within the School of Research and Graduate Studies is integrated into the ongoing assessment processes already in place at NUNM. As is the case with all of the degree programs of the university, faculty of the new degree programs have mapped program competencies to the course level. SoRGS students join their peer NUNM students in regularly scheduled assessment efforts such as the annual student satisfaction survey, cultural climate surveys, quarterly student evaluations of courses and faculty, and the graduating student exit survey. NUNM conducts regular alumni surveys to assess alumni success. Graduates of the School of Research and Graduate Studies are included in this survey.

In addition to the anonymous course and faculty evaluations by students, faculty also complete a self-evaluation and meet with the dean or program chair for annual evaluation to discuss professional development and teaching strategies. Changes in course content and teaching effectiveness are addressed at these meetings and at additional meetings with faculty throughout the year.

Since these programs are relatively new, they are continuously being monitored for effectiveness through student performance, feedback, and internship or career placement. The following are examples of some of these program specific measures.

Indicators toward achievement of Core Themes and objectives have been developed for the new programs, and data is being tracked or is scheduled for tracking. An example of data already tracked includes exit survey data from graduating students and one-year-past-graduation employment data. For example, two graduating MScGH students from year one and several students from year two were hired directly by the organizations with which they interned.

Mean GPA data of incoming students is tracked. The table below provides the mean GPA of students accepted into the School of Research and Graduate Studies. The mean is consistent over the last three years.

MEAN GPA OF ACCEPTED APPLICANTS SCHOOL OF RESEARCH AND GRADUATE STUDIES		
2014	**2015**	**2016**
3.32	3.39	3.36

Scheduled for tracking are data from MSiMH clinic entrance exams and exit exams and scores on written and oral presentation of practical fieldwork projects for the MScGH.
Electives are monitored and adjusted or added as needed.

Continuing assessment of the effectiveness of the programs and program changes will be made using student achievement, faculty feedback and performance, as well as program effectiveness assessment. Formative assessment of the new programs is ongoing. Student satisfaction with their program is assessed quarterly. Student progress is assessed via the A-F grading system and by quarterly review by the program chair and the dean. Students in the MScGH program are assessed bi-quarterly by their mentor, the program chair, and the program dean. Rubrics have been established to determine appropriate progress and provide consistency across the coursework for both programs. Students who are not making satisfactory progress meet with the program chair and the dean to determine a corrective course of action, including increased meeting frequency. Students' educational experience culminates in a master's fieldwork project for global health, and in a clinical practicum for the MSiMH program. The data recounted above is used to inform program effectiveness and recommended changes.

College of Classical Chinese Medicine (CCM)
NUNM has launched one new program within its College of Classical Chinese Medicine since the Year Three Report: Doctor of Science in Oriental Medicine (DSOM). The MSOM program is fully contained within the DSOM, with the latter being an additional 48 credits and 582 hours. Following NWCCU approval in April 2015 to offer the DSOM, MSOM students were allowed to apply for and matriculate into the DSOM through an application process that includes the submission of essays and an interview with the program dean. As the degree is still in the approval process with the programmatic accreditor, the Accreditation Commission on Acupuncture and Oriental Medicine (ACAOM), students in the DSOM graduate with both the MSOM and DSOM degrees. Students in one of NUNM's other graduate degree programs may also apply for concurrent study of the MSOM/DSOM.

Impact on the Institution of the Addition of the DSOM Program
The College of CCM has long offered as electives many of the courses that distinguish the DSOM, such as the Classical Texts I-IX series and the Advanced Cosmology and Symbolism I-III series; however, the courses were not eligible for financial aid, a limiting factor for some students. While the MSOM program already met the majority of the doctoral level competencies defined by ACAOM, new courses were created for the DSOM to ensure and extend the level of attainment of these doctoral level competencies in the areas of systems-based medicine and professional development. These include CCM View of Biomedicine, Healthcare Landscape, Eastern and Western Correspondences, and Imaginal and Experiential Inquiries I-XIII. MSOM students receive the benefit that they are able to access any of the DSOM-specific courses as

electives. The DSOM enables interested students to attain a higher level of fulfillment of the CCM mission with the support of federal financial aid. Students from the naturopathic medicine and SoRGs programs may also take the DSOM courses as electives, provided they have met the prerequisites.

To facilitate prioritization of schedules for students in multiple programs, each concurrent student is required to declare a primary program. In fall 2015, there were 19 entering NUNM students for whom a CCM program was their primary program (i.e. not ND-CCM concurrent students for whom the ND program is considered primary). Of these, 37% chose the DSOM program. In the winter admit cohort of that academic year, there were four entering DSOM students and no MSOM students. In the fall of 2016, 24 "primary CCM" students entered NUNM, of whom 67% chose the DSOM. The increase in the size of the entering "primary CCM" class, coincident with an increase in the percentage enrolling in the DSOM alerts us to the possibility of a trend. The admission data will continue to be tracked to discern whether the inauguration of the DSOM has indeed improved NUNM's market visibility and perceived value for applicants. During this same period, many AOM schools have experienced a decrease in admissions.

In addition to the data on entering students, it has also been fruitful for us to track current NUNM students transitioning between programs. The DSOM program received NWCCU approval in spring 2015, and currently enrolled students were allowed to apply to add the DSOM. In fall 2015, 32 MSOM students added the DSOM, as did 13 concurrent students. The total number of MSOM and DSOM students in fall 2015 was 163, of which 52 (32%) were DSOM. While the total number of MSOM and DSOM students remained substantially the same in fall 2016 (162), the number of DSOM students had increased to 64 (40%).

Since the start of fall 2015, 19 "primary ND" students moved to "primary DSOM" status and one Master of Science in Nutrition student switched to the DSOM program. Over this period, no "primary DSOM" students transferred to having their primary degree be either the ND degree or one of the SoRGS programs. The phenomenon of having students transfer between programs internally does not necessarily lead to a net financial gain for the institution and requires extra administrative work, such as tracking required to calculate attrition by program as well as for the institution. However, it increases the possibility that students will find their optimal program offering at the university. The data does support that the DSOM is a valuable addition to the collection of NUNM program offerings.

Revisions Based on the First Year of Experience
The College of CCM holds two half-day "Closing the Loop" retreats in the summer months in which a variety of course- and program-level assessments are reviewed by faculty and administration. Areas of success are evaluated for opportunities to enhance what is already working well, and solutions are sought to address areas of weakness/challenge. In the summer of 2016 retreats, a number of revisions were recommended that affect both the MSOM and DSOM programs. For example, it was decided that the "associate dean of clinical education will prepare updates by rotation type of the Clinic Evaluation Tool in an effort to simplify the form for use by faculty and students". This was accomplished in time for implementation in fall quarter 2016. (The new forms are available on site for review.) Another recommendation currently being pursued is the following: "Faculty will continue to discuss possible change to annual comprehensive exams and/or addition of stage-appropriate 'exit exam' after the Clinical Mentoring Rotations (CMR)." Faculty are actively discussing the creation of annual, cumulative comprehensive exams that culminate in the written portion of the clinic entrance exam, and are engaged in designing the CMR exit exam.

Recommendations specific to the DSOM program focused on one of the primary programmatic assessment tools of the DSOM – the DSOM Capstone Project. The primary focus of one of the summer retreats was to prepare faculty to better serve as a mentor for students engaged in the DSOM Capstone process. (8/2/16 CCM Academic Faculty "Closing the Loop" Retreat minutes are available on site.) During the summer retreat, a review of the first group of DSOM Capstone Projects revealed that students had not been well-

supported to meet the intended milestones for the process. Only two of four students completed all three aspects of their capstone project on time. In response, it was decided that the "CCM administrative coordinator will provide assistance reminding chairs, readers and students of timelines and deadlines. The CCM Office will design a system to help track that deadlines are being met." A process with appropriate forms was created in the first half of the fall term; all students in the final year of their DSOM program are currently on-track with their capstone process.

Imaginal and Experiential Inquiries (IEI) I-XIII is a course series that extends throughout every quarter of the DSOM program. Emphasizing reflective learning, appreciative inquiry, and self-awareness exercises, the courses promote each student's personal engagement with the curriculum and support their professional development. At the end of spring quarter 2016, the IEI faculty and the CCM dean met to review the success of the series in its first year of implementation. (3/25/2016 Imaginal and Experiential Inquiries Faculty Meeting Minutes are available on site.) Outcomes of the meeting included the creation of a Moodle resource page established by (and for) the IEI faculty, and a decision to have the IEI series play a more significant role in the DSOM capstone process than initially planned.

Adequacy of Administrative, Faculty, Financial, Library, and Facilities Support for Program Objectives
As the DSOM program is built around the MSOM program, and many of the DSOM-specific courses were already being offered as electives for the MSOM students, there has been no major change in the scheduling needs, library resources, facilities, or overall number of faculty required for the DSOM program. CCM has always focused on hiring faculty whose knowledge and skills support achievement of its classically-focused mission; the addition of the DSOM simply re-enforces this imperative. One result of the program is that faculty member Sabine Wilms, PhD, an internationally renowned expert in the translation of the classical text of Chinese medicine, moved from being adjunct to full-time faculty.

The clinic rotation requirements are the same for the DSOM and MSOM programs, and it is not expected that the implementation of the DSOM program will lead to a sizeable change in the number of CCM students. Rather, based on survey results and the choices of current students, we anticipate that the major change will be that a greater percentage of the "stand-alone" students will choose the DSOM program. There is room for growth in the main clinic, and the university now operates a clinic in a suburb adjacent to Portland (Beaverton) that has direct rapid transit access from downtown Portland. In addition, many of the community clinic sites have capacity for more CCM clinic rotations.

Since most of the courses offered with the DSOM were already elective offerings within the MSOM, NUNM currently requires no additional classroom space to serve the needs of the DSOM program. The registrar regularly assesses classroom needs, and in this academic year, all DSOM classes as well as MSOM have been projected into the planning cycle. The academic building houses some offices, including those of the CCM dean and faculty. As the need for more classroom space is needed, offices will be moved to one of the other spaces owned by NUNM.

To support the College of Classical Chinese Medicine, including the DSOM program, the library holds a variety of titles representing a broad scope of thought within Chinese medicine. Some of the more notable classical holdings include an English translation of Li Shizhen's six-volume Bencao Gangmu, and bilingual versions of Sun Simiao's Bei Ji Qian Jin Yao Fang, the Neijing, the Nanjing, Zhang Zhong-Jing's Jin Gui Yao Lue and Shang Han Lun. The library also holds a variety of Chinese-English dictionaries and both books and media material to support the study of Chinese language and culture. Via the library's subscription to Hong Kong University's CHANT database, NUNM students and faculty members have access to the best available online search engine for classical Chinese texts from 1,500 BC (Jiaguwen) to 450 AD. In addition, Wenlin software has been installed on library computers for the purpose of Chinese character recognition and language learning. There are over 2,000 volumes in the library's Chinese and Oriental medicine collection, roughly 450 of which are completely or partially in Chinese. For the last

several years, the library has worked closely with the head of East Asian cataloging at the University of Oregon to create high-quality catalog records for the Chinese-language materials we acquire. These records contain both English and Chinese characters, and Chinese characters are searchable and viewable in the new library catalog. The university has also joined founding professor Dr. Heiner Fruehauf's Classical Chinese Medicine Associates Forum, which has numerous articles and videos by national and international scholars seeking to "honor and restore the classical origins of Chinese medicine". The library had been subscribing to the database China/Asia On Demand for the last 5-6 years. It provides full-text access to 150+ medical journals from Asia (some in English, some in Chinese). It was determined that very few members of the CCM community were accessing this particular database, and the $2,600 previously spent on this resource is now being redirected based on faculty recommendations for books/resources most relevant to the CCM programs. In the acquisition of new materials, the library follows its collection development policy, which includes an antitheft system as well as a disaster plan.

Evidence of Program Effectiveness
Information on the number of students who have added the DSOM was discussed above. As a further indicator of program effectiveness, we are tracking the number of students who have transferred out of the DSOM and their reasons for changing programs. Five students who either entered or transferred into the DSOM since fall 2015 have since dropped that program and remained in the MSOM. Of these, one made the change for reasons related to academic performance, and another two for "personal reasons" not related to any expressed dissatisfaction with the DSOM-specific courses. The remaining two reported that they dropped the program due to dissatisfaction with at least one of the first year DSOM courses. In addition, the dean has fielded several additional concerns expressed by current DSOM students over the delivery and overall content of several of the classical texts courses. Therefore, we are alerted and attending to the apparent need for more support regarding the classical texts portion of the program, for both students and faculty.

The classical Chinese language, including the grammar, is a subject most find inherently difficult, and it is not until one advances in their studies that the benefits become a tangible reality. Given the trend towards higher stress and anxiety levels in contemporary student populations, we have increased our level of support for the students in this challenging program. All students applying to the DSOM are encouraged to meet with the program dean to discuss the nature of the MSOM vs the DSOM programs, with a focus on the proclivities and gifts of the individual applicant. The dean also meets with each incoming DSOM cohort to reinforce understanding of the goals and intended outcomes of the DSOM as compared to the MSOM, with a particular focus on the rigors and rewards of the classical texts series of courses. Tutors are available for students requiring extra support learning the classical Chinese language and progressing to being able to translate the classical texts of Chinese medicine. In addition, associate dean Zally Adams, M.Ed., is providing instructional design and andragogic support to the classical texts faculty, to ensure that course design and content delivery are truly learner-centered. Changes include the creation of "flip-class" videos that students can view at their own pace and requisite degree of repetition, freeing time for classroom discussion and clarification of key concepts.

Plans for Continuing Assessment of the Effectiveness of the Change
All courses, including clinic rotations, have formative and summative assessments of student performance. The rubrics comprising the clinical evaluation tool (tailored for every type of clinical rotation) include measures specific to the achievement of DSOM-specific competencies. Student progress in the clinic is also discussed by full-time faculty at the end of each clinical faculty meeting, in a manner compliant with FERPA regulations.

Program-level assessments gauge how well students are achieving the overall program learning outcomes (PLOs). There are two PLOs specific to the DSOM program. Programmatic assessment for these include the Doctoral Capstone Project and specific sections of the Clinic Exit Examination. In addition, we are

incorporating case report training as a longitudinal theme throughout the MSOM and DSOM programs. Case reports will be used to assess whether the more specific and thorough classical training in the DSOM program is reflected in clinical practice and outcomes during each DSOM student's internship year. We will also track publication rates for the case reports written by MSOM versus DSOM students.

Faculty are assessed by students at the end of every course. In addition, faculty engage in an annual (full-time faculty) or bi-annual (adjunct faculty) performance evaluation process with the program dean and associate dean of academics. Data brought to the evaluation meeting includes a summary of all student feedback, a faculty self-evaluation, and additional data provided by the dean's office. The discussion and assessment includes a review of the faculty member's job performance (teaching effectiveness and achievement of other job responsibilities), and their professional development, including the desire/need for the incorporation of any new teaching strategies. Recommended changes in course content and teaching effectiveness are addressed at these meetings and supported at both the individual faculty level and at CCM faculty meetings and university-wide faculty development offerings throughout the year.

Program-level success will be tracked through the following:
- Student satisfaction as they progress through the program is measured through the annual student satisfaction survey as well as the graduate exit survey.
- Program completion rates and reasons for separation are reviewed.
- Publication rates for Doctoral Capstone Papers are tracked.
- Publication rates are monitored for Intern Case Reports.
- Professional placement rates are maintained by the NUNM Center for Career Development. In particular, we will look for any differences in the employment rates of MSOM vs DSOM graduates.
- Also through the Center for Career Development, as well as regular alumni surveys, we will track the types of employment garnered by MSOM vs DSOM graduates, especially in the areas of teaching, research, and inter-professional practice (such as in hospital settings).
- Alumni surveys will be used to assess alumni success, in terms of both career satisfaction and financial outcomes.

School of Undergraduate Studies
Please refer to Addenda section of Preface beginning on page 23.

UPDATE ON UNDERGRADUATE PROGRAMS

NUNM was granted Candidacy status at the baccalaureate level on February 25, 2105, to offer a Bachelor of Science degree program in Integrative Health and a Bachelor of Science degree program in Nutrition, effective Fall 2016 (appendix 0.3 – approval letter). In the letter, the Commission requested that we submit an addendum to our Year Seven Report to provide an update on the implementation of the two Bachelor of Science programs.

The Bachelor of Science in Integrative Health Sciences (BSiHS) and the Bachelor of Science in Nutrition (BScN) are designed for the student to complete the final two years of undergraduate study with a focus on careers in the fields of integrative health sciences. This focus was chosen in support of NUNM's mission, which includes the education of physicians, practitioners, and pre-professionals in the art, science, and research of natural medicine. Courses are taught by faculty appropriately qualified in the areas of instruction.

Each program has five clearly identified program outcomes (pages 129 & 136 of the college catalog) that reflect the intention to produce a well-rounded graduate with interpersonal skills and academic preparation in the natural sciences. These competencies are mapped to the course level, and are available on campus. A capstone project is designed by each student, based upon individual interests and career goals, as a springboard to employment or advanced study.

The successful applicant to the program will have earned a minimum of 60 semester or 90 quarter credit hours from a regionally accredited college or university with prior studies including general education coursework in the humanities/arts, life sciences, and social sciences, as well as required science coursework. We have determined a cumulative GPA of 3.0 or higher to be an estimated appropriate indicator for success. NUNM transfers in credits of courses with a GPA of 2.0 or higher, while evaluating courses in the general education curriculum to ascertain future academic success. We will continue collecting information and looking at student performance to determine the appropriate standards for this population.

General education prerequisites for admission are detailed on page 13 of the catalog and include:
- 12 quarter or 8 semester credits in Arts and Letters
- 12 quarter or 8 semester credits in Social Sciences
- Life Sciences general education met through science requirements: Human Psychology 4 quarter or 3 semester credits; General Biology, full year, science-major level with labs, minimum of 8 quarter or 6 semester credits; General Chemistry full year, science-major level with labs, minimum of 10 quarter or 7 semester credits.
- Electives/Other Knowledge Areas, 29 quarter or 20 semester credits.

NUNM is aware that a well-rounded preparation for employment or advanced study continues to build upon the minimum framework of general education outlined in the prerequisites through the final two years of study. NUNM therefore provides additional coursework that supports the competencies of the degree programs as well as furthers general education skills. It includes the following: Self-Care & Self-Management; Culture, Identity & Emotion; Intercultural Communication; Advanced Writing and Self-Reflective Skills, Analytical Business Development; Ethics & Philosophical Dilemmas; Prevention & Wellness; Intro to World Medical Systems.

Planning and Implementation
In the early planning stages for the School of Undergraduate Studies (SUS), interviews were conducted with a cross-section of experienced NUNM faculty representative of each of our graduate programs in

naturopathic medicine, Chinese medicine, and integrative medical research. Faculty were asked to describe qualities and skill sets they considered ideal in candidates for NUNM graduate and medical programs. Faculty feedback ranged from courses in which they wished students had stronger backgrounds (for example, biochemistry, botany) to skills of behavioral maturity, critical thinking, knowledge integration, quantitative literacy, and articulateness in spoken and written communication, all skills that faculty considered were increasingly under-developed in the current generation of students. Externally we talked with more than ½ dozen local institutions concerning their undergraduate programs, including potential AA/AS feeder programs, for guidance in the development of our own undergraduate degrees. In addition, we surveyed currently enrolled NUNM students to ask how interested they would have been to complete their undergraduate degree or their science pre-requisite courses at NUNM if this option had been available to them. Also utilized in program development was information gathered by the president of NUNM through focus groups, information seminars, and presentations for students, faculty, and administration at 11 institutions of higher education, both in Oregon and across the country. His goal was to provide information about NUNM and to gather data about interest in current programs and possible new directions.

The School of Undergraduate Studies admitted its first cohorts in fall 2016. All classes are on campus, with the exception of Organic Chemistry lab, which is offered in spring quarter and will utilize the facilities of Portland State University, per our agreement with them. The PSU campus is approximately one mile walking distance from the NUNM campus.

Our original budget projections anticipated 26 incoming students with 13 in each degree program. We met our goal, with a total of 27 students. Approximately 2/3 of the entering class came from Oregon with the remainder from Colorado, Texas, Washington, Alaska, California, Connecticut, Florida, and New Mexico. The table below provides mean age, gender, and ethnicity.

DEMOGRAPHICS FOR ENTERING UNDERGRADUATE CLASS FALL 2016

	BSiHS	BScN	overall
Total number of students	13	14	27
Mean age	24.5	28	26
Self-Identify Gender as:			
Identify Female	12	12	24
Identify Male	1	2	3
Other Tracked Gender Categories	0	0	0
Ethnicity			
Am Indian/AK Native	0	0	0
Asian	0	0	0
Black/African American	0	0	0
Hawaiian/Pacific Island	0	0	0
Hispanic	2	1	3
Nonresident Alien	0	0	0
Race Unknown	3	0	3
Two or more races	0	1	1
White	8	12	20

Adequacy of Administrative, Faculty, Financial, Library, and Facilities Support for the Program's Objectives
NUNM dedicated leadership to the implementation of the two new undergraduate programs in February 2016 when we hired Dr. Denise Dallmann, the administrator who oversaw the development of the undergraduate programs, into a new role: associate dean of the School of Undergraduate Studies. Dr. Dallmann went on maternity leave April 4 with anticipated return of July and worked closely with interim leadership for the program, Chelsie Falk, ND, a faculty member within our School of Research and

Graduate Studies. Dr. Falk served in this role throughout spring quarter. Dr. Dallmann gave notice in June that she would not return from maternity leave and Cheryl Miller, AVP of student affairs/dean of students, was appointed interim dean as of July 1 and served until December 10, 2016. The recently hired director of student life and conduct and other members of the Student Affairs team temporarily assumed some of AVP Miller's responsibilities during the interim appointment.

We began a national search for a founding dean of the School of Undergraduate Studies in summer 2016 that resulted in the appointment of Dr. Tim Irving, DC, MS, effective December 10, 2016. Dr. Irving holds a Master's in Nutrition in addition to a Doctorate in Chiropractic Medicine and is a licensed massage therapist. He previously was a full-time ND faculty member holding the rank of associate professor and officially assumed his new role after completing his teaching assignments for fall quarter. Dr. Irving is well prepared for this promotion. From 2010 to 2016 he served as co-chair of the ND physical medicine curriculum and led faculty in the restructuring of that curriculum, and from 2010 to 2012 served as curriculum coordinator for the redrafting of the ND nutrition curriculum. Dr. Irving was elected to serve as chair of the university's Faculty Senate and, as a result, has a strong working relationship with faculty across disciplines at NUNM. He continued to serve as Faculty Senate Chair until December, 2016, when he moved to his dean role. To keep his medical skills current, Dr. Irving is continuing his teaching rotations in the NUNM Health Center.

Other staffing changes in preparation for our new undergraduate students, as well as the expanding needs of our student body, include a number of changes within the Office of Student Life:

- In spring 2015, NUNM appointed an intercultural engagement and support manager dedicated to advisement of cultural minority and international students.

- During summer 2015, an academic advisor was hired to augment services provided by the associate dean of academic progress, and academic advising was relocated to the Office of Student Life.

- In fall 2015, a student activities and events coordinator was hired.

- In fall 2015, we opened a Testing Center, which serves students who need to make up exams due to excused absences as well as the increasing number of students with accommodations requiring extended time and/or reduced distraction for taking exams.

- In January 2016, we appointed a director of student life and conduct, who oversees the day-to-day operations of the Student Life Office, the student honor code, conduct processes and adjudication, conflict resolution, college events, student activities, organizations and programs, and student support services. This position frees the AVP of student affairs to provide higher level planning and oversight of this division of the institution.

- With the retirement in January 2016 of the associate dean of academic progress, the former director of student life applied/was hired for the newly created position of director of academic success and access, which replaced the associate dean role. This position oversees academic advising, tutoring, coordination of faculty advising, the Testing Center, and disability services. Having a separate Center for Academic Success within the larger Student Life suite offers a more cohesive process for support of students in all degree programs.

- In June 2016, an assistant director of counseling services (.75 FTE) was appointed to expand staffing of the counseling center, which, since its establishment in 2010, has provided free individual, couple, and group counseling services to students.

- For AY 2016-17, the assistant to the dean of the College of Naturopathic Medicine is also providing administrative assistance to the dean of the School of Undergraduate Studies. The administrative

assistant is located in the suite occupied by both of these deans. The budget request for AY 2017-18 includes .75 FTE administrative support dedicated to the School of Undergraduate Studies.

- Activities of the NUNM Center for Career Development are expanded to include tracking of one-year-past-graduation placement and income data of graduates and use of this data in counseling students.

- We have student peer tutors already in place for the areas of writing/composition and reading comprehension. In addition, funding is available for professional subject matter experts to tutor undergraduate students in writing and math. To date, no undergraduate students have requested tutoring in either of these areas, nor have faculty referred a student for these services. We anticipate the first identified need will be spring 2017 when we offer Advanced Writing and Self Reflective Skills, Intercultural Communication, and Analytical Business Development. Faculty members or external professional tutors will be used as needed in these two areas.

- Previously composed of one director and two financial aid counselors, the Office of Financial Aid now reports to the associate vice president of student affairs and has been reconfigured. In January 2016, one of the financial aid counselors was promoted to assistant director of financial aid to support the increased administrative oversight that would be needed in this department with the expansion to include undergraduate awards. With the departure of one of the counselors, we hired an undergraduate financial aid counselor, with a total FTE of 3.0 for this department. In 2014 this office had an FTE of 2.5. This increase of .5 FTE was budgeted to sustain program expansions, including the new undergraduate degrees. Some of the activities of this department in the last two academic years in preparation for the introduction of undergraduate degrees and other institutional expansions include:

- Submittal of an amendment to the university's Application to Participate in Federal Title IV Programs (Program Participation Agreement) with the U.S. Department of Education to add the Bachelor of Science in Integrative Health Sciences and Bachelor of Science in Nutrition, with approval to award Federal T4 Aid received 11/1/2015;

- Installation of EDExpress DOE Software for award packaging and establishment of electronic awards for students;

- Redesign of the NUNM website for Undergraduate and Graduate Aid to include undergraduate regulations and policies, creation of new undergraduate policies for the financial aid department per DOE regulations, and training of staff in these new policies;

- Creation of an FAQ;

- Transitioning VA Certifications to the Registrar's Office;

- Set up of a contractual agreement with Oregon Student Assistance Commission-OR Gov. ACH/EFT Agreement for Oregon Opportunity Grant;

- Pell Grant Training; training in use of new software (NextGen TimesheetX Software and PolicyStat software); training in the Americans with Disabilities Act in Accessibility on Campus; Federal Title IV Aid Trainings including Cash Management, Best Practices in Verification & Unusual Reporting, Protecting Student Information, continued training in EDExpress Financial Aid Software, and 150% Subsidized Loan Limits; training with OSAC web grant certification; Oregon State Scholarship Commission Web Training.

Library
Subject matter in the undergraduate programs is very similar to some of the subjects taught in NUNM's master and doctorate level courses: health, basic sciences, nutrition, wellness, cultural competency, ethics,

and research. While the subjects are similar, undergraduate students will find less use from graduate-level resources. As such, we are supplementing our collection with resources appropriate for undergraduate students. Because of the similarities in subjects being taught, resources for the undergraduate program create greater depth in our collection rather than greater breadth. We also are purchasing texts for subjects not already held in our collection such as physics, organic chemistry and English composition, to name a few. We are committed to purchasing all required and most recommended textbooks for courses, utilizing listings of texts from our SONIS database. In addition, faculty are using some open educational resources, which do not impact the library budget. Our materials/books budget was $14,000 for AY 2015-16 and was increased to $15,000 for 2016-17 to accommodate the first year of undergraduate needs.

The budget for AY 2015-16 included an increase in staffing hours in preparation for program growth and expanded services. The evening/weekend supervisor position increased from 30 to 32 hours per week starting 7/1/2015. The university piloted Sunday hours in 2014 and, based upon a gate count of weekend library use, in 2015-16 expanded its library hours to Sundays. The library is currently open 80 hours per week (Monday-Thursday, 7 am to 9 pm; Friday, 7 am to 6 pm; Saturday, 9 am to 5 pm; and Sunday noon to 5 pm) during the academic year, with a library staff person on duty during all open hours. We do not anticipate needing additional library space to accommodate this small student group.

Faculty
All faculty members are conventionally qualified to teach in NUNM's undergraduate programs, possessing a terminal degree in their field or a minimum of a master's degree in the field in which they will be teaching. The 2016-17 course catalog documents faculty who had been contracted to teach in the current academic year as of its publication date. An updated list of faculty within the School of Undergraduate Studies for 2016-17 and their credentials will be available on campus. In accordance with our faculty hiring processes, position descriptions were posted for all available teaching positions. Hiring processes began in winter quarter 2016 and continued in the current academic year. Recruitment efforts are made via internal job postings, the NUNM website, the Oregonian classifieds, professional association websites, the NUNM alumni newsletter and email, websites of other institutions, the Inside Higher Education website, and Craigslist. With several major universities in the area located close to NUNM, such as PSU and OHSU, we have been able to recruit well-qualified candidates for teaching undergraduate courses. The majority of undergraduate faculty identified are existing NUNM faculty, including faculty from the Master of Science in Nutrition program, who are well-qualified to teach nutrition courses at the undergraduate level. Our current doctor of naturopathic medicine faculty as well as master and doctorate in Chinese medicine are also ideal candidates to teach both the integrative health science and nutrition science courses.

Impact on the Institution of the Addition of the BS Programs
The changes described above under Adequacy of Administrative, Faculty, Financial, Library, and Facilities Support for the Program's Objectives have benefited the entire student population. Adjunct faculty from graduate and first professional degree programs have applied for faculty positions in our undergraduate programs, expanding their commitment to our community. Aside from a lab that will be located on the Portland State University campus, our registrar has been successful in scheduling the classes for these new undergraduate programs within our existing facilities, although a recommendation was made under the update of the School of Research and Graduate Studies that an additional classroom is identified and converted for the coming academic year. Our Student Government Association prepared in the 2015-16 academic year for the arrival of undergraduate students including the creation of SGA elected positions from our new undergraduate population. The curricula developed for our undergraduate programs is designed to prepare students who wish to pursue our first professional degree or graduate programs, and we expect some to apply to our other programs.

<u>Evidence of Program Effectiveness</u>
Assessment processes for the School of Undergraduate Studies (SUS) have been incorporated into NUNM's ongoing assessment plan, which is integrated with our strategic planning processes. Examples of ongoing assessments include our cultural climate surveys of students and employees, student input as they progress through the program as measured through the annual student satisfaction survey, and end of term faculty and course evaluations. SUS faculty are members of the Faculty Senate, and each SUS student is a voting member of the university's Student Government Association. In fall quarter two SGA representatives were elected by students in the undergraduate degree programs; the SGA is a formal source of input into all issues of concern by the student body. An undergraduate program faculty member was appointed to serve on the Program and Curriculum Review Committee. There is a slot on this committee for a student elected from this School, although the position has not yet been filled. This longstanding committee provides a formal student and faculty forum for input and communication into curriculum revisions and reform. At graduation students will provide program specific input through the graduating student exit survey and will be supported toward job placement. Placement data will be tracked by the NUNM Center for Career Development. As with our graduate and first professional degree programs, alumni surveys will capture input specific to their degree programs. SUS students become part of our ongoing tracking processes in support of programmatic and institutional assessment such as the newly implemented academic early alert system and our established processes that track student progress, separation, and leave of absence data.

During fall 2016 term, the interim program dean met with the undergraduate students at two feedback forums designed to identify time sensitive issues. The interim program dean and the new founding program dean have taken the information from these focus groups and have begun addressing concerns with departments on campus, including admissions, financial aid, and career services. For example, from the focus groups, it was ascertained that students desire additional guidance early in the admissions process to create a seamless transfer from other institutions to NUNM. Students indicated that they were not clear during the admissions process on procedures for determining transfer credits. As a result of this input, the Office of Admissions has developed a guide summarizing the transfer process. Currently transfer credit is done manually. As a result of student feedback, NUNM is developing an electronic system that facilitates the ability of students to review their transfer credit.

Similarly, since launch of the undergraduate degree programs, the interim dean has conducted three faculty meetings in addition to meeting one-on-one with faculty for ongoing feedback. In these interactions faculty also indicated a need for more guidance to applicants regarding admissions processes. (Meeting notes are available on campus).

Students provided end-of-term evaluations of faculty and courses the last two weeks of fall quarter 2016. Individual evaluations of the job performance for each faculty member that include teaching effectiveness and achievement of other job responsibilities will be held in early winter quarter. As with all employee evaluations, faculty evaluations include professional development and the desire/need for the incorporation of any new skills.

Towards assessing and improving our admissions process, we are looking at each applicant's foundation in the natural sciences and collecting data to aid us in determining whether this is a mark of future success at NUNM. We have GPA data for one entering class, the cohort that matriculated in fall 2016. We will continue collecting information and looking at student performance to determine the appropriate standards for this population. In addition, NUNM practices a holistic application review process, evaluating academic preparedness and overall fit for the program.

Each course has been mapped to the overall program outcomes with specific objectives and competencies created per course. Syllabi delineate the manner in which achievement of competencies is measured for

individual courses. We will continue to develop and refine measures of the success of the new programs in meeting their outcomes.

One of the goals of our two undergraduate programs is to prepare students for academic success who wish to pursue graduate or first professional degree programs at NUNM. Toward this goal, the interim program dean met with the AVP of enrollment management, interim provost, deans of the other NUNM degree programs, and lead faculty of the basic sciences department in our ND program to discuss the current competencies of courses within the undergraduate programs. Some suggestions were made to the content of our organic chemistry, physics, and immunology classes, and changes will be incorporated into these courses.

RESPONSE TO YEAR THREE NWCCU RECOMMENDATIONS

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

The NWCCU Year Three evaluation site visit in April 2014 determined that there was no direct evidence that the board had approved the institution's academic freedom policy. The provost recalled that the policy was developed under the direction of Dr. James Miller, president from 1989-1993.

The board, at its next available meeting in June 2014, formally approved its long-standing academic freedom policy: "NUNM faculty and students are free to question, discover, and test all knowledge appropriate to their discipline as judged by the academic community in general."(See appendix 0.4 board meeting minutes June 2014)

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).

The Board Finance Committee discussed the desirability of a multi-year financial plan and concluded that such a plan, although useful, would not be accurate in future years based on the rapid and continued growth the university has been experiencing. As a test, the committee looked at projections contained in the previous self-study and found that the numbers were off by more than 20%, and thus not predictive going forward.

In October 2014, the board reviewed the institution's debt load and decided against any new debt before the clinic lease purchase agreement was negotiated in 2016. In late fall 2015, in anticipation of the agreement coming due, the university reviewed all of its long term debt obligations with its banks and solicited an RFP to achieve the best possible debt structure in light of its obligations and capital needs for the next 3-5 years. The university selected Pacific Continental Bank to assemble a new SNAP bond with the State of Oregon in the amount of $13M which consolidated all of our existing debt of $11M at a substantially lower interest rate and yielded $2M for capital improvements. The new loan reduced the amount of interest by $101,000 per year. Now that the university has rescheduled its debt over a 25 year period with steady monthly payments, the need to demonstrate capacity to pay large balloon payments has been satisfied.

As part of the annual budget process, a business plan is produced which does document sources of revenue, expenses, debt payments, cash flow and cash reserves (available on site). During 2016, the board developed a new endowment policy which requires the board to determine endowment draw at its February meeting. (See appendix 0.5.)

CREDIT HOUR POLICY

NUNM awards credits based upon hours of instruction per quarter. Fall, winter, and spring quarters are defined as 12 weeks; summer quarter is defined as 11 weeks. One credit is defined as 12 lecture contact hours plus 24 hours of work outside of class per quarter; or 24 laboratory contact hours per quarter + 12 hours of work outside of class per quarter; or 24 clinical contact hours per quarter + 12 hours of work outside of class per quarter.

Course requirements, including grading criteria, are provided by each faculty member on individual course syllabi. In spring 2013, utilizing the student quarterly course evaluation process, NUNM began capturing data from students regarding the amount of time spent studying outside of each course that quarter. This process has been continued on a quarterly basis, and the data, combined with faculty input concerning the amount and approximate completion time of outside work required per course syllabi, informs curricula reform processes.

PUBLICATION POLICY

NUNM's Three Year Self-Evaluation Report of March 2014, the NWCCU Evaluation Report of June 2014, and this Year Seven Comprehensive Self-Evaluation Report are posted on our website accreditation page, in accordance with NWCCU's public notification policy.

NWCCU's recommended statement regarding our accreditation status is used in its entirety in the catalog, on the website, and in other publications where the institution's accreditation status is referenced.

GRIEVANCE POLICY

The student grievance policy is included in Section 15 of the student handbook and discussed in detail on pages 120-121. The handbook is also posted on the website.

ELIGIBILITY REQUIREMENTS 2 AND 3

2. AUTHORITY
NUNM is authorized by the State of Oregon, HECC Office of Degree Authorization, to offer and confer degrees through oversight of the Northwest Commission on Colleges and Universities. Pursuant to Oregon House Bill 2117, passed in 2011, the Office of Degree Authorization has issued a separate license to grant degrees to each school that meets the requirements for exemption from ongoing evaluation by their office "by virtue of meeting the conditions for this exemption as set forth in statute ORS 348-597(2)(d) which states that regulation does not extend to a school, or separately accredited campus of a school, if the school:

1. Is a nonprofit school that is exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code;
2. Conferred degrees in this state under the same control for at least five consecutive years; and
3. Is accredited by a regional accrediting association or its national successor."

As an independent university in Oregon that has met the conditions stated here above, a license was issued to NUNM to grant degrees in the state of Oregon. This license shall remain in effect as long as NUNM continues to meet the conditions listed above. See appendix 1.1

3. MISSION AND CORE THEMES
The mission of NUNM is "to educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine". Three Core Themes that provide further definition of the mission statement were formally adopted by the NUNM Board: Supporting Student Success – support successful learning; Teaching and Learning – deliver education that ensures student achievement of competencies within the art and science of natural medicine practice and research; and Professional Vitality – promote the success of our graduates through our academic, clinical, and research endeavors.

The institution currently offers these degrees: Doctor of Naturopathic Medicine (ND); Doctor of Science in Oriental Medicine (DSOM); Master of Science in Oriental Medicine (MSOM); Master of Science in Integrative Medicine Research (MsiMR); Master of Science in Nutrition (MScN); Master of Science in Global Health (MScGH); Master of Science in Integrative Mental Health (MSiMH); and approved but not yet implemented a Master of Science in Sports Medicine. Effective fall 2016, NUNM welcomed its first undergraduate cohorts for a Bachelor of Science in Nutrition and a Bachelor of Science in Integrative Health.

Virtually all revenues generated at NUNM are budgeted and expended for the purpose of the education, research, and patient care activities required by its mission statement. Institutional policies preclude the use of funds for unbudgeted expenditures unless approved by the appropriate board and executive officers. Such policies ensure the utilization of institutional resources solely for the advancement of the mission of the institution. Bylaws preclude the board of directors from receiving compensation for their services on the board.

STANDARD 1.A. MISSION

> *NUNM Mission Statement: To educate and train physicians, practitioners, and pre-professionals in the art, science, and research of natural medicine.*

The board holds the ultimate responsibility for the NUNM mission statement. The statement is posted throughout campus and documented within the university catalog (page 1) and on the university website: http://NUNM.edu/about-NUNM/getting-to-know-NUNM/vision-mission/. (1.A.1)

All institutional planning including the Key Progress Indicators (KPIs) of our Framework for Action originates with the NUNM mission, vision, and core values. Accordingly, the mission statement for NUNM is a regular topic of board planning retreats. If the board, in its ongoing discussions, believes that the mission would benefit from revision in guiding the direction of the institution, it initiates a review process. The most recent community review took place in fall 2010 and was formally approved at the June 2011 plenary meeting after a participatory review process that included students, faculty, staff, and the full board. Similar processes were followed in 2004-05 for the mission revision approved in 2005. (1.A.1)

The prior mission statement – *To educate and train physicians and practitioners in the art and science of natural medicine* – was revised in 2011 to reflect programmatic and institutional expansion in *research* activities. The addition of *pre-professionals* was indicative of the institutional decision to develop undergraduate degree programs that support the core medical programs of the institution, as well as our movement toward university status, which under Oregon Administrative Rule 583-030-0016, is a term reserved for institutions authorized to offer bachelor together with graduate or first professional degrees. (1.A.1)

The 2010-11 mission review was preceded by a review that began in 2008 of examining and aligning NUNM's purpose, vision, values, and mission. The rationale of this process was to create an Alignment Model (see next page) that ensures consistency, congruency, clarity, and effective communication, decision-making, and problem solving. The model, which continues to guide the institution, has an upper and lower level, similar in shape to an hourglass. (1.A.2)
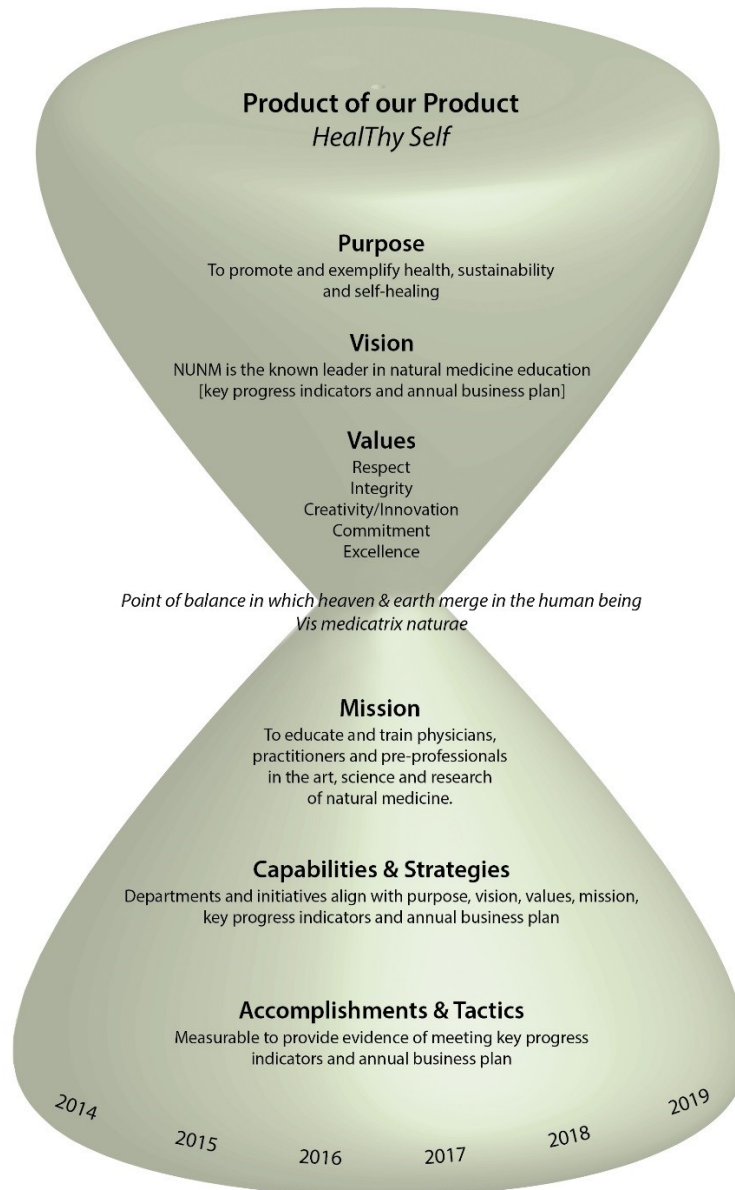
In the upper level (the purview of the board) are the overarching product, purpose, vision, and values of the institution.
1. The Product of our Product is: HealThySelf (or Healthy Self).
2. The purpose statement is: "Promote and exemplify health, sustainable living, and self-healing through education, research, and service."
3. The NUNM vision is: "NUNM is the known leader in natural medicine education."
4. Below the vision are the institutional values: respect, integrity, creativity/innovation, commitment, and excellence.

The lower level is the realm of NUNM's Schools and Colleges, administrative committees, councils, teams, and departments. The mission and the strategies to accomplish the mission are in the lower level of the hourglass. (1.A.2)

This model includes the premise that in order to solve a problem, one needs to use a higher level of thinking than that which caused the problem. In order to resolve an issue, it is addressed in a higher level of the alignment model than where the issue is occurring. (1.A.2)

National University of Natural Medicine
Alignment Model

Product of our Product
HealThy Self

Purpose
To promote and exemplify health, sustainability
and self-healing

Vision
NUNM is the known leader in natural medicine education
[key progress indicators and annual business plan]

Values
Respect
Integrity
Creativity/Innovation
Commitment
Excellence

Point of balance in which heaven & earth merge in the human being
Vis medicatrix naturae

Mission
To educate and train physicians,
practitioners and pre-professionals
in the art, science and research
of natural medicine.

Capabilities & Strategies
Departments and initiatives align with purpose, vision, values, mission,
key progress indicators and annual business plan

Accomplishments & Tactics
Measurable to provide evidence of meeting key progress
indicators and annual business plan

2014   2015   2016   2017   2018   2019

In the planning processes that led to NUNM's Year One Report, four Core Themes were identified with corresponding objectives and indicators. The themes were based upon concepts utilized by the board in planning, centered in four key areas: people, programs, finance, and facilities. Based on NWCCU feedback on the Year One Report, the Steering Committee, in preparation for the Year Three Report, and with input from the Academic Affairs Committee of the board and full board approval, redrafted the themes, objectives, and indicators. Three Core Themes (and supportive objectives and indicators) were created to provide greater specificity to the mission of the institution and in support of the NUNM strategic plan. The graphic below provides a pictorial overview of the Core Themes and objectives derived from these themes. (1.A.2)

NUNM Mission: To educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine

C o r e   T h e m e s

Student Success

Support successful learning

Teaching and Learning

Deliver education that ensures student achievement of competencies within the art and science of natural medicine practice and research

Professional Vitality

Promote the success of our graduates through our academic, clinical, and research endeavors

O b j e c t i v e s

Ensure standards for admission result in matriculation of students who are academically and non-academically prepared for the rigors of medical school, graduate school, and undergraduate degrees

Foster systems that support student success

Provide support to faculty in improving their teaching skills

Deliver outcomes based curricula that ensure that all graduates achieve the minimum competency standards

Ensure the curricula retain the classical roots of their medicines

Prepare and support our graduates to work within the professions for which they are trained

Prepare students to engage in scholarly interaction with other professionals & support the free exchange of ideas, respectful debate, & other exercises of intellectual curiosity

An appended document, **Core Theme Achievement Narrative (appendix 0.1),** was created to supplement the five Standards and includes an overview of each Core Theme, objective, and indicator, including accumulated data and rationale for selection of indicators. With the implementation of new degree programs since the Year Three Report, several indicators specific to the new programs were added, and the wording on objective one of Core Theme One was modified for the same reason. This self-evaluation recommends modifications to some indicators for the next seven year cycle and are included in the Recommendation section, as well as within appendix 0.1 and within the standards. The three tables below expand details from the graphic above to include the indicators chosen for each objective.

CORE THEME ONE: SUPPORT STUDENT SUCCESS	
Objectives	**Indicators**
• Ensure standards for admission result in matriculation of students who are academically and non-academically prepared for the rigors of medical school, graduate school, and undergraduate degrees. (This objective was modified to include graduate school and undergraduate degrees.)	• Accepted applicants into its medical programs within the Colleges of Naturopathic and Classical Chinese Medicine meet or exceed targeted non-cognitive admissions criteria. (Additional program specific indicators were added for new programs in the last three years). • Accepted applicants meet or exceed targeted GPA standards for admission.
• Foster systems that support student success.	• Student satisfaction with targeted support services meets or exceeds specified thresholds. • Student attrition data each year is 5% or less. (This is also a mission fulfillment indicator.)

CORE THEME TWO: TEACHING AND LEARNING. DELIVER EDUCATION THAT ENSURES STUDENT ACHIEVEMENT OF COMPETENCIES WITHIN THE ART AND SCIENCE OF NATURAL MEDICINE PRACTICE AND RESEARCH	
• Provide support to faculty in improving their teaching skills.	Faculty report an average score of 4 or higher (on a Likert scale of 1 – 5) on post-seminar surveys to the following 2 questions: • Have your skills or knowledge increased as a result of the seminar? • Will you be able to apply what you learned to your classroom or clinical teaching?
• Deliver outcomes based curricula that ensure that all graduates achieve the minimum competency standards.	Indicators for student achievement within School of Research and Graduate Studies (SoRGS) were developed since Year Three Report. *MScN* 1. Pass rates on case based final project. 80% of students pass with a grade of 80% the first time. 75% warning threshold. *MScGH* 2. Passing written and oral presentation of practical fieldwork project. 80% of students pass with a grade of 80% the first time. 75% of students passing warning threshold. *MSiMH*

	3. Clinical entrance: 80% threshold, first time pass rate; red flag at 70%. 4. Clinical exit exams.90% threshold, and 80% red flag. *MSiMR* 5. Student pass rate of first oral defense. 90% student pass rate; warning threshold 80%.

	Indicators for student achievement within the first professional degree programs of the Colleges of NUNM: **(**Both of these indicators are also used as indicators for mission fulfillment.)
	    1. First-time pass rates on clinical entrance and exit exams: 85% success threshold, 70% warning threshold.
	    2. First-time pass rates in each category for the NPLEX (ND) and NCCAOM (AOM) examinations: 90% success threshold, 75% warning threshold.

• Ensure the curricula retain the classical roots of their medicines.	Mean responses for targeted questions in annual exit surveys meet or exceed specific thresholds. (This is also an indicator for mission fulfillment. Also note that this is an area in which several program specific indicators were added for new programs since the Year Three Report.)

CORE THEME THREE: PROFESSIONAL VITALITY PROMOTE THE SUCCESS OF OUR GRADUATES THROUGH OUR ACADEMIC, CLINICAL, AND RESEARCH ENDEAVORS	
• Prepare and support our graduates to work within the professions for which they are trained.	• Alumni placement data: Percentage of responding alumni who report they are employed in a field directly related to their NUNM degree. • Alumni perception of how well NUNM prepared them for a career in their profession. Target: 90% of respondents respond "adequately" or better. (This is also an indicator for mission fulfillment.) Continuing Education Offerings for the two medical colleges of NUNM • Increase the number of continuing education attendees who are NUNM alumni by 5% annually for the next three years. • Increase online continuing education offerings (to include live webinars and recorded seminars) by 10% annually for the next three years.

• Prepare students to engage in scholarly interaction with other professionals and support the free exchange of ideas, respectful debate, and other exercises of intellectual curiosity.	• Advance the exposure to scholarly research and Evidence Based Medicine (EBM) on campus. Indicators: • >80% of students believe that they are proficient in reading research literature and interpreting study findings. • >80% of students believe they are able to use online databases to access medical literature. • Students design and conduct research. Indicators: • Percentage of students who are designing and conducting research. • 100% of MSIMR students. • 5% of all NUNM students. • Community members are encouraged to engage in the free exchange of ideas, respectful debate, and other exercises of intellectual curiosity. Indicator: Each of the schools that offer first professional degree programs (ND and CCM) will offer one forum each quarter. SoRGS: Provide a Speaker Series that ensures that the educational content of each program within the School is supported by a minimum of one presentation per quarter. (Revised from: *Each of the programs within the School of Research and Graduate Studies will offer one forum each quarter.*)

Six indicators in support of Core Theme objectives were identified to reflect mission fulfillment success in education and training of physicians, practitioners, and pre-professionals in the art, science, and research of natural medicine. Each of these six indicators are measurable, and data have been tracked and used to inform mission fulfillment:

- 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 alumni who report they are employed in a field directly related to their NUNM degree
- Alumni perception of how well NUNM prepared them for a career in their profession.

(Please refer to Standard Three and to appendix 0.1 for detailed discussion.)

NUNM requires each degree program to map programmatic competencies and track those competencies to the course level, and this process has been completed for all degree programs currently being offered, with the exception of the ND program. The ND program is in its second year of rolling out a curriculum redesign

of its four year program, and this mapping is a work in progress for some courses not yet offered. In addition, the ND program map connects the blueprint for the national licensure exam to material covered at a course level.

Mapping of degree program competencies to the course level provides specific, measurable activities related to student learning that can be and are used to assess programmatic success and mission fulfillment. Please refer to Standard Four for further discussion.

4. OPERATIONAL FOCUS AND INDEPENDENCE

NUNM is a medical university first and foremost. This mandate is dictated by our Bylaws (Appendix 2.1). As such, all of NUNM's programs and services are predominantly concerned with higher education. Our campus clinics, community clinics, and SIBO (small intestinal bacterial overgrowth) Center provide medical care and associated services such as labs and medicinaries and were designed and are operated as teaching clinics that meet the educational needs of our students and the medical needs of our community. NUNM Press, our internal publishing company, was created to provide a reliable source of medical literature, scholarship and research related to natural medicine and holistic health systems. The NUNM Store holds products of interest to or needed by our students, faculty, and staff. Our Institutes include NUNM's Helfgott Research Institute, a professionally independent, non-profit research institute whose mission is to conduct rigorous, high quality, research on the art and science of healing, specifically working to understand natural forms of medicine. Together, scientists from the fields of naturopathic medicine, Chinese medicine, acupuncture, immunology, and nutrition apply their expertise to the study of natural medicine. Other Institutes, Age Wise, Food as Medicine, Traditional Roots, and Women in Balance, are housed under the Office of Advancement, Continuing Education and Alumni Affairs and offer community education, not-for-credit, classes that provide samples of our medicines for the general public. NUNM operates as an independent, not-for-profit university and protects its interests with institutions and organizations with which we work, such as our community clinics and research partners, with appropriate contracts.

5. NON-DISCRIMINATION

NUNM prohibits discrimination on the basis of age, sex, race, national or ethnic origin, religion or disability, or veteran's status in any of its policies, procedures or practices. NUNM also complies with Oregon state discrimination laws that prohibit discrimination for sexual orientation, marital status, gender identity and family relationship. NUNM's nondiscrimination policy covers admission and access to, and treatment and employment in university programs and activities, including but not limited to academic admissions, financial aid, educational services and employment. Title IX prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. The dean of students has been designated to handle inquiries regarding NUNM's Title IX policies and procedures. NUNM adheres to guidelines set forth by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Information Portability and Accountability Act (HIPAA), which pertain to limitations and rights of access to student records (FERPA) and patient-protected health information (HIPAA). To ensure compliance with these requirements, NUNM enacts policies and procedures, and articulates protocols in the catalog, the student handbook, departmental policy and procedural guides, and employee handbook.

6. INSTITUTIONAL INTEGRITY

Personal and institutional integrity inform our operational systems, setting priorities and interaction with colleagues and the community. The Faculty Senate, Student Government Association, and the Staff Council are actively engaged in providing input to and in communicating policy. This participation has helped to ensure fairness in dealing with all campus constituencies. Complaint and grievance procedures for students are outlined in the Student Handbook.

NUNM is committed to humane and nondiscriminatory policies and practices for staff and faculty. Equal opportunity policies of nondiscrimination, immigration compliance and reasonable accommodation are outlined in NUNM's employee handbook. The university is committed to protecting the health and safety of its workforce. For this purpose there are policies and procedures that set forth the standards of conduct, protect rights, and ensure nondiscriminatory practices. NUNM in policy provides employees with all rights

required by law and in practice often works with its employees beyond rights provided by law. An example might be extending leave of absence for family and/or medical reasons beyond the 12-week leave/year, if necessary, and, if possible, without detriment to the institution. The Human Resources Office has an open door policy and actively pursues ensuring fairness and nondiscriminatory practices in recruitment, employment issues, and compensation.

NUNM's Marketing and Communications Department and individual team members strive for professionalism in every aspect of their work, always remembering the department's responsibilities of producing accurate, timely and appealing results that advance the university's standing in the professional and public regard. Publications, website, and other communication tools are assessed for effectiveness, appeal and functionality on an ongoing basis.

7. GOVERNING BOARD

The NUNM Board of Directors is the governing body of the institution, and in accordance with its Bylaws exercises ultimate authority over the institution. The board is responsible for setting the direction of the business and academic-related affairs of the university, including establishing broad policy, long-range planning, appointment and evaluation of the president, ensuring financial stability including the review and approval of the annual budget, supporting the president and other administrators in the development of external relations, and approving major degree program changes. A board of regents, per the Bylaws, advises the president and board of directors on matters such as fundraising, conditions and trends in the national health care landscape, public policy, trends in higher education locally, federally, and regionally, state-based issues and events, and planning.

To prevent undue outside influence, and in compliance with Oregon Administrative Rule 583-030-0035, each board member annually signs a conflict of interest disclosure statement per Board Bylaws, IV.12 (appendix 2.1). Also see the board policy regarding conflict of interest (appendix 2.2). Signed disclosure statements are obtained from each board member at the November meeting and are tracked and maintained by the Office of the President. This policy prohibits any board member from taking actions that could constitute a conflict of interest, and provides a procedure for recusal in the event of a potential conflict.

8. CHIEF EXECUTIVE OFFICER

NUNM's chief administrator, Dr. David Schleich, has served as president since 2007 and is responsible for the operations of the university and the administration of policies and procedures as set forth by the board. He serves as an *ex-officio* member of the board and ensures communications as appropriate between the board and the NUNM community.

9. ADMINISTRATION

NUNM's administrators are appropriately qualified for and have the authority to carry out their responsibilities set forth in their position descriptions. Organizational charts and position descriptions are clear and are available to all employees through the NUNM Intranet, facilitating employee understanding of NUNM's organizational structure. The President's Cabinet is the senior management team of the university, consisting of the executive vice president of finance and administration/CFO; vice president of academic affairs/provost; vice president for accreditation, assessment, and compliance, vice president of advancement, vice president of human resources, associate vice president of enrollment management; associate vice president of student affairs; and the president. Each of the members of the Cabinet is full-time in her/his position. Its mandate incudes monitoring university operations in the context of the five-year strategic plan created to support mission fulfillment and the clarifying Core Themes, providing guidance assuring the success of the five-year strategic plan, monitoring and maintaining the momentum of the university's annual business plan, and facilitating communication within and across departments. Policy is generally communicated through the employee, faculty, or student handbooks, which are updated periodically. In addition, the institution has implemented a software system which is accessible to all

employees that contains all institutional policies.

10. FACULTY
NUNM hires fully qualified faculty, most of whom have attained the terminal degree in their field, and maintains a mix of full-time and adjunct faculty. While it remains a goal to increase the percentage of full-time faculty, the nature of the institution lends itself to a large adjunct faculty, as many practitioners enjoy teaching and do it on a long-term basis, but also consider ongoing clinical practice important. The university has a great deal of stability in the adjunct faculty population, with some members teaching for more than 20 years.

Faculty members are encouraged to participate both formally and informally in the formulation of academic policies, practices, and program development; academic counseling of students; and student advancement and remedial processes. Formally, faculty may choose the manner in which they satisfy their contractual obligation to serve on institutional committees such as the Curriculum Committee, Admissions Committee, Budget Committee, Faculty Development Committee, Safety Committee, and Academic Progress Review Committee. Informally, faculty may give input through their program dean or directly to the Office of the Provost.

The university ensures that all faculty members have adequate time and resources to continue their education. These standards and educational opportunities help academic and clinical faculty stay abreast of current medical and educational issues. A faculty member sits on the board of directors as a non-voting member and is elected annually by the Faculty Senate.

Full-time faculty are evaluated every year by their program dean. Course evaluations for all faculty are reviewed each quarter. If there have been questionable reviews in their classes, the program chair does class observations prior to the meeting. Evaluation of adjunct faculty varies from every year to once every three years, depending on program.

11. EDUCATIONAL PROGRAM
NUNM offers the following degrees: Doctor of Naturopathic Medicine (ND); Master of Science in Oriental Medicine (MSOM); Doctor of Science in Oriental Medicine (DSOM); Master in Acupuncture (MAc, currently being taught out); Master of Science in Integrative Medicine Research (MSiMR); Master of Science in Nutrition (MScN); Master of Science in Global Health (MScGH), Master of Science in Integrative Mental Health (MSiMH), and also Bachelor of Science in Integrative Health and Bachelor of Science in Nutrition, matriculating their first cohorts in fall 2016 and providing the final two years of study for undergraduate students interested in pursuing careers or further training and/or research in the natural health sciences. NWCCU recently approved NUNM to offer the Master of Science in Sports Medicine, which we expect to implement in fall 2017 for concurrent students and in 2018 for stand alone.

Each of these degree programs was vetted through NUNM's processes, including its curriculum committee and board for consistency with the mission of the institution. The Core Themes that clarify the mission and the supporting objectives and indicators were created in a process that included NUNM's two colleges (naturopathic medicine and classical Chinese medicine) and two schools (undergraduate studies and graduate studies). Any potential new programs are first vetted to ensure that their rigor and content are consistent with the NUNM mission and Core Themes. Each degree offered culminates in achievement of clearly identified student learning outcomes and leads to collegiate-level degrees with degree designation consistent with program content in recognized fields of study.

12. GENERAL EDUCATION AND RELATED INSTRUCTION
Until fall 2016, NUNM offered only professional graduate degrees and did not include any general education or related instruction component in its required curriculum. Admissions standards for the

graduate programs and the coursework leading to these degrees require that students enter NUNM with a minimum of a baccalaureate-level degree. These standards ensure that students enter with a foundation of learning skills and, consequently, the ability to benefit from these programs.

As is outlined in the admissions requirements for the undergraduate degree programs, students are expected to enter the program with a minimum of 90 undergraduate quarter credits. If students have not met their general education requirements prior to matriculating into either of NUNM's undergraduate programs, students may earn an additional 29 quarter credits of general education at NUNM. NUNM general education courses support student achievement of writing and speaking skills, math, and social skills such as teamwork, intercultural competency and critical thinking. Examples of general education courses offered through the undergraduate degree programs include: Self-Care & Self-Management; Culture, Identity & Emotion; Intercultural Communication; Advanced Writing and Self-Reflective Skills, Analytical Business Development; Ethics & Philosophical Dilemmas; Prevention & Wellness; Intro to World Medical Systems.

13. LIBRARY AND INFORMATION SOURCES
The library collections are diverse in terms of media, format, tactile and language-based, and web-based resources. The physical collection, especially the book collection, is strong and unique in many ways. The information technology infrastructure for the library serves to maximally leverage library resources. Students can access web-based resources off campus, and on campus through the NUNM wireless network and through 29 public computer workstations and 13 printers in and around the library and an additional 22 computer workstations dedicated for student use in the computer lab. The library has also added different kinds of electronics, such as an iPad and a Kindle loaded with eBooks. Alternative medicine continues to rely heavily on print resources. Unlike conventional academic medical libraries, where print holdings are flat or actually decreasing, the NUNM library's print holdings continue to grow along with access to electronic resources.

A common method for leveraging library collections and resources is through consortial collaboration. The NUNM library is part of the Portland Academic Health Libraries (PAHL) consortium that includes Oregon Health and Science University (OHSU), University of Western States (UWS), and Oregon College of Oriental Medicine (OCOM). This consortium shares a library automation system, and members enjoy full reciprocity for circulation of materials. NUNM has established a courier system with OHSU and OCOM whereby weekly trips to each library are made in order to pick up and return materials requested by patrons from the different schools. In the last four years, NUNM patrons have borrowed over 800 items from the other PAHL libraries, nearly half of these from OCOM. Additionally, the library participates in two national interlibrary loan systems (OCLC and NLM), and generates approximately 1,500 loan interactions with libraries from around the country per year.

In the acquisition of new materials, the library follows its collection development policy. This policy guides us in the acquisition and retention of materials. The library directly supports program goals and student learning outcomes by acquiring required and optional texts for courses.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE
NUNM's academic programs have adequate physical resources to achieve its mission and objectives. Even as the institution has invested in its future through campus expansion, there continues to be an emphasis on improving classrooms and academic facilities, enhancing safety and security, and addressing deferred maintenance backlogs. Each classroom and lecture hall is equipped with appropriate furniture and AV/instructional technology equipment. Ten classrooms are equipped with a computer and ceiling-mounted projector and screen, with the larger classroom also equipped with sound system, DVD player, and laptop connectivity for both Macintosh and PC laptops. Camtasia is installed in all classroom computers and is used to record presentations and lectures. A remote classroom is available for nursing mothers and students with chemical sensitivities to view lecture classes. Physical medicine labs are equipped with

massage tables, manipulation tables, skeleton models and other specialized equipment. The herb/diet lab was designed to teach botanical medicine, herbal and diet classes. It is equipped with a sink, drying racks, worktables with electrical hook-ups and other associated equipment.

NUNM provides a comprehensive technical infrastructure to support the university's programs and services. This consists of 13 physical servers, 11 virtual servers, 435 computer workstations, and 154 printers. Workstations have the ability to print to copiers, and copiers can be used to scan paper to electronic files sent via email.

Students have access to 29 public computer workstations and 13 printers in and around the NUNM Library and an additional 22 computer workstations dedicated for student use in the computer lab. The computer lab is equipped with a projector and screen that will allow the university to utilize the facility to provide training on programs such as usage of NUNM Clinic's electronic medical records software. Seventeen classrooms are equipped with a computer and ceiling-mounted projector and screen with the larger classrooms being equipped with sound system, DVD player, and laptop connectivity for both Macintosh and PC laptops. Camtasia is installed in eight classroom computers and is used to record presentations and lectures.

The college reviews and updates its Technology Plan annually (appendix 2.3). It includes any needs for replacing network backbone and edge services. Computer Purchasing and Replacement Policy (available on site) has been developed and implemented to provide guidance for the replacement of computer systems.

15. ACADEMIC FREEDOM
As stated in the college catalog (page 160) and faculty handbook (page 44), "NUNM faculty and students are free to question, discover, and test all knowledge appropriate to their discipline, as judged by the academic community in general." Faculty and students are accorded the freedom to teach, learn, and pursue scholarly and research interests without interference or penalty from the administration or commercial sponsors. This freedom is subject to the norms and standards of scholarly inquiry in America and relevant NUNM policies pertaining to faculty responsibilities and employment.

On June 27, 2014, the NUNM Board of Directors formally ratified the Academic Freedom policy quoted above in satisfaction of a Recommendation from the NWCCU Year Three Evaluation Committee. (A.2.27) The policy had been in effect for decades but no record could be found of official approval by the board.

16. ADMISSIONS
NUNM has admission requirements for each of the programs, specifying academic and technical standards. These standards are included in the college catalog, the student handbook, and in admissions publications, and are maintained by the Office of Admissions and put into practice during file review and interview processes of each candidate for entrance into the university.

17. PUBLIC INFORMATION
The institution's catalog and website address all areas outlined above with the exception of student rights and responsibilities including grievance procedures, which are found in the student handbook. The student and clinic handbooks also address many of the same areas and expand on procedures to reinforce the policies set forth in the catalog.

18. FINANCIAL RESOURCES
The Financial and Administrative Affairs Committee (FAAC) of the board meets monthly and is the board committee responsible for monitoring, refining and approving the detailed elements of the finance function, financial policies and budget activity related to plant and property, human resources, programming, financial and student services, clinic operations, ancillary business operations, and property acquisition and

disposal. The chief financial officer serves as an administrative representative to this committee which reports directly to the board and provides written and oral reports at its quarterly meetings. The board is the final approval body on budget matters, including responsibility for property and assets of the institution, as well as long range financial plan. Any debt the institution incurs must have board approval. The board approves the annual budget and any modifications to the budget as needed and, per the terms of the Bylaws, reviews and approves the annual audit.

The board receives comparable financial data with narrative on significant variances at its regular meetings. They also receive a narrative and financial statement of how goals in the strategic plan are being achieved.

19. FINANCIAL ACCOUNTABILITY
NUNM is required to hire an independent auditor to perform an annual audit of its financial statements. The audits are conducted in accordance with generally accepted accounting standards; "Government Auditing Standards", issued by the Comptroller of the United States; and the provisions of Office of Management and Budget (OMB) Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

The annual audit also reports on the compliance with requirements applicable to each major program and internal control over compliance in accordance with OMB Circular A-133 and on the Schedule of Expenditures of Federal Awards. The financial records of the university are audited by the independent auditing firm, Hoffman, Stewart & Schmidt, P.C. The annual audit is conducted after the close of the fiscal year on June 30 and is reviewed by the board at its fall meeting.

20. DISCLOSURE
NUNM agrees to disclose any and all information required by the Northwest Commission on Colleges to carry out the evaluation and accreditation function.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION
NUNM understands and accepts the policies and standards as specified in the most recent Accreditation Handbook. The university will comply with all policies and standards as specified in this publication. NUNM understands and agrees to the release of information concerning the status or action taken by the Commission with regards to NUNM.

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STANDARD 2.A. GOVERNANCE

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An overview of NUNM's decision-making process is available to the NUNM community through documents such as Framework for Action, which is conceptualized in five year cycles. It is prepared by the President's Cabinet with stakeholder consultation and produced by the Marketing Department and updated periodically. Part I: Framework for Action (pages 17-22) describes the institution's governance structure, including descriptions of the university's operations and planning committee structure, and an outline of the lines of communication among the operating teams, Faculty Senate, Student Government Association, Staff Association, and committees of the Board of Directors. The president periodically is invited to committee meetings of faculty, students and staff to provide copies of the Framework and to answer questions about the document and about progress on the strategic objectives. In addition to the committee communication and team structure, NUNM has an accompanying and more traditional hierarchical structure as illustrated in our institutional organizational charts (appendix 2.4). The Organization and Governance sections of the university catalog (pages 166-172) and the student handbook (pages 16-25) list the names and titles of the members of the Board of Directors, administration, and faculty. (2.A.1)

Board representation includes four non-voting campus representatives who are elected by their formal constituency bodies: faculty (1), staff (1), and students (2). Constituency representation reflects the board's

commitment to including input from the institution's communities of interest. In addition, students, faculty, and staff representatives can provide input into decision making processes and make recommendations through the administrative structure. The president meets regularly with the Student Government Association (SGA) and Staff Association representatives. Academic administrators (provost and deans) attend a monthly meeting with SGA representatives. Academic administrators also attend monthly Faculty Senate meetings as guests for specific agenda items and are invited to Student Government Association meetings. (2.A.1)

NUNM does not have a **multi-unit governance system; 2.A.2** is not applicable.

NUNM's accreditation liaison officer (ALO) monitors compliance with institutional and programmatic standards to ensure adherence to standards. The ALO oversees completion of all accreditation reports and works closely with other university departments to ensure coordination and completion of accreditation self-studies and site visits. NUNM does not have a collective bargaining system. NUNM is committed to and has dedicated resources toward protecting the members of our community, and we are unaware of any issues or problems with the current manner in which the institution is organized and regulated that may adversely affect the institution and, to our knowledge, we are in compliance with all federal, state, and local laws and regulations. (2.A.3) Examples are provided below:

- Insurance (malpractice; professional liability; external event risk management checklist; protection of our students and faculty when abroad including medical and travel assistance services, accident and sickness coverage, and emergency evacuation services)
- Appointment of a Title IX coordinator and deputies, who regularly review our policies and procedures; trained campus investigators; mandatory annual training for employees; and contact information for the Title IX coordinator on the inside front cover of the catalog and on our website
- OSHA compliance monitored by an external contractor, who provides mandatory annual training for faculty and staff, as well as monitoring for OSHA building compliance in all areas
- Compliance with HIPAA regulations per the US Department of Civil Rights
- Maintenance of information on students in a secure, confidential manner in accordance with the Family Educational Rights and Privacy Act of 1974
- Monitoring of the facilities to ensure that they meet ADA standards
- Monthly meetings of the Safety Committee comprised of representatives from all departments of the college, including student representatives, co-chaired by the CMO and the chief of security
- Addition of a Campus Safety Campaign to the annual training schedule (such as bystander intervention, reporting of violent crimes, personal safety measures, prevention, and training related to domestic violence, sexual assault, dating violence and stalking, as required by Title IX laws and the Campus SaVE (Sexual Violence Elimination) Act
- Publication of an Annual Safety and Security Report, which includes statistics for the annual Clery report
- Drug screen prior to matriculation of all incoming students whose course of study will include clinical rotations or clinical field-work experience
- As health care workers, training for students in CPR, participation in TB surveillance, and offering the hepatitis B vaccine
- Retaining responsibility for ensuring that policies and procedures are followed at NUNM off-campus sites, including all community clinics

GOVERNING BOARD
The board is the final approval body for policy and budget matters affecting the university, and holds responsibility for the property and assets of the institution. Board committees report directly to the full board and provide reports at its meetings. The board calendar includes the dates of plenary and committee

meetings and is created annually. Agendas for meetings are distributed in advance. The board and its committees formally approve minutes of prior meetings. Copies of agendas and minutes are available on campus. (2.A.4)

The Board Bylaws, which delineate board officers and the committee structure, were most recently updated in June 2014. The Board Development Committee, is currently working on potential revisions to the Bylaws, which will come to the full board at upcoming meetings. The Bylaws mandate a minimum of nine and not more than 17 members, with the number fixed by resolution at the annual meeting. The non-voting *emeritus* and *ex officio* members and constituency representatives are in addition to voting board members. The Bylaws dictate that at least one director is a graduate of the university, at least 1/3 plus one directors hold an accredited Doctor of Naturopathic Medicine degree (in satisfaction of requirements of the State of Washington), at least one holds a degree in Chinese Medicine, and that the remaining directors are chosen from the public at large. The following social sectors are prioritized for additions to the board: health administration, health care professionals, higher education administration, business and industry, government policy and administration, and non-profit organizations. The draft revisions currently under discussion consider modifying the 1/3 +1 requirement for ND representation, as the State of Washington regulation no longer applies since NUNM became a university. (2.A.4)

Article IV.12 provides requirements concerning conflicts of interest and also requires that board governance policies include code of conduct and ethics policies. To prevent undue outside influence, and in compliance with Oregon Administrative Rule 583-030-0035, each board member annually signs a conflict of interest disclosure statement per Board Bylaws, IV.12 (appendix 2.1). Also see the board conflict of interest policy (appendix 2.2). Signed disclosure statements are obtained from each board member at the November meeting and are tracked and maintained by the Office of the President. This policy prohibits any board member from taking actions that could constitute a conflict of interest and provides a procedure for recusal in the event of a potential conflict. Three current board members have described potential for conflict of interest. Mr. Mohan Nair occasionally serves as a guest lecturer within CCM programs, Dr. Willow Moore sometimes assists one of the qigong retreats, and Mr. Don Drake sometimes serves as a real estate agent for the university, with the remainder of voting members having no contractual, financial, or employment interest. NUNM's president serves as a non-voting *ex-officio* member of the board. Board Bylaws preclude directors from receiving compensation for their services on the board. Directors are reimbursed for long-distance travel, accommodation, and meal expenses incurred in attending board meetings, provided these are approved in advance by the board. (2.A.4)

NUNM's Board Bylaws and Articles of Incorporation (appendix) delineate the authority, responsibilities, and organizational structures of the board. The board acts as a committee of the whole, with specific functions of committees clearly delineated within the Board Bylaws. Committee meetings may occur between board meetings, but any actions must be submitted to the full board for ratification at the next board meeting. (2.A.5)

The NUNM Board of Directors is the governing body of the institution, and in accordance with its Bylaws exercises ultimate authority over the institution. The board is responsible for setting the direction of the business and academic-related affairs of the university, including establishing and approving broad policy, long-range planning, appointment and evaluation of the president, ensuring financial stability including the review and approval of the annual budget, supporting the president and other administrators in the development of external relations, and approving major program changes. After community participation, the board approves the university mission statement. See board policy Actions Requiring Board Approval (appendix 2.5). (2.A.6) See also page 26 of the Framework for Action.

The NUNM Board of Directors oversees the organization, maintenance, and development of the institution and hires the president, who heads the university administration and to whom the board has delegated all

aspects of the day-to-day operations and activities of the university. The president is also responsible for fund-raising and external relations of the university and for the fulfillment of specific yearly or multi-year goals (KPIs) determined by the board. The KPIs are outlined in the [Framework for Action](#) document. (2.A.7)

The Board Development Committee (BDC), a subcommittee of the board, meets monthly and identifies potential new board members, conducts board orientation, development, and training, develops tools or obtains external expertise for the evaluation of the board, and reviews the Bylaws as needed and makes recommendations for changes to the board as a whole. The board regularly evaluates its processes and composition. The most recent were self-evaluations conducted by survey in spring 2012 and January 2014 and included four sections: Governance, Board Management, Financial, and Self-Assessment. Survey results for 2014 and 2012 in their entirety are available on site. Through this self-evaluation of their strengths and weaknesses in membership skills, the board prioritized new membership to fill weaker areas or replace skillsets of board members who are rotating off. The decision by the board to join the Association of Governing Boards of Colleges and Universities (AGB) was made to take advantage of the resources provided to member institutions, such as training in support of skill development and industry standards. Several directors attended the spring 2016 professional development conference of AGB and reported back to the board as a whole on the various AGB workshops, seminars, and lectures in which they participated. The BDC has begun planning for the next self-evaluation. (2.A.8)
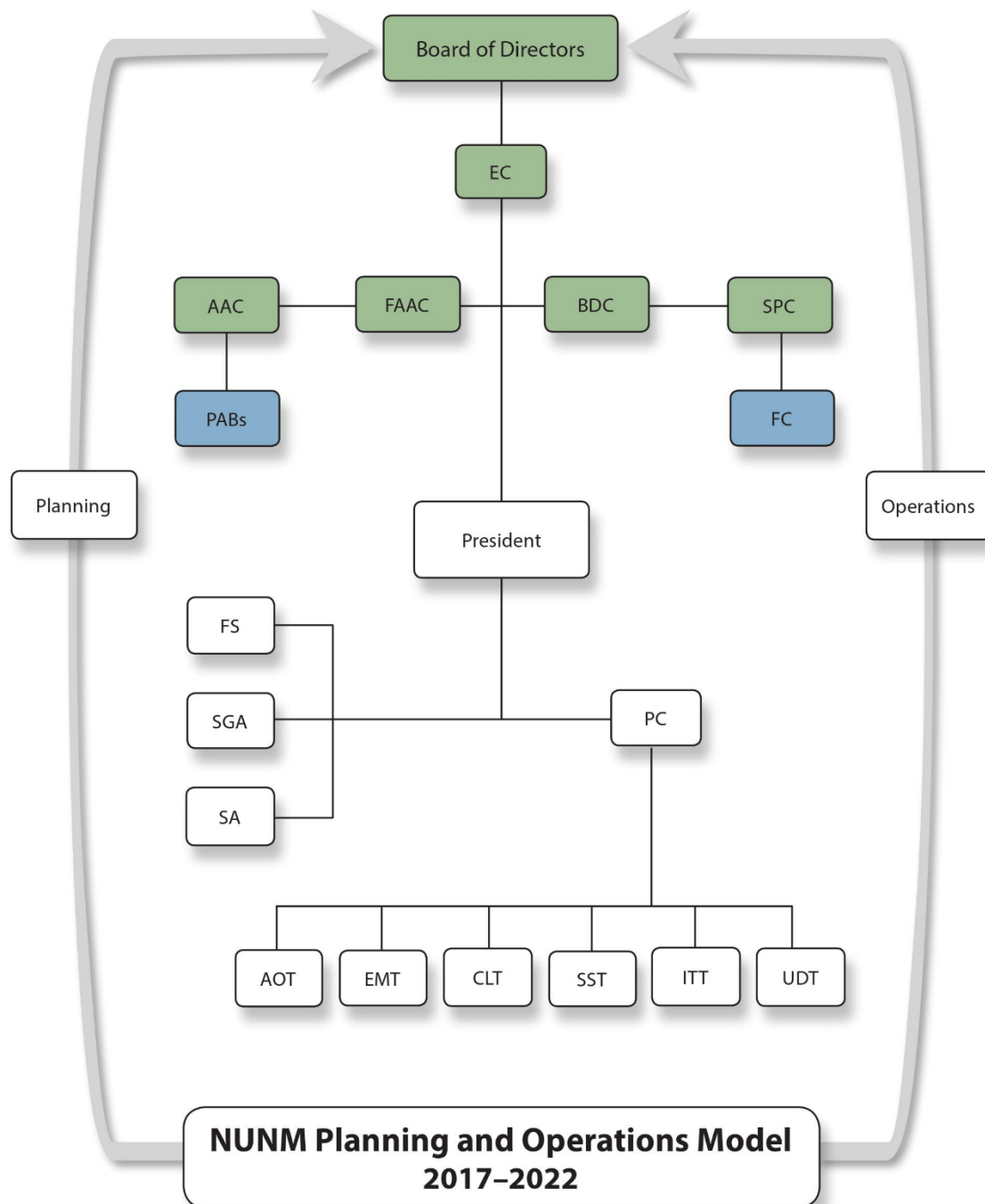
LEADERSHIP AND MANAGEMENT
NUNM utilizes a combination of a hierarchical management structure, as reflected by the organizational chart (appendix 2.4), with a team planning and operations model (see image of this model on page 49). The duties, responsibilities, and ethical requirements of the institution's administrators are contained within position descriptions (available in HR on site). Dr. David Schleich has served full-time as NUNM's president since 2007. He is the chief executive officer of the university, is an *ex officio* member of the NUNM Board of Directors, and is charged by the board with the supervision, management, and direction of the affairs of the university. Dr. Schleich is conventionally qualified for his position and holds a PhD in Educational Theory and Policy Studies from the University of Toronto, Canada, an MA in English Language and Literature from the University of Alberta, Edmonton, Canada, a B.Ed. in Curriculum Design and Teaching Methodology from Queen's University, as well as a professional certification in teaching from the Province of Ontario. Dr. Schleich has 40 years of experience as an educator within higher education, beginning as a lecturer and moving progressively to professor, academic vice president, and seven years as president of Canadian College of Naturopathic Medicine. (2.A.9-2.A.10)

NUNM's administrators are appropriately qualified, sufficient in number, and have the authority to carry out the responsibilities set forth in their position descriptions. Organizational charts and position descriptions are reviewed annually, and are available to all employees through the NUNM Intranet, facilitating employee understanding of the university's organizational structure. NUNM's teams and committees foster mission accomplishment through collaboration within and across departments. The President's Cabinet (PC), the senior management team of the university, is charged with university operations in the context of the five-year strategic plan, the annual business plan, university policy, and emergent priorities. This team is composed of the president and all vice presidents and associate vice presidents. Per its mandate, the PC regularly monitors progress toward implementation of the strategic plan. Examples of other committees supporting collaboration toward mission fulfillment include the Enrollment Management Team (EMT), chaired by the AVP of enrollment management; the Academic Operations Team (AOT), chaired by the provost; and the Program and Curriculum Review Committee, which includes faculty and elected student representatives and is currently chaired by the senior institutional research analyst. (2.A.11)

The organizational framework was designed to ensure communication and planning efforts toward the development and successful implementation of institutional, programmatic, and departmental goals in

support of NUNM's teaching and learning environment. The Alignment Model, discussed in Standard One, page 33, and in detail within the Framework for Action 2012-17, was established to originate all university activities from the purpose, values, and mission of the institution, setting the stage for an operation that comes from a place of integrity. Each administrative position is designed to serve the institution's mission and objectives. Similarly, departmental plans of action are aligned with the institution's mission and goals. The framework of the institution provides for the appropriate chain of command and efficient use of personnel, while promoting the team interaction necessary to facilitate appropriate planning, successful implementation, and assessment and revision as needed of common goals and objectives. Tracking of planning processes includes assessment of achievement of goals and objectives and is coordinated by the senior institutional research analyst within Institutional Research and Compliance utilizing strategic planning software, Strategic Planning Online (SPOL) (2.A.9). (2.A.11)

NUNM's structure of teams fosters mission accomplishment through collaboration within and across departments. The graphic below provides an overview, which has been updated for the 2017-2022 Framework for Action. For more detailed discussion, see the Framework for Action, (pages 17-23). (2.A.11)

**NUNM Planning and Operations Model
2017–2022**

AAC Academic Affairs Committee	**FAAC** Finance & Administrative Affairs Committee	**SA** Staff Association
AOT Academic Operations Team	**FC** Futures Council	**SGA** Student Government Association
BDC Board Development Committee	**FS** Faculty Senate	**SPC** Strategic Pathways Committee
CLT Clinic Leadership Team	**ITT** Information Technology Team	**SST** Student Services Team
EC Executive Committee	**PABs** Program Advisory Boards	**UDT** University Development Team
EMT Enrollment Management Team	**PC** President's Cabinet	

POLICIES AND PROCEDURES

Academic
Academic policies are listed in the student and faculty handbooks (enclosed separately) as well as on the NUNM Intranet and on PolicyStat, a cloud-based repository that provides members of the community access to view current policies and facilitates updates, revisions, and mandatory review of policies. The student handbook is reviewed and revised annually to include all new and updated academic policies and procedures. Program deans are responsible for communicating academic policy changes through faculty meetings and internal communications. Human Resources, Marketing and Communications, and the Office of Student Life are responsible for communicating academic policy changes to staff and students. (2.A.12)

Policies regarding use of library and information resources are published in NUNM's PolicyStat software. The library's circulation policy is enforced using our integrated library system. Fines and fees on circulating materials are assessed by the library system; unpaid fees are transferred regularly to the Business Office. Access to the library's electronic holdings is controlled by IP authentication for on-campus users, and by proxy server authentication for off-campus users. General use rules for the library are enforced as needed by library staff. (2.A.13)

The NUNM catalog (pp.17-18) provides an expanded detailing of NUNM's policies and procedures regarding transfer credit. Transfer credit is considered on a course-by-course basis by the program dean or the department chair, who utilize catalogs or course descriptions to make a determination as to whether the request satisfies NUNM's requirements. There must be substantial equivalency and the subject matter must be currently relevant. Individual faculty are consulted for clarification as needed. Challenge examinations may be required to determine whether coursework is comparable. During the process, transfer credits are clearly identified that will be accepted by NUNM. (2.A.14)

Student
These policies are delineated in the student handbook, which is updated annually and can be found on the NUNM website**.** New students are provided information during Orientation regarding academic honesty, appeals, grievances, and academic accommodations, and receive an updated copy of the handbook. In addition, students sign a copy of the NUNM Honor Code which is in Section 14 of the handbook. Grievance and appeals policies are located in Section 15. Disability and accommodations information is in Section 16. Policies within the handbooks are also located within PolicyStat. (2.A.15)

NUNM outlines admission criteria in the print and website versions of the catalog that include an application for admission, essays, transcripts that include specific course pre-requisites for each program, description of necessary technical standards, and letters of recommendation. The Naturopathic Medicine and Classical Chinese Medicine programs also require in-person interviews. These components are used to determine the probability of student success. (2.A.16).

If a student is separated from the university as a result of not meeting academic, non-academic or technical standard requirements, they are instructed in the appeals as well as the re-application processes. Section 7 in the student handbook outlines Technical Standards, Academic and Clinic Progress, and includes the appeal process. For non-academic issues, section 14 discusses the Student Disciplinary Records, Code of Conduct and Honor Code. Section 14.15 outlines the Re-application and Re-admission Policy, which covers both academic and non-academic separations. (2.A.16)

The student handbook, Section 17: Student Organizations and Activities, outlines all polices in relation to co-curricular activities, including responsibilities, rights, publications and other media. It also indicates the responsible employee students may contact with questions and concerns. Section 17.4 outlines student publications; 17.5 discusses student activities; 17.9 and 17.10 list professional organizations. (2.A.17)

Human Resources

The employee handbook, volunteer handbook, benefits intranet page, supervisor manual, and other policies and procedure publications are located in the HR section of the NUNM Intranet and available to all employees. The employee handbook contains conditions of employment, rights and responsibilities, criteria and procedures for evaluations, promotion and termination as well as policies and guidelines. Every hired employee, staff or faculty, is required to attend a new hire orientation wherein a human resources representative presents the information contained in the employee handbook. In addition, the chief medical officer, dean of students, chief of security, and facilities manager present pertinent information during orientation that helps ensure the successful on-boarding of staff and faculty. Topics include safety and security, emergency evacuations, blood borne pathogen and body fluid exposure, comprehensive OSHA training, Incident reporting, Title IX, FERPA and ADA Compliance training. In the absence of a presenter, video presentations can be viewed during orientation to ensure consistent training by subject matter experts. (2.A.18)

The employee handbook is edited and revised every three years. As part of the revision process, legal counsel reviews the content for compliance with applicable federal, state, and local laws, and recommends revisions as needed. Additionally, policies affecting faculty are reviewed every other year for inclusion in faculty contracts. Other policies are reviewed on an *ad hoc* basis as need arises. Both the faculty handbook and the employee handbook underwent revision in 2014. All HR policies, procedures and protocols found in the employee and faculty handbooks are also located in PolicyStat. This allows Human Resources (and other departments) to update information as needed, thereby communicating any additions or updates to employees immediately rather than waiting for a handbook revision. (2.A.18)

The administration of HR benefits is consistent within employee groups: all full-time faculty are treated equally as are all other categories of employment, e.g. part-time, hourly, adjunct, and exempt, etc. To ensure that benefits are administered consistently in employee groups, the following practices are implemented:

- Faculty contracts are reviewed by HR to ensure consistency across all Schools and Colleges.

- Hours worked for all staff and faculty are monitored on a consistent basis by three HR employees, ensuring that an employee's status is correct based on number of hours worked, or in the case of faculty, work load. Changes made to ensure the above include: addition of hours to all faculty contracts to clarify workload so benefit eligible faculty receive healthcare insurance as directed under the Affordable Care Act, review of timesheets to ensure hours worked are in alignment with the employee status noted in the HRIS, and FLSA increases made for exempt employees in accordance with the new DOL mandate. In addition, a retirement audit is performed annually to ensure that all employees working over 20 hours per week are paid the correct amount of retirement benefit in conjunction with our institutional contribution rate of 4 %.

- NUNM is developing a new Faculty Classification and Compensation model that is projected for launch in fiscal year 2017-18 that provides for equitable compensation across the curriculum for faculty at different levels in a "step model" reflecting credentials, experience and workload assignment. (2.A.18)

NUNM is committed to attracting, developing and retaining top talent. HR works closely with hiring managers to identify the competencies required for each position. During the interview process, the internal and/or external applicant is provided with a full copy of the job description. Upon hire or promotion, a signed copy of the job description is placed in the employee's personnel file. Any changes/updates to the job description by the supervisor require the employee to sign and receive a copy of the updated job description. During the annual HR audit, the VP for HR randomly selects 10 employee files to ensure compliance. If any unsigned job descriptions are found, the employee is contacted by HR and a signature is secured within five business days. (2.A.19)

Interviews are conducted with a minimum of two interviewers using behavioral interview questions. For higher level positions an interview panel is often used to help ensure the selection of the best candidate available. Notes are taken on all candidates and submitted to HR for documentation as part of the hiring process. All external applicants are subject to a criminal background investigation, reference check, and verification of degrees from regional and national accredited institutions. Twice a year the HR director performs a random check of files of five employees hired in the last three years to verify compliance. If it is determined that an employee background check is missing, they would be asked to submit to a background check (with verification of degrees for faculty members). (2.A.19)

After new hire orientation, all employees continue through the onboarding process via a robust NUNM On-Boarding Program that was developed in conjunction with the academic department. The program has a check list with one month, three month, six month and one year markers that target subject areas for completion. The Onboarding Planning Checklist is available on campus. In addition, each department has position specific onboarding checklists and provides specific departmental training. For example: new NUNM faculty work closely with Faculty Support and all clinic providers to receive onboarding sessions with the dean of clinics, director of clinic operations, health centers billing, and the Epic site specialist. To ensure that all new hires go through the on-boarding process as scheduled, individual onboarding forms are utilized and signed off at each step of the process. This form is turned into Human Resources and placed in the employee's file on the employee's first anniversary date. (2.A.19)

Current job descriptions and institutional organizational charts are available on the NUNM Intranet. The job descriptions are updated and added as needed, and the organization chart is updated every quarter. Documents will be available on site. (2.A.19)

The filing cabinets that house the employee files within the HR office are locked at the end of each business day. The employee handbook contains a policy on employee confidentiality, page 50. (2.A.20)

Institutional Integrity
NUNM's Department of Marketing and Communications and individual team members strive for professionalism in every aspect of their work, always remembering the department's responsibilities of producing accurate, timely and appealing results that advance NUNM's standing in professional and public regard. Personal and institutional integrity inform our operational systems, setting priorities and interaction with colleagues and the community. Since the inception of the department in 2007, the charge has been to create unified, consistent, and accurate messages about the university, its programs, and its services. These branded messages reach the NUNM community and the public through a number of avenues, including the university's multiple websites, social media platforms, newsletters, major publications, advertising, and all other means of university communication that originate in this office. In Framework for Action 2012–2017, KPI 7 (Continuous marketing and communications action planning, page 44) addresses some of these responsibilities and associated desired outcomes. (2.A.21)

Department procedures are firmly in place to maintain clear and accurate messaging. It is a systematic process designed to first obtain the correct, most current information, and then to convey that information in a meaningful way to the intended audience. The marketing and communications team's process for creating any of our major publications, for example, begins with requesting pertinent information from appropriate sources before drafting copy, which is then submitted to a series of proofing rounds before content is passed on to the designer for layout. By incorporating a series of proofing opportunities at several stages during the process, even the most data-heavy publications, such as the course catalog, are routinely produced without significant error. Website development and other departmental communications are guided by similar processes. All projects are organized into a deadline-related production schedule that

guides daily operations and is the basis for weekly team meeting status reports and discussions. (2.A.21)

Publications, websites, and other communication tools also are assessed for effectiveness, appeal, and functionality on an ongoing basis. While print materials are freshened annually, electronic communication, by its very nature, demands more constant monitoring and updating. Our audience of prospective students, patients, donors, and the general public are accustomed to fast response, user-friendly online communications; we keep that fact in mind every day as we work toward improving this dynamic communications tool. Our web presence has evolved over the years, and in summer 2015 the website underwent significant changes with the successful move of our website to WordPress. The webmaster then implemented substantial content updates (with stakeholder approval) and improved navigation throughout the site. (2.A.21)

When the institution was granted university status in September 2015, the Marketing and Communications department immediately began planning a strategic pathway and comprehensive timeline for a rebranding campaign. The timeline focused on graphic design, website, public relations and communications, signage, and other responsibilities specific to Marketing and Communications, but also indicated when other departments' actions (especially IT) intersected with our schedule at various points in the process. Following the Board's approval of the NUNM name at its February 2016 meeting, the Marketing and Communications department began extensive behind-the-scene preparations for a rebranding campaign that would be triggered by President Schleich's formal announcement of the new name at the June 2016 commencement ceremony. Rebranding activities were superimposed on the department's routine production schedule, and the graphic team developed new logo concepts for presentation to the president and board. Upon approval of the new logo, the team began work to replace/update signage, letterhead, business cards, recruitment publications, and all other materials that bore the NCNM name and logo. The new name necessitated intensive technology efforts, and our web team worked with the IT department to register new domain names and related sub-domains, and complete the lengthy and complicated set of changes to all internet and email accounts. Among their many tasks, the web team was also charged with reviewing all web content and updating NCNM references where appropriate. (2.A.21)

With the official press release and formal adoption of NUNM as of June 28, 2016, these materials and web changes began to be rolled out through the summer. Most of the major rebranding changes were completed by September 2016. Rebranding efforts also ushered in the debut of the NUNM Style Guide—a reference document for staff, faculty and vendors. This guide provides detailed instruction on the use/treatment of NUNM and affiliate logos, color palette, typography and more. (2.A.21)

The Alignment Model, discussed in Standard One, page 33, was created by the board to delineate the interrelationship between NUNM's purpose, vision, mission, values, and planning strategies. The implementation of the concepts of this framework in the direction of activities of the university leads to policies and procedures that are fair and ethical in the treatment of all constituencies and provides a structure for the resolution of disagreements by returning focus to the institution's purpose, vision, values (respect, integrity, creativity/innovation, commitment, excellence), and mission. The Alignment Model is posted on campus and is provided in the Framework for Action (see pages 24-25) and in the student handbook (see page 11). (2.A.22)

Student, faculty and employee handbooks provide the policies and procedures to address complaints or grievances in a fair and timely manner. The responsibilities of NUNM's Title IX coordinator and contact information are clearly listed in the student handbook, the catalog, the NUNM website, and provided on the NUNM Intranet. (2.A.22)

As described in 2.A.4, members of the NUNM Board of Directors sign a conflict of interest policy annually (appendix 2.2). The faculty handbook contains a policy on Professional Ethics and Conflict of Interest

(pages 54-55). Information and policy regarding various aspects of employee conflict of interest are found in the employee handbook on pages 11-14. (2.A.23)

The faculty handbook contains two sections (pages 44-49) that relate to copyright ownership and all forms of intellectual property created at NUNM. Various categories of work are defined, and the resulting implications for shared or outright ownership of intellectual property that is produced as a particular kind of work are delineated. There is also a section of the handbook that pertains to the use of self-published materials as required texts in the classroom (pages 46-49), which is a practical extension of the copyright ownership issues. (2.A.24)

Section 12.11 of the student handbook discusses the intellectual property and copyright issues pertinent to student behavior. It stipulates that students own the copyright to works they create in the course of their education, including online postings in hybrid-style classes. It also stipulates in what manner students may use recordings and other artifacts that they harvest from their classes and faculty. (2.A.24)

Institutional and programmatic accreditation status is listed on the inside cover of the course catalog and on the university website: http://nunm.edu/about/accreditation/ . (2.A.25)

NUNM enters into written agreements that clearly define NUNM's responsibilities with community clinics in which our students, under the oversight of our faculty, provide medical services. The educational experience of students in community clinics meets the same requirements as those of the on-campus clinic. The community clinic sites are chosen to broaden student experience, addressing medical conditions of underserved populations not well represented in the on-campus clinic, such as immune deficiency or addiction recovery. A sample clinic agreement is attached (appendix 2.6). (2.A.26)

Academic Freedom
The NWCCU Year Three site visit in April 2014 determined that there was no direct evidence that the board had approved the institution's academic freedom policy. The provost recalled that the policy was developed under the direction of Dr. Jim Miller, president from 1989-1993. As a result, the board at its next available meeting in June 2014 formally approved its long-standing academic freedom policy: *"NUNM faculty and students are free to question, discover, and test all knowledge appropriate to their discipline as judged by the academic community in general."*(appendix 0.4 – Board meeting minutes June 2014). (2.A.27)

The academic freedom policy is embedded in the faculty (p. 44) and student (p. 84) handbooks. In addition there are clearly described policies related to faculty responsibilities regarding copyright law, intellectual property issues, selection of textbooks, plagiarism, conflict of interest, and other issues in the faculty handbook on pages 44-55. (2.A.27)

At NUNM, faculty and students are accorded the freedom to teach, learn, and pursue scholarly and research interests without interference or penalty from the administration or commercial sponsors. This freedom is subject to the norms and standards of scholarly inquiry in the U.S. and relevant NUNM policies pertaining to faculty responsibilities and employment. As professional educators, NUNM faculty members are free to teach their material as they choose. They are also expected to stay within the flow of the designed curriculum and be accurate and careful in what they say, exercise appropriate judgment and ethics in managing the classroom, and give proper credit when referencing the ideas of others. When engaged in patient care, faculty are expected to respect the rights of their patients and exercise discretion regarding the use of patient information in their teaching. (2.A.27)

As NUNM representatives, faculty members are free to question and criticize university policies and practices without fear of reprisal. In voicing critical opinions, faculty are expected to strive for accuracy

and civility. As citizens, NUNM faculty members are free to voice their opinions about matters in their life without fear of censorship or discipline by the university. They are also expected to keep in mind that what they do and say as private citizens could indirectly affect the university, and therefore they should be careful, accurate, and respectful of others in their public behavior; and make it clear that they are not speaking for NUNM. (2.A.27)

Among NUNM's values are creativity and innovation. This commitment to facilitating a culture of intellectual freedom is reflected in one of the objectives for Core Theme Three, Professional Vitality: Preparation of students to engage in scholarly interaction with other professionals and supporting the free exchange of ideas, respectful debate, and other exercises of intellectual curiosity. Further discussion of Core Theme Three can be found in Core Theme Achievement Narrative (appendix 0.1). (2.A.28)

The faculty handbook contains brief sections on plagiarism and professional ethics (p. 54) that address the citation of sources issue and full disclosure regarding potential conflicts. In addition, there is a more extensive section in the faculty handbook that pertains to managing financial conflicts of interest in research (pp. 55-63)**.** In this policy, written to be in compliance with the Department of Health and Human Services revised regulations for promoting objectivity in research (*Final Rule 42, CFR Part 50, subpart F*), the highest standards for academic honesty and integrity in research are promoted. (2.A.29)

Finance
The institution has clearly defined policies, approved by its board, regarding oversight and management of financial resources. These include financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds. The policies are available on the Intranet; board specific policies are published in the Framework for Action, Part One, Section III, pp. 26-32. (2.A.30)

<center>STANDARD 2.B. HUMAN RESOURCES</center>

Human Resource functions are centralized under the vice-president of human resources, who has over 20 years of career human resource experience and over two years with NUNM. The Human Resources Department consists of a payroll and benefits manager, a human resources generalist, and a faculty contract/human resources coordinator. The vice-president of human resources reports directly to the CFO. (2.B.1)

The institution endeavors to employ sufficient personnel to meet its curricular and operational objectives. On an annual basis, administrators define what is sufficient for their departments and submit a budget request for both human and financial resources, which are reviewed and ultimately approved by the president and the board, provided sufficient resources are available. If sufficient resources are not available, prioritization for expenditure of university funds must be determined. At that time, funds are allocated to departments based upon the institution's core mission. As such, positions and monies that directly affect student services and the education of students in all programs have top priority. (2.B.1)

As described under 2.A.19, during the employee recruitment process, the HR Office advertises a job description that includes a summary of responsibilities, duties and qualifications. During the interview process, the applicant is provided with a copy of the full job description. Upon hire, a signed copy is placed in the employee's personnel file. Any changes/updates to the job description by the supervisor re2quires the employee to sign and received a copy of the updated job description. (2.B.1)

The employee handbook contains conditions of employment, rights and responsibilities, criteria and procedures for evaluations, promotion, and termination. Current job descriptions and institutional organizational charts are available on the NUNM Intranet. (2.B.1)

A common evaluation process is used for NUNM's staff and administrators. Non-faculty employees receive a formal evaluation from their supervisor at the end of 90 days in a new position, and annually thereafter. This process is supported by the HR Department. The evaluation of an employee's work begins with a review of the position description of the individual and is based on goals specific to the position, individual goals created by the employee, and performance standards applicable to all employees. (2.B.2)

As a result of recent assessment of the employee evaluation system, the process was modified in November 2014 so that the annual evaluation for non-faculty employees occurs in November rather than at the anniversary of the date of hire. Evaluation criteria have been refined, and performance is now aligned with key competencies and metrics. The annual performance review was updated again in 2015 and 2016 to include a simplified four dimensional rating scale: key contributor, strong performer, solid performer and under performer. Competencies that have been added for evaluation for all staff include contribution to work teams, self-development, and work standards. Competencies for supervisors and managers now include leadership, managing execution, generating talent, organizational capability, fiscal acumen, organizational sustainability, and cultural competence. It is becoming clear that proficiencies in these core competencies drive individual and organizational success. As supervisors and employees become more familiar with the updated performance assessment tool, robust development plans can be assembled with the input of both the manager and the employee. This will ensure employee engagement and increase the likelihood of employee and organizational success. (2.B.2)

The supervisor evaluation tool provides guidance to the supervisor in the performance of the evaluation process. In addition to the performance standards applicable to all employees, the standards include a set of criteria specific to supervisors. Individual specific goals established in the prior evaluation and departmental goals provide a framework for the standards of performance in the evaluation of administrators. Evaluation forms are readily available in the supervisor section of the Intranet. (2.B.2)

Developing talent involves actively setting performance standards, providing means for development and giving appropriate and timely feedback. As such, the annual performance review is the foundation for career development through goal setting, feedback and developmental planning. This competency based performance model focuses on work performance and results. On an individual level, the scores are utilized to develop a professional development plan for the employee and/or manager. On a university wide level, the results of the employee performance reviews are analyzed annually to determine organizational leadership competency strengths and deficiencies, which can be addressed through university-wide training and developmental opportunities. NUNM's Performance Review document is available on campus. (2.B.3)

The annual human resources strategic plan utilizes this leadership identification data to assist in developing internal successors, refining the leadership development program year-over-year, and identifying target groups for succession planning and retention efforts. Improvements to the document include a competency based review system that identifies "contribution to work teams" and "self-development" as core competencies, and there is now a section in the Pre-Interview Professional Development Plan that focuses on supervisory behavior that enhances or impedes employee effectiveness. (2.B.3)

In terms of institutional priorities, management succession is the third most important issue directly behind financial results and strategic planning as critical factors in institutional success. NUNM's efforts systematically identify and prepare high-potential candidates for present and possible future key positions. In conjunction with the senior management team, HR is actively involved in proactive succession planning for all levels of the organization to build a supervisory, management, leadership, and faculty pipeline that is in alignment with the vision of NUNM as a top performing organization in a competitive higher education marketplace. (2.B.3)

A leadership development program was developed and implemented in the 2015-16 fiscal year to align the talent to the business needs of NUNM now and in the future. As outlined above, the performance review process is the first step in identifying and developing high-potential employees as future internal leaders for the institution. The second step utilizes success factor analysis where candidates are selected based upon individual potential assessment that identify traits that lead to organizational success. The third step is to close the development gap with individualized career development plans for selected high-potential candidates. These plans include seminars, webinars, advanced degrees, stretch assignments, increased responsibilities, task force opportunities, special projects or assignments, job rotations, mentorship programs, and teach-to-learn opportunities. These activities are often documented in an employee's annual performance review under Part 2 Goal Setting. During the succession planning phase, once a high performance employee has been identified, a Career Path Document with specific methods for grooming this individual for advancement is put into place. This will ensure that the executive team, the department head, and the employee are in alignment, focusing on accelerated career growth opportunities for the employee. (2.B.3)

University-wide training and developmental opportunities for management include: Performance Planning and Management, Time Management, Coaching, Constructive Feedback and Accountability, Leading Effective Teams, Talent Development, Bureau of Labor and Industry Compliance (BOLI), and several other sessions. Supervisors, managers, directors, department chairs, associate deans, and deans are asked to attend two developmental training sessions per calendar year. Participant feedback surveys are completed and the data consolidated by feedback statements, scores and average scores for seven areas of assessment. Feedback statements include: "I believe this training will benefit my team" and "I am confident I will be able to effectively use what I have learned today." In addition, the survey includes a feedback section where participants write individual comments that helps the HR team evaluate the effectiveness and relevance of the training. To date, the mean scores for these trainings "benefiting the team" and for "the managers effectively using information learned" is over 3.5 on a 4 point agreement scale, with one reflecting strongly disagree and 4 reflecting strongly agree. Individual comments include: "given tools and handouts that were useful", "tools were tangible", "great information", "reminder of the importance of our role as leaders and the importance of coaching and developing staff". (2.B.3)

The leadership development series ensures consistency and encourages high performance among the management/leadership team at NUNM. Prior to focusing on, training for, and measuring leadership competencies, the management staff did not have a leadership benchmark on which to measure individual success. The leadership competencies outlined in the performance review and interview evaluation form measure essential knowledge, skills, and abilities that are critical for a successful manager. These competencies include leadership, managing execution, building relationships, generating talent, organizational capability, and financial acumen to name a few. Managers who struggle to build and develop talent have low performers and high turnover. Managers who lack financial acumen tend to cause undue financial burden and hardship on the institution, while managers who excel at strategic planning, organizational sustainability and managing execution propel the university forward. This correlation is evident in departmental turnover and performance in terms of human capital and financials. These correlations are reflected in the annual performance reviews of individual leadership team members. As such, it is critical that each manager's development plan address low scoring competencies as well as the higher scoring competencies to drive excellence as well as maintain proficiencies that are essential in managing execution of departments. (2.B.3)

Ongoing training and development activities for both faculty and staff include four employee seminars on a variety of subject matters identified by the Staff Association, and web-based learning for critical and often mandatory trainings that must reach all members of the community such as Title IX, FERPA, Preventing Sexual Harassment, Active Shooter on Campus, The Clery Act, Campus Security, and Safety for Campus Staff and Faculty. Successful completion of the training programs are measured through on-line reporting

systems to ensure participation. The on-line training modules are an effective training method that allows NUNM to meet mandatory guidelines by ensuring compliance through monitoring the completion of each class. Ongoing reports and follow-up allows NUNM to reach up to 92% of its workforce (including faculty and staff) for select mandatory training. With the inception of on-line training, we increased our completion percentage from about 40% to over 87%, by all employees, full and part-time, and faculty. (2.B.3)

Faculty Sufficiency and Evaluation
The university provides opportunities for the professional growth of NUNM's academic and clinical faculty in all stages of their careers through training sessions and activities that enhance faculty teaching styles, including curriculum design, delivery skills and technology proficiency. Core Theme Two, Objective 1, discussed in appendix 0.1, *Provide support to faculty in improving their teaching skills,* is an example of NUNM's commitment in this area. (2.B.4)

The program deans, associate deans, and chairs, with the guidance of the provost, are responsible for ensuring that, consistent with NUNM's mission, Core Themes, programs, services, and characteristics, the university employs appropriately qualified faculty who are sufficient in number to achieve its educational objectives and ensure the integrity and continuity of its academic programs. Policies and procedures specific to faculty are provided in the faculty handbook. Page 32 of the handbook outlines policies for eligibility for faculty appointment and search and appointment procedures. (2.B.4)

As NUNM begins the budget preparation process for each coming academic year, the program deans utilize data provided by the Office of the Registrar to construct worksheets reflecting each clinic rotation and course, including all sections, based upon student numbers and the schedule of classes for the coming year. Faculty worksheets take into consideration the rank and step (and resulting pay) for each faculty member. The program deans then work with the provost and CFO to create budgets for each academic department utilizing the worksheets. Courses, sections, or clinic rotations for which a new faculty appointment is needed are posted, and the faculty member is selected in accordance with university policies. Faculty contracts are created by the HR department for each faculty member, utilizing the worksheets provided by the academic administration. Faculty needs identified through this process are addressed at the beginning of the budget preparation process, and if projected faculty needs change, the faculty budget line is given the highest priority within the academic budget. (2.B.4)

The Academic Operations Team (AOT), chaired by the provost, oversees the development, evolution, and approval of academic policies. Potential revisions to academic policies typically come from the originating office, although a request for consideration of a policy change could come from other sources, such as the Faculty Senate or the Student Government Association. All policies of the university are housed in PolicyStat. The AOT meets monthly and includes program deans; the CFO; the provost, the VP of accreditation, assessment, and compliance; and the two AVPs. (2.B.4)

Faculty responsibilities and workload are overseen and managed by the provost and the program deans. Each faculty member is provided with a job description by HR that explains the expectation of the general duties outside of their required teaching load. Pages 29-31 of the faculty handbook define the five types of faculty status at NUNM: full-time, partial load, adjunct, administrative, and emeritus faculty. The handbook also enumerates the expectations and benefits of each classification. Full-time, partial load, and administrative faculty are eligible for employee benefits. The recently added partial load category addresses faculty requests that NUNM consider providing benefits to faculty who, although not fulltime, dedicate a significant portion of their work week to the institution. (2.B.5)

The faculty evaluation process is described on pages 34-36 of the faculty handbook. Each program dean, with the support of associate deans or chairs, evaluates full-time faculty members annually and at least once every five years for adjunct faculty. These evaluations take into consideration quarterly course evaluations

by students, supervisor or supervisor designee observations, and an electronically completed self-evaluation from the faculty member. Areas addressed within the evaluation include teaching effectiveness, research, professional contributions, college and public service, and performance in goal areas set in the prior evaluation. Goals set in evaluations address, at a minimum, any areas of weakness identified through the evaluation process. (2.B.6)

NUNM has developed a list of faculty outcomes. These outcomes serve as a model for faculty development and performance but have yet to be fully integrated into faculty evaluations. Our long-term goal is to develop a system where faculty evaluations, desired outcomes, training, promotions, and salary increases are integrated and reinforce one another. The process toward this goal is being led by a task force chaired by the VP of human resources and composed of the program deans and a representative of the Faculty Senate. (2.B.6)

> **Recommendation: Continue to prioritize development of a system in which faculty evaluations, expected faculty competencies, faculty development, promotions, and the faculty compensation system are integrated and reinforce one another.**

STANDARD 2.C. EDUCATION RESOURCES

Overview (2.C.1 and 2.C.2)

Within NUNM's educational offerings are two doctoral programs, five masters programs, two bachelors programs and a number of certificates within degree programs. In all programs, competencies are identified for the program as well as for each course. Each of NUNM's degree and certificate programs is consistent with NUNM's mission: to educate and train physicians, practitioners, and pre-professionals in the art, science, and research of natural medicine. Curricula for all degree and certificate programs are designed and delivered at the level of rigor appropriate to the degree or certificate. Degree titles are consistent with the professions represented. Educational outcomes for all degree programs are published within the catalog but are not identified for all certificate programs. Student learning outcomes are published for each individual course in all degree and certificate programs. Course competencies are listed as part of the standard syllabus format. Students receive and are made aware of course competencies when they receive (and when instructors review) the course syllabus at the start of each class. Syllabi for each degree program are available on campus. Further discussion of programs can be found under Graduate Programs below.

The College of Naturopathic Medicine awards the Doctor of Naturopathic Medicine (ND) degree. Students within the ND program may choose to also pursue certificates in Homeopathy and/or Naturopathic Midwifery. In addition to providing course competencies, program outcomes and programmatic competencies within the ND program are also included in the syllabus for each course. Programmatic outcomes are noted in the course catalog. Appropriateness of content is reaffirmed through review and inclusion of competencies agreed upon by the accredited ND schools through the efforts of the Association of Accredited Naturopathic Medical Colleges (AANMC) and mapping of the content of national board exams to the course level.

The College of Classical Chinese Medicine awards two degrees, Master of Science in Oriental Medicine (MSOM) and Doctor of Science in Oriental Medicine (DSOM), and certificates in Shiatsu and Teaching Qigong. The College of CCM is teaching out a Master of Acupuncture (MAc) program. The certificate in Advanced Studies in Classical Chinese Medicine no longer is awarded, as the coursework has been incorporated into the DSOM program. Program level outcomes, published in the course catalog, are accompanied by programmatic content area competencies that are reviewed and refined by the faculty to ensure fulfillment of the university and College of CCM mission statements, as well as the requirements of the programmatic accrediting body, the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). They serve as the template for the individual course learning outcomes that are included in the

syllabi. Each syllabus notes which of the content level competency areas are covered by the course.

The School of Research and Graduate Studies offers these degrees: Master of Science in Integrative Medicine Research (MSIMR), Master of Science in Nutrition (MScN), Master of Science in Global Health (MScGH), and Master of Science in Integrative Mental Health (MSiMH). A Master of Science in Sports Medicine has been approved by NWCCU and will begin as a concurrent-degree clinical program in fall 2017. There are currently no certificate programs within the School of Research and Graduate Studies.

The MS programs are entry-level master's programs with competencies related to research, communication, professionalism and foundational knowledge. A comprehensive review of program outcomes was completed in the summer of 2016. As a result, an overarching set of common themes (available on campus) was developed for programs in the School of Research and Graduate Studies.

The School of Undergraduate Studies admitted its first classes in fall 2016 in a Bachelor of Science in Integrative Health Sciences (BSiHS) and a Bachelor of Science in Nutrition (BScN). Further discussion can be found in the Overview/Preface section under Addenda.

Awarding of Credit, Depth & Breadth, Admissions, and Graduation Requirements
The registrar maintains permanent records of each student. NUNM awards credits based upon hours of instruction per quarter. Fall, winter, and spring quarters are defined as 12 weeks; summer quarter is defined as 11 weeks. One credit is defined as 12 lecture contact hours plus 24 hours of work outside of class per quarter; or 24 laboratory contact hours per quarter + 12 hours of work outside of class per quarter or 24 clinical contact hours per quarter + 12 hours of work outside of class per quarter. Course requirements, including grading criteria, are provided by each faculty member on individual course syllabi. (2.C.3)

In spring 2013, utilizing the student quarterly course evaluation process, NUNM captured data from students in the ND and MSOM programs regarding the amount of time worked outside of the classroom for each course. Data resulting from this process, combined with faculty input concerning amount and approximate completion time of outside work required per course syllabi, was used in the recent curricula reform processes for the ND and MSOM degrees and development of the DSOM. As the new courses within the Schools of Undergraduate and Graduate Studies are developed, this template for awarding credit is utilized and reflected in course syllabi. (2.C.3)

Requirements for admission, pages 13-20, and graduation, page 157, are clearly defined in the catalog and are easily accessible to students through the NUNM website. The catalog is also available in hard copy. (2.C.4)

NUNM's curricula review processes, including for potential new programs, ensure resonance with the institutional mission and accreditation standards, and incorporate the coherence of program layout and appropriateness of depth and breadth of coursework. A request for consideration of a new program or project, or reframing of an existing program, may be made by any member of the community utilizing a recently implemented process: New Initiatives for This Year (NIFTY). Projects that are academic begin with the Academic Operations Team for initial development and, once ready for approval, move through the Program and Curriculum Review Committee, composed of student and faculty representatives, and are eventually reviewed by the board, and our accrediting bodies. Further refinements to this process are being drafted for potential implementation in the coming academic year and will continue to include a participatory process that ensures the cohesiveness and quality of the program and its support of the mission and values of the institution. (2.C.4)

Responsibilities of Faculty
The authority and responsibilities of NUNM faculty are well defined through documents such as faculty

contracts (full-time and adjunct contract templates, appendix 2.7) and the faculty handbook. Faculty, individually and collectively, are responsible for assessing student achievement of clinical and course specific academic learning outcomes, which are mapped to programmatic learning outcomes. In addition, NUNM's communications and committee structure empowers faculty to play a major role in the design, approval, implementation, and revision of curriculum. (2.C.5)

The Faculty Senate (FS) serves as a representation and advocacy group for faculty issues as well as a governing body. The Faculty Senate Bylaws (available on site) delineate faculty governance. The Senate is open to all full- and part-time NUNM faculty. A FS member serves as an elected constituency non-voting representative on the board, and to its Academic Affairs Committee. The FS meets monthly to share information and to discuss matters related to curricula, program planning, faculty workload and assignment, professional development, and research activity. The FS appoints representatives to sit on board committees, university councils, and teams. A subcommittee of the Faculty Senate, the Faculty Development Committee (FDC), oversees allocation of a fund for continuing education of individual faculty members, recommendations for faculty promotion, and recommendations for faculty sabbaticals. The FDC also provides guidance to faculty in the development of their portfolios, a component of the promotion process. As discussed earlier, NUNM's curriculum committee, the PCRC, includes faculty from all schools and colleges of the university. (2.C.5)

In addition to monthly meetings of the FS, faculty meet as a whole annually, and by department twice monthly, with one meeting dedicated to academic issues and one to clinical ones. Faculty meetings are chaired by the program deans. Monthly academic and clinical faculty meetings facilitate regular communication among faculty members and between faculty and administrators. Some individual departments also utilize faculty subcommittees to review their courses and curriculum, organized around subject areas. Subcommittees typically meet when specific areas of the curriculum are being re-evaluated. (2.C.5)

The College of Naturopathic Medicine is in the middle of a revised curriculum launch and a teach-out of the foundational curriculum. The new ND program outcomes were created by a committee of faculty and administrators which were then reviewed and approved by the Faculty Senate. Within this process were consideration of competencies developed by the AANMC and input invited from all ND faculty through a dedicated e-mail address, surveys, focus groups, and faculty meetings. CCM faculty worked through subcommittees and as a committee of the whole through faculty meetings and retreats to develop the DSOM entry level first professional doctoral program that was launched in fall 2015 and to differentiate the coursework and competencies specific to the MSOM degree. Similarly, chairs and faculty within the School of Research and Graduate Studies worked with the dean of the School in the development of each of its degree programs. Development of the curricula of the two programs within the School of Undergraduate Studies was supported by faculty from other degree programs as well as newly hired undergraduate faculty. (2.C.5)

Faculty serve on an ad hoc hiring committee, headed by the Human Resources Office, that interviews potential faculty members and makes recommendations to the program dean and provost. Final selection of faculty positions is made by the provost following recommendation by the dean and the ad hoc hiring committee. Faculty also serve on the hiring committees for administrative positions that are of special interest to faculty. A recent example is the search for a founding dean of the School of Undergraduate Studies. (2.C.5)

A focused effort has been made to embed research literacy outcomes and competencies in the curricula at NUNM. Faculty who teach courses that have been traditional venues for librarian instruction about how to use the library have collaborated with librarians to reword and strengthen outcome statements and assessment requirements in specific course syllabi. In particular, the outcomes for the Clinical Correlates

class in the ND program and the Evidence Informed Practice class in the Chinese medicine programs were revised and enhanced in order to emphasize library and information literacy. The following is an example of a library research specific outcome that is embedded in the Clinical Correlates syllabus: at the end of this course, the student will be able to demonstrate appropriate use of the library resources available for researching patient symptoms and complaints. The Vanguard Faculty continue to work with the library to embed EIP research literacy outcomes across all curricula. (2.C.6)

Librarians have collaborated with the Helfgott Research Institute in the discussion of library resources, particularly the use of the Medline database, in their research classes and curricula. Vanguard faculty, under the leadership of a librarian, created a list of six outcomes for evidence-informed practice research and information literacy skills (available on campus). These outcomes were approved by the Program and Curriculum Review Committee for eventual inclusion in all curricula at NUNM. (2.C.6)

NUNM does not award credit for Prior Experiential Learning. Development of policies and procedures may eventually be considered for the undergraduate degree programs. (2.C.7).

Transfer credit is considered on a course-by-course basis by the applicable program dean and program chairs, who utilize catalogs or course descriptions to make a determination as to whether the request satisfies NUNM's requirements. There must be substantial equivalency and the subject matter must be currently relevant. Individual faculty are consulted for clarification as needed. Challenge examinations may be required to determine whether coursework is comparable. During the process, transfer credits that will be accepted by NUNM are clearly identified. (2.C.8)

The catalog (pages 17-18) provides NUNM's policies and procedures regarding transfer credit as well as policies specific to individual degree programs. The final judgment on determination of transfer credit is solely the responsibility of NUNM. NUNM policies are designed to ensure comparability with the nature, content, academic quality, and credit hours of the transferred course with the corresponding NUNM offering.   The applicant must be in good academic and behavioral standing at the originating institution. (2.C.8)

Undergraduate Programs
Please refer to Addenda in the Preface for information on our newly implemented undergraduate degree programs. (2.C.9 and 2.C.10)

No undergraduate applied degree and certificate programs are offered. (2.C.11)

Graduate Programs
NUNM's degree programs are consistent with the institution's mission, meet the standards of specialty accrediting bodies, (as reflected by programmatic self-studies and accreditation evaluations), and reflect the demands of the professions they represent. (2.C.12)

The university is a member of the Association of Accredited Naturopathic Medical Colleges (AANMC) and their Council of Chief Academic and Clinic Officers (CCACO), which is comprised of deans and associate and assistant deans from all of the schools accredited by the Council on Naturopathic Medical Education (CNME), the U.S. DOE recognized specialty accrediting body for naturopathic medicine. This body has made significant progress in establishing agreed upon knowledge- and practice-based competency requirements for all ND program graduates. The work of CCACO has influenced the development of competency statements at NUNM. (2.C.12)

Similarly, NUNM is a member of the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) and participates on several of their working committees: First Professional Doctorate, Student

Services, Faculty Development, Curriculum Development, and Accreditation. CCAOM is an association of schools accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), the U.S. DOE recognized specialty accrediting body for acupuncture and oriental medicine (AOM). (2.C.12)

Evidence of knowledge and scholarship and high level professional practice is documented through a number of tools. Clinic entrance and exit exams are utilized in the ND, MSOM, and DSOM programs. The DSOM program includes scholarly work in Classical Texts and coursework that supports the student toward completion of a capstone project of research and writing in Chinese medicine. CCM programs include coursework in Chinese History and Culture and electives in Chinese Cultural Arts. Case report training is currently being introduced as a longitudinal thread through the CCM curricula. By the 2017-18 academic year, graduating students will have completed a publication-quality case report on one of their clinic patients. ND students are required to complete a Case Portfolio in their final year of study. (2.C.12)

Each program within the School of Research and Graduate Studies includes activities that demonstrate students' fundamental knowledge and skills and prepares them for professional success. Students in the MSiMR program develop research skills through a series of coursework in the design and execution of research in integrative medicine and demonstrate their research skills and expertise through the completion of a research study in an area of their interest. Through the development of menu plans, recipes, and patient information handouts, students in the MScN program demonstrate their skills in medical nutrition therapy. In the MSiMH program, students engage in individual recorded sessions where they practice counseling skills and receive feedback from peers and instructors. Students in the MScGH program complete a cultural immersion experience where they develop their ability to work within different cultural settings. This prepares them for a fieldwork experience where they implement the skills they have learned in the didactic portion of their education. (2.C.12)

NUNM outlines admission criteria in the print and website versions of the catalog (pp. 13-20) that include an application for admission, essays, transcripts that incorporate specific course pre-requisites for each program, description of necessary technical standards, and letters of recommendation. The Doctorate of Naturopathic Medicine and Classical Chinese Medicine programs also require in-person interviews. These components are used to determine the probability of student success. (2.C.13)

Transfer credit is considered on a course-by-course basis by the applicable program dean and program chairs, who utilize catalogs or course descriptions to make a determination as to whether the request satisfies NUNM's requirements. There must be substantial equivalency and the subject matter must be currently relevant. Individual faculty are consulted for clarification as needed. Challenge examinations may be required to determine whether coursework is comparable. During the process, transfer credits that will be accepted by NUNM are clearly identified. The catalog (pp.17-18) provides an expanded detailing of NUNM's policies and procedures regarding transfer credit. NUNM does not grant transfer credit for experiential learning. (2.C.13)

NUNM structures and monitors all learning experiences and assesses achievement of learning outcomes. The ND program requires 10 clinic credits (240 hours) of ND Field Observation in which students broaden and strengthen their clinical skills under the mentorship of licensed physicians in practice. In addition to refining skills developed within the NUNM teaching and community clinics, the student may utilize this opportunity to pursue clinical areas of special interest. (2.C.14)

The Colleges of Naturopathic and Classical Chinese Medicine also have a Community Education requirement (one lab credit, 24 hours for ND and DSOM; one-half lab credit, 12 hours for MSOM). These learning opportunities require pre-approval (from the associate dean for ND and from the faculty member who oversees business courses for CCM) and include activities such as giving lectures and presentations to

outside community organizations reflecting the medical knowledge base of the student's future profession. (2.C.14)

The School of Research and Graduate Studies includes internships and fieldwork experiences within the nutrition and global health programs. The nutrition program includes an internship experience where students work with a community partner for a minimum of 48 hours. Within the internship, students synthesize the information they have acquired within their coursework and apply it to practical experiences with local organizations or in clinical settings. The internship is currently being revised and expanded to 96 hours that can be completed with one or more organizations. (2.C.14)

Students in the global health program design a project with individualized learning outcomes that are matched to both the student's interests and goals, linked to the overall program outcomes, and meet the needs of the fieldwork site. Fieldwork projects (200 hours) can include community organizing, marketing, or media advocacy campaigns, educational workshops, curriculum development, qualitative or quantitative research, independent comparative analyses, program evaluations or program planning development such as needs assessments, evaluations, interventions, or program mapping. (2.C.14)

The ND, MSOM, and DSOM programs prepare students for professional medical practice. ND students are prepared as primary care providers. The academic and clinical education within each of these programs provides training to meet or exceed professional expectations as reflected by their specialty accrediting bodies and the professions, as evidenced by a recent seven year reaccreditation in both professions by the CNME (2014) and by ACAOM (2016). (2.C.15) (appendix 2.8 – program approval letters from CNME and ACAOM)

The Doctorate of Naturopathic Medicine degree program prepares graduates to practice as primary care physicians through a combination of didactic and clinical education. Naturopathic doctors conduct a thorough, holistic medical history and physical; recommend, administer and interpret diagnostic tests and procedures leading to a diagnosis that is consistent with conventional medical practice, as well as the principles and practice of naturopathic medicine. Naturopathic medicine is inherently patient centered, and doctors formulate and use individualized treatment plans using both naturopathic and conventional therapeutic modalities. Treatment options are informed by naturopathic philosophy, principles and clinical theory and focus on wellness and illness prevention. Treatments are applied in a safe, legal, ethical, and efficacious manner with an emphasis on adhering to the principles of naturopathic medicine. These include approaches to first do no harm, recognizing the healing power of nature, and healing the whole person. Naturopathic doctors are trained to function within the limits of their expertise, scope of practice and respect of patient's needs, wishes, and abilities. Additional information is available under "Acronyms", ND. (2.C.15)

The Master of Science in Oriental Medicine and Doctor of Science in Oriental Medicine programs are taught by core faculty trained in the classical traditions of Chinese medicine. Their coursework provides a solid framework of understanding of the many approaches within the larger field of Chinese medicine. It also includes a full-year, three course training (Traditional Mentorship Tutorial I-III) in the theory and application of a particular clinical approach of their choosing. This, combined with a "fixed intern rotation" (working with the same chosen clinical supervisor throughout their internship year), ensures that each student gets in-depth, mentor-style training in their preferred classical approach to clinical practice. Training in the development of professional case reports using the CaRe Guidelines is being introduced throughout the MSOM and DSOM programs. This will support the ability of graduates to communicate clinical outcomes within and beyond their profession. All CCM students receive foundational training in biomedicine, and get inter-professional training by participating in Primary Health Care teams with Naturopathic (and other healthcare) providers in the NUNM clinics. (2.C.15)

The DSOM program is designed for a higher level of achievement of the CCM mission, with increased emphasis on training in "the ancient tradition of the medical scholar". In a series of nine courses, students learn to directly access (through the original language) clinically relevant information in the classical texts of Chinese medicine. They are supported to apply this knowledge in clinical practice on their clinical rotations. A course series entitled "Imaginal and Experiential Inquiries", taught every quarter of the program, supports the development of critical thinking, clinical reasoning, and reflective capacity in the DSOM students. This series of courses supports students to select, refine, research, write and present a doctoral capstone project on a topic that demonstrates their attainment of classical Chinese medical scholarship. (2.C.15)

NUNM's recently established School of Research and Graduate Studies houses non-clinical degree programs. Health and natural medicine themes are central to all programs within the School of Graduate Studies. There are currently five master's programs in the School of Graduate Studies, and four under development. These programs are designed to deliver education that can either complement a clinical degree, or lead to non-clinical career paths. Didactic and hands-on curricula in the graduate programs provide students with strong foundational knowledge and skills. Students are then encouraged to build on these skills through practical experience in internships, fieldwork, or through the conduct of original research. Practical experience requires students to be creative and equips them with critical thinking skills, while preparing them for future independence. Faculty who oversee students in the School of Graduate Studies are trained both in pedagogy and in mentoring. Thus, they are prepared to assist students at every phase of their development, as they develop original research ideas, contribute scholarly works to their respective fields, or seek new career paths. (2.C.15)

Continuing Education and Non-Credit Programs
Continuing education and our community education institutes are housed under the Office of Advancement, Continuing Education and Alumni Affairs. NUNM's continuing medical education activities are specifically planned to enhance the post-graduate education of naturopathic physicians, Chinese medicine practitioners and natural medicine researchers, in alignment with our mission "to educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine." Continuing education courses are developed by the CE department with known subject matter experts, some of whom deliver the presentation or workshop. Courses are also reviewed for content by outside professional licensing boards. Registration fees pay for presenter speaking and travel fees and other overhead such as staffing and marketing. All conferences and most other courses are offered via live webinar to expand the reach beyond the local region, and recordings are accessible via an online library.

Non-credit programs that are not continuing medical education are offered under our Age Wise, Food as Medicine, Traditional Roots, and Women in Balance Institutes and offer community education, not-for-credit, classes that provide samples of our medicines for the general public. Examples are cooking and nutrition courses and herbal and natural medicine lectures, which serve to educate the public and promote awareness of natural medicine practice. These offerings to the general public also serve our students and physicians as a resource for their patients who need additional help learning about ways to live a healthy lifestyle. (2.C.16)

Continuing education courses or conferences are not offered for academic credit. The institution, through the Continuing Education Department, maintains direct and sole responsibility for the quality of all aspects of its continuing education programs and courses. The CE Director, who holds a Master of Education in Learning Design and Technology from the University of Southern California, develops the conferences and presentations with the aid of subject matter experts, including the program deans, the faculty, and professionals from the community. Learning objectives are developed as part of the outline for each course or presentation. All deans from the ND and CCM programs are included in the Continuing Education Review Committee (CERC), which meets regularly to provide input on conference topics and speaker

selections for upcoming events. (2.C.17)

All CE activities are reviewed and approved by the Oregon Board of Naturopathic Medicine (OBNM). Some activities in 2016 have also been reviewed and approved by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) and the American Academy of Family Practitioners (AAFP). (2.C.17)

Over 140 hours of continuing education in a total of 11 conferences were offered by NUNM's CE programs in 2016, providing continuing education to 1,491 medical practitioners and students. The following table gives an overview of the offerings in 2016 which were delivered live on campus. All CE presentations were pre-approved by OBNM for CE credit. All of these courses were made available via live online webinar, as well as recorded and posted to NUNM's online course catalog for on-demand access. NUNM has used the Adobe Connect webinar platform since early 2012 for providing quality webinar courses with live tech support and moderation for interaction between the CE presenters and webinar attendees. The attendee counts of the events below include those who opted to participate online via live webinar. Typically, between 30% and 50% of the attendees opt to participate online. (2.C.17)

CE OFFERINGS IN 2016

Presentation title	CE credits	Date	Attendees	Revenue
Age Wise Conference (Geriatrics)	12.75	1/23 - 1/24	63	$15,248
Food as Medicine Symposium	11.5	2/11 - 2/12	284	$64,621
Homeopathy Symposium	12.25	3/19 - 3/20	48	$16,525
Northwest Naturopathic Physicians Convention: Live Webinar	15.75	4/15 - 4/17	2	$1,598
Traditional Roots Conference	16	5/20 - 5/22	185	$52,295
SIBO Symposium	12.5	6/4 - 6/5	465	$141,238
Medical Cannabis Conference	12	7/9 - 7/10	129	$33,950
Pain Management Conference	13.5	9/24 - 9/25	110	$20,350
Herbal First Aid Seminar	10	10/29 - 10/30	68	$8,350
Integrative Sports Medicine Conference	12.5	11/5 - 11/6	61	$13,410
Diabetes Intensive Seminar	12	11/19 - 11/20	76	$10,925
TOTAL	**140.75**		**1491**	**$378,509**

The CE department conducts voluntary and anonymous surveys after every event or conference, which include questions regarding the quality of the presenters and the quality of the course or presentation content. Feedback surveys are distributed electronically and data is automatically recorded and compiled by the survey software platform. Course objectives are determined by the presenters, with input by the continuing education director. Evaluations of the course by the participants, and by the continuing education director, confirm that outcomes are met. We periodically survey alumni and other customers for their input on future activities; a customer interest survey conducted in August 2016 was sent to 9,374 email addresses and received 792 responses. These survey responses were used, in conjunction with input from the CERC, past conference evaluation forms, and past conference attendance data, to create a schedule of conference topics for the 2017 calendar year. (2.C.17)

The table below provides a listing:

CONFERENCE TOPICS 2017

January 28-29, 2017	Autoimmune Disorders
February 11-12	Food as Medicine
March 25-26	Women in Balance
April 8-9	Chinese Medicine
May 19-21	Traditional Roots
June 3-4	SIBO Symposium
July 29-30	Medical Cannabis
August 19-20	Primary Care
September 23-24	Integrative Genetics
October 21-22	Gastroenterology
November 18-19	Mental Health

The generally accepted norm is to apply for CEU approval through the Oregon Board of Naturopathic Medicine for naturopathic courses and through the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) for Chinese medicine practitioners. CEUs for the naturopathic profession undergo an application and approval process with the state licensing board, the Oregon Board of Naturopathic Medicine (OBNM), a third-party, non-profit organization. In this process, appointed OBNM board members, primarily other physicians, evaluate the course content and approve it for CEUs based on appropriate scope and rigor, as well as the credentials of the presenter. Naturopathic physicians in Oregon need 50 CEUs annually to renew their licenses, to include 10 hours in the topic of pharmacy and two hours in the topic of medical ethics. The OBNM also distinguishes courses eligible to count toward the pharmacy and ethics requirement. Oregon's standards for naturopathic CEUs are typically stricter than other state associations, such that those approved in Oregon are accepted in other states. The exception to this is California, which has its own application and approval process. Some courses offered at NUNM will have undergone this process and are thus eligible to count toward ND license renewal in California. (2.C.18)

CEUs granted for the Chinese medicine profession undergo a similar process with the NCCAOM, a national non-profit organization that validates entry-level competency in the practice of acupuncture and Oriental medicine (AOM) through professional certification, and advocates continuing education standards within the AOM community. Applications for CEUs, called Professional Development Activities (PDAs), are submitted and evaluated for content and rigor. Courses are further categorized into core activities or elective categories. Acupuncturists must accumulate 60 PDAs every four years to renew their certification, of which 26 must be categorized as related to core competencies, two must be categorized as related to safety, and two must be categorized as related to professional ethics; the remaining may be in core areas or other designated areas of study. In order to provide more continuing education opportunities for alumni of NUNM's Chinese medicine program, the continuing education department is making plans to host a Chinese medicine conference on April 8-9, 2017. (2.C.18)

Continuing education units are awarded based on attendance, which meets the standards of both the OBNM and the NCCAOM. As discussed earlier, survey responses after each event are examined in order to determine whether each conference, presentation, or event was clinically relevant for practitioners. (2.C.18)

NUNM maintains records describing the number of CE courses, content and attendees (available on site). These are organized into reports prepared for NUNM board, which meets three times each fiscal year. NUNM also reports these figures to its programmatic accreditors annually. (2.C.19)

STANDARD 2.D. STUDENT SUPPORT RESOURCES

The Department of Student Affairs is under the direction of the associate vice president of student affairs/dean of students and houses student life, counseling services, intercultural engagement and support services, academic progress and advising, registrar, and financial aid. These services as well as admissions and student transactions are located in the Administration Building. (2.D.1)

NUNM provides extensive support systems for our students. Some of these support systems include free, no-limit counseling, disability and academic accommodation services, tutoring, a testing center, and college advising. The chart under section 6.3 in the student handbook, page 48, illustrates available support services and responsible persons. Many of the services and policies provided by Student Life are detailed on the NUNM student services website link, as well as in the student handbook.(2.D.1)

The Office of Student Life also oversees issues regarding the student code of conduct, mediates disputes regarding accommodations between students, faculty, staff, and deans, and provides avenues through which students may register concerns, complaints, or grievances. (2.D.1)

There is a designated classroom used for "energy medicine" where qigong and taiji courses are taught. During open times, students and student-led groups are allowed to use the room for activities such as meditation, qigong, yoga, Pilates, Reiki, and taiji. The energy medicine room provides a space for students to relax, do exercise, and rest during their many hours on campus. Facilities accommodations that support families through remote rooms, lactation space, and family-friendly study areas are discussed later in this document. (2.D.1)

Interrelationship between Core Themes and Student Support
As discussed in Standard One – Mission and Core Themes, support of student success was chosen as Core Theme One for our NWCCU Seven Year accreditation planning cycle. The first Objective for this theme is: Foster systems that support student success. An Indicator of success chosen for this theme is student satisfaction, with targeted support services for which we have identified specified thresholds. Nine areas important in supporting student success were selected as Indicators for this Objective: academic support, tutoring, faculty advising, faculty support, counseling services, student life office, disability services, library, and IT services. The goal is that no individual area will have a mean response of lower than 7.5 and that the overall mean will be 8.0 or higher. We have begun capturing data in this area and are not yet meeting our student satisfaction goals. The table below provides the mean response for services in each area on a 10 point scale with 1 representing very dissatisfied and 10 very satisfied. The overall mean for all NUNM students for the nine areas in 2016 was 7.38 with individual means ranging from 6.28 to 8.36. Core Theme Achievement (appendix 0.1), provides additional information. (2.D.1)

OVERVIEW OF MEAN STUDENT SATISFACTION DATA FOR TARGETED SUPPORT SERVICES

	2016 Mean	2015 Mean	2014 Mean	2013 Mean	2011 Mean
Academic support	7.10	6.50	7.78	7.96	6.72
Tutoring	7.43	7.14	8.02	8.02	*
Faculty advising	6.38	5.74	6.30	5.51	*
Faculty support services	8.36	8.53	8.98	8.78	8.64
Counseling services	7.15	7.59	7.75	7.79	7.00
Student Life Office	7.34	7.40	8.04	7.94	7.93
Disability Services	6.28	7.24	7.43	7.30	*
Library	8.19	8.34	8.67	8.54	8.22
IT services	8.17	8.53	8.82	8.55	8.27
Annual Mean	**7.38**	**7.45**	**7.98**	**7.82**	**7.79**

*included in academic support

Counseling Services
The NUNM Counseling Center, created in 2010, provides free individual, couple and group counseling to NUNM students. Students are often referred for consultation on stress management and other mental health challenges by faculty or staff, and as part of the adjudication process of the Honor Council and Academic Review and Appeals Committee. Students also contact the Center directly. Students are typically seen within two weeks of requesting an appointment. The waiting list for services occasionally exceeds two weeks. The director has expanded the Counseling Center to include services provided by master's level college interns from other accredited schools and NUNM student peer counselors. Since its inception, the Center has grown from one professional counselor to include 1.75 professional counselors, and up to 12 interns and five NUNM peer counselors per year. Over 600 students have been seen. An average caseload for graduate interns is 10 to 12 students. An average caseload for NUNM peer counselors is three students. (2.D.1)

As the need for counseling continues to grow, the Counseling Center has reached full capacity in terms of physical space. There are currently five treatment rooms shared between 10 trainees and two staff. These rooms also serve as office space for counselors to complete paperwork and other related tasks. Space and staffing limit the number of available appointments, resulting in a wait list. At present, if students are unable to schedule an appointment with the Center, they are referred to the larger mental health community. With the increase of individuals on the Oregon Health Plan (OHP), there is typically a six week wait for intake appointments at the major agencies accepting OHP, and there is an additional three to five week wait to see an assigned counselor. Unless individuals are diagnosed with a severe and persistent mental illness, they will be offered a limited number of counseling sessions. An alternative for students is to pay for private sessions out of pocket, fees for which can range from $60 and $200 per hour. In June 2016, an assistant director of counseling services (.75 FTE) was appointed to expand staffing of the counseling center. (2.D.1)

> **Recommendation: Continue to review data on counseling services use and wait list for the Counseling Center and, based upon that review and as budget permits, consider funding for increased staffing, space, and hours of operation and/or other methods to address student needs.**

Career and Business Development
The NUNM Center for Career Development (CCD) reports to the Enrollment Management Division, a team that encourages cross departmental collaboration throughout the university to provide information and resources that optimize the student experience leading to successful outcomes. The CCD assists students and graduates with preparation for success in experiential education, private practices, industry and other areas of interest, such as preparation of CVs/resumes, networking, public speaking, self-advocacy and other professional development activities. In addition the career services manager works with the business instructors to offer guest visits and strive for continuity across programs. CCD hosts workshops and small facilitated group meetings. In addition the center offers one-on-one professional guidance and support to meet students' unique career development needs. Students and alumni are encouraged to stay current with NUNM's Career classified website for the continued posting of positions available and sites for rent or sale. Students are consistently implored to actively engage in career development activities throughout the student lifecycle. (2.D.1)

CCD seeks to increase the knowledge and awareness of NUNM students and graduates, especially in professional areas where students and graduates could seek gainful employment. CCD hosts recruiters offering paid positions and helps to coordinate interactive business opportunities for students or graduates. Examples are career fairs provided annually and The Integrative Practitioner/ The Optimal Professional (TIP TOP) Fair. CCD also plays a role in keeping NUNM involved and the community up-to-date on the efforts of professional associations, including legislative efforts, best practices, and industry standards. CCD works to actively engage the business community and stakeholders in university life. (2.D.1)

The CCD is focusing career awareness efforts on job titles of recent graduates, skills sets and market trends. Many of the programs offered are part of emerging professions where new job titles are being created and becoming recognized. There are new industries where there are standards that fit the likely careers of our graduates. This can be evidenced by the recent addition of a unique occupational code for acupuncturist by the U.S. Bureau of Labor Statistics. As part of the health care industry where there is not only a growing need but an increasing demand for patient centered care, new opportunities and job titles are occurring. Career paths will be an area of focus for bachelor level students as they consider their career goals. In addition, career paths are an area of emphasis when advising master level students or any student considering the addition of a degree/program. (2.D.1)

NUNM has since 2014 maintained a data base that provides a snapshot of employment one year post graduation for each graduating class. For the class of 2014, 89% of graduates reported one year post-graduation that they are working in the industry of their degree, and 92% indicated they are working in their industry or successfully engaged in meaningful endeavors of choice. For the class of 2015, 88% are working in the industry and 90% are engaging in meaningful endeavors of their choice. Information is tracked from business websites, self-reporting, LinkedIn, licensure and National Provider Indicator numbers (where applicable). Also captured from graduates are job title, employer, salary, and skills sets used. Fourteen percent of all eligible graduates provided additional wage details on employment outcomes. While creating meaningful wage data is always challenging, due to both the variable nature of employment and the irregularities of self-reported data, it is particularly challenging for natural health care professionals, who tend to be self-employed. For this reason, only hourly wages are being reported in the one year post-graduation snapshot. This will be the primary focus of improving wage data for advanced degrees where self-employment is more common than employment. The average wages for naturopathic doctorate alumni were $47 per hour with 9% reporting. The master of nutrition program had an average hourly wage of $41 per hour with 30% reporting. These are the only programs that had enough wage data to provide meaningful information. It is also notable that the majority of naturopathic doctorate alumni reporting were employees, while almost half of the master of nutrition alumni were self-employed. In fall 2016 the institution purchased the Career Module within Symplicity, affording an improved manner in which to track this data. (2.D.1)

In addition, NUNM surveys all alumni every three years. Data captured includes annual income, adequacy of preparation for their field, and whether or not the graduate is currently employed in a field directly related to the NUNM degree. Two indicators for Core Theme Three (Professional Vitality) utilize data from these alumni success surveys. See Core Theme Achievement Narrative (appendix 0.1) for additional discussion. Income and employment results of the 2014 alumni survey are in the alumni section of the NUNM website. (2.D.1)

Safety and Security
The Office of Campus Safety promotes a safe and secure environment to all constituents of its campus by means of a community-friendly approach that enhances security through the visibility of safety officers, preventive patrols, positive conflict resolution, and crime and awareness programs. The Safety Office provides emergency response and patrol services during all open hours. There is also a 24-hour on-call alarm and incident response. Emergency procedures and evacuation plans are posted across campus, and security and safety alerts are posted online and near student mailboxes and in off-campus clinics. NUNM uses an automated emergency notification system that autodials and emails students, staff and faculty if there is a school closure or an immediate risk on campus. (2.D.2)

The director of security reviews incident reports, prepares crime statistics, and manages the details of on site security including the contracted security monitoring company. NUNM provides an annual campus security report, published online in compliance with The Cleary Act, with statements and crime statistics for the university, including additions made by The Violence Against Women Act (VAWA). A paper copy

can be requested from the Director of Security. Information regarding crime statistics, in compliance with the Clery Act, is noted in the student handbook, page 138, and is listed on the government website (http://ope.ed.gov/security) where statistics for the last three years can be viewed. The annual statistics and security report are also available on the NUNM website http://NUNM.edu/security-reports/. (2.D.2)

NUNM complies with regulations established by local, state and federal agencies, including Occupational Health and Safety Administration (OSHA), Multnomah County Health Department, U.S. Food and Drug Administration, Portland Fire Bureau, Oregon Bureau of Labor and Industry, Americans with Disabilities Act, Oregon Administrative Rules, City of Portland, HIPAA, FERPA, and insurance risk management. (2.D.2)

Students and staff attend required annual training on topics that include emergency procedures, incident reporting, hazard communication, use of personal protective equipment, handling of tuberculosis exposure, and infection control. As health care workers, students are trained in CPR, participate in TB surveillance, and are offered the hepatitis B vaccine. As of July 1, 2015 all incoming students whose course of study will include clinical rotations or field-work experience are required to undergo a drug screen prior to matriculation at NUNM. Students enrolled prior to July 1, 2015 are required to undergo a drug screen prior to any clinical rotations or field-work experience. (2.D.2)

Ensuring safe practices in both the clinical and academic settings, for example, the Bloodborne Pathogen Policy, the activities of the Safety Committee, and our policy addressing substance waste disposal, are discussed later in this standard under 2.G.2, page 91.

The campus emergency preparedness plan includes a Crisis Response Team (CRT) that convenes and runs drills on an ad hoc basis to address topics of concern, such as swine or avian flu epidemics or an active shooter on campus. The clinic has an emergency evacuation plan that was developed by a private contractor to address the specific needs of the clinical population. The chief medical officer together with the Safety Committee reviews and revises policies as necessary. A few of the current and upcoming emergency objectives include: installing new locks on classrooms in the academic building to allow for a more effective lockdown program; an active shooter table-top drill held in spring 2016; and development of a "Return to Normal Operations" emergency plan. (2.D.2)

Title IX
The responsibilities and contact information of NUNM's Title IX coordinator are clearly listed in the student handbook, the catalog, the NUNM website, and provided on the NUNM Intranet. The website provides Title IX information under "About NUNM" and under "Organization of NUNM". The process is clearly outlined in section 13 of the student handbook. In addition, the Title IX Coordinator is in the process of updating all interpersonal violence brochures and pamphlets to comply with the new Oregon Senate Bill 759. (2.D.2)

NUNM has a selected and specifically trained staff to serve as impartial investigators when a report requires a more comprehensive investigation. The investigators are charged with meeting with the involved parties (including any witnesses) to gather information, testimony and evidence; assessing the information and evidence gathered for merit and credibility; rendering a decision regarding any policy violation; and determining, in conjunction with the director of student life and conduct, if any sanctions are to be applied. The NUNM Title IX team has an on-going monthly table-top exercise meeting, and attends a minimum of one annual investigator training. In 2016, NUNM contracted with the Association of Title IX Administrators (ATIXA) "Title IX Tune Up" for on-campus training. The training included meeting with the President's Cabinet on Title IX issues and full-day training for the Title IX team. Topics covered were legislative and case overview, prevention review, investigation brush-up and first response, and best practices for Title IX and LGBTQiA rights. (2.D.2)

Human Resources has contracted with BLR, an online webinar provider, to offer trainings for all employees. In addition to the online modules, the Title IX Coordinator presents either in person, or by video, at the monthly new employee orientation. The Title IX Coordinator covers topics such as reporting options and protocol, responsible employee mandates, and resources for those filing reports for all forms of interpersonal violence. The Title IX Coordinator, with the Director of Campus Security and the Director of Student Access and Success, present on campus safety, Title IX and interpersonal violence and consent, and bystander intervention for incoming students during each of the new student orientations and for employees during the campus safety in-service annual employee training (included with OSHA). (2.D.2)

The recently revised faculty syllabus template for all degree programs includes Title IX and equal opportunity status requirements. Below is the statement provided within course syllabi.

> *NUNM Commitment to a Healthy Learning Environment*
> NUNM is committed to providing a healthy learning and work environment free of all forms of discrimination. Specifically, NUNM prohibits discrimination on the basis of age, sex, race, national or ethnic origin, sexual orientation, marital status, gender identity and family relationship, religion or disability, or veteran's status in any of its policies, procedures or practices. NUNM prohibits sexual harassment, including sexual assault, sexual harassment, domestic and dating violence and gender-based stalking and works to support anyone experiencing these types of misconduct. All NUNM employees are required reporters of sexual misconduct unless, at the time of your report, you are being seen in a counseling session or at a patient visit at our clinic. Please contact Cheryl Miller, AVP Student Affairs & Dean of Students and Title IX Coordinator, 503-552-1510 or cmiller@nunm.edu with questions or concerns.
>
> Additional local, regional, and national resources can be found on the NUNM Sexual Assault and Interpersonal Violence website: http://studentservices.nunm.edu/sexual-assault-prevention/
>
> For more information about services available to students, please visit the NUNM Student Services Center: http://studentservices.NUNM.edu/ (2.D.2)

Enrollment Management
The admission process is overseen by the Office of Admissions in collaboration with other university stakeholders. NUNM has implemented a strategy of comprehensive enrollment management to better recruit, enroll, and support students. The newly-created position of associate vice president of enrollment management oversees the Office of Admissions, Center for Career Development, and the Office of Marketing and Communications. The enrollment management focus provides a continuum of student support, from first inquiry to alumni status. The implementation of this concept will coordinate efforts to better recruit, matriculate, support, retain, and employ students and alumni. (2.D.3)

The university also hosts an Enrollment Management Team (EMT), which focuses on systems coordination and managing issues related to recruitment, enrollment, retention, customer service, data management, marketing, and assessment of effectiveness. The Office of Admissions is a key member of the EMT; this team is chaired by the associate vice president of enrollment management and includes representation from Academics, Student Life, Registration, Institutional Research, and Financial Aid, as well as Admissions. The minutes of EMT meetings are available on site. (2.D.3)

The Office of Admissions includes nine positions: director, associate director; four recruiting admission counselors; one operations manager; one coordinator of communications, events, and visits; and one recruitment and admissions coordinator. The department has four foci: recruitment, on campus visitation and events, communications, and operations. (2.D.3)

The application, admission criteria, technical standards, educational offerings, curriculum, requirements for graduation, and transfer policies are provided on the NUNM website and in the catalog, pages 13-20. The admission staff, members of the faculty, and the corresponding program dean comprise the Admission Committee that participates in the application review process. If English is a second language, the applicant must submit official scores from the Test of English as a Foreign Language (TOEFL). NUNM requires a score of 550 on the written exam, or 213 on the computer exam and 79 on the Internet-based test. All non-US accredited transcripts must be submitted for translation and evaluation to one of three approved services listed in the catalog (page 15). The Offices of Admission, Student Life, and Registration collaborate to work with international students to create a support system for their transition into the United States and NUNM, and to prepare them for academic success. These typically revolve around issues of finance, personal concerns (lack of local support systems and cultural differences), and I-20 and visa renewal (and border crossings). (2.D.3)

NUNM practices a holistic application review process, assessing multiple facets of a student's preparedness for academic success. The Colleges and Schools at NUNM have differentiated application processes, each developed to relate to the Core Theme of Student Success as best determined by that College or School. One of the chosen Objectives and accompanying Indicators is directly tied to the admission process: *Ensure standards for admission result in matriculation of students who are academically and non-academically prepared for the rigors of medical school, graduate school, and undergraduate degrees.* (2.D.3)

NUNM seeks to matriculate highly qualified students who will achieve academic and non-academic success by ensuring they meet the rigors of their program of study. For the Colleges of Naturopathic Medicine and Classical Chinese Medicine, students are assessed for preparation in the sciences and non-cognitive skills, as both are critical to the success of those entering the medical profession. The set of standards for admission has been modified to incorporate the addition of graduate degrees in the School of Research and Graduate Studies, as well as undergraduate degrees. For the School of Research and Graduate studies, course prerequisites are identified to lay a foundation for academic success. For the School of Undergraduate Studies, past academic success is seen as an appropriate indicator of preparedness. (2.D.3)

Indicator a – Accepted applicants meet or exceed six targeted non-cognitive admissions criteria
The Colleges of Naturopathic Medicine and Classical Chinese Medicine evaluate both academic preparedness and non-cognitive skill sets. To assess the aforementioned skill sets, the Office of Admissions utilizes six non-cognitive indicators for applicants to these programs. This assessment is part of the interview process and includes the evaluation of oral communication, professionalism, attributes of a physician, medical school preparation, demonstrated self-responsibility, and maturity. NUNM set two goals in relation to these non-cognitive assessments. (2.D.3)

1. *All accepted applicants will score a minimum of 3 on a 1-5 assessment scale for each of the non-cognitive indicators*

Of the incoming classes from fall 2014 to fall 2016, 95.6% of accepted applicants scored a 3 or higher on each of the 6 non-cognitive assessment skills. Of the remaining 4.4%, more than half (56%) of these accepted applicants had science GPAs above our institutional goal. We have, therefore, approached but not yet met our goal for this part of the indicator. Because this indicator is only one part of the holistic application review, these non-cognitive skills do not solely inform admission decisions. We will continue to monitor this indicator to assess if the standard should be modified. (2.D.3)

ACCEPTED APPLICANTS SCORING 3 OR HIGHER IN EVERY NON-COGNITIVE CRITERION

2014	2015	2016
93.9%	97.5%	94.7%

2. More than 50% of accepted applicants will score greater than 80% on the overall assessment

We have met and exceeded the goal for the second part of indicator a. Of the incoming classes from fall 2014 to fall 2016, 85.4% of accepted applicants scored an 80% or higher on the non-cognitive assessment. The average score for these incoming classes is 88.1%. (2.D.3)

In our initial set of assessments, the admissions interview included 7 non-cognitive indicators; 1 of the 7, English skills, was eliminated as it proved not applicable to the majority of our applicants. The current indicators, summed, are worth 30 points. The adjusted goal (80% of the total) is 24. (2.D.3)

ACCEPTED APPLICANTS SCORING 80% OR HIGHER ON THE NON-COGNITIVE ASSESSMENT

2014	2015	2016
81.0%	80.7%	85.0%

Indicator b - Accepted applicants meet or exceed targeted GPA standards for admission

The second indicator of preparedness is previous academic success. NUNM's holistic application review includes consideration of four different GPAs: cumulative, prerequisite, science, and extended science. Each of the four is seen as an indicator of past academic success. Of these, science GPA is seen as the best predictor of academic readiness as it relates to the core curricula of the Colleges of Naturopathic and Classical Chinese Medicine. ND and CCM require prerequisite courses in biology, physics, and chemistry. (2.D.3)

NUNM determined an average science GPA of 3.3 to be an appropriate indicator of academic success; this goal was established based on historical trends. We have met our goal for this indicator. Of the incoming classes from fall 2014 to fall 2016, the mean science GPA is 3.37. (2.D.3)

AVERAGE SCIENCE GPA OF ACCEPTED NATUROPATHIC AND
CLASSICAL CHINESE MEDICINE APPLICANTS

2014	2015	2016
3.39	3.34	3.37

The degree programs in the School of Research and Graduate Studies require prerequisite courses in math, biology, and psychology, as well as a bachelor's degree. Two of the three programs also require chemistry as a prerequisite course. Success in these courses is seen as an indicator of a foundation for coursework. The School of Research and Graduate Studies degree programs do not require admission interviews, but rather place emphasis on experience, rationale for interest in the program, and the intention for the degree, among others. (2.D.3)

Based on historical trends, NUNM has determined an average cumulative GPA of 3.3 to be an appropriate indicator of success in graduate school. We have met our goal for this indicator. Of the incoming classes from fall 2014 to fall 2016, the mean cumulative GPA is 3.36. (2.D.3)

AVERAGE GPA OF ACCEPTED SCHOOL OF RESEARCH AND GRADUATE STUDIES APPLICANTS

2014	2015	2016
3.32	3.39	3.36

The two undergraduate degrees offered for the first time in fall 2016, a Bachelor of Science in Integrative Health Sciences and a Bachelor of Science in Nutrition, are designed to prepare graduates for careers in integrative health. We have determined a cumulative GPA of 3.0 or higher to be an estimated appropriate indicator for success. NUNM transfers in credits of courses with a GPA of 2.0 or higher, while evaluating courses in the general education curriculum to ascertain future academic success. We will continue

collecting information and looking at student performance to determine the appropriate standards for this population. (2.D.3)

NUNM conducts ongoing assessments of the application review and interview processes to determine if they effectively evaluate candidates. Annually, the incoming class is surveyed to gain insight into how we can better the admission process. Additionally, we annually evaluate the admissions metrics to assess the quality of the applicant pool, comparing it with our goals and looking at overall trends. This data is available for review on site. (2.D.3)

Examples of the utilization of the review process to inform changes are the modifications to the candidate evaluation process. NUNM revised the ND and CCM interview questions and created an evaluation tool that assesses the applicant for six targeted non-cognitive admissions criteria identified as necessary to a practitioner (including interpersonal communication skills, empathy, and professionalism). The new applicant assessment tools were created by a working group of faculty and admission officers. NUNM also revised the technical standards for all degree programs. The revised standards, which are provided in the catalog, pp.18-19, were drafted with participation from all program deans and members of the Offices of Admissions, Registration, Institutional Research, Financial Aid, and Student Life. The resulting policy changes were vetted through the Enrollment Management Team (EMT) and approved through the university's formal policy approval processes. Another recent change was the shift from individual interviews throughout the year to focused NUNM Interview Days. These have improved faculty participation in the interview process and provide the beginnings of a support network for students prior to matriculation. (2.D.3)

The Office of Admissions works with the Academic Department and registrar to award transfer credit and advance standing status. There is a collaborative effort to meet with and help students understand their credits earned and remaining curriculum. The AY 2016-17 college catalog (pp. 17-18) provides an expanded detailing of NUNM's policies and procedures regarding transfer credit that may be awarded for graduate level work from a professional degree program or a graduate program closely related to the health sciences, and completed at a USDOE recognized and regionally accredited institution. Credits accepted for transfer must be determined by NUNM to be substantially equivalent to the courses in content and hours. The university does not give credit for life experience, and the applicant must be in good academic and behavioral standing. (2.D.3)

Recruitment
The Office of Admissions annually creates, and seeks EMT approval for, a Strategic Recruitment Plan. This plan is a comprehensive document, identifying the recruitment goals for the upcoming academic year and proposing strategies for recruiting a competitive class. This document serves as the principal guide for implementing an effective recruitment strategy; it is tailored to NUNM's programmatic goals and is focused on continuing the university's legacy of excellence by recruiting from around the globe the best and brightest students who are dedicated to the fields of natural medicine, classical Chinese medicine, mental health, nutrition, global health, and integrative medicine research. (2.D.3)

The 2016-17 Strategic Recruitment Plan focuses on solidifying data management and tracking in order to make sure recruitment resources are used as efficiently as possible. Emphasis is placed on being strategic in investments and integrating both innovation and proven techniques. A copy of the plan is available on campus. (2.D.3)

The recruitment strategy is divided into three segments, each corresponding with a phase of the admissions lifecycle: prospect, applicant, and admitted student. This strategy prioritizes high touch points, as experience highlights the strong correlation between personal touch points and matriculated students. Each phase of the recruitment process has tailored outreach initiatives, each designed to strategically and

effectively use resources. With the recruitment initiatives outlined in this plan, NUNM remains committed to a personalized and attentive approach to every student who expresses interest in the university's academic offerings. NUNM's recruitment plan has, at its core, the student experience. We make every effort to remove administrative barriers while demonstrating complete integrity in assisting the student in determining the best fit in achieving academic and professional goals. (2.D.3)

The Enrollment Management Team participates in the review of this plan and the ongoing assessment of recruitment policies and procedures throughout the academic year, although the responsibility primarily rests with the Office of Admissions. Each year, the admission staff reviews the recruitment and admission processes and policies to ensure they are effectively and clearly communicated. (2.D.3)

Acceptance rates have been traditionally high. Prerequisites for admission are strenuous, resulting in prescreening of students. Only those who can meet the prerequisites are allowed to proceed forward in the admissions process and make it to the stage of a completed application. (2.D.3)

ADMISSIONS HEADCOUNTS 2010-2017

	2010 Fall	2011 Winter	2010 AY	2011 Fall	2012 Winter	2011 AY	2012 Fall	2013 Winter	2012 AY	2013 Fall	2014 Winter	2013 AY	2014 Fall	2015 Winter	2014 AY	2015 Fall	2016 Winter	2015 AY	2016 Summer	2016 Fall	2017 Winter	2016 AY
Applied	201	88	**289**	211	81	**292**	217	77	**294**	208	65	**273**	335	75	**410**	456	21	**477**	61	419	19	**499**
Admitted	157	69	**226**	160	55	**215**	159	61	**220**	147	44	**191**	260	50	**310**	274	18	**292**	57	310	18	**385**
Enrolled	110	46	**156**	90	35	**125**	98	36	**134**	102	24	**126**	171	35	**206**	199	17	**216**	36	208	16	**260**

Dissolution of Assets and Teach-Out Policies
NUNM Bylaws, Article II Dissolution of Assets outlines arrangements should they be necessary. "Upon any dissolution and final liquidation of the Corporation, all assets shall be distributed to an organization described in Section 501(c)(3) of the Code or to a governmental entity for public purposes; provided, however, such organization or entity shall provide the same or similar services or have the same or similar purposes as this Corporation." (2.D.4)

NUNM Policy BA.2.22, Teach-Out Policy:
> In the event of program elimination or significant change in requirements, NUNM will make appropriate arrangements to ensure that enrolled students may complete their program in a timely manner and with a minimum of disruption. Any teach out agreements into which NUNM enters will be submitted for prior approval with the Northwest Commission on Colleges and Universities (NWCCU), and the institution with whom the university makes the agreement will meet the accreditation standards of the NWCCU and any applicable specialty accrediting bodies. (2.D.4)

LOCATION IN CATALOG OF INFORMATION (2.D.5)

Required information	page
a. Institutional mission and core themes	p. 1
b. Entrance requirements and procedures	pp. 13-20
c. Grading policy	pp. 144-147
d. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences	pp. 32-143
Projected timelines to completion based on normal student progress and the frequency of course offerings	pp. 149-151
e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	pp. 166-172

f.	Rules, regulations for conduct, rights, and responsibilities	pp. 152-160
g.	Tuition, fees, and other program costs	pp. 21-24
h.	Refund policies and procedures for students who withdraw from enrollment	p. 22
i.	Opportunities and requirements for financial aid	pp. 25-28
j.	Academic calendar	p. 5

Information on licensure and employment opportunities is available from the NUNM Center for Career Development. The catalog also describes licensure and/or employment opportunities within each program's description. (2.D.6)

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LOCATION IN CATALOG OF LICENSURE AND EMPLOYMENT OPPORTUNITIES (2.D.6)

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Degree Program	Page Number
Naturopathic Medicine program	p. 33
Chinese Medicine programs	p. 61
Master of Science in Global Health	p. 89
Master of Science in Integrative Medicine Research	p. 99
Master of Science in Integrative Mental Health	p. 108
Master of Science in Nutrition	p. 116
Bachelor of Science in Nutrition	p. 136
Bachelor of Science in Integrative Health Sciences	p. 129

Patient Records
Patient medical records are maintained by the Clinical Operations Department in cooperation with IT. The university clinics (NUNM Clinic on campus and our neighborhood based community clinics) use the OCHIN Epic electronic medical record system for patient charting, scheduling and billing. Access to OCHIN Epic is through a secured internet portal, and no permanent medical records are stored in either paper or electronic forms on campus. Clinical charts are signed by the student and the supervisor. OCHIN maintains HIPAA secure off-site storage of all patient records. NUNM staff, faculty and students are issued secure login identification appropriate to each individual's status. Patient information can only be viewed through these secure portals. In addition, all staff, faculty, and students who have access to patient protected health information are trained in HIPAA security and privacy rules when first on-boarded and then annually. Archived records of older paper records have been scanned into computer readable storage and are available through secure access by medical records staff only. Individual compliance with the HIPAA security and privacy rules are monitored on a regular basis. Daily walk-through of the clinic locations reveal if any protected health information has been improperly handled. We do periodic audits of patient charts to check if there has been inappropriate access. If there is a concern or pattern that emerges, disciplinary action and/or additional training are immediately implemented, with adjustments to workflows and procedures when indicated. (2.D.7)

Student Records
The Registrar's Office oversees all functions concerning student records and reports to the AVP of student life/dean of students. Staffing includes the registrar, associate registrar, and assistant registrar. They administer both the clinic and academic registration processes. Records are maintained using SONIS, the student information system implemented in 2006. Access to SONIS is defined by user ID and password, thereby protecting students' privacy while allowing access to staff and faculty as needed to perform their jobs. Students' clinical hours and patient contacts are tracked using FileMaker Pro database. Records are maintained according to our records retention policy outlined in the student handbook, section 3.10, p. 29. The Registrar's Office is also responsible for the enrollment, certification of credit hours, tuition and fees, and updates for students eligible for benefits under the GI Bill and Yellow Ribbon programs. (2.D.7)

Faculty are responsible for entering grades into SONIS. The registrar is responsible for making grades official, at which time students may view their grades online. Discrepancies reported by either students or faculty are researched by the registrar and corrected as needed. Changes are documented via a grade change form that becomes a permanent part of the student's academic file. Students are given a status report each quarter, reflecting the number of clinic hours and patient contacts recorded. Degree audits are available in SONIS, allowing students to view their progress towards degree completion. These degree audits are updated as the curriculum changes and are used by the registrar as a tool to determine degree completion. (2.D.7)

Student satisfaction with registration processes is an area on which the university has focused for the last five years. A primary source of input toward understanding student concerns is the annual student satisfaction survey. Most university services showed a small decline in satisfaction over the past two years, on a scale of 1-5. Satisfaction with the registration process is significantly lower than the previous year, signaling the need for further examination of changes over the past year. With the multiple tracks available to students, scheduling of classes manually has become increasingly difficult, and may be partly responsible for the dissatisfaction. The table below provides an overview of data for the last four years from the student satisfaction survey. (2.D.7)

AGREEMENT WITH STATEMENT: I AM SATISFIED WITH THE REGISTRATION PROCESS

2016 Percentage Agreement by Response Option					Mean Response by Year			
Strongly Disagree 1	**2**	**3**	**4**	**Strongly Agree 5**	**2016 Mean**	**2015 Mean**	**2014 Mean**	**2013 Mean**
21.4%	18.5%	28.6%	24.2%	7.3%	2.77	3.40	2.90	2.77

Due to the complexity of our course scheduling needs, the school, to date, has been unable to locate a scheduling software that could substitute for the current manual process and will continue to search for an alternative. The Registrar's Office conducted surveys in recent years, the most recent in April 2015, to solicit student input regarding difficulties with registration. Responses indicated that students desired online registration with the freedom to choose class sections that best meet their needs. In winter 2016 we began online registration using a tiered system. As we implement the redesigned ND curriculum and more degree offerings, we will continue to monitor student satisfaction with the newly modified registration process. (2.D.7)

> **Recommendation: Continue to search for course scheduling software that could substitute for our manual process.**
>
> **Recommendation: Continue to monitor student satisfaction with the registration process through the annual student satisfaction survey and, if needed, follow-up surveys and focus groups.**

NUNM follows FERPA regulations with regard to access of student information. Students are notified annually via email of their FERPA rights. Students may view their academic file by presenting a written request to the Registrar's Office per policy as stated in the student handbook, section 3.9, p. 28. Biographical data on students is maintained in SONIS and is accessible via reports. Each student has an educational record that reflects the start, end, or graduation date for each program to which they have applied and/or been admitted. (2.D.7)

The Office of Institutional Research and Compliance (IRC) is in charge of ensuring completion of quarterly IPEDS surveys. The IRC also maintains databases containing admission data, NCCAOM exam results, cohort default rates, attrition, and student demographic information. Much of that information is available

publicly via the Factbook on the NUNM website: http://nunm.edu/about/quick-facts-figures/ Because students may pursue multiple programs, change tracks, or drop or add programs after matriculation, calculation of attrition data cannot be accomplished with currently implemented SONIS modules. Therefore, tracking this data is a time-consuming and partially manual process. (2.D.7)

Recommendation: Pursue implementation of a new function available in SONIS that will allow for more automated tracking of attrition. It is anticipated that this function will allow more reliable tracking by cohort for students who change programs, complete two programs, or add a program after their initial matriculation date. Implementation of this new function requires back filling of data so that reports can be generated.

Secure Records Storage
The registrar works collaboratively with the Department of Information Technology to ensure that student records are protected and appropriately maintained. Records are stored in fireproof file cabinets in the Registrar's Office. When a student graduates, the file is scanned onto an external hard drive and then purged. The scanned images are copied to the server in the registrar's file share. The external hard drive, along with daily backup tapes, are kept in a water/fireproof safe on campus. Transcript records that outdate the current database system have been imaged and are stored on a hard drive in a safe-deposit box off campus as well as on the main server. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. All files saved on our servers are backed up nightly. Full backups are run every Monday night with differential backups running Tuesday to Friday nights. To ensure data survival, backup of all NUNM data onto backup media is done and stored both off-site and in waterproof/fireproof storage on site. Backup logs of all servers are reviewed daily for any possible errors, and test recoveries from backups are performed monthly. Errors in backup as a result of bad media due to wear and tear are securely destroyed, either by incineration or shredding by our document and data destruction service vendor. (2.D.7)

Financial Aid
It is the purpose of the Financial Aid Office (FAO) to educate students on the optimal financial aid resources available; to increase understanding of the actual costs of attending the university and its affordability; and to build awareness among students about saving for university costs and personal budgeting procedures. It annually conducts trainings related to budgeting, loan repayment, and consolidation. Throughout the year, financial aid staff provide students with an overview of key aspects of the Federal Direct Student Loan Program and options for participating and succeeding in the employment opportunities available to them through the Federal Workstudy Program. (2.D.8)

The FAO is dedicated to supporting both our students and alumni. This office holds one-on-one counseling sessions concerning consumer credit counseling, credit report assistance, and seeking alternative options to meet emergency needs. It participates in a skip-trace program whereby lenders and servicers report students who are delinquent; letters are then sent to corresponding students in an effort to assist them in getting back on track with their payment plan and avoiding default. The FAO also works closely with HR to bring awareness and provide trainings to faculty and staff about opportunities for participation in the Public Service Loan Forgiveness Program. (2.D.9)

The FAO operates on a "help us, help you" attitude, and because informed students make informed decisions, we believe our default prevention plan has proven successful in assisting its students. Documentation received from the U.S. Department of Education outlining each school's Cohort Default Rate supports this (appendix 2.9). Our most recent 3-year cohort default rate for 2013 is 0.7%. (2.D.9)

Annual student satisfaction surveys provide input into students' level of satisfaction with the Financial Aid Office on a 1-10 scale with 1 reflecting very unsatisfied and 10 very satisfied. Mean responses are provided in the table below.

SATISFACTION WITH OFFICE OF FINANCIAL AID

	2016	2015	2014
All students	8.22	8.24	8.25

Occasionally the annual student satisfaction survey has one-time questions focusing on a specific area. In 2014, specific services of Financial Aid were identified. Questions were on a 5 point agreement scale with 1 representing strongly disagree and 5 strongly agree, with 3 as the mid-point:

AGREEMENT WITH STATEMENTS ABOUT FINANCIAL AID

	N	2014 Mean
My financial aid application was reviewed fairly.	238	4.18
My financial aid application was handled efficiently.	238	4.26
I am satisfied with the knowledge and expertise of the financial aid office.	238	4.16
The service in the financial aid office is courteous.	239	4.08

Academic Advising
For several years, the Academic Support Office was staffed by an associate dean of academic progress who reported to the provost and whose responsibilities were advising students experiencing academic difficulties, oversight of tutoring services, and faculty advising. During the 2015 summer term, this division was relocated to the Office of Student Life and given oversight of the newly-formed Testing Center which was implemented to create a dedicated space for students who require extra time and/or reduced distraction for taking exams. The Center also serves students who need to make up exams due to excused absences for classes missed. An academic advisor was hired to support these expanded services. With the retirement in January 2016 of the associate dean of academic progress, the division of Student Affairs was again restructured. A director of academic success and access position was created and filled, after a job search, by the employee who previously served as director of student life. This new position assumed responsibility for academic advising, the Testing Center, and faculty advising. In addition, disability services was added to the area of responsibility, and the Center for Academic Success was created. Having a separate yet embedded Center for Academic Success within the Division of Student Affairs allows for a more cohesive process for students who are seeking academic advising and support, as well as students who require academic accommodations. This busy office has an average of 250 student appointments each academic quarter to provide academic advising. (2.D.10)

The Center for Academic Success has identified groups of faculty, staff, and students to develop an academic early alert and to discuss general feedback from students on needs to be successful. In addition, the Center has met with the associate deans/program deans of each academic program to discuss learning strategies to better serve student learning outcomes and has created a guide for students that is easily accessible from the NUNM Moodle page. These were completed by the end of the 2015-16 academic year. (2.D.10)

In order to improve faculty advising support and student satisfaction, specific attention is being given to the use of the academic advising system and the faculty advising/mentoring program, including the dedication of a departmental goal for the next annual strategic planning year. The Center for Academic Success surveyed all faculty advisors the beginning of the 2016-17 academic year. (Survey results are available on campus.) The data collected from this survey, from future focus groups with students, and comments from the institutional student satisfaction survey, will help the Center for Academic Success

hone in on the immediate needs for restructuring of the existing advising program. These include, but are not limited to, rebranding as a mentor program instead of an advisor program, developing a resource packet explaining the responsibilities of different departments on campus, and maintaining ongoing collaboration with the Office of Student Life to have face time with incoming students to further explain and differentiate between academic advisors and faculty advisors/mentors. (2.D.10)

> **Recommendation: Continue to monitor student satisfaction with and make improvements as needed to academic advising processes and with the new faculty mentor process that replaces faculty advising.**

The student satisfaction survey captures student satisfaction with support services including counseling, academic support, faculty advising, tutoring, the Office of Student Life, and disability services. Students were asked about the quality and use of resources available in their programs and through the Student Life center. Students showed high awareness of tutoring services at 97%, and for the newer testing center at 84%. About a third of students have utilized each service. Only 15% of students have used the Virtual Bookstore, and it is therefore being discontinued. (2.D.10)

RESOURCE AWARENESS WITH COMPARISON BY YEAR
ANSWER THE FOLLOWING STATEMENTS WITH "YES" OR "NO"

	2016		2015	2014	2013
	N	% Yes	% Yes	% Yes	% Yes
Are you aware that NUNM offers tutoring services?	272	97.1%	98.2%	98.6%	96.4%
(If "yes" to previous question) Have you utilized NUNM's tutoring services?	267	36.7%	41.8%	37.3%	38.4%
Are you aware that NUNM has a testing center?	270	83.7%	–	–	–
(If "yes" to previous question) Have you utilized NUNM's testing center?	224	33.9%	–	–	–
Do you purchase books via the NUNM Virtual Bookstore?	268	14.6%	–	–	–

COLLEGE SERVICE DEPARTMENTS WITH COMPARISON BY YEAR
ON A SCALE OF 1 (LOW) – 10 (HIGH), PLEASE RATE YOUR SATISFACTION WITH THE SERVICE PROVIDED BY THE FOLLOWING DEPARTMENTS

Service Area	2016 Mean	2015 Mean	2014 Mean	2013 Mean
Academic support; N=175	7.10	6.50	7.78	7.96
Tutoring; N=101	7.43	7.14	8.02	8.02
Faculty advising; N=160	6.38	5.74	6.30	5.51
Counseling services; N=98	7.15	7.59	7.75	7.79
Student Life Office; N=149	7.34	7.40	8.04	7.94
Disability Services; N=40	6.28	7.24	7.43	7.30

Co-Curricular Activities

NUNM supports extracurricular activities for its students. Some of the student clubs and organizations that demonstrate consistency and support of the mission and values of NUNM include, but are not limited to, the Women's Health Interest Group, Midwifery Club, Herb Society, Student AWARE (Actively Working to Advance Real Equity), Student Doctors for Ethnic Diversity, Yoga Collective, Pediatric Acupuncture Club, Homeopathy Club, NUNM Naturopathic Pediatric Club, Pao Zhi Club, Chinese Herbal Formulae Club, Student Alliance of Integrative Medicine, and Global Health Club. (2.D.11)

As stated in the NUNM Student Body Constitution, the mission of the Student Government Association (SGA) is "to serve as a forum that represents the common needs of the student body. The SGA acts as a

liaison for the student body and the board, administration, faculty and staff. The SGA is committed to enhancing all aspects of student life through programs that enrich students spiritually, culturally, socially and intellectually." Section 17 of the student handbook outlines student activities and organizations, including the Student Government Association (SGA). The SGA is funded by a $30 student activity fee assessed to each student each term. SGA provides financial support for various clubs and organizations as well as small group projects and events. The Scholarship Committee was created to provide funding for leadership and training opportunities. The Office of Student Life also provides support and funding for student initiatives and community related events. (2.D.11)

Students elect a student body president, vice-president, treasurer, secretary, judicial representative, and Board of Directors liaison to serve as the SGA Executive Council. Each cohort in all academic programs elects class representatives to facilitate communication and plan activities. The 2016-17 listing of SGA representatives provides an indication of the scope of elected student representation (available on site). The SGA officers (president, vice president, secretary, treasurer, board representatives, and judiciary liaison) constitute the executive team and meet monthly to manage the association. The executive team, class representatives, student liaisons to university committees, and other student representatives hold a monthly SGA team meeting to share opinions and make reports. The student activities and events coordinator serves as the administrative advisor to the SGA. The coordinator also acts as a liaison between NUNM's administration (deans, VPs, and president) and attends SGA meetings to facilitate communication and seek student opinion. The SGA president and vice president meet monthly with administration, including the president, provost, AVP of student affairs, and program deans. Each year, two non-voting student representatives are elected to the NUNM board. These students meet throughout the year with SGA executive members and class representatives. Additionally, student representatives serve on the College Council, the Information Technology Team, Student Services Team, and Clinic Development Team. Student representatives are voting members on the Program and Curriculum Review Committee (curriculum committee). It is the university's practice to appoint students to administrative search committees. (2.D.11)

The Office of Student Life is a resource for any student group or organization interested in holding a student event on campus. It handles room reservations, speaker contract signing, questions regarding catering and food service, etc. The SGA helps students organize various activities including athletic teams (i.e., softball, basketball and soccer), an annual "No-Talent Show," a Chinese New Year celebration, and speaker series. (2.D.11)

Ancillary Services
The Ancillary Services Department at the National University of Natural Medicine is comprised of the Clinic Laboratory, SIBO Laboratory, Medicinary, Community Clinics Medicinary, NUNM Press, NUNM Store, and Food Service. (2.D.12)

The department delivers services, products and support to enrich the daily lives of faculty, staff, students and patients. Learning opportunities are available for students in the SIBO Laboratory, Medicinaries, and NUNM Store through work study. Depending on the position, students are given exposure to basic business practices including customer service and interaction with patients, technical aspects of SIBO testing, herb identification, compounding, filling prescriptions, evaluating products, merchandising, etc. (2.D.12)

Among the many opportunities for communication with and to the department are newsletters, surveys, committees, events and presentations. Students, staff and faculty are asked to sit on Medicinary committees, and satisfaction surveys are issued frequently in order to improve services. (2.D.12)

(2.D.13) not applicable. NUNM offers no **intercollegiate programs**.

Distance Education

No NUNM students are currently enrolled in distance education programs. The Master of Science in Nutrition and the Master of Science in Global Health degree programs offer sections of some 'in-person' courses in an 'online' format so that students can complete asynchronous learning. To date students have completed a statement of authentication that their work is their own. In January 2017 a policy revision process was initiated that will lead to second party verification for courses that are completed in an asynchronous format. (2.D.14)

> **Recommendation: Beginning in academic year 2017-18, for courses that are completed in asynchronous format, second party verification is required in addition to a statement of authentication.**

STANDARD 2.E. LIBRARY AND INFORMATION RESOURCES

The NUNM library provides adequate resources to support the mission, Core Themes, and programs of the university. The library collection currently includes over 21,000 books and nearly 2,300 media holdings, an increase of over 30% since the Year Three report in 2014. The library makes every effort, budget allowing, to acquire all required and at least 80% of recommended textbooks for courses. Since 2014, we have met this goal. Survey data in 2015 (available on campus) indicates that increased access to full-text electronic resources is a high priority for students and faculty alike. In the last two years, four new databases have been added, bringing subscribed electronic journal holdings to approximately 12,500 titles. The library also added a Chinese herb library, a permanent collection of 165 single herbs providing students with a new and unique opportunity to interact with common Chinese medicinals. (2.E.1)

Library survey data in 2016 (available on campus) indicates that the collection is supporting the mission and programs of the university: 96% of student respondents and 93% of faculty respondents to the survey rated the print book collection above average (very satisfied or somewhat satisfied on a 4-point rating scale). Similarly, 91% of student respondents and 94% of faculty respondents rated the electronic journal collection as above average. Agreement is high among both students and faculty with the statement, "The library's collections support the learning goals of my program(s)". (2.E.1)

AGREEMENT WITH LIBRARY COLLECTIONS STATEMENTS
ON A FOUR-POINT SCALE; 1=STRONGLY AGREE; 4=STRONGLY DISAGREE

	Students	Faculty
I am usually able to find the information I need in our library's collections	1.60	1.86
The library's collections support the learning goals of my program(s)	1.50	1.84

The library participates in cooperative agreements to expand user access to library and information resources. The library is part of a Portland academic health libraries consortium (PAHL) that includes Oregon Health and Science University (OHSU), University of Western States (UWS), and Oregon College of Oriental Medicine (OCOM). This consortium shares a library automation system and members enjoy full reciprocity for circulation of materials. In addition, the library has reciprocity agreements with Linfield College Portland and Birthingway School of Midwifery. The major academic library consortium in the region is the Orbis Cascade Alliance, with members including OHSU and the University of Washington. For NUNM, membership cost has outweighed potential benefits to date, but the university librarian reevaluates this decision regularly as new academic programs are implemented. (2.E.1)

One of the most significant challenges the library faces is its small size. Options for expanding the physical footprint of the library within its current location are limited. Work continues to leverage use of the existing space to maximize and optimize collection and study space. Since the Year 3 report, 40% of the library's task chairs have been replaced, two large window wells were converted into individual study nooks, and an underutilized study table was replaced with a six-seat lounge seating area. Options for further leveraging

existing space are being explored with an interior designer. Library survey data indicates that these upgrades impact the usability of the space, but it is clear that a larger library is sorely needed and is projected in the Campus Master Plan. Student satisfaction with the amount of group study space is low, with a rating of 2.82 on a 4-point scale. In an open-ended question, almost one-third (32%) of all suggestions for improving the library centered on the need for more space.

The campus-wide student satisfaction survey shows satisfaction with library services is high relative to other campus services (8.19/10), but satisfaction with library space is decreasing. Currently, the library can seat approximately 11% of the student population. Our short term improvement goal is 15%, vs. the best practices standard of 20-25%, a long term goal projected to be achieved by constructing the new library projected in the Master Plan. The library's current physical footprint could be enlarged by pushing the single exterior wall out to enclose additional space; that remodel would likely prove too costly at present. There are several possible ways to better utilize the existing space, including moving reference materials from the center of the front room to wall shelving. Opening up that space would permit additional tables for individual and collaborative study. Another possibility would be to reclaim space from lower-use collections, such as print journals or audiovisual materials. There may be opportunities on the first floor of the Academic Building for housing relocated materials or additional student study space. Most of these options would require repurposing of Academic Building rooms, a decision that would be made strategically with all institutional goals in mind. (2.E.1)

> **Recommendation: Continue to review short- and long-term options for expansion of library space and budget improvements in coming years.**
> **Recommendation: Continue to monitor student satisfaction with and make improvements as needed to student study space.**

The table below provides results of a survey in May 2016 concerning student satisfaction with library facility resources. Library and other student satisfaction survey data is available on campus. (2.E.1)

STUDENT SATISFACTION WITH LIBRARY RESOURCES (FACILITIES)
ON A FOUR-POINT SCALE; 1=VERY SATISFIED; 4=VERY DISSATISFIED

Area	Mean response
Printing options	1.47
Scanning options	1.80
Access to power outlets	1.74
Amount of group study space	2.82
Group study space features (furniture, technology, etc.)	2.30
New study "nooks" in window wells	1.32

Another critical area for ongoing evaluation is library staffing. In recent years the print and electronic collections have grown significantly, as described above, and requests for digital collections are expected to become more frequent. At the same time, library instruction and other services to students and faculty have expanded. Library staffing has not kept pace. As library resources and services continue to grow, we will need to add staff. Areas of focus will be instruction and electronic/digital collections management (2.E.1).

> **Recommendation: 2017-18 budget request for an additional 0.75 FTE, professional librarian position with primary responsibility of managing electronic resources and digital initiatives, with additional responsibility of contributing to reference and instruction services. Such budgetary requests are given consideration as part of an assessment of university expense priorities and projected revenue for that fiscal year.**

The library has a broad spectrum of strategies in place for gathering data and feedback to support planning for library and information resources. The library participates in the university-wide strategic planning process, which includes annual goals and assessments. Assessment data are used for both planning and evaluation of goals. The Library Assessment Plan 2016-17 is available on campus. (2.E.2)

The library uses both formal and informal methods as part of the planning process. For example, suggestions for additions to the print and electronic collections are taken on an individual basis, via verbal, email, or website request, but are also solicited more formally through the Library Committee or the program deans. Usage of and satisfaction with the collections is tracked annually using holdings and circulation data, usage reports for electronic collections, and the library survey. (2.E.2)

A variety of changes to the library space have been made since the Year Three report based on library survey feedback. Comments about uncomfortable chairs resulted in a strategic planning goal of replacing the oldest seating in the library; also a color printer was added based on survey data (82% student agreement with the statement "I wish the library had a color printer") and numerous verbal requests. In summer 2016 the library responded to user demand for more lounge seating by replacing an underutilized study table with a lounge seating area. (2.E.2)

The library supports the educational mission and programs of the university by providing instruction and support to users in accessing and using information. The library is open 80 hours per week, and a library staff member is available during all open hours for unscheduled help or instruction. During the 2015-16 academic year, library staff answered over 5,000 questions, including nearly 1,500 reference questions and over 1,400 technology questions. The ability of library staff to assist students with technology is an important factor in their success, as the library is one of the few recognized places on campus for such help. (2.E.3)

In addition to informal, individualized instruction, library staff provide formal instruction in accessing and using information resources. Since the Year 3 report, the library's instruction program has expanded with the growth in university program offerings. Course-embedded, librarian-led instruction now occurs in most academic programs at both the graduate and undergraduate levels. In collaboration with course faculty, instruction sessions are designed to support course outcomes and include assessments that inform future instruction. Assessment data support the value of information literacy instruction. For example, in fall 2016, the percentage of first-year ND students able to cite a resource both authoritative and efficient for answering a sample case question rose from 1% before library instruction to 76% after. Library instruction at NUNM is driven by program design as well as individual faculty members recognizing its value and requesting instruction for their students. Library staff continue to expand the instruction program with the goal of a comprehensive, outcomes-based program in all university educational programs. (2.E.3)

Library services also include information and resources to support faculty teaching. Library staff assist faculty on request with needs such as database search strategy and understanding copyright law, but also through services like interlibrary loan and technology checkouts. Occasionally library staff will offer a more formal instruction session to faculty on a particular topic, such as best practices for presentations, including citation style, copyright, and using images. The Library Committee includes faculty members from each of the programs, which helps library staff stay current on faculty needs. (2.E.3)

Recently the library subscribed to Springshare's LibGuides software, enhancing instruction and support in the online space. Beginning fall 2016, Library Guides were published on the library website covering topics such as AMA citation style and copyright. The library also partnered with the Office of Student Life to create guides on test-taking and study tips. End user input is sought during guide creation, and usage will be monitored as part of the library's assessment plan. This platform promises to be a valuable tool in meeting instructional needs wherever students and faculty are located, an important strategic consideration

as education moves online. (2.E.3)

Until recently, assessment focused largely on traditional library metrics, including collections holdings data, circulation and interlibrary loan statistics and reference question statistics. These data were supplemented with informal feedback, mostly suggestions and requests delivered verbally or via email. Until 2010, the library conducted its own satisfaction survey, but paused that practice in favor of focusing on student learning outcomes. In 2014, the library's approach to assessment changed with the hiring of a new library director. An assessment plan was developed for the first time, outlining a comprehensive approach to library services evaluation. The plan is organized around collections, services, facilities, and fiscal and human resources. (2.E.4)

Within the framework of the assessment plan, work is ongoing to build a robust and integrated approach to evaluation. The library survey was reinstated in 2015, and many other assessment activities, feedback mechanisms, and tracking methods have been added. For example, website usage statistics guide changes to the library's online presence, and gate count data is collected as needed to evaluate open hours. Where indicated, library staff also collect user feedback using micro-assessments. In spring 2016, staff designed a "participatory design walk-up workshop" to engage users in redesigning a study area in the library. The most popular design was implemented in the library for the fall start of the school year. Student satisfaction with library space and services are also evaluated as part of the university-wide student satisfaction survey. (2.E.4)

STANDARD 2.F. FINANCIAL RESOURCES

The board requires that the institution submit and maintain a balanced cash budget and monitors it monthly. The university has adopted a budget that provides for sufficient revenue to cover necessary educational and general expenses. A financial reserve equal to approximately 5% of tuition revenue is maintained to ensure sufficient cash in case of enrollment fluctuations. Additionally, there is a line of credit with Pacific Continental Bank should an unanticipated expense arise. Current cash reserves equal about 2 ½ months of operations; the goal is to have six months in reserve. (2.F.1)

Both principal and interest payments are included as part of the budgeting process on future debt. In late fall 2015, in anticipation of the clinic purchase agreement coming due, the university reviewed all of its long term debt obligations with its banks and solicited an RFP to achieve the best possible debt structure in light of its obligations and capital needs for the next three-to-five years. The university selected Pacific Continental Bank to assemble a new SNAP bond with the State of Oregon in the amount of $13M that consolidated all of our existing debt at a substantially lower interest rate. This reduced the amount of interest by $110K per year. In addition, over $2M of new capital was made available to facilitate renovations of the services building and the administration wing. (2.F.1)

The university maintains a building fund reserve in excess of $1M, a deferred maintenance reserve of about $245K, with operations reserves of a few million dollars. (2.F.1)

Departments and programs submit sources of revenue and levels of expenditures to deliver programs and service. Projected enrollment is analyzed by admissions and monitored by a multitude of individuals on a weekly basis. The registrar and dean of students monitor graduation, retention rates and attrition on a monthly basis. In addition, there are significant contingencies to guard against unexpected changes in enrollment. (2.F.2)

The university does not include unrestricted grants and donations in its budget projections. Non-tuition revenue is generated from the NUNM Clinic, the NUNM Store, and research grants. The grants are budgeted only if a contract is in hand; the Store is budgeted based on a break-even basis; and clinic revenue

is analyzed monthly by the executive director of clinic operations, and the director for ancillary services. (2.F.2)

The annual budget planning process is a collaborative effort between senior administration and the management team. It begins in late January and concludes with final board adoption of the budget at the June board meeting. (The board includes a student and a faculty representative who participate in discussion.) The management team is defined as all stakeholders with budgetary authority and responsibility. In this process, they are given a set of assumptions and, based on an analysis of their input, senior administration recommends tuition and enrollment projections for the following year. Once accepted by the board, the management team develops revenue and spending forecasts for the following year, with input regarding departmental and institutional priorities. These are then assessed against the master and strategic plans and the board's key progress indicators and prior projections. After senior administration has reviewed and determined the final numbers, the budget is presented to the board for final approval and becomes part of the annual business plan, which is distributed in June. (2.F.3)

The financial accounting system is a fund accounting package from Sage Software that has been in place since 2001 and is prepared in-house. The payroll module, added in 2004, fully integrates with the general ledger. The system was moved to the Cloud in 2015 to enhance security and disaster recovery. (2.F.4)

The SONIS student records system integrates registration, financial aid, and student billings, and produces reports that are manually entered into the financial system. (2.F.4)

The clinic uses Epic, the electronic health records system (EHR), implemented in 2012. This software manages clinic insurance and patient billing which are automatically generated as a result of the patient visit. (2.F.4)

The financial systems rely on a clear separation of duties to strengthen the series of internal controls, as required by the board and audited by our external auditors. (2.F.4)

The university adopted its long range master plan in 2012 to provide a blueprint for future campus development and growth. When the board approves a capital project the related budget reflects the estimates to construct/renovate/outfit and run that particular project. There is usually an architectural design that is costed out by the contractor. The department requesting the capital suggests the list of equipment needs for functioning. Depending upon the nature of the project, external funding is in place prior to construction, or a plan is approved by the board to advance institutional funds to complete the project until other monies are raised to replace it. In those cases where the institution has borrowed money to complete a project, the board has reviewed the underlying assumptions and has assessed the necessity for such borrowing and understands the methods by which the funds will be repaid. (2.F.5)

Debt for capital outlay purposes is periodically reviewed, carefully controlled and justified, so as not to create an unreasonable drain on resources available for educational purposes. The institution's debt is annually reviewed as part of the budgeting process, and estimates of required principal and interest payments as defined in the debt instruments are budgeted. Separately, the CFO consults with our financial institutions on ways to restructure the debt to obtain the best possible financing. (2.F.5) (See also discussion at the beginning of this section.)

The institution runs two types of auxiliary enterprises: the NUNM Store and the clinics. The store is run on a break-even basis, and no general operating funds are used to support it. Clinical operations consist of three distinct units: the lab, the medicinary and patient visits. The lab is operated on a fee-for-service basis, the intent being that patients pay for the costs of the lab work. The lab runs a break-even operation and sometimes makes a profit that goes to support the general overhead of the university. The medicinary runs

similarly: the customer is charged for the cost and the margin has to cover the operation of the medicinary, including overhead. The clinic, however, is a teaching clinic whose purpose is not only patient care but student education. As such, the costs of the clinic are subsidized by student tuition to the extent that patient fees are set below market to attract sufficient patients for ample medical education. This subsidy is reviewed annually as part of the budget process and monitored monthly by the Board Finance Committee and the administration. (2.F.6)

The institution has retained the services of Hoffman, Stewart & Schmidt, PC, which has audited the books annually since 2001. The field work for the financial audit (enclosed separately) is usually completed in 10 days, and the results are provided in draft form to the board within two months of the field work and are published in the university's annual report in time for the November board meeting. The results from the audit, including findings, are provided to the Board Finance Committee, which may elect to meet separately with the auditors. The committee endorses the audit and sends it to the full board for approval and a decision as to who the next auditor should be. The board retains the audit firm and traditionally does it at the time of approval of the audit. Any findings by the auditors are resolved in a management response; corrective action plans are published in the audit document, which is sent to the U.S. DOE. (2.F.7)

NUNM is a 501(c)(3) organization and therefore a trustee of charitable dollars. Fundraising activities fall under the purview of the vice president of advancement, who has managed fundraising at NUNM since 2002. All activities are conducted in a professional and ethical manner and comply with government requirements. Policies and procedures governing the institution's fundraising activities are found on PolicyStat. (2.F.8)

The university's fundraising activities are open to scrutiny at all times by stake-holders, regulatory bodies, and the public. The ethical treatment of donors and donations is of utmost priority as we conduct the business of the Advancement Department. We ensure:

- Our donors share our vision, mission, and values
- Donations go directly toward the intended purpose as determined by the donor
- Communication to donors from NUNM is timely, appropriate, researched, accurate, and clear
- Privacy and confidentiality for donors is respected and assured
- Mailing lists are never sold, traded, or shared
- Relevant financial information is made available upon request from donors
- Tax receipts are issued according to IRS and NUNM policy, accurately and on time
- Online transactions occur through a safe and private secure system. (2.F.8)

All donations in cash and in-kind are fully audited annually by an independent auditing firm, and the results are reported to the NUNM Board of Directors. Quarterly reports are written to the board apprising them of the goals, strategies, and outcomes of fundraising campaigns. (2.F.8)

STANDARD 2.G. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

National University of Natural Medicine is located south of the main Portland downtown area, accessible by car and public transportation. The majority of the university's activities take place in three ADA-compliant buildings in close proximity. (2.G.1)

The Academic Building, constructed in 1912, is a 60,000 square foot masonry and brick three-story building located at 049 SW Porter Street that serves as NUNM's academic center. It is ADA-upgraded with an elevator and wheelchair accessible restrooms and doors. Although initially all non-clinical functions occupied this facility, it currently houses only a few administrative functions, in addition to its primary academic function: security, audio-visual, library and library offices, NUNM Store, conference room,

classical Chinese medicine faculty and administrative office, and some ND faculty space. There are two student study areas, as well as a computer lab for clinic software instruction. (2.G.1)

The anatomical dissection lab, located in the Academic Building, has a customized air system to minimize instructor and student exposure to chemicals used in cadaver preservation, custom-made tables for cadaver storage, human skeleton models and an X-ray viewer. Similarly, the acupuncture practice room has a customized air system to minimize exposure to moxibustion smoke. The wet lab is equipped with lab tables, microscopes, a refrigerator, biohazard equipment, and personal protective equipment appropriate to a lab classroom. (2.G.1)

The 24,433 square foot Administration Building is ADA-upgraded with an elevator and wheelchair-accessible restrooms and doors. The lower level contains Student Life, IT, Admissions, and the Counseling Center. The main level is occupied by the Business Office, Human Resources, Registrar, Financial Aid, Institutional Research, ND Administration and most of the ND faculty. The top floor houses offices of the president, provost, VP finance/CFO, VP advancement, and AVP enrollment management. It also houses the primary meeting/board room for the campus. (2.G.1)

During summer 2016, storage space adjacent to the Administration Building underwent extensive renovation to create office space in which to move facilities, community clinic administration, SIBO lab, the chief of security, ancillary services director, and clinic billing. These offices were previously housed in the Service Building. The newly renovated space has been christened the Stone-Bleything Wing in honor of two of the three founders of NUNM. The Spaulding House (named in honor of the third founder of NUNM) accommodates our NUNM institutes: Age Wise Institute; Food As Medicine Institute; Traditional Roots Institute; Women in Balance Institute, and the Geezer Gallery. The Gallery supports artists over 55 years of age and is run by a gerontologist who also leads the Age Wise Institute. (2.G.1)

The NUNM Health Center-Lair Hill, with 18,000 square feet, is an integrated clinic that meets the needs of both the ND and CCM programs and houses the offices of the chief medical officer, the executive director of NUNM health centers, and the Epic software manager. The following list highlights some of the major features of the on-campus teaching clinic:

- Upgraded HVAC system to include economizers, which bring in outside air for heating and cooling
- Better ventilation in treatment rooms for moxa treatments
- High efficiency lighting
- No-VOC paint
- Ceiling tiles with 90% recycled material
- Floors stained with Soycrete[tm], an environmentally friendly floor treatment made with soy beans
- Expanded space for lab and retail areas
- Adjacent garden landscaping consisting mostly of Chinese and naturopathic medicinal plants. (2.G.1)

DESCRIPTION OF SPACE NUNM HEALTH CENTER LAIR HILL

Type of Space	Total #	Notes
Exam rooms	34	With medical supplies, exam tables, 12 with sinks
Hydrotherapy/physical medicine	2	Two large rooms each with two separate treatment areas, hospital curtains, linen supply, utility sinks with adequate hot water
Minor surgery room	1	Full service, AV, light, sink, instrument supply, radial surgery, etc.
Colposcopy	1	Electrical gyn table, colposcope with AV
Lab	2	Full-service lab accepting outside referral, SIBO office

Blood draw rooms	1	Two draw stations, adjacent to lab
IV treatment lounge	1	Dedicated IV therapy room with lounge chairs, IV poles, equipment, IV draw station with sterile hood
Colonic room	1	With private bathroom, shower and sauna
Conference rooms	6	Conference tables and chairs, computers, phones, reference materials, white boards, two rooms with manipulation tables
Medicinary	1	Office, herb room, Chinese medicine granules room, work/shipping room, retail area
Offices	5	First floor: clinic director, lab director, clinic services manager, medical records, physicians. Second floor: chief medical officer, clinic operations, Epic software manager.
Bathrooms	5	First floor: one single unisex, one lab; Second floor: three single unisex with baby changing area
Waiting areas	2	First floor: main area at entrance, lab waiting area; Second floor: at top of stairs, small alcove in SE corner
Front Desk	1	Six work stations including intake and scheduling, cashier,-student/faculty support assistant and medical records
Medical records	1	Working files behind reception plus office
Linen supply	3	Sheets, pillowcases, gowns, towels, blankets
Staff Break room	1	Refrigerator, sink, microwave, sofa, conference table
Storage and mechanical	5	Linens, medical supplies, office supplies, janitorial, vaccine storage

The university owns several other properties within our campus footprint, including two rental houses. The 6,000 square foot Betty Radelet Hall is located one block north of the Academic Building, and serves as the university's largest lecture hall, with occupancy approaching 200 students. It includes a remote learning/baby room adjacent to the main lecture hall, and a small kitchen and two restrooms. (2.G.1)

The Helfgott Research Institute and Community Education Center, with 8,390 square feet, is the primary teaching and lab space for the School of Research and Graduate Studies. Its location is approximately three blocks north of the campus footprint and includes office space, a classroom for research instruction, a research laboratory, and a state-of-the-art teaching kitchen. (2.G.1)

NUNM places an emphasis on improving classrooms and academic facilities, enhancing safety and security, and addressing deferred maintenance backlogs. Since our Year Three Report in 2014, there have been several major construction projects:

- Creation of an Information Center in the Academic Building
- Establishment of a Student Common Room/SGA office which also serves as a student lounge
- Remodeling of the minor surgery room
- Installation of air conditioning in Mitchell Hall, the largest lecture hall in the Academic Building
- Waterproofing and new downspouts on the north side of the Academic Building as part of continued maintenance.
- Renovation of the Stone-Bleything Wing. (2.G.1)

Additional exterior lighting was installed in 2012-13, and also in 2015 and 2016. Security cameras were installed throughout campus beginning in 2014. Currently, there are 21 cameras in operation. These security upgrades followed review of priorities expressed through the Safety Committee as well as through student satisfaction surveys. The university researched a program to institute energy savings through facility upgrades in the Academic and Administration Buildings. An energy audit of both buildings was conducted in 2014 and 2015 and showed that significant savings could be made through modifications to the HVAC and lighting systems in both buildings. The project was submitted to the Energy Trust, but since

the Trust declined to fund any of the projects, the university has yet to embark on these upgrades. (2.G.1)

NUNM is using long-term capital planning to diagnose project priorities and funding needs and sources. The goals outlined in the campus master plan will continue growing the campus in a manner that not only serves the academic needs of the university but also honors NUNM's purpose: "To promote and exemplify health, sustainable living and self-healing through education, research and service." (2.G.1)

The NUNM Safety Committee, composed of faculty, staff, and students and chaired by the director of security, meets monthly to ensure compliance, address problems brought forward by the community, and discuss issues such as employee and student training, ergonomics, and security. NUNM complies with regulations established by local, state and federal agencies, including Occupational Health and Safety Administration (OSHA), Multnomah County Health Department, U.S. Food and Drug Administration, Portland Fire Bureau, Oregon Bureau of Labor and Industry, Americans with Disabilities Act, Oregon Administrative Rules, and insurance risk management. (2.G.2)

The chief medical officer ensures safe practices and policies in both the clinical and academic settings. This position is responsible for investigating accidents on campus and serves as the exposure control officer when dealing with needle sticks or other blood borne pathogens. The CMO also reviews and revises relevant policies as necessary. The Bloodborne Pathogens Policy, available on site, addresses policy and procedures for the identification and disposal of substance waste. Biohazard waste is collected by an outside contractor monthly. Electronic waste is managed by the IT department. Used fluorescent lights are recycled through an outside contractor. Paint and other waste materials are taken to Metro for recycling. (2.G.2)

The NUNM Campus Master Plan was unanimously approved without modification by the City of Portland on September 19, 2012. With this milestone approval, the university is empowered by civic and regional officials to implement its long term strategic plan to establish a green, integrated, and sustainable campus. As part of this effort, NUNM continues to collaborate with state and regional agencies to enhance transportation developments and improvements around our now established campus footprint. The Master Plan documents strategic planning for the next 20 years and sets out potential vision and action plans for the physical appearance of the campus. The plan covers an area of 5.4 acres, of which the university owns 80% of the land. We will work towards implementation of the phased projects as resources become available; an immediate gain is the inclusion and acknowledgement of NUNM in the City's future plans for the campus area. (2.G.3)

The rollout of the phases of implementing the master plan has been continuously updated from the official document found on our website (http://NUNM.edu/about-NUNM/campus-master-plan-2012-2022/), consistently enhancing our approach and aligning the university's needs with the city's as well as our neighbors' concerns and priorities. For example, Phase 1 of this nuanced implementation was to acquire the necessary properties in the campus footprint, and those parcel acquisitions have been largely completed. (2.G.3)

A priority in the strategic plan through the approved master plan allows NUNM to develop a high level of serviceability and repair for all facilities and equipment; environmentally sustainable improvements in energy utilization, air quality and control; and utilization of building and repair materials. Since 2013 the university has accomplished several features of the master plan. (2.G.3)

Below are some of these accomplishments.

- NUNM has repurposed the former clinic building into the Helfgott Research Institute, including a state of the art teaching and research kitchen, science lab, principal investigator office facilities, and research conference and participant testing and activity space. Further, the Helfgott Research Institute building supports the School of Graduate Studies (four graduate programs) in terms of

faculty and administrative space and provides a state-of-the-art classroom.

- We purchased the house located at 2828 Water Street, renamed the Spaulding House, which is home to the NUNM Institutes and used for university events.

- Galen's Way garden, an expansion of green space with a sustainable food garden, was created on campus.

- The former administration building storage annex was repurposed into a new, sustainable office wing named the Stone-Bleything Wing, housing the business services divisions of the university.

- HVAC was installed in Mitchell Hall.

- NUNM is moving forward with the approval process for the street vacation of lower Hooker Street, a cul-de-sac located adjacent to the Spaulding house. The final outcome will be to transform the vacated street into a sustainable food forest/ park-like setting within the grounds of the university.

- The university has had pressing needs for additional space due to program expansion. The $2M included in the SNAP refinancing provided funds for the renovation of the Stone-Bleything Wing (previously the administration building storage annex) in early fall. Staff have been moved into the new wing. We are considering whether to renovate the Services Building (storage warehouse with some offices) or to build an addition onto our Academic Center Building. The renovated building might house a second campus teaching kitchen (made possible through a donation of $350K from the Barlean's company), several new classrooms, a rehab clinic and equipment room for the newly-approved graduate sports medicine program, a small student lounge and faculty offices. (2.G.3)

NUNM was accorded university status by the Higher Education Coordinating Commission (HECC) of the State of Oregon and by the Northwest Commission on Colleges and Universities, effective February 19, 2016 and announced July 1, 2016. NUNM is now branded as NUNM. We matriculated our first two Bachelor degree cohorts in fall 2016, utilizing classroom space in the existing academic building. (2.G.3)

The new academic center building described in Phase 1 is on hold pending the securing of funding, as is the remodel of the Annex Building (now named Radelet Hall) described in Phase 2. Phase 1 of the original plan also included the establishment of student housing facilities on campus. The president and the VP of advancement continue to develop a plan around building a student residence hall that will not encumber university tuition revenue. The university retained a consulting firm whose report on the feasibility of a student residence facility was favorable. The priority option is a model in which the developer invests 100% of the capital for this project with a 25-30 year ROI from rental income. The university would provide a long term lease on the land and work with the city regarding zoning and permitting, as well as include the facility in its student services outreach.   The entire master plan document can be viewed on the [NUNM website](#). (2.G.3)

Each classroom and lecture hall is equipped with appropriate furniture and AV/instructional technology equipment. Numerous lecture halls have permanently installed audio systems, ceiling mounted digital projectors, computers, and other requisite instructional equipment. Physical medicine labs are equipped with massage tables, manipulation tables, skeleton models and other specialized equipment. The herb/diet lab was designed to teach botanical medicine, herbal and diet classes. It is equipped with a sink, drying racks, worktables with electrical hook-ups, and other associated equipment. (2.G.4)

A majority of the students at NUNM are between the ages of 25 and 34. Since many are married and have children, support for families is a high priority. The university provides parents of infants, especially nursing parents, access to some academic courses via an approved "remote room". An additional remote room was included in the newest academic building, Radelet Hall. Resources have been allocated to ensure that the remote rooms allow for parents with young children to receive an equivalent education in the

courses that are approved for remote viewing. In response to parent concerns regarding student space dedicated to lactation and children-friendly areas, the university created a Family Room with couches, easy chairs, tables and chairs for both adults and kids as a study space for families with babies. A refrigerator is also provided in the lactation area of the Family Room. The remote room in the Academic Building continues to provide a private space for lactation. (2.G.4)

As discussed earlier, there is a designated classroom used for "energy medicine" where qigong and taiji courses are taught. The energy medicine room provides a space for students to relax, exercise, and rest during their many hours on campus. (2.G.4)

Furnishings and equipment needs and upgrades are included in the short- and long-term budget planning processes. The program deans and other administrators advise of needs in facilities and IT, which are also incorporated into the budget planning process. If a critical piece of equipment needs to be replaced after the budget is set, the department head would either use funds from the department budget or, in the case of insufficient funding, would seek approval for new funds. Classroom furnishings and equipment are also updated upon room remodels. The university uses a fixed asset inventory system, which ties physical inventory into the financial accounting system and also calculates depreciation. The Business Office conducts an annual inspection with the campus facilities staff that documents the existence and location of all equipment and furnishings and updates its records. (2.G.4)

The results from the spring 2016 student satisfaction survey indicate continuing high satisfaction for the teaching kitchen and Helfgott research and lab facilities. The Testing Center, which was recently created, had a sizeable increase in satisfaction. Areas of most concern were parking, study space, outdoor dining and student lounge. Study space and student lounge space were reduced to increase classroom space, which may account for the lower scores. A family room was created in the former Bookstore area as a lounge/study space in summer 2016. A recommendation as regards study space is within the library section of Standard Two. Satisfaction with outdoor dining, although low, showed a conspicuous increase from the previous year. Parking is limited by the campus footprint and difficult to remedy. In 2016, an additional question about off-campus parking revealed that most students either wouldn't park off campus, or feel unsure about the prospect. (2.G.4)

UNIVERSITY FACILITIES WITH COMPARISON BY YEAR
ON A SCALE OF 1(LOW)-10 (HIGH), PLEASE RATE YOUR SATISFACTION WITH THE FOLLOWING FACILITIES

	2016 % "do not use this facility"	2016 Mean	2015 Mean	2014 Mean	2013 Mean
Classroom facilities; N=260	0.0%	6.24	6.26	6.36	6.65
Academic Bldg. Lab facilities; N=250	9.1%	6.41	6.53	6.62	6.79
Helfgott Research Institute; N=202	30.8%	8.31	8.56	8.61	8.37
Helfgott lab facilities; N=189	41.5%	7.58	7.87	8.31	5.34
Teaching Kitchen; N=205	30.7%	9.08	9.08	9.05	8.39
Study space; N=260	3.3%	5.07	5.24	6.13	7.41
Library space; N=260	1.5%	6.21	6.35	6.65	7.13
Testing center; N=185	37.7%	7.53	–	–	–
Remote Room; N=172	46.3%	7.00	4.07	–	–
Outdoor dining area; N=247	6.1%	5.57	4.94	5.41	5.79
Radelet Hall; N=247	7.1%	5.81	6.27	6.12	6.06
Student lounge; N=247	6.1%	5.69	5.73	5.82	6.26

Parking lot lighting and security; N=227	13.0%	6.79	7.08	7.42	7.33
On Campus Parking availability*; N=230	19.0%	3.84	3.80	5.20	5.14
Overall satisfaction with all college facilities; N=263	0.4%	6.35	6.32	6.82	7.05

*Parking refers only to NUNM parking lots. The city of Portland controls street parking.

Training materials, texts, and classroom materials rate very well, whereas satisfaction with equipment shows some room for improvement. Every area showed a small, but steady decline in the past two years. This may indicate a need for improved resources in the coming years, or better communication of the resources available. The ND program showed a more significant need for updated equipment, as well as quality and quantity of equipment. In many cases the current equipment is in need of repair, and medical updates to medical education mean that NUNM will need to make significant investments in equipment over the next few years. The ND program dean was authorized to update much of the physical medicine equipment over the last year, and we have contracted with OHSU simulation lab to provide simulation exposure to our students. As of fall 2016 the physical medicine faculty report that they have nearly everything they would like to have (minus an updated diathermy machine). (2.G.4)

The table below provides an overview of student satisfaction with program resources for the last four years.

PROGRAM RESOURCES WITH COMPARISON BY YEAR

Agreement on a scale of 1 (low) to 5 (high)	2016 Mean	2015 Mean	2014 Mean	2013 Mean
I am satisfied with the support and services I received from NUNM's testing center. N=70	4.17	–	–	–
The training materials (texts, workbooks, handouts, etc.) used in my program are current or appropriate for the degree program. N=267	3.81	3.92	4.05	3.98
I am satisfied with the quality of the training materials used in my program. N=261	3.70	3.81	3.87	3.83
I am satisfied with the quality of the equipment used in my program. N=260	3.57	3.71	3.67	3.77
The equipment used in my program is current with industry. N=226	3.52	3.64	3.68	3.66
There is a sufficient quantity of equipment provided for the program. N=248	3.43	3.56	3.58	3.68

NUNM provides a comprehensive technical infrastructure to support the university's programs and services. This consists of 13 physical servers, 11 virtual servers, 435 computer workstations, and 154 printers. Workstations have the ability to print to copiers, and copiers can be used to scan paper to electronic files sent via email. (2.G.5)

Students have access to 29 public computer workstations and 13 printers in and around the NUNM Library and an additional 22 computer workstations dedicated for student use in the computer lab. The computer lab is equipped with a projector and screen, enabling the facility to be used for campus training, for example, on the use of the EPIC software. Seventeen classrooms are equipped with a computer and ceiling-mounted projector and screen with the larger classrooms being equipped with sound system, DVD player, and laptop connectivity for both Macintosh and PC laptops. Camtasia is installed in eight classroom computers and is used to record presentations and lectures. (2.G.5)

NUNM standardizes on Microsoft products campus wide. Hewlett Packard (HP) and Lenovo server hardware are the standard hardware platform used to deliver information services to our students, staff, faculty, and administrators. Standardization allows the Information Technology Department to keep maintenance of the software and hardware at a manageable level. When deemed necessary, IT upgrades,

replaces, or installs new server systems and configures and secures them according to Microsoft best practice standards. To ensure data survival, backup of all NUNM data onto backup media is done and stored both off-site and in waterproof/fireproof storage on site. (2.G.5)

The institution maintains three dedicated server rooms where redundant power supply hardware is utilized on all servers to protect against power issues, and utilizes HP and Cisco devices on its network. Fiber optics are used to provide connectivity between buildings as well as between floors in the Academic Building. CAT5 copper is used for the last leg to our end devices. Network devices are also connected to battery backup supplies that afford a minimum of 15 minutes of power in case of a power failure. (2.G.5)

Wireless network connectivity is provided to students, staff, faculty, and administrators in all buildings on campus and has standardized its wireless infrastructure to 802.11n. Although there are areas on campus where there is little to no signal, the goal is to provide full wireless coverage to all classrooms and study spaces. The network is connected to the Internet via a 100Mbit fiber optic connection through Integra Telecom. NUNM uses a Watchguard firewall to prevent unauthorized access to its internal network, and also utilizes the Watchguard firewall to separate the student network from staff, faculty, and administrator networks. (2.G.5)

The IT department creates or obtains necessary training materials based on observed needs or requests from faculty, students, staff, and administrators in the event that new services or technologies are introduced to the environment. Resources range from documentation uploaded and posted on NUNM's Intranet site to media tutorials posted within NUNM's course management system to personal one-on-one based training from an IT staff member. IT Services are included in the annual student satisfaction survey and are rated highly by respondents. The table below provides an overview of mean responses. (2.G.6)

SATISFACTION WITH IT SERVICES ON A 1 (LOW) TO 10 (HIGH) SCALE

	2016 Mean	2015 Mean	2014 Mean	2013 Mean
IT services; N=191	8.17	8.53	8.82	8.55

IT maintains communication with various academic, administrative, and operational departments through the Information Technology Team (ITT), comprised of campus stakeholders that meet at least once a term to ensure that the maintenance and advancement of the university's infrastructure are supported. ITT discusses IT related issues and the prioritization for IT activities and communicates to the campus about the IT activities. The team has representatives from students, faculty, clinic, business office, library, marketing, student life, and the NUNM Store. Meeting minutes are written and posted on the internal Moodle website. (2.G.7)

NUNM reviews and updates Technology Plan annually (appendix 2.3). It includes any needs for replacing network backbone and edge services. Computer Purchasing and Replacement Policy (available on campus) has been developed and implemented to provide guidance for the replacement of computer systems. (2.G.8)

STANDARD THREE – PLANNING AND IMPLEMENTATION

STANDARD 3.A. INSTITUTIONAL PLANNING

The NUNM Strategic Plan is reflected in the [Framework for Action](#), which has unfolded in three phases of five year segments: Phase 1 (2007-2012); Phase 2 (2012-2017), providing the framework for the current seven year NWCCU cycle; and Phase 3 (2017-2022), which will interact with the next seven year accreditation cycle. (3.A.1)

[The Framework](#) includes Key Progress Indicators (KPIs) created by the board and expressed as action items in the university's budget and strategic planning cycles. These KPIs are institutional priorities that are reviewed by the board annually and by the administrative team on an ongoing basis. Based upon these KPIs, individual departments annually and, as needed, prepare departmental goals that are tied to the KPIs, Core Themes, and to measurable assessment targets. Included within the departmental goals and tactics are the major educational goals of the degree programs. Results of the assessments and achievement of goals are also identified within departmental plans. These interwoven processes are tracked through a database, SPOL (Strategic Planning Online), directed by the Office of Institutional Research and Compliance (IRC). Through the strategic planning and institutional assessment processes, resources are allocated to support the goals and objectives for the current and future planning cycles. Administrators and staff implement the strategies leading to fulfillment of the KPIs as part of a multiyear effort. Reports and exhibits can be generated on campus from SPOL reflecting the tracking of these planning processes (3.A.1, 3.A.2).

Communication is crucial for this model to work. The communication and administrative structure is designed to provide members of the community with the opportunity to participate in the planning efforts of the institution. The board includes non-voting constituency representatives elected by the Faculty Senate, Staff Council, and Student Government Association. Board committees include participation by administrators in order to enhance communication and connection within the institution and to support the embodiment of purpose, vision, and values in the decisions made. In addition, the board periodically provides informal opportunities for faculty and students to interact with board members toward building a collegial environment so that constituency representatives are more comfortable with providing input to the board. (3.A.2)

NUNM utilizes a combination of a hierarchical management structure, as reflected by the organizational chart (appendix 2.4), with a team planning and operations model 2017-22 (appendix 3.1). The organizational framework was designed to ensure communication and planning efforts toward the development and successful implementation of institutional, programmatic, and departmental goals in support of NUNM's teaching and learning environment. The Alignment Model (see graphic and discussion in Standard One, page 33) was established to root all activities of the university in the purpose, values, and mission of the institution, setting the stage for an operation that has integrity and coherence. Departmental plans of action, including corresponding budget allocations or requests, are aligned with the institution's mission and goals and the Core Themes. The structure of the institution delineates the appropriate chain of command, promotes the efficient use of personnel, and the team interaction necessary to facilitate appropriate planning, successful implementation, and assessment and revision of common goals and objectives. (3.A.1, 3.A.2)

The Board Strategic Pathways Committee initiates strategic planning processes for the board and is the catalyst for strategic planning processes of the university. The committee and its role were reevaluated at the November 2015 board retreat, taking into consideration current priorities of the board, as well as discussions influenced by its membership in the Association of Governing Boards (AGB). The potential revisions to the Bylaws under review anticipate changing the name to the Strategic Planning Committee. (3.A.1, 3.A.2)

The Finance and Administrative Affairs Committee (FAAC) of the board meets at least four times annually and is chaired by the treasurer of the board. The committee is responsible for overseeing the financial affairs of the university, monitoring the adequacy and condition of capital assets, developing and reviewing policies, ensuring adequate funding for maintenance, recommending for board approval the external auditor, and monitoring fulfillment of the recommendations of the auditor. The committee also assists the chief financial officer in general operation of the fiscal affairs of the university such as budget development, the investment and application of all funds and properties received by the university, and the continuous updating of the Framework for Action Five-Year-Plan for the use of financial resources to meet the fiscal needs of the university. In addition to the treasurer, committee membership includes an additional one or more directors as well as the president and the chief financial officer. Vice presidents and academic leadership are also invited to and attend FAAC meetings. Actions taken by the committee that require full board approval are submitted for ratification at the next full board meeting. The annual budget that is approved by the board is reviewed at the quarterly meetings of this committee and as fluctuations dictate. The president and the CFO work with the President's Cabinet, described below, in the ongoing review of the annual budget, and this group, in consultation with other administrators, makes recommendations for modifications to the annual budget, if needed, based upon unexpected changes in income, expenses, or unexpected priorities. Proposed modifications are vetted by the FAAC and approved at board meetings. Because of contingency funds within the budget such as for attrition, it has been many years since a budget needed to be adjusted down due to unmaterialized income projections. In addition, pledged donations are not entered into the budget until they materialize. Both of these lend further flexibility to the budget for unanticipated situations. (3.A.1, 3.A.2, 3.A.3, 3.A.4)

The President's Cabinet, which replaced the College Planning Team, is charged with university operations in the context of the five-year strategic plan, the annual business plan, university policy, and emergent priorities. Per its mandate, the PC regularly monitors progress toward implementation of the strategic plan. To improve interdepartmental planning, the membership of this committee was expanded in 2016 to include the recently promoted associate vice presidents in addition to the president and vice presidents. (3.A.1, 3.A.2)

The Campus Master Plan (adopted August 2012) documents strategic planning for the next 20 years and sets out potential vision and action plans for the physical appearance of the campus. The plan covers an area of 5.4 acres, of which the university owns 80% of the land. NUNM implements the phased projects as resources become available. An immediate gain of the master plan is the inclusion and acknowledgement of NUNM in the City of Portland's future plans for the area surrounding the campus. (3.A.1, 3.A.4)

On June 26, 2014, at its annual retreat, the board formally launched preparation for the 2017-22 planning cycle in a brainstorming workshop – Vision & Voice 2022 Gathering. A cross section of administrators and staff were invited plus alumni, patients, suppliers, higher education associates, SGA, Faculty Senate and Staff Association representatives. Sessions were facilitated by board members who listened and recorded responses of participants to a number of questions. Available on campus is an overview of the input received and the resulting concepts carried back to the board. During 2014 to 2016, the Strategic Planning Committee of the board vetted strategies quarterly and monthly meetings. The board continued to incorporate input from the brainstorming workshop during several additional gatherings of the board: Gathering 2, February 21, 2015, "Moving our Boundaries", a meeting of the board looking at KPIs; Gathering 3, at the November 2015 Board retreat; and Gathering 4, at the February 2016 board retreat. (3.A.1, 3.A.2)

In fall 2016, community participation in the upcoming planning cycle continued through surveys and focus groups of students, employees, and alumni to capture input on five key strategies drafted by the board during its planning retreats to guide the university for 2017-22 in cultivating its core educational values for mission fulfillment. These strategies are designed to provide a clear path for administrators in the process of planning, budgeting, and implementing measurable departmental milestones and will provide a

launching point for creation of the goals, objectives and indicators for the next NWCCU seven year cycle. Results from the August and September surveys and an overview of the focus groups held on September 21 and September 23 are available on campus. A final draft of the Phase 3 2017-2022 document is anticipated for board review during this academic year. (3.A.1, 3.A.2, 3.A.3)

Data informs the institution's planning processes. One source of data is contained within reports to the Board of Directors from administrative units generated for its fall, winter, and spring meetings. These include: (3.A.3)

- A report from the provost with updates from all program deans on existing programs and potential programs under development, and current and upcoming accreditation processes.
- Matriculation, attrition, retention, and use of services data from the Office of Student Life.
- An admissions dashboard that has been generated at board request since 2009 (also made available monthly to NUNM departments).
- Advancement data, including the status of asks in play as well as donations pledged, expected, and received.
- Reports from the Student Government Association, Faculty Senate, and Staff Association.
- Updates on facilities and the campus master plan.
- Updated financial data resulting from changes to revenue and expenses, which, in addition to review by the full board, is reviewed monthly by the FAAC.

Examples of recent utilization by the board of such data include the following: (3.A.3, 3.A.4)

- Consideration of the structural stability of existing buildings in determining if modifications to properties should be made or if we should plan reconstruction.
- Addition to the budget of a deferred maintenance line item.
- Discussions concerning dedication of resources for student housing in a market with a shortage of rental property.
- Approval to fund upgrades to the Stone-Bleything Wing of the Administration Building to accommodate needed office space.
- Approval to utilize funds for creation of a second teaching kitchen and space for a sports medicine program.
- Consideration of supporting the institutional mission of potential new programs and approval to proceed with submission of programs for accreditation.
- Approval through the budget process to launch new programs that have received accreditation approval taking into consideration issues such facilities and available services to students.

Mission fulfillment remains at the core of board planning discussions, creating goals that support maintaining the classical roots of our medicines while positioning ourselves to be a leader in natural medicine. Based upon self-evaluation of their strengths and weaknesses in membership skills, the board has prioritized skillsets of new membership to fill weaker areas or replace expertise of board members who are rotating off. The decision by the board to join the Association of Governing Boards of Colleges and Universities (AGB) was based upon the resources provided to member institutions such as training in support of skill development and industry standards. (3.A.1)

At an administrative level, in fall 2016, library modifications were made as a result of student input (through satisfaction surveys and SGA representatives) indicating the desire for expanded study space within the library. (See Standard 2.E.1.) Software purchases were recommended and budgeted to assist the institution in the tracking of mission fulfillment. In the planning cycle for the 2015-16 academic year, NUNM budgeted for and purchased the eMedley curriculum management system to electronically track the

alignment of specific evaluation components (e.g. individual test questions) with specific course competencies, as well as program content area competencies and program learning outcomes. This purchase was made to improve capture of data to facilitate a more rigorous assessment of the level to which each of the program learning outcomes for our degree programs is being achieved, an important component of mission fulfillment. We used this system during the 2015-16 academic year. However, with the decision to budget for a distance education platform that would improve upon the Moodle platform currently used by the institution, and taking into consideration ease of use by faculty, the contract with eMedley was not renewed in favor of a platform that would address both our assessment and learning platform needs. A task force of academic and other administrators narrowed the field to D2L and Canvas. The institution plans to budget the purchase of a learning platform that meets both distance education and assessment needs in 2017-18. (3.A.1, 3.A.2, 3.A.3, 3.A.4)

Similarly, in the 2015-16 academic year, NUNM budgeted for, purchased, and implemented PolicyStat, software designed to support easier access to and management of policies and procedures. Through the purchase and implementation of this software, all policies, including clinical policies and procedures, are available in a cloud-based repository. The repository stores all prior versions of policies/procedures in an archive. All members of the community can access the repository to view current policies at any time. The software facilitates updates, revisions, and mandatory review of policies, as well as editorial and accountability processes. (3.A.1, 3.A.4)

NUNM budgeted for and has purchased career development software that will track alumni information and preceptorship, career, and placement opportunities with a target implementation date of spring quarter 2017. In addition to serving our students and alumni toward career success, the software will facilitate data collection for alumni placement, an indicator of mission fulfillment currently captured by survey data. This purchase was recommended by NUNM in its two recent specialty accreditation self-study processes. (3.A.1, 3.A.3, 3.A.4)

Emergency Preparedness (3.A.5)
The campus emergency preparedness plan includes a Crisis Response Team (CRT) that convenes and runs drills on an ad hoc basis to address topics of concern, such as swine or avian flu epidemics or an active shooter on campus. The campus has an emergency evacuation plan that was expanded by the director of security from a previous clinic evacuation plan developed by a private contractor. The director of security and the chief medical officer, together with the Safety Committee, review and revise policies as necessary. Some of the current and upcoming emergency objectives include: increasing emergency training offerings for faculty, staff, and students; a Continuation of Operations Plan (COOP), which covers a variety of potential disasters and looks to incorporate agreements with other local institutions to allow for classes to continue if facilities are severely damaged; changing the Emergency Notification System from opt-in to opt-out to encourage increased student enrollment in the system. Recent improvements include: additional emergency supplies to allow for sustained presence on campus after a large scale emergency; a table top drill on an active shooter scenario aimed at preparing the administration response; and continuing updates and improvements to the emergency response plan. Several drills including fire, earthquake and general evacuation are planned and implemented throughout the year. The written Emergency, Campus Evacuation, and Continuation of Operations (COOP) Plans are available for review on campus.

STANDARD 3.B.1 AND 3.B.2   CORE THEME PLANNING, ASSESSMENT AND IMPROVEMENT

ELIGIBILITY REQUIREMENTS 22 AND 23

22. STUDENT ACHIEVEMENT
The expected learning objectives for the degree programs offered by NUNM are regularly evaluated though a participatory process involving faculty, students and administration through the combined efforts of the Program and Curriculum Review Committee and the Academic Operations Team. The objectives of the Institutional Assessment Plan, which is overseen by the Institutional Assessment Committee are:

- Develop, implement, and revise as needed an ongoing institutional assessment program that monitors achievement of the institution's goals.
- Expand learning outcomes assessment by reviewing curriculum & programs using multiple indices.

The Institutional Assessment Plan is closely interwoven with Departmental Strategic Plans. Copies of overviews of both are available on site.

23. INSTITUTIONAL EFFECTIVENESS
The university's Strategic Plan (A Framework for Action) was created to support the mission and goals of the institution. Each objective within that plan has milestones and/or assessment criteria attached to an objective and is interwoven with the Core Themes and the Institutional Assessment Plan. The Institutional Assessment Committee is charged by the president to:

- work with administrators and faculty to implement the assessment plan;
- monitor the success of the plan's implementation;
- generate timely reports including communications to its constituencies regarding assessment data;
- revise the assessment plan on an ongoing basis.

Utilization of Mission Fulfillment Data from Indicators for Core Themes
The NUNM strategic plan, A Framework for Action, was developed to guide the institution in its achievement of its mission. Section two of the plan provides the action steps for the current five year set of goals and key progress indicators toward alignment and accomplishment of the goals. Each of the Core Themes was chosen by NUNM to provide greater clarification of mission fulfillment. NUNM tracks its efforts toward implementation of its strategic plan, assessment processes, and their interconnection with Core Themes through SPOL, our strategic planning data base.

Appendix 0.1 provides a detailed narrative on each of the Core Themes and objectives, the indicators chosen, and an overview of data captured toward providing evidence of our level of Core Theme achievement. NUNM chose indicators from each of its Core Themes toward assessment of mission fulfillment. These six indicators have become a source of guidance in NUNM's planning process toward mission fulfillment:

- Student attrition data (Core Theme One)
- First-time pass rates on clinical entrance and exit exams for students in the first professional degree programs (Core Theme Two)
- First-time pass rates for graduates of the first professional degree programs for the NPLEX (Naturopathic Medicine) and NCCAOM (Acupuncture and Herbal Medicine) licensing examinations (Core Theme Two)
- 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 (Core Theme Two)

- Percentage of alumni who report they are employed in a field directly related to their NUNM degree (Core Theme Three)
- Alumni perception of how well NUNM prepared them for a career in their profession (Core Theme Three)

Utilization of Indicators of Mission Success from Core Theme One: Support Student Success
From this Core Theme we chose one indicator for mission fulfillment: Student attrition data. Student attrition and related data is a good indicator for mission fulfillment as well as planning for the future. For example, compiled data indicated that transfer students and underrepresented students are more likely to be on academic probation than their peers, which can lead to dismissal or voluntary withdrawal. Student Life tracks the reasons students have left NUNM, which supports examination of the patterns that can lead to academic and behavioral challenges and, potentially, separation from the institution. Identification of patterns of comments in response to surveys such as the annual student satisfaction survey provides qualitative data in support of quantitative data such as attrition statistics. A number of expanded services for which we first planned, then projected into the budget, and finally implemented, are related to utilization of attrition data and are enumerated below.

- In 2010 NUNM formed an on-campus Counseling Center available without charge to students. Since then, NUNM has annually reviewed these services and expanded budgeting as funding has permitted.

- In spring 2011 NUNM created the position of associate dean of academic progress, a position dedicated to providing academic counseling and coordinating services for at risk students, oversight of tutoring services, and oversight of the faculty advising system. In 2015 the position evolved into the Center for Academic Success under the Office of Student Life that, in addition to the initial services, centralizes academic advising for students of all degree programs and oversees the newly formed Testing Center designed in response to the growing number of students with testing accommodation and other testing needs. Recent activities include development of an academic early alert system and expanded use of Simplicity/Advocate Software, which is already used by the institution for tracking incident reports and student requests for services. The Center continues to work toward improvements to the faculty advising system, supports the program deans on continuing to improve faculty training in strategies to better serve student learning outcomes, and development of a learning strategies and tips guide for students to be easily accessible from the NUNM website.

- In 2011 a career services position was appointed to support students and alumni.

- In spring 2015 NUNM hired a long-planned-for intercultural engagement and support manager. This position supports student retention and success through advising culturally underrepresented and international students, serves as chair of the AWARE and Allies teams, facilitates trainings and workshops, and provides guidance to university administrators and faculty.

- In January 2016 we appointed a director of student life and conduct, who oversees the day-to-day operations of the Student Life Office, the student honor code, conduct processes and adjudication, conflict resolution, college events, student activities, organizations and programs, and student support services. This position frees the AVP of student affairs/dean of students to provide higher level planning and oversight of this division of the institution.

- Administrative areas were reorganized in 2016 to include an AVP of enrollment management.

- Faculty are provided with training to effectively teach to a variety of student learning styles.

- Cultural competency training of faculty and staff furthers understanding of cultural issues as they relate to students as well as the unique needs of culturally marginalized patients.

- Cultural competency training now occurs throughout the curricula of our students.

Utilization of Indicators of Mission Success from Core Theme Two: Teaching and Learning – Deliver education that ensures student achievement of competencies within the art and science of natural medicine practice and research.

From this Core Theme we chose three indicators of mission fulfillment:

- Pass rates on clinic entrance and exit exams within the medical colleges
- Pass rates on the licensure boards for students and graduates of the medical colleges
- Level to which curricula of our degree programs retain the classical roots of their medicines

Pass rates on clinical exams
Consideration of data from the clinical exams has resulted in a number of changes to curricula as well as changes to the exams themselves.

College of Classical Chinese Medicine Clinic Entrance Exam:
- Review by faculty of the questions frequently missed on the clinic entrance exam. Faculty noted an increase in reliance by students in the clinical experience and classroom on online applications for foundational knowledge such as point location and herbal formulation, rather than having this knowledge memorized and internalized. As a result, faculty are reinforcing with students the importance of having foundational knowledge internalized rather than relying on external tools that aren't always available when needed.

- Institution of annual comprehensive exams to supplement the clinic entrance exam that contain and build on the information included in the previous exams. This change was made as a result of faculty discussion of the entrance exam process and additional data that would be helpful in identifying the challenges within course material being experienced by students.

- Expanding the question bank from which well-vetted questions can be drawn for the clinic entrance exam in any given year. Faculty are encouraged to have students write and answer test questions as part of their coursework that can contribute to this question bank while promoting critical thinking and clinical reasoning.

- Including the pass rate on the existing Point Location portion of the Clinic Entrance Examination as part of the indicator for achievement of the clinic entrance and exit exam objective. This strengthens our assessment of whether students are achieving the minimum competency standards to enter the internship phase of their clinical training.

- Improve the clinic entrance exam process by including a practical portion that uses a level-appropriate version of the grading rubric used in the clinic exit examination. This same rubric will be used in the Clinical Case Presentation I-III series of courses, to provide students with a strong framework of the knowledge, skills and attitudes they need in the clinic.

College of Classical Chinese Medicine Clinic Exit Exam
- Expand the exit exam process to include an OSCE-type process similar to the one currently used in the naturopathic program discussed below.

- To expand the data on student understanding reflected in the clinic exit exam, a minimum of two cases used in the Clinical Case Presentation series will consider conditions for which the family history is highly significant.

- Faculty are now receiving training in writing case reports.

- Student requirements now include creation of meaningful patient timelines in years one and two of their program and development of quality case reports in the final two years of their program.

Recommendation: For the School of Classical Chinese Medicine, it is recommended that, in the next accreditation cycle, we add an additional program level indicator of mission fulfillment: the creation of a publication-quality case report by each graduating student.

College of Naturopathic Medicine Clinical Exams
This college utilizes Objective Structured Clinical Examinations (OSCEs), milestone exams held three times throughout the students' medical education at NUNM: an entrance exam, a progression exam, and an exit exam. Following are examples of utilization of data in support of mission fulfillment to make changes.

- The structure of the exit exam was similar to the entrance and progression exams until 2013, when the exit exam became a multi-station exam evaluating student skills in a variety of shorter patient scenarios. The exam format was revised in order to align the NUNM exit exam with the best practices of the majority of academic medical institutions as well as to ensure that we were assessing student performance in a variety of health conditions and situations, versus evaluating them based on a single patient scenario.

- An open book written exam was added to further evaluate students' abilities to use resources to answer questions about possible diagnoses, laboratory evaluation, and conventional and natural treatment options.

- Each year, the individual parts of each OSCE exam are analyzed and areas of weakness and strength are identified. Faculty are informed annually of specific strengths and weaknesses in student performance for the purpose of making curriculum adjustments. The re-conceptualized ND curriculum, which is in its second year of roll out of the four year program, utilized the strengths and weaknesses of students as reflected in the three OSCE exams as it reconstructed the ND curriculum.

- Clinical competencies developed by a subcommittee of the AANMC, an association of all accredited ND programs, which was chaired by our own ND dean, was a source of external data utilized to inform the reconstruction of our ND clinical competencies, the measurement of which is reflected throughout the OSCE exams.

First time pass rates for graduates of the first professional degree programs in each category of the national licensure exams.

College of Classical Chinese Medicine Licensure Exams
An area of weakness identified in the licensure pass rates of our students and graduates is in recent results for the Chinese Herbal Exam (CHE). In 2014, CCM students' pass rate on this exam dipped substantially below the national average and was the lowest recorded for CCM students. NUNM's program provides excellent training in a classical approach to herbal formulation and prescription. While students learn about contemporary approaches to herbal formulation, including TCM (Traditional Chinese Medicine), this is not the focus of training. However, the national exams are written from a TCM perspective. A review of faculty who taught the major herbs courses for the students taking the 2014 CHE revealed that the change in pass rate corresponded with a change in the faculty member teaching the first year Herbs I-III series. This faculty member has a highly classical approach to teaching single herbs. Although his courses are rigorous, and achieve excellent evaluations from students, it is clear that the content of his courses needs to be expanded to provide students with the foundation needed to pass the CHE. For very pragmatic reasons, NUNM students need to be able to pass the CHE, even if it means taking the time to learn herbs in a manner that may be divergent from the classical mission of their program. As a result of this review of licensure exam scores, extra care has now been taken to ensure that students are receiving adequate training in the modern

classification of single herbs and herbal formulation in all of their foundational herbs classes. In addition, the Herb Board Review course, which is supportive of students preparing for their herbal licensure exams, has been reframed to ensure that the course competency of being confident and well-prepared to take the CHE and the similar exam specific to the State of California is being achieved.

College of Naturopathic Medicine Licensure Exams
There was a clear dip in pass rates for the basic science boards during August of 2014, with our pass rate lower than the national mean. A review indicated that concurrently we had a significant change in our anatomy faculty, which meant that analysis of teaching methodology and course exams scores were not readily available. In response to this identified weakness, in summer 2015 we supplemented the education already received by students by contracting with faculty to develop and teach a free-to-students basic science review class focused heavily on anatomy. To our knowledge this is the only class of its kind within accredited ND programs. In summer 2016, the review course was expanded from 36 hours to approximately 85 hours, and in addition to an expanded anatomy review, it included physiology, microbiology, immunology, and biochemistry. Test results for August 2015 and 2016 were higher than the national mean for all schools. In addition, our curriculum mapping of the ND degree has been expanded to identify where NPLEX board topics appear within the curriculum.

Classical Roots of the Medicines
The review of data from specifically targeted questions in annual program exit surveys informs our understanding of student perception of the level to which the curricula retain the classical roots of their medicines. For example, the recent curriculum redesign in the ND program was informed by the annual exit survey data, comments analyzed from student satisfaction surveys and focus groups, faculty focus and work groups, and a dedicated curriculum review e-mail address for sharing input. Students begin their study of naturopathic history and philosophy in year one with a 24 week course, followed by an in-depth retreat focusing on the medicine's roots in spring term. New to the revised curriculum is additional emphasis on a naturopathic approach to clinical medicine embedded within the Structure and Function course, in the form of case discussions within small-group tutorials.

Also new to the revised curriculum are 40 hours of Clinical Observation, after which students write case reports that discuss not only the biomedical aspects of the cases, but their reflections on the application of naturopathic principles by the medical team they have observed. Naturopathic medicine's traditional treatment methods are taught in a focused course entitled Introduction to Therapeutic Modalities for 24 weeks in the first year curriculum. Embedded throughout the second and third year block curriculum is over 500 hours of further material focusing on traditional naturopathic approaches to disease and treatment. Additionally, in year two, students are educated in one of the classical naturopathic modalities, Hydrotherapy, as they provide treatment to patients in much the same way that naturopathic physicians were 100+ years ago. In years three and four, students become more clinically-focused, and observe and practice both traditional and modern naturopathic medicine in a true clinical setting. In addition, the ND program offers more than 35 elective courses reflecting elements of classical naturopathic philosophy or therapeutics.

The College of Classical Chinese Medicine received NWCCU approval for its Doctor of Science in Oriental Medicine (DSOM) program in spring 2015. As it is built around the MSOM, the development process for the DSOM included an exploration of whether the MSOM could be improved/enhanced. Using input and data from multiple sources, including the annual student satisfaction and graduate exit surveys, course evaluations, student focus groups, and meetings between the dean and individual alumni, the CCM faculty and administration created a revised version of the MSOM. Many of the changes were focused on strengthening achievement of the college's classical mission, including the following examples: 1) the Foundations of CCM three credit course became a six credit series, in order to expand the base of classical theory in the first year of the program; 2) the Biomedicine series was moved into the second and third years

(from the first and second), in order to immerse students in the theory and practices of CCM before learning how to understand biomedicine from a CCM perspective; 3) a second Chinese Medical Psychology course was added to expand this classical root of curricular content; 4) several course series were reorganized into a new Clinical Medicine series that has a clinical theater component and emphasizes classical lineage-style approaches; and 5) a series of Advanced Acu-Moxa Techniques classes was added to deepen student skills in classical acupuncture. In addition, the clinical evaluation tools for the clinical rotations and the clinic exit examination were revised to include level-appropriate sections on classical approaches in clinical practice.

ACAOM's standards for the first professional doctoral degree included competencies at the master's level, with additional doctoral-level competencies in the areas of systems-based medicine and professional practice. The MSOM program already met essentially all of these standards, although new courses were created to deepen the level of attainment of ACAOM's doctoral level competencies. However, NUNM's main focus in creating its DSOM has been to achieve a higher level attainment of its own classical mission. The core difference between the MSOM and DSOM programs is a three year, 18 credit series that teaches students how to read classical Chinese, and to translate the classical texts of Chinese medicine directly from the original characters. DSOM students are then supported to apply this knowledge in the clinical setting (as assessed on the aforementioned clinical evaluation tools). Additional courses, such as the CCM Immersion Retreat, Chinese History and Culture II-III, and the Advanced Cosmology and Symbolism series, were added to strengthen DSOM students' understanding of the historical, cultural and philosophical framework of CCM, and to enhance their ability to apply this knowledge in the clinic for the benefit of patients. The Imaginal and Experiential Inquiries series supports students to choose and refine their Doctoral Capstone topic, and through the Doctoral Capstone Tutorial and Mentorship processes, DSOM students are supported to complete a three-part, classically-rooted capstone project. MSOM students are able to benefit from the DSOM-specific courses, as long as they have the pre-requisites. For example, many of the MSOM students not taking the full classical texts series of classes still take the Advanced Cosmology and Symbolism series, which provides them with a deeper classical understanding of the acupuncture points and channels.

An example from our School of Research and Graduate Studies includes additional coursework added to the required curriculum of the MScGH as a result of lower than anticipated student agreement with one of the indicators identified toward meeting the classical perspective of the program.

The classical roots of the medicines we teach are core to our institutional mission. The indirect measures identified for this accreditation cycle are helpful toward informing mission fulfillment and curricula changes, but more direct measures would strengthen our understanding of this aspect of mission fulfillment. This is explored in Standard Four recommendations.

Utilization of Indicators of Mission Success from Core Theme Three: Promote the success of our graduates through our academic, clinical, and research endeavors

From Core Theme Three we chose two indicators: data concerning the field in which alumni are employed and alumni perception on how well they were prepared to practice.
- *Indicator*: Percentage of alumni who report they are employed in a field directly related to their NUNM degree
- *Indicator:* Alumni perception of how well NUNM prepared them for a career in their profession

NUNM continues to expand resources in promoting the success of our graduates, taking into consideration placement data of alumni one year after graduation, alumni responses to surveys concerning their area of employment, and alumni perception of how well NUNM prepared them for a career in their professions. There is limited external data specific to the fields our alumni enter, so placement and wage data is a resource used by stakeholders related to key occupations. Data on use of degree, type of employment, and

wage is used to help NUNM and affiliated schools understand the alignment of education with industry needs. The NUNM Center for Career Development, which reports to the Enrollment Management division, uses placement and income data to analyze and compare with trends that are observed through market research and through support to stakeholders. The Center shares the data with students and alumni who are evaluating whether to add or drop degree programs, considering career goals, applying to jobs, and negotiating contracts and wages. In addition, employers request information from the Center for Career Development to define job openings and determine wages. This process then informs the planning for the Center for Career Development including career fair vendor invitations, talks, and workshops provided each term. Aside from the career fair, the Center plans and implements the annual TIP TOP conference. The Integrative Practitioner, The Optimal Professional showcases successful practitioners describing their jobs and how they prepared for them. The event also highlights successful doctors, acupuncturists, nutritionist, and small business owners discussing how they started and stayed in business. Finally the event is intended to help students, alumni, and others build knowledge and materials to succeed in their career.

Processes in support of the ND Community Experience (ComEx) Preceptorship (formerly known as ND Field Observation) requirement have been finely tuned in AYs 15-16 and 16-17, including increased participation by community preceptors in evaluation of student learning outcomes for the course, improved opportunities for students to gain real-world clinical experience, and streamlining of documentation processes taking into consideration preceptor and student input. In addition to broadening and strengthening the clinical skills of our students, ComEx helps to prepare students for a private practice outside of the NUNM Health Center environment and provides the opportunity to explore clinical areas of special interest.

Similarly, the School of Research and Graduate Studies includes internships and fieldwork experiences within the nutrition and global health programs. Examples of improvements based upon student and external faculty input include development of a Global Health Fieldwork Manual, assignment of faculty mentors to assess gaps in students' current skills prior to selection of fieldwork projects and locations, refinement of rubrics for final presentations and reports, and standardization of on-site evaluations for site managers. Alumni employment outcomes inform the focus of the fieldwork, and students are strongly encouraged to ensure their fieldwork aligns with career goals. This process maximizes the ability to put foundational knowledge into practical application in a real world setting while building skill sets for resumes and work.

NUNM continues to seek and obtain increased funding for residencies for ND and CCM graduates, providing, for the selected graduate, the opportunity to further hone skills and make contacts prior to pursuing their future careers. Both CCM and ND residencies have been effective tools for graduates to apply their degrees to patient care in a clinic setting with increasing autonomy and less direct supervision. This environment helps to hone quality of care and confidence in treatment choices, including patient engagement. The well-established ND residency program has provided an excellent model for the leading edge CCM (AOM—acupuncture and oriental medicine) residency program, which was made possible in the 2014-15 academic year by a generous donation to the university. CCM is working to share its residency model with other AOM schools, and toward the development of residency standards recognized by the AOM profession.

Finally, our Office of Advancement, Continuing Education and Alumni Affairs takes into consideration alumni survey data as it continues to improve continuing education and other alumni services. CE continues to expand its remote offerings, an area identified for expansion from alumni surveys. Similarly, we periodically survey alumni for their input on future CE activities and use that input in creation of offerings for coming years. The most recent CE interest survey was conducted in summer 2016 and is guiding the 2017 CE lineup. The alumni section of the NUNM website provides alumni survey data, information concerning services of the Center for Career Development, positions available, and practice locations for rent or sale. It also helps to maintain connections throughout the NUNM community and engage alumni

and partners in campus life. Business, direct consumer, and alumni demand is considered in the development of the website and CE offerings to ensure both current and emerging workforce development needs are met.

In summary, the Core Themes chosen by NUNM (Student Success, Teaching and Learning, and Professional Vitality) were identified because they flow naturally from the mission of the institution and are representative of major ways in which we work toward mission fulfillment. Departmental plans are tied to the three themes through the institution's strategic planning database. Each of the objectives is aligned with and contributes to accomplishment of the Core Themes. The indicators chosen for objectives are measurable and afford useful evidence toward our level of achievement of outcomes.

Several indicators have been identified for improvement in the next Seven Year cycle and are delineated in the Recommendations document and discussed in appendix 0.1, in this standard, and in Standard Four.

This Standard is organized into two major sections. Section One addresses the manner in which NUNM regularly and systematically collects data to evaluate achievement of its institutional and program goals and outcomes, its systems for assessment of student achievement, the integration of planning and assessment efforts, communication of data resulting from assessments to our community (including core theme achievement), and utilization of assessment of student learning to inform planning efforts. Section One also provides a description of methods used to make the results of assessment efforts available to appropriate constituencies in a timely manner, including data for indicators of Core Themes. Section Two focuses on the utilization of data toward understanding our success in meeting our Core Themes and objectives and improvements generated as a result of utilization of this data.

SECTION ONE – ASSESSMENT – 4.A

Policies and procedures to guide NUNM's assessment processes were approved in October 2004 with revisions in 2005, 2009, and 2017. The Institutional Assessment Policy and accompanying procedures is provided in appendix 4.1. This policy outlines NUNM's assessment processes, including determination of mission fulfillment, and participants in the Institutional Assessment Committee. Further revisions are anticipated within the next few months. (4.A.5, 4.B.2, 5.A.1, 5.A.2, 5.B.2)

Initially the milestones of the assessment plan were tracked in word documents by Institutional Research and Assessment (now Institutional Research and Compliance). The NUNM strategic and assessment plans are now tracked by the Office of Institutional Research and Compliance (IRC) utilizing the Strategic Planning Online Database (SPOL). This software allows tracking of department goals to applicable Key Progress Indicators from the Framework for Action and to Core Themes. Assessment measures for success in meeting goals are also tracked through the software. Reports and exhibits can be generated on campus from SPOL reflecting the milestones tracked through the assessment plan. (4.A.1)

The IRC guides departments in selecting methods of assessment using a mix of direct and indirect measures. In addition, the department guides deans and chairs as needed in development of formative and summative assessment measures of student success and supports leadership in tracking programmatic success.

The results of assessment efforts of Core Theme, programs, and services are communicated to the NUNM community in a variety of manners, and data is utilized toward implementing improvements. Below are examples of sharing of data and some of the changes that have been initiated. When the communication is applicable to objectives and indicators of core themes, this is noted in the bulleted references below. (4.B.1)

- As part of an NIH (National Institutes of Health) funded research education initiative, NUNM developed Evidence Based Medicine (EBM) competencies and curriculum. In addition, NUNM shared this information with the broader natural medicine community, including publishing manuscripts that detailed activities that could be undertaken at other institutions, holding conferences with trainings on EBM, and offering EBM workshops on the campuses of four other universities.

- Upon completion of analysis of data, the IRC distributes to individual departments tables summarizing data from student satisfaction (Core Theme One) and graduating student exit surveys and comments (Core Themes One and Two) applicable to the department. Department heads review the comments concerning their staff or processes and share this input in ongoing and annual employee evaluations. Comments regarding curricula, faculty, or staff are reviewed by deans (Core Theme Two). Input from these assessment measures were incorporated into the recent ND and MSOM revisions, development of the DSOM, and revisions to curricula within the School of Graduate Studies.

- The IRC maintains a page on Moodle, the learning platform currently used by NUNM. On this are posted survey results such as student satisfaction (Core Theme One) and exit surveys (Core Theme Two), meeting minutes, licensure exam results (Core Theme Two), and academic reports to the Board of Directors. The page is updated when assessed data becomes available and is open to all students and employees and facilitates community understanding of opinions, awareness of external assessment results, and institutional processes.

- Alumni success data (Core Theme Three) is disseminated on the NUNM website after data analysis is completed and includes results of alumni surveys. Income and employment results of the 2014 alumni survey are in the alumni section of the NUNM website. Results of prior annual income surveys (1999, 2004, and 2010) were similarly posted on the website.

- The career services manager, who oversees the NUNM Center for Career Development, captures and maintains one year after graduation career data including hourly salary for NUNM graduates and uses this data to advise potential and current students as well as external organizations (Core Themes One and Three). In addition to sharing this data with students and graduates who are utilizing the services of the Center, this data is also shared with the Academic Affairs Committee of the board at quarterly meetings.

- Potential students are referred to the NUNM alumni survey results online and work with the NUNM Center for Career Development for understanding salary and career data (Core Themes One and Three).

- Utilizing a literature review and identification of strengths valued by NUNM within our faculty, an administrative team including all program deans developed faculty competencies and brought the competencies to faculty meetings and the Faculty Senate for discussion prior to adoption. These are posted on the Center for Teaching and Learning webpage designed for faculty – http://cae.nunm.edu/faculty-outcomes/ (Core Theme Two).

- Faculty and deans review data on the clinic entrance and exit exams (Core Theme Two) during faculty meetings and retreats. Examples of application of this data are examination by faculty within the College of Classical Chinese Medicine of frequently missed test questions and faculty observation that students increasingly rely on external tools such as online applications. Faculty now reinforce with students the importance of having foundational knowledge memorized rather than relying on resources that aren't always available when needed. Faculty identified additional data that would be helpful in understanding challenges experienced by students within course material, and annual comprehensive exams are being developed that contain and build on the information included in previous exams. Similarly, in the ND program annually the individual parts of each OSCE exam are analyzed and areas of weakness and strength are identified. Faculty are informed of specific strengths and weaknesses in student cohort performance for the purpose of making curriculum adjustments. The re-conceptualized ND curriculum, which is in its second year of roll out of the four year program, utilized understanding of the strengths and weaknesses of students as reflected in the three OSCE exams as it reconstructed the ND curriculum. The recent curriculum redesign in the ND program was also informed by the annual exit survey data, comments analyzed from student satisfaction surveys, a dedicated e-mail address for sharing input, and focus groups of students and faculty.

- Within the School of Research and Graduate Studies, review of input from students as well as field faculty on internships and fieldwork experiences led to changes within the nutrition and global health programs, including development of a Global Health Fieldwork Manual, assignment of faculty mentors to assess gaps in students' current skills prior to selection of fieldwork projects and locations, refinement of rubrics for final presentations and reports, and standardized on-site evaluations for site managers.

- Survey results related to curriculum, such as graduating student exit surveys (Core Themes One and Two) are discussed annually at meetings of the Program and Curriculum Review Committee, which includes student and faculty representatives from each NUNM School or College. This data provides guidance to the PCRC in its discussions of curriculum revisions.

- Continuing education needs of alumni as identified through surveys are used in the development of offerings for future years (Core Theme Three).

- The Office of Admissions, on a monthly basis, provides projected head count data by program for the next admissions cycle to the members of the Enrollment Management Team and all department heads. This data is also provided to the board at their fall, winter, and spring meetings. Data is tracked by the registrar and student life of the progress of continuing students by year and by program. The data from these sources is used in departmental and institutional planning efforts including human resources needs such as staff and faculty; facilities such as office space, study space, classrooms, and teaching equipment; and budget planning for the current and future years including projections of income and expense.

- Each department is responsible for designing departmental goals, including measurable assessments. The goals, assessment measures, targets, and results are posted to the SPOL database. SPOL users can link goals and assessment measures to Key Progress Indicators and Core Themes (Core Themes One, Two and Three). SPOL is updated on an ongoing basis by unit heads and annually is reviewed by the IRC for completeness. The data base is shared on the internal accreditation server with employees who oversee a planning unit.

- Annual employee evaluations include progress toward achievement of goals for the prior year, planned goals for the coming year, and plans of action and supports toward addressing areas for further skill development and achievement of career goals. Evaluations of some staff and administrators includes input collected by the supervisor from direct reports and peers. Compiled input that maintains anonymity of the contributor is shared with the individual employee. Annual evaluations for non-faculty employees occur in November of each year.

- Results of student, faculty, and staff cultural climate surveys (Core Theme One) are discussed in community hour presentations and meetings of AWARE, Allies, SGA, and faculty, including generation of ideas for improvements in the campus climate.

- Overseen by IRC, institutional data is shared through the NUNM Factbook, which is provided on the NUNM website. The Factbook includes student demographics, enrollment data, alumni data (Core Theme Three), graduation statistics (Core Theme One), institutional demographics, financial data, and library statistics. The Factbook is updated annually in late fall.

Information Specific to Schools and Colleges
Detailed below is a discussion for each School or College.

School of Research and Graduate Studies
Multiple forms of feedback and evaluation have been the basis for ongoing formative assessment in the implementation of new master's programs within the School of Research and Graduate Studies. Because many of our master's programs are new, we've not yet had the opportunity to evaluate the results of programmatic changes. However, these assessments are occurring regularly, and as changes happen they detect gaps and provide a mechanism for making improvements. In addition to using course evaluations and the institutional student satisfaction surveys as forms of assessment, the following methods have been used:

- Interviews
- Focus groups

- Satisfaction data and comments from course evaluations
- Annual student satisfaction survey data (an indicator for Core Theme One)
- Annual exit surveys of graduating students (an indicator for Core Theme Two)
- Evaluations of students from faculty and site supervisors (fieldwork and nutrition internship sites)
- Monthly feedback from NUNM's Student Government Association (SGA)

Master of Science in Integrative Medicine Research (MSiMR)
In evaluating the MSiMR program, administrators examined the career opportunities available to graduates and redesigned the program structure, courses, and course material based on this information. The assessment used to obtain this information included individual interviews with graduates (Core Theme Three), future employers, and information gathered from potential employers of graduates.

Specifically, the Research Methodology course was updated to include a broader range of study designs and research skills. This modification increases the breadth of studies that students can perform for their Masters projects, and further develops their knowledge set for future careers. The Technical Writing course was moved to earlier in the program so that students can take it prior to the Grantwriting course. Both technical writing and grantwriting skills make students more competitive for admission to PhD programs, and make them desirable candidates for research positions. Individual development plans (IDPs) were added to the curriculum of the Integrative Research Fundamentals I-III courses. IDPs are now a requirement at NIH for all trainees, and the addition of this component to our research program further prepares our students for the next step of their career.

Students who have completed the revised curriculum have felt better prepared for PhD applications and research fellowships. Three students have applied for PhDs in the past year, as opposed to one in the previous three years. (As of January 2017 the status of the applications is not yet determined.)

These changes to the MSiMR program meet several program outcomes including:

- Describe and apply all aspects of study design, including articulating appropriate questions, generating hypotheses, choosing appropriate design and methods, selecting outcomes, designing data management and analytic strategies.

- Effectively present data in written, oral, and poster format for varied audiences.

- Practice the conscientious application of various research methods to the study of integrative medicine systems and modalities.

- Articulate an area of research emphasis and communicate short- and long-term career goals.

Master of Science in Integrative Mental Health (MSiMH)
Feedback from students in the ND and other graduate programs indicated that many wanted access to the material being presented in the mental health program, but didn't necessarily want to complete a second degree program. The assessment used to obtain this information was from monthly NUNM Student Government Association (SGA) meetings and was presented to the program chair. The chair also surveyed the mental health students to determine their specific interests for elective course topics. Using these assessments, the chair then worked with the mental health faculty to develop elective courses that would be appropriate for both mental health students, and those in other NUNM programs who hadn't been exposed to the foundational information presented in the formalized mental health program. Current and upcoming elective courses include: Introduction to Addictions, Psychology of Yoga, Nature-Based Counseling, Mindfulness-Based Bodywork, and Attachment Work. The mental health elective courses that have been taught to date have received positive course evaluations from students. This process has illuminated an

institutional process barrier. Timing is the main challenge when developing new courses in response to student feedback, as the timeframe from receiving student feedback to implementation of a new course is a minimum of six to nine months.

The changes to the MSiMH program described above increase the number of students who are trained to meet the program outcome to "compare and contrast a variety of psychotherapeutic theories and approaches to change."

Master of Science in Nutrition (MScN)

The MScN program was originally designed for students who intended to pursue careers in clinical nutrition. Assessment of students' career interests over the first two years of the program indicated that they were interested in nutrition-related career paths beyond clinical nutrition. The assessment used to obtain this information was through review of course evaluations and student comments to both nutrition mentors and the nutrition internship coordinator. Mentors meet with the program chair monthly, and the nutrition internship coordinator meets with the chair weekly. In combination with the course evaluations, this feedback was used to design a plan to address student concerns and interests.

Course evaluations for the Food Policy and Public Health and Community Nutrition courses demonstrated students' interest in careers related to community nutrition. The Global and Ecological Food Issues course evaluations showed students' interest in the emerging field of environmental nutrition. Evaluations from the Recipe and Menu Development course showed students' interest in careers as personal chefs or related culinary careers. As a result, four distinct elective "tracks" have been developed that include specific electives focused on these four types of careers: clinical, culinary, community, and environmental nutrition.

The nutrition elective tracks are in the process of being implemented. We expect that steering students towards electives that are matched to their career interests will conserve student resources by directing them to career paths, allow us to fill courses more completely, and allow us to discontinue elective courses that don't match tracks and student interests. Assessment after graduation will provide data on the effectiveness of these tracks in preparing students for their projected careers.

The change to include tracks in the nutrition program meets the nutrition program outcome of developing skills expertise, specifically that students will be able to develop necessary tools to effectively apply nutrition knowledge in clinical, educational, and culinary settings.

Master of Science in Global Health (MScGH)

The Global Health Practicum course was originally designed to prepare students for their fieldwork experience through background research on organizations, literature searches, and discussion of potential projects with their mentors. Feedback from the fieldwork site supervisors, students who completed fieldwork, and mentors indicated that students needed more practical experience before beginning fieldwork. Data for this assessment was collected on a post-fieldwork feedback form completed by site supervisors and during individual interviews with students. As a result of this feedback, the first quarter of Global Health Practicum was revised so that students work with an organization on an actual project. This provides practical experience for students to build upon when developing their own individual fieldwork project. In order to conserve student and institutional resources, we decided to modify the existing curriculum rather than developing an additional course.

This is the first year that the change in the Global Health Practicum has been implemented. New data will be available in spring 2017 when students return from their fieldwork experiences. The change to the Global Health Practicum course strengthens students' abilities to meet the global health program outcome that graduates will be able to "participate in the design, implementation and evaluation of global health programs."

College of Naturopathic Medicine

The evaluation process for students and the ND program itself includes a variety of formative and summative tools utilized to gauge the effectiveness of student learning and of the program as a whole. The ND Program Assessment Plan (available on site) illustrates the ND program plan for assessment of student and program outcomes. Evaluation tools range from classroom assessments and exams to clinic evaluation forms for individual clinic shifts. Objective Structured Clinical Examinations (OSCE) (an indicator for Core Theme Two) and NPLEX board exams (and indicator for Core Theme Two) provide a more global perspective and occur at major milestone points in their education. Feedback from student evaluations of individual courses and instructors is used to make improvements to courses and to provide data for the faculty evaluation process. The ND program curriculum map allows us to identify where in the program we are meeting the program-level outcomes. The satisfactory academic progress (SAP) policy, academic contracts, and our newly purchased academic early alert system utilizing Simplicity/Advocate software (Core Theme One) are used to monitor students who are not doing well in the program and to track their academic progress. In addition, student exit surveys (Core Theme One), conducted every spring since 2002, allow administrators to obtain student perceptions about the adequacy of their education as the students near graduation.

The responsibility of student evaluation falls first on individual instructors for classroom and clinic experiences. More globally, the dean of the program is responsible for ensuring the success of our students and our graduates. In addition, student attrition is tracked by cohort (by year of matriculation) (Core Theme One) and a quarterly basis (as a snapshot in time). Students are also surveyed annually for their satisfaction with the student services on campus such as the NUNM store, library, financial aid, registration, counseling, etc. (Core Theme One). One year post graduation placement data and hourly income is maintained by the NUNM Center for Career Development and used to advise students and alumni in their career choices (Core Themes One and Three). Finally, alumni are surveyed approximately every three years to capture annual income data, assess graduate employment trends, continued education needs, satisfaction with their educational experience at NUNM, and other data points. In addition to supporting alumni success, alumni success data is also used toward guiding potential and current students on their career goals (Core Themes One and Three).

The following section is a summary of our evaluation tools to measure student and program outcomes. Each of these evaluation pieces plays a crucial role in institutional planning processes. Policies regarding evaluations relevant to current students are outlined in the student handbook (enclosed separately), which also contains the policies for clinic and preceptorship.

Academic Assessment

Students are evaluated early in their academic career with classroom assessment tools such as exams, quizzes, projects, and presentations in both their didactic and lab courses. Faculty are required to identify assessment dates and clearly state requirements for passing courses on their syllabus, the template of which was created by the Program and Curriculum Review Committee and most recently updated in 2015. In addition, with the launch of the 2015 curriculum revision, the new syllabus template expects faculty to identify which program outcomes, competencies and sub-competencies are covered in a course. Assessment results are used to give feedback to students on their performance in the class and their ability to meet the course outcomes. Faculty are expected to clearly identify outcomes that specifically outline the knowledge, skills, and abilities that a student is expected to achieve by the completion of the course.

Within the redesigned ND curriculum, courses are now graded on an A-F system, as opposed to the prior Honors/Pass/Fail system. By having courses on a graded system, advisors are now better able to differentiate levels of student success.

Clinical Assessment
Beyond academic coursework, evaluation of a student's clinical skills is an essential component of the assessment plan. We have made several changes to our clinical grading process over the last two years, and we are systematically incorporating these changes into the program. This year we revised the clinical proficiency objectives that students must meet in order to graduate. The new requirements step away from what was previously a list of exams to be completed and therapeutics to be prescribed. The new objectives focus on what students need to accomplish to be proficient primary care physicians and meet the competency requirements for graduation, including taking focused histories and performing physical exams in all types of conditions, the ability to differentially diagnose and justify their assessments, appropriate evaluation of conditions using diagnostic means, management of acute and chronic conditions utilizing the full scope of therapies, and determination of appropriate preventive exams with provision of anticipatory guidance for all ages and gender groups.

We have also instituted a new method of formative clinical assessment. The mini clinical evaluation exercise (mini-CEX) is being piloted this year as a means to provide students with additional feedback in regards to their clinical skills. In the mini-CEX, the evaluator observes an entire student-patient encounter in the clinic setting, including the consult with the attending physician, and provision of diagnosis and treatment to the patient. A standardized evaluation form is completed and both written and verbal feedback provided to the student. Initially, we are piloting this project with students who have either failed previous clinic rotations or have been recommended to remediate by a faculty member, as well as with randomly selected students.

Clinical Rotation Evaluation Tools
Clinical rotations are the culmination of the ND education, and as such, we've worked to develop a robust assessment tool. In spring 2013, the ND program created a new clinical evaluation form (available on site). The previous evaluation tool provided minimal guidance on areas of students' strengths and weaknesses. The form had no concrete numerical Pass/Fail standard, and faculty often noted the document was too vague to help them identify students who were marginal. The new forms provide detailed competencies for evaluating students. Each competency is assigned a number of points in relation to its importance as a skill set, and students are graded on a 1-5 scale for each competency. The form automatically weighs the competency points with the student's performance score, allowing an objective tool for supervising physicians to utilize when grading students. The explicit nature of the competencies also allows for structured and more specific feedback from clinical faculty to students. After utilizing these new forms, the faculty voted to use a numerical score cut-off for Pass/Fail grades, which will further standardize evaluation of students across clinical shifts.

The evaluation form for the last year of study, when the student has primary status, and, under a faculty supervisor, is responsible for the patient visit, is weighted by the following sections:

- Patient Care (includes initiative and responsibility, interviewing skills, communication skills and rapport with patient & history taking) = 25%
- Skills (includes physical exam & patient reporting/charting techniques) = 25%
- Knowledge (includes differential diagnosis and assessment skills, application of academic learning to clinical training, and patient care & knowledge of naturopathic therapies and their proper application) = 25%
- Practice Management (includes care management & time management skills) = 15%
- Professional Attributes (includes cooperation with clinical staff, communication skills with peers and supervising physicians and ethical behavior) = 10%

Evaluation of student skill achievement on Clinic Rotations is on a Likert 1-5 scale. An Excel evaluation form automatically tallies the weighted scores for each section. Students scoring lower than a mean of three automatically fail the shift and are referred for a six week skills-building course. If a student scores a mean of three or higher, the student passes the rotation, but the clinical supervisor may still recommend or require that the student participate in a six week skills building course addressing deficiencies in skill sets. The remedial course is taught by second and/or third year residents. The resident skills handbook (available on site) outlines the process followed by residents and provides guidance on assessment, documentation, and grading of the course.

Throughout the creation of this evaluation tool, input was sought from clinical faculty members. Student evaluation was discussed at length during faculty meetings, and many faculty received individual guidance from both the dean and associate dean of naturopathic medicine regarding use of the new grading tool. Despite the template calculating scores if filled out electronically, many faculty members are still printing the document and filling it out manually. This is a hindrance in gathering accurate data regarding student scoring. Some faculty report that the length of the form is concerning, yet they still note an appreciation for being able to more accurately grade a variety of student skills. A suggestion was recently made to move this to a paperless process, with the students signing a single form acknowledging receipt of the evaluation during the in-person review process. The administration will continue to evaluate the best way to optimize the use of this new form.

Curriculum Map
There are multiple curriculum maps available for the ND program, including one for tracking NPLEX Basic Science topics, one for Clinical Sciences, one for HIV hours, and of course, one for tracking the program outcomes and competencies

Licensure examinations
The Naturopathic Physicians Licensing Examination (NPLEX) continues to be an important external measure of quality for the naturopathic program. The focus of the clinical examinations is on the ability of graduates to practice medicine safely. The blueprints for these examinations are based on practice analyses, which reflect how naturopathic medicine is being practiced by physicians around the country.

The overall pass rates for NUNM continue to be comparable to the national average and easily surpass the 70% or higher mandated by CNME; however, the winter test administration pass rate is consistently weaker than the summer exams. Nationally, these tests often show lower passing rates. Our records indicate that exam-takers in winter are often students who have elected to defer the exams after their second year, or who deferred them as a result of failing a course required for eligibility, thus delaying their ability to take the biomedical sciences exam for a full year after completion of biomedical coursework. Students taking the biomedical science exams in winter could also be hindered in focusing on board exam preparation because they are concurrently in classes. Comparability of pass rates for NUNM students and the national average for all students taking the clinical boards in the winter suggests that this issue is not specific to NUNM or its students. Regardless, most of the students who take the winter exams are students who are somehow off track in their education, and most have taken longer to complete their education than four years. Additionally, in some years the number taking the exam in winter is low enough to be of questionable statistical significance when compared to the number of students taking the summer exams. NUNM offers board review classes to students in early summer, and students who are taking exams in winter may not have taken these classes the previous summer, thereby having less focused external preparation. The table below provides an overview for NUNM as well as nationally from February 2012 to August 2016 of NPLEX pass rates for individuals taking the exams for the first time.

2012-16 OVERVIEW NPLEX PASS RATES - ND STUDENTS AND GRADUATES
PERCENTAGE THAT PASSED TAKING EXAM FOR FIRST TIME
N = TOTAL NUMBER OF TEST TAKERS; % = PERCENTAGE OF TOTAL THAT PASSED

NUNM taking exam for the first time																				
	Feb 12		Aug 12		Feb 13		Aug 13		Feb 14		Aug 14		Feb 15		Aug 15		Feb 16		Aug 16	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Biomedical Science Comprehensive	18	50	84	83	4	75	78	81	14	71	73	70	10	70	74	91	10	70	91	80
Disease/Dysfunction	18	72	84	96	4	100	78	96	14	86	73	86	10	80	74	95	10	90	91	88
Structure/Function	18	56	84	95	4	75	78	81	14	79	73	74	10	90	74	72	10	70	91	85
Cl overall com	9	100	75	96	11	91	70	90	8	100	69	93	8	88	78	86	19	84	63	92
Diagnosis	9	100	75	97	11	91	70	99	8	100	69	96	8	100	78	99	19	95	63	100
Nat Modalities	9	100																		
Materia Medica			75	97	11	91	70	93	8	100	69	97	8	100	78	95	19	84	63	97
Other Modalities			75	99	11	100	70	99	8	100	69	100	8	100	78	96	19	89	63	98
Other Interven	9	100	75	100	11	91	70	97	8	100	69	99	8	88	78	95	19	95	63	95
Minor Surgery	7	100	70	99	10	100	70	97	6	83	65	95	9	100	75	95	17	100	62	95
Acupuncture	-	-	-	-	-	-	1	100	-	-	1	100	-	-	1	100	-	-	1	100

All schools taking exam for the first time																				
	Feb 12		Aug 12		Feb 13		Aug 13		Feb 14		Aug 14		Feb 15		Aug 15		Feb 16		Aug 16	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Biomedical Science Comprehensive	72	71	442	83	40	68	433	77	37	78	483	74	57	75	459	80	79	73	484	76
Disease/Dysfunction	72	85	442	93	40	85	433	88	37	84	483	83	57	86	459	91	79	81	484	80
Structure/Function	72	74	442	84	40	78	433	81	37	84	483	81	57	81	459	83	79	81	484	86
Cl overall com	82	80	351	85	69	77	363	86	79	78	381	83	60	88	416	82	88	68	426	83
Diagnosis	82	87	351	95	69	88	363	94	79	90	381	89	60	97	416	95	88	84	426	90
Nat Modalities	82	91																		
Materia Medica			351	93	69	91	363	94	79	89	381	95	60	93	416	91	88	82	426	94
Other Modalities			351	95	69	93	363	95	79	95	381	95	60	100	416	94	88	90	426	96
Other Interven	82	87	351	96	69	84	363	94	79	87	381	900	60	95	416	94	88	82	426	93
Minor Surgery	62	87	253	88	54	94	253	89	67	85	250	85	44	95	314	87	69	88	322	94
Acupuncture	48	81	144	93	37	84	179	83	37	84	192	88	19	100	208	88	32	50	197	89

College of Classical Chinese Medicine

The campus-wide policies and processes for tracking medical student and program success (e.g. satisfactory academic progress; student attrition and student satisfaction with campus facilities and services, both indicators for Core Theme One; grading system; and syllabus standardization) are detailed under "College of Naturopathic Medicine" above, and are not repeated here. Rather, this section describes the CCM-specific planning and procedures.

All CCM faculty are supported by the dean and associate dean of academics to evaluate the success of each of their courses, including clinic rotations. The dean and associate deans read the student course and clinic rotation evaluations at each quarter's end. The associate dean of academics regularly attends classes and meets with individual faculty to help them achieve their teaching goals in an effective learner-centered manner. Classroom observation notes and recommendations are tracked, as are resulting changes made by faculty. For example, the associate dean is working with the faculty member teaching two first year DSOM courses with which students are struggling (as reported to the dean by individual students, as well as in a "check-in" with the first year class). As a result of the feedback, this faculty member is being supported to accomplish rubric-building, enhanced lesson planning, and the creation of flip-class video offerings. Future course evaluations, student "check-ins", and faculty feedback are used to gauge the degree of success. Support for clinical teaching is provided primarily by the associate dean of clinical education, and in the framework of the monthly clinical faculty meetings. The latter can take a variety of forms, including faculty discussions on topics of mutual interest/concern, faculty presentations on their lineage style of teaching/practicing, and trainings by the dean of clinics ("Managing Student's Education in the Clinic"), associate dean of clinical education ("Review of Clinical Rotation Evaluation Methods and Tools"), a faculty member ("CNT Update"), or an outside trainer (e.g. "Recognizing and Managing Addictions in the Clinical Setting").

Faculty meetings, and in some cases, subcommittee work, are used to increase faculty familiarity with the flow of the entire curriculum, and promote well-conceived integration of courses/clinic rotations into the overall student learning experience. For example, in a spring 2014 site visit, representatives of the California Acupuncture Board recommended that the MSOM program provide increased training in orthopedic testing. Members of the acupuncture subcommittee identified courses in each year of the curriculum that can cover the enhanced content; their recommendations were agreed upon by the full-time faculty in a subsequent faculty meeting. As the ultimate goal of the training is to increase utilization of orthopedic knowledge and skills in the clinic, all of the clinical faculty are receiving orthopedic training by an NUNM faculty member who is a chiropractor and leads the physical medicine portion of the ND curriculum. Faculty have had a highly positive response to the training and expressed appreciation for the opportunity for inter-professional interaction. Training of all clinical faculty is a necessary step to ensure that what students are learning in the classroom is reinforced in their clinical training.

Full-time faculty undergo a formal evaluation every year by the dean and associate deans, and adjunct faculty every other year. These meetings serve as a further opportunity to review faculty teaching goals and to garner individual perspectives on the strengths and challenges of the academic and clinical aspects of the overall program. It was largely from such meetings that a need to review the continuity of the herbs curriculum was identified and a formal plan initiated.

The program learning outcomes for the CCM program are linked with specific content area competencies, which are in turn aligned with the individual course competencies. The content area competencies are mapped to the CCM courses and program level assessments, including a designation of the level (entry, intermediate, advanced) and type (written exam/quiz, oral exam, paper/journal, project/presentation, practical exam, and clinical performance). The CCM assessment plan for the program learning outcomes summarizes the program level assessments, including the types of tools used, the type of assessment

accomplished by each tool, the person responsible for implementation/grading of the tool, when it is administered, and when the results are reviewed to determine any necessary actions based on the findings.

Summer faculty retreats have happened most years in the past, but as of 2015 have been formalized into annual "Closing the Loop" retreats serving as the venue for evaluating the following: 1) satisfactory achievement of the program goals and program learning outcomes, 2) the effectiveness of the processes by which the goals and learning outcomes are being met, and 3) other elements of program success (both internally and externally focused). Information considered at the retreats can include the following: 1) the results of all of the evaluation tools for the program learning outcomes (e.g. pass rates on the clinic exit examination, an indicator for Core Theme Two; and the quality of the community education projects); 2) the dean's summarized feedback from the Student Satisfaction Survey (Core Theme One), the Graduate Exit Survey (an indicator of classical roots for Core Theme Two), and Alumni Survey, if applicable, an indicator for Core Theme Three; 3) synthesized annual review by the Imaginal and Experiential Inquiries faculty (DSOM-specific); 4) pass rates from the national NCCAOM examinations (see table on the page 119); and 5) any additional information that is relevant and available (e.g. faculty subcommittee work, information from student/patient/public focus groups, input from the president/board of directors). The aim is to provide summarized and synthesized analysis to faculty, to be added to faculty perspectives on perceived need for any program refinements and revisions. Implementation plans are created with milestones and timelines. Examples of changes that might be made include the following: existing courses may be modified (hours, position in the overall curriculum layout, content, format), new courses may be developed and assigned an appropriate place in the curriculum, plans to improve integration/continuity between courses may be created, evaluation methods may be developed/modified, and support structures may be identified. Plans for specific instructional design/faculty development trainings may also be initiated.

Any plans made in the monthly CCM faculty meetings and/or at the summer retreat are carried out in accordance with the appropriate institutional policies and processes, and are incorporated into the CCM strategic plan, which is aligned with the larger strategic planning process of the university. In the 2014-15 academic year, the faculty and dean decided to incorporate case report training throughout the CCM programs. They are working with David Riley, MD, Editor-in-Chief, *Global Advances in Health and Medicine,* and lead developer of the CAse REport (CARE) Guidelines, used by numerous medical journals to improve the completeness and transparency of published case reports. The CARE development team proposed that "the systematic aggregation of information from case reports will inform clinical study design, provide early signals of effectiveness and harms, and improve healthcare delivery." The addition of case report training to the curriculum aligns with all three Core Themes, and with the university Key Progress Indicator of "Sustain Excellence in Classroom and Clinical Education". Once the full training is implemented, students will produce a publication-quality case report on one of their internship patients. This will provide a new program level assessment of multiple program learning outcomes for both the MSOM and DSOM. Accordingly, the CCM strategic plan contains the following two program goals: 1) Incorporate case report training as a longitudinal thread throughout the MSOM/DSOM curricula, and 2) Train all full-time clinical faculty members in the creation of publication-quality case reports using the CARE Guidelines. Under the latter goal is the following milestone: "Identify a half-time associate dean of clinical education who is a licensed acupuncturist and has strong research skills, with hire date in early 2016." This was accomplished with the hire of Andrew McIntyre in fall 2016, and is an example of how the strategic planning process guides the allocation of university resources.

NCCAOM FIRST TIME PASS RATES 2010 – 2015

			2010	2011	2012	2013	2014	2015
Foundation of O.M. Module	**NUNM**	**N**	36	29	38	22	35	40
		%	94.4	96.6	97.3	95.5	88.6	87.5
	National	**N**	1108	1171	1305	1312	1539	1109
		%	94.8	92.7	92.7	91.8	80.0	78.1
Acupuncture Module (includes point location for 2008)	**NUNM**	**N**	24	33	34	23	30	67
		%	95.8	93.9	88.2	91.3	76.7	85.1
	National	**N**	1078	1120	1257	1263	1511	1285
		%	85.7	86.5	85.5	85.7	78.0	79.8
Biomedicine Module	**NUNM**	**N**	22	32	32	38	26	49
		%	81.8	93.8	96.9	94.7	92.3	83.7
	National	**N**	888	1159	966	1086	1323	1029
		%	75.2	79.6	86.6	91.9	69.0	72.3
Chinese Herbology Module	**NUNM**	**N**	6	8	11	6	10	10
		%	66.7	75.0	91	66.7	40.0	70
	National	**N**	506	606	583	667	726	551
		%	80.6	81.2	78.2	79.8	69.1	80.2

School of Undergraduate Studies
Please refer to the Addenda in the Preface section.

SECTION TWO – IMPROVEMENT – 4.B

CHANGES MADE AS A RESULT OF UTILIZATION OF CORE THEME DATA
A newer data assessment resource for NUNM is indicator data captured toward understanding level of achievement of objectives and Core Themes. This data has afforded usable evidence that has been operationalized by the institution. The data captured for each indicator as well as changes made as a result of utilization of this data is discussed throughout Core Theme Achievement Narrative (appendix 0.1) as well as in Standard Three. Below are highlights of changes made in response to data analyzed toward fulfillment of each of the core themes.

Core Theme One: Support Student Success
The two indicators for objective 2 of Core Theme One, student satisfaction and attrition data, combined with analysis of patterns of comments from surveys and reasons for separation from the institution, have provided guidance to the institution in prioritizing expanded services in support of students for which we first planned, then projected into the budget, and finally implemented.   These support services are delineated in Standard 3 under "Utilization of Mission Fulfillment Data from Indicators for Core Themes".

Core Theme Two: Teaching and Learning – Deliver education that ensures student achievement of competencies within the art and science of natural medicine practice and research
Utilization of indicator data for objective 2, A and B, has led to changes within the curricula of the medical programs responding to data from clinic entrance and exit exams and pass rates on external licensure exams. We have also initiated changes to the entrance and exit exams themselves as a result of this analysis.   See discussions in Standard Three under Core Theme Two, "Pass rates on clinical exams", and Core Theme Two, "First time pass rates for graduates of the first professional degree programs in each category of the national licensure exams."

Utilization of indicator data for objective 3, ensure the curricula retain the classical roots of their medicine, has led to refinements within existing programs as well as the re-conceptualized ND curriculum launched in fall 2015 and the development of the DSOM program, discussed under Standard 3, Core Theme Two, "Classical Roots of the Medicines".

Core Theme Three: Promote the success of our graduates through our academic, clinical, and research endeavors
As regards objective 1, we use one year after graduation placement and income data in providing career guidance to current and potential students as well as alumni. To date, we have tracked this data by hand. With the ever increasing number of students within each graduating class, the tracking process has become increasingly time consuming, and we budgeted for and purchased software to streamline the tracking process.

Another indicator for objective 1 utilizes continuing education data. Alumni surveys have been utilized in the development of our annual continuing education offerings. (See Standard Three, "Utilization of Indicators of Mission Success from Core Theme Three: Promote the success of our graduates through our academic, clinical, and research endeavors.)

RECOMMENDATIONS FOR CHANGES TO INDICATORS TOWARD UNDERSTANDING FULFILLMENT OF CORE THEMES
The Core Themes each have measurable objectives that are derived from the theme, and indicators for achievement of those objectives have been identified, data collected, and used in understanding our accomplishment of our Core Themes. During the Self-Evaluation process, in addition to examining data collected, reviewing how it has been utilized toward initiating improvements, and identifying improvements already implemented, the Task Force also questioned whether the indicator could be improved upon if utilized in the next seven year accreditation cycle. A number of recommendations were generated toward improvement of indicators. Below is an overview of these recommendations organized sequentially by Core Theme and underlying objectives.

Core Theme One: Support Student Success
- Core Theme One, objective 2, *Foster systems that support student success*.

One of the indicators chosen for this objective was student satisfaction with targeted support services. The second was rate of attrition, which was also an indicator chosen for mission fulfillment.   As the team reviewed attrition data, we realized that, in addition to data and comments from student satisfaction surveys, we were drilling down from attrition statistics to analyze the patterns within separation data as well as patterns within academic probation data to inform our success and identification of areas for improvement as regards Core Theme One, objective 2. As a result of this evaluation, we recommend an expansion of the attrition data indicator.

Recommendation: Expand the analysis of attrition data to include identifications of patterns within separation data as well as academic probation data.

Core Theme Two: Teaching and Learning – Deliver education that ensures student achievement of competencies within the art and science of natural medicine practice and research
- Core Theme Two, objective 1, *Provide support to faculty in improving their teaching skills*.

The indicator chosen obtained faculty opinion on the usefulness of each of the trainings provided to them, specifically capturing the opinion of attendees on whether their skills or knowledge increased as a result of the seminar and whether the faculty member would be able to apply what was learned in their own classroom or clinical teaching. The data generated provides NUNM with guidance in the selection of future offerings, but stronger indicators could be developed.

Recommendation: It is recommended that, in addition to the opinion survey, indicators are developed for the next seven year cycle that measure improvement in teaching skills resulting from supports provided to faculty.

- Core Theme Two, objective 2, *Deliver outcomes based curricula that ensure all graduates achieve the minimum competencies.*

An indicator chosen for this objective, indicator A, first time pass rates on clinic entrance and exit exams, is also an indicator chosen for mission fulfillment. In utilizing this indicator, the Schools of Naturopathic Medicine and Classical Chinese Medicine realized that, although the pass rates provided usable data toward mission fulfillment, they needed to delve more deeply into the data. Patterns of student strengths and weaknesses in the clinic entrance and exit exams were examined within the review of data by the medical programs. The result of that examination led to a number of changes within the exams as well as the curricula and are provided in appendix 0.1 under Core Theme Two, objective 2, indicator A – Clinic Entrance and Exit Exams. For the next accreditation cycle, the indicator of pass rates could be strengthened as reflected in this recommendation:

Recommendation: Core Theme Two, objective 2A, It is recommended that additional indicators derived from first time pass rate data on clinic entrance and exit exams are developed. Additional indicators could take into consideration the utilization of data to make changes to curricula or to the evaluation process.

As discussed in Standard Three under "College of Classical Chinese Medicine Clinic Exit Exam", the CCM discussion of data on clinic exit exams led to a discussion of a new curriculum requirement. The CCM team recommends a program specific indicator is added for Core Theme Two, objective 2, *Deliver outcomes based curricula that ensure all graduates achieve the minimum competencies.*

Recommendation: For the School of Classical Chinese Medicine, it is recommended that, in the next accreditation cycle, we add an additional program level indicator of mission fulfillment: the creation of a publication-quality case report by each graduating student.

- Core Theme Two, objective 3, *Ensure the curricula retain the classical roots of their medicines.*

The classical roots of the medicines we teach are core to our institutional mission, reflective of both the art and the science of our medicines. The indicator chosen for this objective utilizes mean responses for program specific targeted questions in annual exit surveys of graduating students. This indicator was also chosen as an indicator of mission fulfillment. Student opinion as reflected in the exit surveys is a helpful indirect measure that has supported our assessment efforts, and as indicated in Standard Three under "Classical Roots of the Medicines", utilization of data has resulted in a number of changes within the curricula. Nonetheless, this indirect measure of success could be augmented by direct measures.

Recommendation: Core Theme Two, objective 3. To strengthen our understanding of the level to which we retain the classical roots of our medicines, it is recommended that, through an inclusive process, NUNM identifies direct measures of achievement of our classical roots to augment existing opinion surveys.

Core Theme Three: Promote the success of our graduates through our academic, clinical, and research endeavors

- Core Theme Three, objective 1, *Prepare and support our graduates to work within the professions for which they are trained.*

Among the indicators chosen toward this objective were two specific to the continuing education offerings for the two medical colleges of NUNM.   One of these measured the increase in the number of alumni who attend our CE events. The other measured the increase in distance offerings for alumni toward supporting graduates who are not able to commute to events hosted on campus. The data generated by these indicators, as reflected in appendix 0.1 under "CE Offerings as an indicator of success", proved useful as an assessment tool, but the Continuing Education Department identified a number of potential indicators that could improve our understanding of our success in meeting the continuing education offerings for our medical schools.

Recommendation: Core Theme Three, objective 1.   It is recommended that improved indicators for promotion of graduate success through continuing medical education offerings are developed for the next cycle.

- Core Theme Three, objective 2, *Prepare students to engage in scholarly interaction with other professionals and support the free exchange of ideas, respectful debate, and other exercises of intellectual curiosity.*

An indicator chosen was the offering each quarter by each school or college of a forum dedicated toward this objective. Although the objective supports the Core Theme, the indicator of scholarly interaction revolves around simply offering scholarly events within each School or College. As discussed under "Core Theme Three, Objective 2" within appendix 0.1, Narrative on Core Theme Achievement, each program has begun the identification of indicators that could provide data toward understanding the level to which our scholarly activities support objective 2.

Recommendation: It is recommended that each College or School identify indicators of success specific to their programmatic objectives that support scholarly interaction and the free exchange of ideas. Appendix 0.1 provides further discussion for each of the Colleges and Schools.

STANDARD FIVE – MISSION FULFILLMENT, ADAPTATION AND SUSTAINABILITY

ELIGIBILITY REQUIREMENT 24: SCALE AND SUSTAINABILITY
The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

NUNM demonstrates that its operational scale and infrastructure are sufficient to fulfill its mission and Core Themes in several ways. Our DOE ratio, currently at 2.60, has improved every year since 2012. Additionally, the institution has run a surplus for the last 10 years, which demonstrates we have sufficient revenue to meet necessary educational expenditures and to set funds aside in reserve. We regularly review enrollment by program versus tuition income, less direct expenses, and all programs continue to cover their direct costs through tuition and/or revenue.

The NUNM Board of Directors has a program review process involving both the Academic Affairs and Financial Affairs Committees. This board oversight ensures new programs are financially feasible and are programmatically in line with our mission and Core Themes. Administrative oversight of budgets and projected costs ensures there will be future allocations of funds to meet programmatic goals.

NUNM develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission, goals, and Core Themes and communicates the results of assessment to its community. As the institution monitors its achievements, it also maintains a pulse on the future and retains the flexibility to address evolving needs.

Beginning in Standard 5.A. below, is an overview of our ongoing assessment processes, changes that have been made as a result of these processes, and a review of the internal and external influences that have guided the institution toward sustainability.

STANDARD 5.A – MISSION FULFILLMENT

ASSESSMENT OF ACCOMPLISHMENTS (5.A.1)
The Framework for Action, the development of which includes community input, guides the institution in its achievement of its mission and is organized into two sections, "the framework" and "the action". The framework identifies the evolving structure of the university including governance, management, and organizational structure, and details accountabilities and relationships among the elements of the institution. The action section identifies the current five-year set of goals and key progress indicators toward achieving the goals. All strategic objectives or activity deriving from a goal have assigned managers, who report on their progress with the plan at each board meeting. The President's Cabinet has operational oversight of the Framework as part of its regular accountabilities. The Framework and processes are described more fully in Standard Three. Accomplishment of the strategic plan is tracked through SPOL, our strategic planning database.

NUNM systematically assesses institutional and programmatic accomplishments utilizing direct and indirect measures. In addition to tracking achievement of the components of our strategic plan, SPOL tracks the timeline for completion of assessment processes of the institution's assessment plan. This database is maintained by the Office of Institutional Research and Compliance (IRC). SPOL also links Core Themes to planning goals and tracks assessment methods for achievement of departmental objectives. Assessment processes are participatory, in accord with NUNM's perspective on inclusiveness, which our board views as a component of respect, one of our core values. (See the NUNM alignment model discussed in Standard One, page 33).

As discussed in Standard Two, 2.F., our annual budget planning process is also a collaborative effort. Budget preparation includes participation by all budget unit heads and ongoing review of the budget at departmental level as well as the President's Cabinet and board. The systematic review of the approved budget has four phases: 1) Development and approval of expected revenue, costs, and planned contingencies for the next fiscal period; 2) after each add-drop period, review of actual revenue and expense against budget and adjustments to the budget; 3) immediate adjustment of negative variances of cost centers that are outside the budget; 4) continuous monitoring of deliverables. The CFO, the provost, and the president review the university-wide business plan routinely each month and each quarter, with one eye on cash flow and approved disbursements and the other on significant changes against plan.

Our assessment tools capture input from students, patients, faculty, graduates, and staff. When developing a survey, we solicit input from all pertinent departments. For example, the content of the graduate exit survey is reviewed annually by academic leadership as well as by the PCRC. The student satisfaction survey questions are also reviewed annually. As discussed in Standard Four, Section One, data resulting from assessment efforts, including results of both of these surveys, are widely distributed.

Further evidence of our efforts toward inclusiveness is our work toward development of an equity plan. In 2016, NUNM contracted with a local organization, the Center for Equity and Inclusion, to assist NUNM in the development of an Equity Plan and Equity Team for the University. The Equity Team began meeting in January 2017 to develop competencies needed to build equitable and culturally inclusive policies, practices, and protocols across the institution. As well, NUNM community stakeholders composed of faculty, students, board members, staff, and administration participated in a two-day training facilitated by the Metropolitan Alliance for Common Good, a division of Industrial Areas Foundation Northwest focused on community and educational organizational cooperation and growth. Other examples are the participation of the SGA and Faculty Senate in reframing the Core Themes as part of our Year Three Report; our long history of a faculty and student driven curriculum committee (PCRC); and inclusion of elected representatives from our students, faculty, and staff as non-voting members of the board.

DETERMINATION OF MISSION FULFILLMENT (5.A.2)
The NUNM strategic plan, A Framework for Action, was developed to define success of the institution in the achievement of its mission in the current five year planning cycle. As indicated in Standard Three, section one of the strategic plan describes the "framework" and section two the "action steps". Section Three (pages 47, 48, and 49 of the Framework) defines the level to which we are fulfilling our mission by detailing the timelines for completion of the action plan and accountabilities.

Mission fulfillment is further clarified by the six indicators selected from our Core Themes. As discussed in Standard Three, NUNM has captured data regarding our success in meeting each of these indicators and utilized these efforts toward implementing improvements. Standard 4.B. details methods used to communicate assessment results to appropriate constituencies and the public. Improvements generated as a result of assessment of the six indicators of mission fulfillment defined for the NWCCU Seven Year Cycle are discussed in Standard Three and summarized below.

CHANGES AS A RESULT OF ASSESSMENT OF CORE THEMES (5.A.2)
Student attrition data (Core Theme One, Objective 2)
Access to attrition data is provided in the Factbook on the NUNM website: http://nunm.edu/about/quick-facts-figures/graduation-statistics. Separation data is provided to the board, which includes constituency representatives, within fall, winter and spring reports of the provost, and is posted on the assessment page of Moodle. Student Life tracks the reasons students have left NUNM to identify patterns that can lead to academic and behavioral challenges and, potentially, separation from the institution.

Attrition statistics are augmented by analysis of patterns of comments in response to surveys, such as the annual student satisfaction survey, and data that tracks the reasons for separation of students from NUNM. Reviewing this qualitative and quantitative data resulted in planning for and implementation of a number of expanded services. Analysis of compiled data indicated that transfer students and underrepresented students are more likely to be on academic probation than their peers, which can lead to dismissal or voluntary withdrawal. In response, a new position, associate dean of academic progress, was implemented in 2011 and dedicated to providing academic counseling and coordinating services for at-risk students. Since then, the position has evolved into the Center for Academic Success under the Office of Student Life. The Center centralizes academic advising for students of all degree programs, oversees the newly created Testing Center designed in response to the growing number of students with testing accommodation (and other) needs, has developed an academic early alert system, made improvements to the faculty advising system, supports the program deans on continuing to improve faculty training in strategies to better serve student learning outcomes, and has developed a learning strategies guide for students that is accessible from the NUNM website.

Other positions added in response to the recognized need to improve student retention include formation in 2010 of an on-campus Counseling Center available without charge to students; the 2011 appointment of a career services position; the 2015 appointment of an intercultural engagement and support manager; the January 2016 appointment of a director of student life and conduct, freeing the AVP of student affairs/dean of students to provide higher level planning and oversight of this division of the institution; and reorganization of administrative areas in 2016 to include an AVP of enrollment management. Utilizing these expanded resources, we have increased faculty training on teaching to multiple learning styles, increased cultural competency training of our faculty and staff to further understanding of cultural issues as they relate to being a student as well as the unique needs of marginalized patients, and expanded cultural competency training throughout the curricula of our students.

First-time pass rates on clinical entrance and exit exams for students in the first professional degree programs (Core Theme Two, objective 2)

As discussed in Standard Three, pass rates are shared by the deans with faculty, leading to changes in curriculum delivery and within the exams themselves. Within the College of Classical Chinese Medicine, faculty noted a pattern of increased utilization by students of online applications for foundational knowledge, which faculty believe negatively impacted performance on these gatekeeping exams, and faculty now actively encourage students to memorize rather than utilize digital applications. Annual comprehensive exams are being developed to supplement the clinic entrance exam. Question banks have been expanded. Students are encouraged by faculty to write test questions as part of their coursework to promote critical thinking and clinical reasoning. A practical portion of the clinic entrance exam using a level-appropriate version of the grading rubric employed in the clinic exit examination is being developed, and the exit exam is being expanded to include an OSCE-type process similar to the one currently used in the naturopathic program discussed below. In response to patterns of weakness within exit exams, students now are required to prepare a minimum of two clinical case presentations that consider conditions for which the family history is highly significant. Students and faculty have expanded training in writing case reports toward addressing deficiencies identified within students' exit exams.

Within the School of Naturopathic Medicine, three milestone exams, Objective Structured Clinical Examinations (OSCEs), are utilized. The structure of the exit exam was similar to the entrance and progression exams until 2013, when the exit exam became a multi-station exam evaluating student skills in a variety of shorter patient scenarios. The exam format was revised in order to align the NUNM exit exam with the best practices of the majority of academic medical institutions, and to assure that we were assessing student performance in a variety of health conditions and situations, versus evaluating them based on a single patient scenario. An open-book written exam was added to further evaluate students' abilities to use

resources to answer questions about possible diagnoses, laboratory evaluation, and conventional and natural treatment options. Each year, the individual parts of each OSCE exam are analyzed and areas of weakness and strength are identified. Faculty are informed annually of specific strengths and weaknesses in student performance for the purpose of making curriculum adjustments. The re-conceptualized ND curriculum, developed by faculty teams utilizing student and faculty input, considered the strengths and weaknesses of students as reflected in the three OSCE exams as it reconstructed the ND curriculum. Clinical competencies developed by a subcommittee of the American Association of Naturopathic Medical Colleges (AANMC) was a source of external data used to inform the reconstruction of our ND clinical competencies, the measurement of which is reflected throughout the OSCE exams.

First-time pass rates for graduates of the first professional degree programs for the NPLEX (Naturopathic Medicine) and NCCAOM (Acupuncture and Herbal Medicine) examinations (Core Theme Two, objective 2)

Pass rates on external licensure exams are accessible to the community in the Factbook on the NUNM website: http://nunm.edu/about/quick-facts-figures/graduation-statistics, and on Moodle. The deans and faculty discuss licensure exam pass rates in faculty meetings to make changes in delivery of education. As discussed in Standard Three, areas of weakness were identified within both the CCM and ND licensure pass rates.

The 2014 pass rates for the Chinese Herbal Exam (CHE) were remarkably lower than the national average and were the lowest recorded pass rate for our CCM students. Changes made as a result include development of an herbal education timeline; changes in the content of the herbs review class to expand the base of formulas; creation by faculty of a study guide for formulas typically on the licensure exams; expansion of the list of single herbs covered in the first year herbs classes; modified curriculum of the second year herbs classes to include a broader and more extensive range of formulas; and focus in the third year on integration of biomedical, TCM and classical approaches to treatment, including herbal prescription. While it is too early to see the full effect of all of these changes, the 2015 NCCAOM results saw a dramatic 30 percent increase from the previous year (70% versus 40%), compared to the national results, which only increased by .2% (80.2% versus 80%).

For ND students, in August 2014 there was a clear dip in pass rate for the basic science boards: 70% compared with the national mean for students in all schools of 74%. As discussed in Standard Three, a review indicated that concurrently we experienced a change in our anatomy faculty. In summer 2015, we supplemented the education students already received by contracting with faculty to develop and teach a free-to-students basic science review class focused heavily on anatomy. To our knowledge this is the only class of its kind within accredited ND programs. In summer 2016, the review course was expanded from 36 hours to approximately 85 hours, with an expanded anatomy review and reviews for physiology, microbiology, immunology, and biochemistry. The August 2015 NPLEX scores showed a clear improvement with a pass rate of 91% compared with a national mean of 80%. In August 2016, NUNM was 80%, above the national mean of 76%. Our curriculum mapping of the ND degree has been expanded to identify where NPLEX board topics appear within the curriculum.

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 (Core Theme Two, Objective 3)

The results of the graduating class exit surveys are shared widely on campus, including on the assessment page of the Moodle site and with the constituency-inclusive Program and Curriculum Review Committee. As discussed in Standard Three, the review of data from specifically targeted questions in annual exit surveys informs our understanding of student perception of the level to which the curricula retain the

classical roots of their medicines and is used in curriculum reform and development. For example, the recent curriculum redesign in the ND program, which included expansion of coursework emphasizing the classical roots of naturopathic medicine, was informed by annual exit survey data, comments analyzed from student satisfaction surveys and focus groups, faculty focus and work groups, and a dedicated curriculum review e-mail address for sharing input. Within the School of Research and Graduate Studies, additional coursework was added to the required curriculum of the MScGH as a result of lower than anticipated student agreement with one of the indicators identified toward meeting the classical perspective of the program. The recent revisions to the curriculum of the MSOM program and the development of the DSOM, which delves more deeply into study of Chinese Medicine through the classics, utilized data and examination of comments from exit and student satisfaction surveys.

The classical roots (the art and science) of the medicines we teach are core to our institutional mission. Although the indirect measures identified for this accreditation cycle are helpful toward informing mission fulfillment and curricula changes, more direct measures would strengthen our understanding of this aspect of mission fulfillment. As discussed in Standard Four, a recommendation resulting from this self-evaluation process is that, through an inclusive process, NUNM identifies direct measures of achievement of our classical roots to augment existing opinion surveys. An analysis of comments from student satisfaction and graduating student exit surveys and focus groups indicates that the classical roots of our medicines is a topic of particular interest to our students, and representatives of our Student Government Association will participate in development of new indicators for this objective to be used in the next Seven Year NWCCU Self-Evaluation cycle.

Percentage of alumni who report they are employed in a field directly related to their NUNM degree &alumni perception of how well NUNM prepared them for a career in their profession (Core Theme Three, objective 1)

Income and employment results are regularly included on the agenda of the Board Academic Affairs Committee and are posted on Moodle and on the website:
http://nunm.edu/wp-content/uploads/2015/03/Alumni_Survey_2014_Income_Results1.pdf.

Due to limited employment data for the specific fields NUNM alumni enter, the placement and wage data of our alumni is a resource shared with and used by stakeholders such as other educational institutions and professional associations related to key occupations. Data on use of degree, type of employment, and income is used to help NUNM and affiliated schools understand the alignment of education with industry needs. As discussed in Standard Three, NUNM continues to expand resources for promoting the success of our graduates, taking into consideration placement data of alumni one year after graduation, alumni responses to surveys concerning their area of employment, and alumni perception of how well NUNM prepared them for a career in their professions. The NUNM Center for Career Development, which reports to the Enrollment Management Division, uses placement and income data to analyze and compare with trends that are observed through market research and through support to stakeholders. The Center then shares the data with students and alumni for review when they are considering adding or dropping degree programs, career goals, applying for jobs, and negotiating contracts and wages. In addition, employers request information from the Center to define job openings and determine wages. This process then informs the planning for the Center, including career fair vendor invitations, talks, and workshops provided each term.

The School of Naturopathic Medicine has utilized information from alumni and external preceptor faculty, as well as surveys of current and graduating students to improve our curricula in support of success after graduation. The ND Community Experience Preceptorship program helps prepare students for a private practice outside of the NUNM Health Center environment and provides the opportunity to explore clinical areas of special interest.

Similarly, the <u>School of Research and Graduate Studies</u> has initiated improvements based upon student and external faculty input to inform development of a Global Health Fieldwork Manual, assignment of faculty mentors to assess gaps in students' current skills prior to selection of fieldwork projects and locations, refinement to rubrics for final presentations and reports, and standardized on-site evaluations for site managers. Alumni employment outcomes inform the focus of the fieldwork, and students are strongly encouraged to ensure their fieldwork aligns with career goals. This process maximizes the ability to practice foundational knowledge in a realistic framework while building skill sets for resumes and work.

The <u>School of Classical Chinese Medicine</u> has taken Business Seminar 1 and 2 classes previously taught in the final year of the curriculum and distributed that curriculum over the four years of study, starting with the first year. From the very beginning, students are now focused on how they will apply the knowledge and skills to their future practice.

NUNM continues to seek and obtain increased funding for residencies for ND and CCM graduates. Our Office of Advancement, Continuing Education and Alumni Affairs takes into consideration alumni survey data to improve continuing education and other alumni services. CE continues to expand its remote offerings, a need identified from alumni surveys. The alumni section of the NUNM website provides alumni survey data, information concerning services of the Career and Alumni Center, positions available, and practice locations for rent or sale, and helps to maintain connections throughout the NUNM community and engage alumni and partners in campus life. Business, direct consumer, and alumni demand is considered in the development of the website and CE offerings to assure both current and emerging workforce development needs are met.

STANDARD 5.B – ADAPTATION AND SUSTAINABILITY

NUNM's review of the effectiveness of its operations toward fulfilling its mission, accomplishment of its core themes and objectives, and achievement of its goals includes internal review as well as capturing input from external resources.

Review of Internal Processes
As discussed in Standard Two, in the current planning cycle (2012-2017) that guided this NWCCU Seven Year Cycle, NUNM adopted its long range Campus Master Plan, which was approved by the City of Portland. The Plan provides a blueprint for future campus development and growth and acknowledges NUNM in the City's future plans for the campus footprint. This plan was the culmination of several years of effort that included a Charrette community process with internal and external constituency representation, architectural studies, site use studies and consultations, and active participation by the neighborhood association. The Campus Master Plan has guided us in the approval of capital projects. Examples include the repurposing of the former clinic building into Helfgott Research Institute; purchase of a pivotal house within our blueprint leading to permission by the City to decommission a street that will be transformed into a sustainable food/park like setting; creation of Galen's Way Garden; and installation of HVAC into Mitchell Hall, the largest lecture hall within the Academic Building. (5.B.1)

The master plan and the strategic plan inform fundraising efforts. The NUNM Case Statement outlines short, medium, and long term advancement objectives that are tied directly to the priorities outlined in the Framework for Action and guide the efforts of our Advancement Department. These are related to capital projects, the financing of academic and clinic activity, community outreach, campus development, new equipment and facilities, public relations, and university branding. The university has a comprehensive set of Advancement Policies that contemplate all forms of monetary and in-kind donations to the university in terms of approvals and assimilation of gifts into the university's business plan, campus facilities, and general operations. "The Partners Program" guides our advancement officers in standards and processes for canvassing, cultivating, and closing potential "asks". The priorities outlined in *The NUNM Case Statement*

are tied directly to the priorities outlined in the [Framework for Action](#). Our additional academic and green space needs guided asks that resulted in funds to create our teaching kitchen, were used in creation of Galen's Way Garden, will support transforming the vacated street into a garden, and fund creation of a second teaching kitchen. (5.B.1)

NUNM reviews the effectiveness of its processes and modifies them as needed. For example, NIFTY (New Initiatives for This Year) is a university-wide process currently under development that builds on and will replace the former PPQ (Pre-Project Questionnaire) framework planning tool. The PPQ was created to guide the evolution of new programs but was not utilized for other institutional initiatives. NIFTY requires detailed sign-offs by all affected managers of cost centers in the university before an initiative is launched, including capital projects, policy and process change, facilities change, and equipment acquisition, in addition to new programs. NIFTY encourages creativity and the generation of improvements that align with the university's values, priorities, and capacity and intersects with appropriate academic approvals for courses, programs, and curriculum change. (5.B.2)

Another example of changes to processes is a revamping of the PCRC. Our curriculum committee has served for at least three decades, the longest standing committee of NUNM. As our program mix continues to differentiate and diversify, the PCRC has expanded to include student and faculty representation from each new school or college. The agenda for the PCRC has become, as a result, quite heavy. With the goal of ensuring inclusion of new stakeholders and recognizing the growing interdependence of academic offerings in terms of human resources, cross-curriculum content, and prudent facilities management, a new process is being develop called URAP, University Review and Approval Process. It is anticipated that this committee, to include elected representatives from our students, faculty, and staff, will be implemented in the coming academic year. (5.B.2)

Our administrative reorganization in 2015 and 2016 included appointment of two associate vice presidents and their addition to the senior administrative team of the institution. This change provides direct representation of student affairs and enrollment management to the President's Cabinet and reflects our commitment to evaluation of existing structures and modification as needed to support our growth and priorities. (5.B.2)

Our faculty classification, compensation, and evaluation processes are another example of ongoing changes in response to identified need. NUNM is developing a new Faculty Classification and Compensation model that is projected for launch in FY 2017-18 that provides for equitable compensation across the curriculum for faculty at different levels in a "step model" reflecting credentials, experience and workload assignments. There are several motivators for the development of this new system. Some faculty now teach academic and or clinical coursework in multiple programs, schools, and colleges, building a work-load from multiple budget areas and creating a more complex reporting structure. Added to this shift in faculty assignments is our desire to more clearly define the career path of faculty. As well, the new system provides academic managers and faculty with much improved cross-program and inter-disciplinary assignments, improving efficiency of delivery and strengthening job security for our teachers. The new system also compensates faculty for specific tasks and assignments in three areas of academic life: classroom and clinic teaching, scholarship, and university/community service. In accordance with the values of the institution, faculty representatives are participants in the development process. Faculty will also review the final model before implementation through the Faculty Senate as well as faculty meetings. (5.B.2)

Faculty have long been involved in the review and delivery of processes that impact them. For example, the Faculty Development Committee, a subcommittee of the Faculty Senate, is composed of representatives from each college and school and is charged with recommendations for promotion in rank and awarding of sabbaticals, and oversees allocation of some of NUNM's funding for faculty development offerings. A review of and modifications to our faculty processes began in 2011 with a task force of academic leaders and the development of draft faculty competencies that were vetted through the Faculty Senate prior to

implementation. These competencies guide program deans in the annual evaluation of faculty and were considered in the creation of new faculty evaluation tools used within our schools and colleges. A recommendation that resulted from this Self-Evaluation, *Continue to prioritize development of a system in which faculty evaluations, expected faculty competencies, faculty development, promotions, and the faculty compensation system are integrated and reinforce one another*, reflects our commitment to implementing our new Faculty Classification and Compensation system. (5.B.1)

The External Environment
Our reframed ND and MSOM programs, the development of the DSOM, and curricula within the School of Research and Graduate Studies and the School of Undergraduate Studies were faculty driven. NUNM's perspective of inclusiveness also extends beyond the immediate NUNM community to external influences as it considers the evolution of its degree programs and services. Our two medical schools receive input from regular interaction in semiannual meetings with their specialty accrediting agencies and with other accredited medical institutions. The OSCE clinic exams developed for our ND program and under development for our MSOM and DSOM were heavily influenced by best practices within the medical profession as a whole. Closer to home, as mentioned above under *First-time pass rates on clinical entrance and exit,* our ND clinical competencies were guided by those developed cooperatively by specialty accredited naturopathic medical schools through the Association of Accredited Naturopathic Medical Colleges. Our dean of naturopathic medicine served as chair of the subcommittee that led this process, the Council of Chief Academic and Clinic Officers. NUNM also has a strong presence at the annual International Congress on Naturopathic Medicine in Europe. (5.B.3)

CCM developed a new evaluation tool for clinic rotations that is based on the developmental milestone tool used by the Accreditation Council for Graduate Medical Education in the assessment of residents in the medical field. Case report training throughout the CCM program is modeled on CAse REport (CARE) guidelines. Representatives from the CCM administration and Institutional Research are active participants in the committees of the Council of Colleges of Acupuncture and Oriental Medicine, a voluntary membership organization composed of specialty accredited schools. Our administrators serve as chairs of CCAOM committees such as Student Services, Faculty Development, and First Professional Doctorate and are active members of the Curriculum and Accreditation Committees. This participation brought valuable input into the development of our DSOM and the reframing of our MSOM, influenced the development of our faculty competencies, and augments the perspective of our AVP of student life, who also is appointed by the Oregon Attorney General to the Oregon Sexual Assault Task Force. (5.B.3)

The School of Research and Graduate Studies similarly employs external input. MSiMH (mental health) faculty review and use guidance from licensure, accreditation and professional organizations in program development, such as the Oregon Board of Licensed Professional Counselors and Therapists, The Hakomi Institute, and Council for Accreditation of Counseling and Related Educational Programs. Research subject areas for our MSiMR program and our Helfgott Research Institute are informed by funding initiatives and through conferences of the National Institutes of Health (NIH). Program content of the MSiMR is informed by workshops of the NIH International Research Congress on Integrative Medicine and Health (IRCIMH). (5.B.3)

Decisions about the MSiMR were influenced by our evaluation of statistics for entrance into PhD programs. We discovered that, for many of the PhD science programs, the acceptance rate is only 7% or less. We had presumed that completion of a master's program such as ones within SoRGS would be advantageous to a PhD program applicant. The implication for NUNM is that even if a student earned a master's, the acceptance rate into a PhD program was small. A job survey we conducted revealed that the same research coordinator positions were available to people whether they had a master's degree or not. These two paths were primary post-graduation tracks for our stand- alone MSiMR students. Since neither seem viable, we have stopped marketing our MSiMR program to stand-alone students. The same is true for our MScGH.

There are several conferences that impact the program. The American Public Health Association conference and the Integrative Medicine for Underserved (IM4US) conference have helped to inform the curriculum. (5.B.3)

Internally, our School of Research and Graduate Studies closely evaluates student and faculty feedback, and the career trajectories of our graduates. For example, in Nutrition, we noted that our graduates were pursuing four different career paths rather than the two we originally predicted. We had assumed they would pursue clinical nutrition or community nutrition. We discovered our MScN students are also pursuing culinary/personal chef and environmental nutrition paths (an emerging career within the field). We have now adjusted the MScN curriculum to offer four tracks of electives within the program. (5.B.3)

In the early planning stages for the School of Undergraduate Studies, interviews were conducted with a cross-section of experienced NUNM faculty representative of each of our graduate programs in naturopathic medicine, Chinese medicine, and integrative medical research. Faculty were asked to describe qualities and skill sets they considered ideal in candidates for NUNM graduate and medical programs. Faculty feedback ranged from courses in which they wished students had stronger backgrounds (for example, biochemistry, botany) to skills of behavioral maturity, critical thinking, knowledge integration, quantitative literacy, and articulateness in spoken and written communication, all skills which faculty considered were increasingly under-developed in the current generation of students. Externally we talked with more than ½ dozen local institutions concerning their undergraduate programs, including potential AA/AS feeder programs, for guidance in the development of our own undergraduate degrees. In addition, we surveyed currently enrolled NUNM students to ask how interested they would have been to complete their undergraduate degree or their science pre-requisite courses at NUNM if this option had been available to them. Also utilized in program development was information gathered by the president of NUNM through focus groups, information seminars, and presentations for students, faculty, and administration at 11 institutions of higher education, both in Oregon and across the country. His goal was to provide information about NUNM and to gather data about interest in current programs and possible new directions. (5.B.1 and 5.B.3)

Currently, major influences in the development of new programs include the following:

- We continue to round out the Traditional World Medicines represented by the university. This has led to the development of an Ayurveda degree program, the content of which has been approved by NUNM's internal processes. This program is expected to be submitted to NWCCU in early 2017. As well, the university has plans to launch a World Medicine Institute in the NUNM Institutes that will incubate continuing education activity, research, and inter-departmental collaboration.

- We evaluated the focus of local (University of Oregon) undergraduates who were pursuing health careers. We discovered that the number pursuing pre-health had jumped from 100 to 1,000 per year and that students were attracted to U of O because of their top tier football team and the fact that the Olympic trials were held there. The interest and focus on health care and sports reinforced development of our Masters in Sports Medicine to attract those students.

- The aging population within the US has led us to explore degrees in gerontology and geriatrics. We have not settled on a degree because we have not yet analyzed whether there is enough specialized information in integrative gerontology or integrative geriatrics to warrant a degree.

- The counseling/psychology field is one that interests us; however, after looking at the strengths of the other graduate programs in our vicinity, we discovered that the program at Pacific University is strong. Rather than compete with that program, we will collaborate with them in research and change our focus to a mental health specialty for clinical students.

- We are in the early stages of developing an undergraduate "integrative therapeutics" concentration,

which can be an excellent foundation for our current and emerging graduate program mix, as well as a contribution to the state's 40-40-20 objective to have 40 per cent of Oregonians with a baccalaureate degree or higher by 2025.

As discussed under Standard Three, the board formally launched preparation for the 2017-22 planning cycle in 2014 with a brainstorming workshop utilizing a four-quadrant model similar to a SWOT analysis. The workshop, *Vision & Voice 2022 Gathering*, included administrators, staff, alumni, patients, suppliers, higher education associates, SGA, Faculty Senate, and Staff Association representatives. Participants were divided into small groups, with each group facilitated by a board member.

Part one of the workshop asked participants:
- "In thinking about our institution's approach to natural medicine, what is working?
- What is missing?
- What doubts do you have?
- What excites you?"

In part two, participants were asked,
- "In thinking about our institution holding 'the leading edge' of natural medicine, at what crossroads does the school find itself?
- How does the institution position itself to be at the leading edge?
- What qualities does the institution need to hold?
- What does success look like in the future?"

A document providing the concepts carried back to the board from this workshop is available on campus. In 2014, 2015, and 2016 the Strategic Pathways Committee and the board as a whole incorporated input from the brainstorming workshop toward creation of key strategies to guide the university for 2017-22 in cultivating its core educational values for mission fulfillment. These strategies are designed to provide a clear path for administrators in the process of planning, budgeting, and implementing measurable departmental goals and will provide a launching point for creation of the goals, objectives, and indicators for the next NWCCU seven year cycle. (5.B.3)

CONCLUSIONS

National University of Natural Medicine has strategically planned for and successfully implemented significant growth during our 2012-17 planning cycle, which provided the [Framework for Action](#) for our current NWCCU seven year accreditation cycle. On September 29, 2015, the Higher Education Coordinating Commission gave the institution permission to use the word "University" in our name, following NWCCU approval on September 11. Under Oregon Administrative Rule 583-030-0016, "The term 'university' refers exclusively to a school that is authorized to offer bachelor's degrees together with graduate or first professional degrees." We have expanded from two core areas of focus – first professional medical training in naturopathic medicine and classical Chinese medicine – to providing nine academic programs, organized into two schools, Undergraduate and Graduate Studies, and two medical colleges, Naturopathic Medicine and Classical Chinese Medicine. The graduating class of June 2016 was the largest one in our 60 year history, as was our class entering in fall 2016. We have carefully planned for and welcomed into our community our first undergraduate students, who join our graduate and medical students in their commitment to natural medicine.

NUNM's clinic services to the community have flourished in recent years. As a result of a grant through the Institute for Healthcare Improvement Learning Collaborative, NUNM Health Center is now attested as a Patient-Centered Primary Care Home through the Oregon Health Authority (OHA). Washington County has provided NUNM with a grant to deliver care to underserved members of the community, and a second grant from OHA together with our partner Virginia Garcia Memorial Health Center allows us to focus on pediatric and adolescent patients. In addition, we have opened a second clinic, augmenting our on-campus clinic, located in nearby Beaverton immediately adjacent to local rapid transit. Community clinic student rotations provide service to the larger community as well as an expanded patient base to our students, including collaboration with Portland Cascade AIDS Project to provide primary care at Pivot, an LGBTQ community space; Providence Medical Center's Cancer Center Infusion Clinic; Portland Veteran's Acupuncture Project; Oregon Health and Science University (OHSU) Richmond; Volunteers of America (VOA) – InAct (addictions treatment, mental health and wellness services); VOA – Men's Resource Center; Portland Community College – Workforce; Outside In (homeless youth); Central City Concern (homeless individuals); Hooper Detox; Mt. Olivet Baptist Church; Rose Haven (homeless women and families); Pacific University (Hillsboro and SW Portland); Ahn Hao Clinic; and Immune Enhancement Project (IEP).

The university's Helfgott Research Institute is home to a growing body of evidence-based natural medicine research. In 2015, the Institute was awarded two prestigious research grants totaling more than $3 million from the National Institutes of Health (NIH) – National Center for Complementary and Integrative Medicine (NCCAM). The first grant studies Mindfulness-based Stress Reduction for Multiple Sclerosis. The second provides training for conventionally-trained scientists to translate and apply the concepts of complementary and integrative medicine. In 2016, Helfgott successfully concluded its second four-year R25 research education grant, also funded by NIH, which provided training for faculty in teaching evidence-based medicine. Helfgott has published manuscripts that detailed activities that could be undertaken at other institutions and offered EBM workshops on the campus of four other universities. The institute continues to conduct company and donor-funded research in areas relevant to natural and integrative medicine. Faculty and students are regularly published in peer-reviewed journals and present their research at national and international conferences.

Our campus footprint is firmly established and officially recognized by the City of Portland, and we are headed into our seventh decade strong and poised confidently for a future that wants and needs the unique strengths provided by our graduates.

Our comprehensive self-evaluation process was collaborative and inclusive. Through this process, we have identified areas of improvement, and these are enumerated below. Recommendations are listed under the area within this self-evaluation in which they were initially introduced.

OVERVIEW OF INSTITUTIONAL RECOMMENDATIONS

Recommendations Introduced under Core Themes, Objectives, and Indicators

- Core Theme One, objective 2, *Foster systems that support student success*. Expand the analysis of attrition data to include identifications of patterns within separation as well as academic probation data.

- Core Theme Two, objective 1, *Provide support to faculty in improving their teaching skills.* Indicators chosen captured faculty opinion on the usefulness of the training NUNM provided to them, specifically opinion on whether their skills or knowledge increased as a result of the seminar and whether the faculty member would be able to apply what was learned in their own classroom or clinical teaching. It is recommended that, in addition to the opinion survey, indicators are developed for the next seven year cycle that measure improvement in teaching skills resulting from supports provided to faculty.

- Core Theme Two, objective 2A, *Deliver outcomes based curricula that ensure all graduates achieve the minimum competencies.* It is recommended that additional indicators derived from first time pass rate data on clinic entrance and exit exams are developed. Additional indicators could take into consideration the utilization of data to make changes to curricula or to the evaluation process.

- Core Theme Two, objective 2A, *Deliver outcomes based curricula that ensure all graduates achieve the minimum competencies.* For the School of Classical Chinese Medicine, it is recommended that, in the next accreditation cycle, we add an additional program level indicator of mission fulfillment: the creation of a publication-quality case report by each graduating student.

- Core Theme Two, objective 3, *Ensure the curricula retain the classical roots of their medicines.* It is recommended that, through an inclusive process, NUNM identifies direct measures of achievement of our classical roots to augment existing opinion surveys.

- Core Theme Three, objective 1, *Prepare and support our graduates to work within the professions for which they are trained.* It is recommended that improved indicators for promotion of graduate success through continuing medical education offerings are developed for the next cycle. Appendix 0.1 provides further discussion of possible indicators.

- Core Theme Three, objective 2, *Prepare students to engage in scholarly interaction with other professionals and support the free exchange of ideas, respectful debate, and other exercises of intellectual curiosity.* Although the objective supports the Core Theme, the indicators of scholarly interaction revolve around simply offering scholarly events within each School or College. It is recommended that each College or School identify indicators of success specific to their programmatic objectives that support scholarly interaction and the free exchange of ideas. Appendix 0.1 provides further discussion for each of the Colleges and Schools.

Recommendations Introduced under Preface

- The schedules of some students in Academic Year 2016-17 was not optimal utilizing existing classrooms. With new classes offered in the coming year, it is recommended that an additional classroom is identified and converted for the coming academic year.

- The Office of Admissions will continue to monitor the need for program-specific admissions

counselors, especially within the multi-program School of Research and Graduate Studies.

Recommendations Introduced under Standard Two

- Continue to prioritize development of a system in which faculty evaluations, expected faculty competencies, faculty development, promotions, and the faculty compensation system are integrated and reinforce one another.

- Continue to review data on counseling services use and wait list for the Counseling Center and, based upon that review and as budget permits, consider funding for increased staffing, space, and hours of operation and/or other methods to address student needs.

- Continue to search for course scheduling software that could substitute for our manual process.

- Continue to monitor student satisfaction with the registration process through the annual student satisfaction survey and, if needed, follow-up surveys and focus groups.

- Pursue implementation of a new function available in SONIS that will allow for more automated tracking of attrition. It is anticipated that this function will allow more reliable tracking by cohort for students who change programs, complete two programs, or add a program after their initial matriculation date. Implementation of this new function requires back filling of data so that reports can be generated.

- Beginning in academic year 2017-18, for courses that are completed in asynchronous format, require second party verification in addition to a statement of authentication.

- Continue to review short- and long-term options for expansion of library space and budget improvements in coming years.

- Continue to monitor student satisfaction with and make improvements as needed to student study space.

- In the 2017-18 budget, request for an additional 0.75 FTE, professional librarian position with primary responsibility of managing electronic resources and digital initiatives, with additional responsibility of contributing to reference and instruction services. Such budgetary requests are given consideration as part of an assessment of university expense priorities and projected revenue for that fiscal year.

AANMC – Association of Accredited Naturopathic Medical Colleges. A private, not-for-profit organization established in 2001 to advance the naturopathic medical profession by actively supporting the academic efforts of CNME accredited and recognized schools of naturopathic medicine. Recognized by the U.S. Department of Education as a "specialized and professional" accrediting agency.

ACAOM – The Accreditation Commission for Acupuncture and Oriental Medicine. A private, not-for-profit organization founded in 1982 by the Council of Colleges of Acupuncture and Oriental Medicine and the American Association of Oriental Medicine, ACAOM is recognized by the U.S. Department of Education as a "specialized and professional" accrediting agency. Its primary purposes are to establish comprehensive educational and institutional requirements for acupuncture and Oriental medicine programs, and to accredit programs and institutions that meet these requirements.

AOM – Acupuncture and Oriental Medicine. Approaches falling under the AOM umbrella include many traditions, including but not limited to, Japanese, Chinese, Korean and Five Element acupuncture. The first AOM school in the United States was established in 1975 (Huang, 2005).[1]

AOT – Academic Operations Team. Chaired by the provost, this NUNM team oversees the development, evolution, and approval of academic policies and program development. The AOT meets monthly and includes program deans, the CFO, the VP of Accreditation, Assessment, and Compliance, and the two AVPs.

AWARE – Actively Working to Advance Real Equity. NUNM committees of students and employees.

CCAOM – Council of Colleges of Acupuncture and Oriental Medicine. 501(c)(6) voluntary membership association, established in 1982, open to ACAOM accredited schools and programs in the U.S.

CCACO – Council of Chief Academic and Clinic Officers (a subcommittee of AANMC).

CCM – Classical Chinese Medicine. Falls under the larger umbrella of AOM.

CCM, College of – The College of Classical Chinese Medicine at NUNM is committed to transmitting the art, science and spirit of Chinese medicine to cultivate clinical practitioners rooted in the ancient tradition of the medical scholar, an approach to Chinese Medicine that was largely lost following the Cultural Revolution in China. This includes study of the "classical texts" of Chinese medicine. The first CCM graduating class was June 1998. See Course Catalog, 2016-17, page 57, for more information.

CNME – Council on Naturopathic Medical Education. Founded in 1978, CNME is accepted as the programmatic accrediting agency for naturopathic medical education by the four-year naturopathic colleges and programs in the United States and Canada, by the American and Canadian national naturopathic professional associations, and by NABNE.

DSOM/MSOM – Doctor of Science in Oriental Medicine/Master of Science in Oriental Medicine. These are the titles of the two degree programs within the College of Classical Chinese Medicine at NUNM. New degree titles will be chosen that do not use the word "Oriental" in the near future.

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[1] Huang, L. (2005, September 30-October 2). *Acupuncture and oriental medicine education in the United States.* Paper presented at the Second International Congress of Chinese Medicine in Paris.

EMT – Enrollment Management Team. Chaired by the AVP of enrollment management, this NUNM team focuses on systems coordination and managing issues related to recruitment, enrollment, retention, customer service, data management, marketing, and assessment of effectiveness. Membership includes representation from Academics, Admissions, Student Life, Registration, Institutional Research, and Financial Aid.

FDC – Faculty Development Committee. A subcommittee of the Faculty Senate, this committee oversees allocation of some of NUNM's funding for faculty development offerings, recommendations for promotion in rank, and recommendations for awarding of sabbaticals.

FS – Faculty Senate. This is the official body representing NUNM faculty. An officer elected by the FS holds a constituency representative role on the NUNM Board of Directors.

MOODLE – An online Learning Management System that is used by NUNM.

MScGH – Master of Science in Global Health, a degree program within SoRGS.

MScN – Master of Science in Nutrition, a degree program within SoRGS.

MSiMH – Master of Science in Integrative Mental Health, a degree program within SoRGS.

MSiMR – Master of Science in Integrative Medicine Research, the first degree program offered within SoRGS.

MSOM/DSOM – Master of Science in Oriental Medicine/Doctor of Science in Oriental Medicine. These are the titles of the two degree programs within the College of Classical Chinese Medicine at NUNM. New degree titles will be chosen that do not use the word "Oriental" in the near future.

NABNE - North American Board of Naturopathic Examiners. An independent, nonprofit organization, NABNE qualifies applicants to take the NPLEX (Naturopathic Physicians Licensing Examinations), administers the examinations, and sends exam results and transcripts to regulatory authorities.

NCCAM - National Center for Complementary and Alternative Medicine.

NCCAOM – National Certification Commission for Acupuncture and Oriental Medicine. A non-profit 501(c)(6) organization established in 1982, NCCAOM is the only national organization that validates entry-level competency in the practice of acupuncture and Oriental medicine (AOM) through professional certification. NCCAOM certification or a passing score on the NCCAOM certification examinations are documentation of competency for licensure as an acupuncturist by 44 states plus the District of Columbia, which represents 98% of the states that regulate acupuncture.

NCNM – National College of Naturopathic Medicine, a 501(c)3 established in 1956. Now named NUNM, National University of Natural Medicine.

ND – Doctor of Naturopathic Medicine. Naturopathic medicine is a patient-centered primary care approach to health care that focuses on restoring and optimizing health. It is a distinct system of health care—an art, science, philosophy and practice of diagnosing, treating and preventing disease. Naturopathic medicine emphasizes the treatment of disease through the stimulation, enhancement and support of the inherent healing power of the body. Methods of treatment are chosen that respect the natural healing process whenever possible. See NUNM Course Catalog 2016-2017 pages 32-34.

ND, College of – College of Naturopathic Medicine, the original college of NUNM, founded in 1956.

NIH – National Institutes of Health, United States Department of Health and Human Services.

NPLEX – Naturopathic Physicians Licensing Examinations (See NABNE).

OCHIN Epic – The electronic medical record system used by NUNM for patient charting, scheduling and billing.

OHSU – Oregon Health and Science University.

OSCE – Objective Structured Clinical Examinations (OSCEs), milestone exams held three times throughout the ND student's medical education at NUNM: an entrance exam, a progression exam, and an exit exam.

PC – President's Cabinet. The senior management team of the university, this team is charged with university operations in the context of the five-year strategic plan, the annual business plan, university policy, and emergent priorities and is composed of the president and all vice presidents and associate vice presidents.

SoRGS – School of Research and Graduate Studies. At NUNM, our unique master's programs in the School of Research & Graduate Studies prepare students for careers in nutrition, integrative medicine research, global health, integrative mental health, and (planned for launch in 2017) integrative sports medicine.

SGA – Student Government Association. The NUNM student body elects SGA representatives on an annual basis, in spring quarter for the coming academic year, aside from representatives for incoming classes, who are elected in fall quarter. Executive representatives include the following roles: President, Vice President, Treasurer, Secretary, Judiciary Liaison, and Board of Directors Liaison. A class representative is elected for each year of each four year medical college (ND and CCM), a separate representative for each of the degree programs within SoRGS and Undergraduate Studies. In addition, general representatives are elected for each of the following areas: Admissions Advisory Liaison, Student Information Liaison, Junior Board of Representatives Liaison, Student Resources Liaison, Student Funds Liaison, Community Clinic Liaision, ND Clinic Liaison, CCM Clinic Liaison, ND Program and Curriculum Review Committee Liaison, CCM Program and Curriculum Review Committee Liaison, Dual Program and Curriculum Review Committee Liaison, Research and Graduate Studies Program and Curriculum Review Committee Liaison, Undergraduate Degree Liaison to Program and Curriculum Review Committee (currently unfilled), Undergraduate Degree Liaison, SGA Sponsored Clubs & Events Liaison, and Enrichment Scholarship Liaison.

SONIS – Jenzabar SONIS is the student information system utilized by NUNM.

SUS – School of Undergraduate Studies. NUNM offers two Bachelor of Science degrees: Bachelor of Science in Integrative Health Sciences (BSiHS) and Bachelor of Science in Nutrition (BScN).

TCM – Traditional Chinese Medicine. This style of traditional Asian medicine falls under the larger umbrella of AOM and includes as modalities acupuncture, Eastern herbal medicine, massage, exercise, and dietary therapy.