



Year Three Self-Evaluation Report
Year One Updated

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INSTITUTIONAL OVERVIEW

Established in 1956 under the name National College of Naturopathic Medicine, NCM is the oldest programmatically accredited naturopathic medical educational institution in North America. During its first four decades of existence, the college had one primary objective: education leading to the Naturopathic Doctorate (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 that emphasized the holistic spirit of the classical teachings of Chinese medicine. The School of Classical Chinese Medicine now offers two degree programs, the Master of Science in Oriental Medicine (MSOM) and the Master of Acupuncture, as well as certificate programs. The shift from a single to a multi-purpose institution resulted in a name change to National College of Natural Medicine, announced at its 50th Anniversary in 2006.

In 2012, a third school was formed to join the Schools of Naturopathic and Classical Chinese Medicine: The School of Research and Graduate Studies. There are currently two Masters' programs in the School of Graduate Studies, Master of Science in Integrative Medicine Research (MSIMR) and Master of Science in Nutrition (MScN), which first admitted concurrent students in fall 2013 and will admit external students in fall 2014. Health and natural medicine themes are central to all programs within the School of Graduate Studies. These programs are designed to deliver education that either complements a clinical degree or leads to non-clinical career paths. NCM students may pursue two of the five degree programs of study concurrently. Since 1956, NCM has awarded 2304 degrees, with some graduates receiving more than one degree. Of these graduates, 2082 received the ND degree, 301 MSOM, 64 MAc, and 3 MSIMR.

NCM's Helfgott Research Institute was established in 2003 with the mission to conduct rigorous, quality research on the art and science of healing, specifically working to understand natural forms of medicine. The Helfgott Research Institute has a basic science laboratory as well as the resources to carry out clinical research. 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. Through Helfgott Research Institute, students are provided the opportunity to participate in and pursue their own individual research under the guidance of research faculty mentors.

The NCM campus serves as home to 562 students and 244 employees. The campus is located one mile south of downtown Portland and includes the 60,000 square-foot Academic Building, which houses classrooms, lecture halls, laboratories, the library, and the bookstore; the Administration Building; the Annex, which includes a large lecture hall; a service building that houses the Facilities Department, the Community Clinic Department, the chief of security, the clinic director, the community clinic medicinary, and the Clinic Billing Department; the primary NCM teaching clinic with 18,000 square feet of consultation, examination, and treatment rooms; and the Min Zidell Healing Garden, a botanical teaching garden for the NCM community. In addition to its on-campus clinic, the college also operates 17 community clinics in the Portland area. These community clinics provide low-cost medical care to medically underserved populations.

Within the NCM footprint are two houses owned by NCM that are currently occupied as rental properties. Also part of the campus but outside the NCM footprint is the Helfgott Research Institute and Community Education Center, which houses NCM's research activities, a classroom, laboratories, and a teaching kitchen that serves NCM's academic programs as well as community classes that focus on natural medicine. Oregon Health & Science University and Portland State University are nearby.

As part of the master planning process, NCNM commissioned ECONorthwest to measure the economic impacts of NCNM'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, NCNM spending and activities are associated with \$55.9 million in economic activity to the Portland metropolitan area.

The college long-range [Campus Master Plan](#), adopted in 2012, 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 over the next 18 years in a manner that not only serves the academic needs of the college but also in a way that honors NCNM's purpose – To promote and exemplify health, sustainable living and self-healing through education, research and service.

PREFACE

A number of changes have occurred at NCNM since the March 2011 Year One report. Among these are development and implementation of new programs, changes in key personnel, and purchase of property.

The college also revised its Mission Statement, and Core Themes, Objectives, and Indicators, which are discussed under Chapter One.

UPDATE ON NEW PROGRAMS

NCNM has launched two new degree programs since the Year One Report: Master of Science in Integrative Medicine Research (MSIMR) and Master of Science in Nutrition (MScN), both of which are housed within the School of Research and Graduate Studies. In fall 2011, the MSIMR admitted existing students into a concurrent degree track combined with the Doctor of Naturopathic Medicine (ND), the Master of Science in Oriental Medicine (MSOM), or the Master of Acupuncture (MAc). In fall 2012, the MSIMR program admitted its first stand alone students. Similarly, in fall 2013, NCNM admitted existing students into a concurrent degree track combining the Master of Science in Nutrition (MScN) with the ND, MSOM, MSIMR, or MAc. In summer 2014 NCNM plans to admit its first stand alone students into the MScN program.

Impact on the institution of the addition of the new masters programs

As a result of adding two new masters programs, NCNM has developed a School of Research and Graduate Studies to provide a foundation for these and additional future programs. The School of Research and Graduate Studies provides program evaluation, student resources, faculty development, and administrative support.

Students from the naturopathic and Chinese medicine programs may take elective courses within this School or complete second degrees to enhance their education and future job opportunities. Faculty are shared between the NCNM professional and graduate schools, providing a consistent set of natural medicine values and principles for all students at NCNM.

The addition of these two programs is attracting students and faculty with a broader scope of interests, and different backgrounds and skill sets. This ultimately strengthens the college and expands the knowledge base available to the natural medicine community.

Revisions based on the first year's experience

We have revised our approach to the mentorship portion of the research program. Students in the MSIMR program, unlike some other masters' programs, complete their own original research rather than working on the research of a mentor. Initially we assigned mentors based upon alignment of content expertise. Student input suggested that guidance from mentors with more experience in the research process and the anticipated career path of the student was more helpful than the feedback received from faculty members with specific content expertise, and we have modified our mentor assignments accordingly.

We have also modified the structure to facilitate completion of research projects. Initially students worked with a mentor on their own time to develop a scientific question, a research proposal, and protocol. Student benchmarks toward completion of the program indicated that students were not making progress at the pace outlined in the "road-map". To address this and formalize the research project process, we established Research Practicum credits that students are required to take each quarter. Students meet with their mentor on a regular basis, develop a timeline and list of goals, and are evaluated on their progress.

throughout the quarter. The establishment of the Research Practicum course has increased the level of engagement of students in the research process.

Based upon enrollment figures, we have reduced the frequency of less popular elective course offerings to once per year or once every other year. Popular electives continue to run twice per year.

We have only a few months of experience with the new Master of Science in Nutrition program, and all of the experience is with internal students.

Adequacy of administrative, faculty, financial, library, and facilities support for the program's objectives
In 2012, NCNM 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 NCNM teaching clinic, now provides a facility for the School of Research and Graduate Studies. Within the building there is sufficient space for faculty offices and conference areas. There are three teaching spaces, including a teaching kitchen and a basic science laboratory. In addition, courses may be offered on the main academic campus, expanding the facilities available for the programs. New equipment has been purchased for the teaching kitchen and laboratory to support education in nutrition and research.

The dean of the School of Research and Graduate Studies oversees the degree programs and serves as the director of Helfgott Research Institute. We have revised the leadership structure to include chairs for both degree programs within the School of Research and Graduate Studies. The chair positions are filled through an internal search of faculty members within the specific master's program. The selected 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 research faculty and have hired additional adjunct faculty as necessary. 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. There is a growing need for an admissions counselor dedicated to the 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 NCNM library resources are substantial for a school of its size. However, the technology within research libraries has evolved to include increasingly complex databases, and NCNM's offerings need to include access to additional electronic resources. The library plans to seek budget funding for two or three additional databases in the 2014-15 fiscal year to help support research program needs. The biggest need at this time, and the most cost prohibitive, is a citation indexing database that provides information about who is citing a particular article after that article was published. Citation indexing is an important tool in the evaluation of research proposals.

Evidence of program effectiveness

Three of the four graduates from the MSIMR program have gone on to positions in research. One student has published two original research papers and five additional manuscripts are in process. There are two ongoing clinical trials and several projects at various stages within the scientific review process. In

addition, class evaluations and student feedback have been positive. This is only the beginning of the second year but we believe the MSIMR program is on target to be highly successful.

The MScN program will matriculate external students in summer 2014. Twelve students from the ND, MSOM, and MSIMR programs are concurrently enrolled in the MScN program. Elective courses from the MScN program are offered to current NCNM students. Every Nutrition class with a lab component has met enrollment, and several have had waiting lists.

Plans for continuing assessment of the effectiveness of the change

Formative assessment of the new programs is ongoing. Students are assessed quarterly for satisfaction with the program and personal progress. They are also assessed quarterly by the program chair and the dean. Rubrics have been established to determine appropriate progress and provide consistency. Students who are not making satisfactory progress meet with the program chair and the dean to determine a corrective course of action. Students' research culminates in a master's thesis project. We can therefore assess thesis quality and timeliness as a determinant of program effectiveness. Students in the MScN program will each develop a portfolio consisting of educational benchmarks that allow us to assess their progress within the program as well as the effectiveness of the program.

Teaching faculty are assessed at the end of every course. They also fill out a self-evaluation and meet with the dean annually to discuss professional development and teaching strategies. Changes in course content and teaching effectiveness are addressed at these meetings and at additional faculty meetings throughout the year. A formal mentorship training program is in place to equip faculty members with the skills they need to be effective mentors. Students assess their mentors at the end of each quarter. From this assessment, feedback is given both to the mentor and to the program administration, allowing for continual development of the mentorship training program.

NCNM conducts regular alumni surveys to assess alumni success. Graduates of the School of Research and Graduate Studies are included in this survey.

POTENTIAL PROGRAMS UNDER DEVELOPMENT

Several new potential programs are under development for possible submission to NWCCU within the next year.

School of Research and Graduate Studies

Master in Global Health: Planned is a 45 credit hour master's program that can be completed in one year, designed for the market of premed students who want enriched experiences before starting medical school. The application for this new program was submitted to the NWCCU in December 2013.

School of Classical Chinese Medicine

Bazi Suanming Certificate: We are developing for submission to NWCCU a certificate program created from an elective series in *Bazi Suanming*, which is a Chinese personality diagnostic method.

AOM (Acupuncture and Oriental Medicine) doctorate: Standards have been approved by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) for a first professional doctorate degree in acupuncture and oriental medicine. NCNM classical Chinese medicine (CCM) faculty, chaired by the dean of the school of CCM, are in the final stages of preparing an application for submission to ACAOM for an entry level doctoral degree. Taking into consideration program specific competencies within the new standards of the doctoral degree versus masters' entry level degrees (MSOM

and MAc), concurrent with that submission will be changes to curricula of the MSOM and MAc degree programs. The application is expected to be submitted by the end of March, 2014. The proposal will also be submitted to NWCCU.

Undergraduate Studies

We received a decision from NWCCU on the Bachelor of Science proposal in October. The Commission declined to approve the proposal but outlined strategies for us to follow should we wish to resubmit at a later date. We plan to resubmit an application for an undergraduate degree completion program with a target for submission of October 2014. The proposed Bachelor of Science in Integrative Health is designed to provide students with a strong, comprehensive foundation that is primarily geared toward NCNM graduate-level programs but also as a next step for entry into a health sciences career. The focus of the overall curriculum is on helping students develop a broad understanding of human health, metabolism, and function, as well as cultivating their capacity for critical thinking and self-reflection. Individual basic science courses are designed to cover traditional topics in pre-medical education but with direct applicability to the study of medicine, an orientation that is historically lacking in such courses.

While it is expected that most graduates of the degree-completion program will pursue graduate studies at NCNM, the relevance of the science courses to human health and function, plus the emphasis on critical reasoning, global health, and communication skills will provide a solid background for students who decide to pursue healthcare disciplines elsewhere.

CHANGES TO KEY PERSONNEL

In May 2011 NCNM created the new position of associate dean of academic progress. Dr. Catherine Downey, a graduate of the NCNM ND class of 1979, was appointed interim into this role. In addition to over 35 years of experience as a physician, Dr. Downey is experienced in higher education instruction in holistic birth techniques and served for five years at NCNM as associate dean of clinical and graduate medicine. Following a national search, in February 2012 Dr. Downey was appointed to the position, which oversees the development and implementation of the NCNM faculty advising program and academic promotions processes. Dr. Downey, working with the NCNM deans and departments heads, has helped NCNM to develop a stronger infrastructure to better support our students.

Dr. Margot Longenecker, dean of the School of Naturopathic Medicine, left NCNM at the end of October 2012 to meet family responsibilities. We began the search process during the summer of 2012, and in November 2012, Dr. Melanie Henriksen was promoted to the position of dean. She has a Doctorate in Naturopathic Medicine, a Master of Science in Oriental Medicine, and a Master in Nursing with a clinical focus in Midwifery. She formerly held the position of associate dean and residency director at NCNM.

In March 2013, Dr. MaryK Geyer, a 2007 graduate of the Southwest College of Naturopathic Medicine (SCNM), was appointed to the position previously held by Dr. Henriksen. Dr. Geyer was intricately involved with SCNM's new integrative curriculum development, serving as chair for the clinical skills committee. Her academic background will allow her to bring a fresh perspective to some of NCNM's most pressing curriculum issues.

Dr. Denise Dallmann was hired to the newly developed position of director of curriculum and faculty development in September 2013. After graduation from NCNM in 2003, Dr. Dallmann had a private practice until 2005 when she took a position as dean of academic affairs at Carrington College/DeVry University in Portland. She earned a Master of Science in Educational Leadership and Policy at Portland State University in June 2013 and also holds a Graduate Certificate in Student Affairs in Higher Education from Portland State University (2010).

In July 2013, Dr. Regina Dehen was appointed chief medical officer (CMO) of NCNM's clinical operations at the NCNM Clinic and its 17 community teaching clinics throughout the Portland metro area. Dr. Dehen is a 1996 graduate of NCNM's naturopathic medicine program and also has a Master of Acupuncture and Oriental Medicine from the Oregon College of Oriental Medicine. Dr. Dehen reports to the dean of clinical operations and ensures NCNM's clinical compliance with all state and federal medical policies, regulations, and clinical performance standards. Previously, the CMO position was jointly held by two faculty members, one within the School of Naturopathic Medicine, and one from the School of Classical Chinese Medicine, as work units within their full-time faculty responsibilities.

The admissions director, Mr. Rigo Núñez, left NCNM in fall 2012. Mr. Brandon Hamilton was hired to fill that position in March 2013 after a national search. Mr. Hamilton earned his MA in Higher Education at the University of Louisville, where he was employed from 2001-2012. His most recent position at that institution was assistant dean/director for law school admissions.

In September 2013, NCNM accepted the resignation of Mr. Steve Johnson, who was human resources director for 12 years. Ms. Jenapher Dues, human resources generalist, is currently reporting directly to vice president/CFO Jerry Bores. Mr. Bores is working with Ms. Dues in a restructuring of the HR department prior to initiating a search for a new HR director, which is expected to occur in spring 2014. Among HR changes are revisions to the annual evaluation process of non-faculty employees as a result of recent assessment of the evaluation system. (See discussion under standard 2.B.).

[Resumes](#) are appended for Mr. Hamilton and Drs. Downey, Henriksen, Geyer, Dehen, and Dallmann.

FACILITIES

On September 19, 2012, the City of Portland approved the college's [Campus Master Plan](#). No public opposition or concern was presented at the hearing. The master plan is discussed under Standard 2.G.3.

In 2012, NCNM opened the Helfgott Research Institute & Community Education Center in a space owned by NCNM and previously occupied by the naturopathic medicine teaching clinic. The property is a few blocks north of the NCNM footprint reflected in the Campus Master Plan. The report above on new degree programs within the School of Research and Graduate Studies provides additional information.

In July 2012, NCNM purchased two houses as one parcel. The property is adjacent to the administration building and is located within the Master Planning footprint. One is a rental unit, and the other has been demolished toward meeting our green space plan.

On March 7, 2012 EcoNorthwest released the [Economic Impact Report](#), which measured the economic impacts of NCNM's activities on the three-county Portland metropolitan area.

CREDIT HOUR POLICY

NCNM 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, NCNM captured data from students regarding the amount of time studying outside of each class that quarter. This process will be repeated each quarter for at least one year, and the data, combined with faculty input concerning amount and approximate completion time of outside work required per course syllabi, is being used to inform the curricula reform processes currently underway at NCNM.

NWCCU PUBLICATION POLICY

NCNM's Year One Evaluation Report is posted on our [website accreditation page](#), in accord with NWCCU's public notification policy. Our intention is to post the Year Three Report and Evaluation upon completion.

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.

RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION (I.E., ADDENDA)

In the NWCCU letter of August 8, 2011, the Commission requested that the college address recommendations 1 and 2 of the spring 2011 Year One Peer-Evaluation Report as part of the Year Three Self-Evaluation Report. These are as follows:

Recommendation 1: The institution should review the appropriateness of its indicators for the fulfillment of its educational mission, identify indicators that individually manifest the essential element of its mission and collectively encompass the mission. Standard 1.A.2

Recommendation 2: The institution should identify core themes that are essential elements of its educational mission. For each core theme, a reasonable number of focused objectives should be established and meaningful, assessable and verifiable indicators of achievement should be articulated. Standards 1.B.1 & 1.B.2

These two recommendations are addressed in Updated Chapter One below.

UPDATED CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

2. AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

National College of Natural Medicine (NCNM) is a non-profit corporation organized under the laws of the State of Oregon in 1956 and exempt from federal income tax under IRS 501(c)(3). The college is authorized by the Office of Degree Authorization (ODA) of the State of Oregon under Oregon Administrative Rule 583-030 to grant the following degrees: Doctor of Naturopathic Medicine (ND), Master of Science in Oriental Medicine (MSOM), Master of Acupuncture (MAc), Master of Science in Integrative Medicine Research (MSIMR) and Master of Science in Nutrition. Educational oversight is provided by the Northwest Commission on Colleges and Universities.

3. MISSION AND CORE THEMES

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The mission of NCNM is to educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine. All five programs are recognized degrees, with the ND, MSOM, and MAc leading to professional licensure.

Revenues generated at the college 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 college.

1.A. Mission

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

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

In fall 2010, the NCNM Board of Directors and its constituency representatives began discussion of a potential change to the mission statement. The board Executive Committee drafted the following revision to the NCNM mission statement as a beginning point for consideration by the community:

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

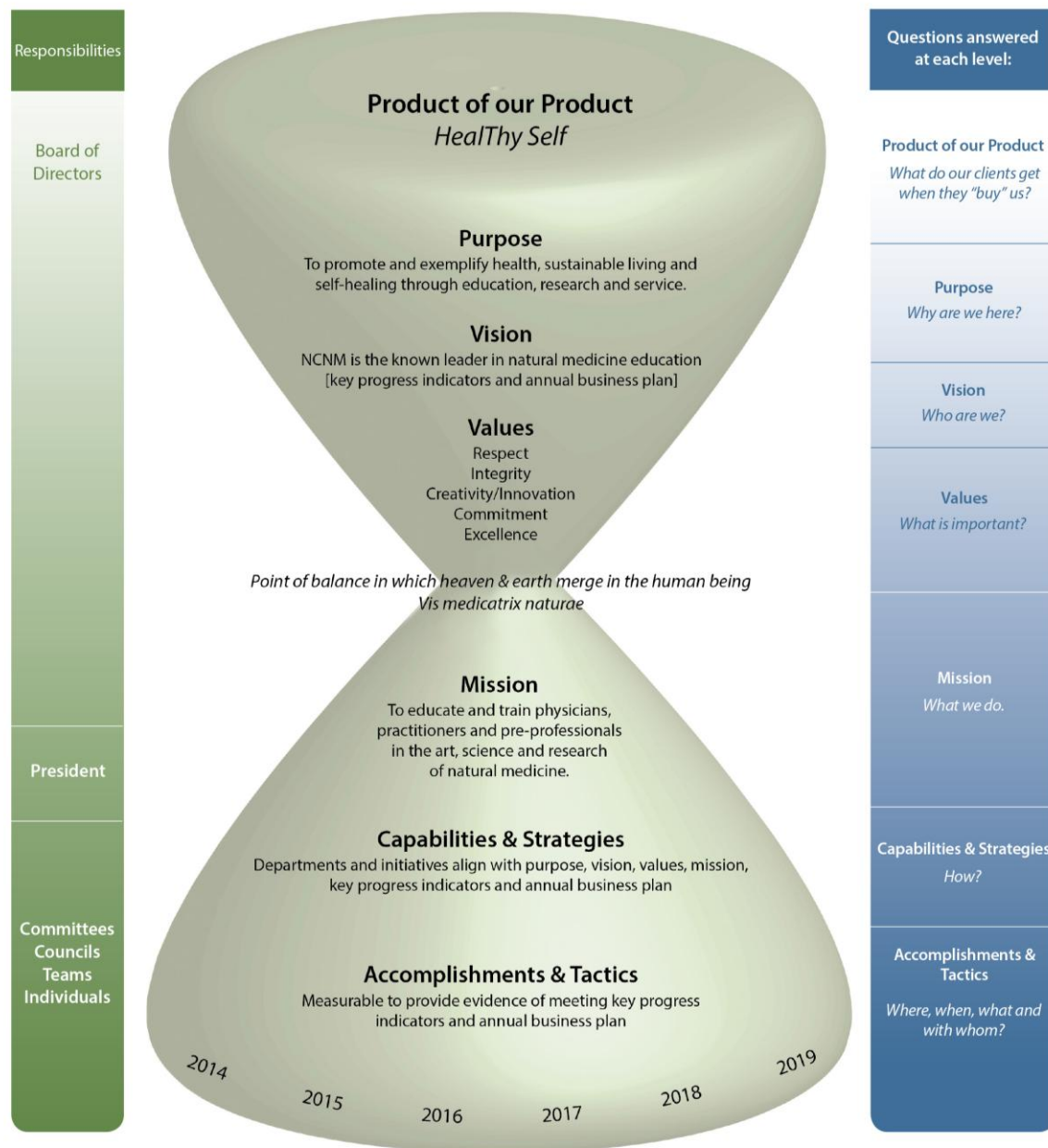
At its February 2011 meeting, the board invited the constituency representatives to continue to provide input into this potential revision. Resulting input from the community was considered at the board retreat in June 2011, and the NCNM Board of Directors adopted the statement above as the college mission at the June 2011 plenary meeting,

This change incorporates NCNM's recent expansion in its research activities, such as our new MSIMR degree in research, as well as discussions toward the development of a BS degree completion program that is designed to provide education and skills toward admission into NCNM's master and doctoral level programs, as well as support a board goal of movement toward becoming a university. The revised mission statement is widely published and understood by the NCNM community and provides clear direction to the institution and its activities.

The Alignment Model is used by NCNM to ensure consistency, congruency, clarity, and effective communication, decision-making and problem solving. All capabilities, strategies, accomplishments, and tactics derive from the mission of the institution.

NCNM's alignment model is pictorially represented below:

NCNM Alignment Model 2014–2019



The model has an upper and lower level, similar in shape to a figure eight. In the upper level of the figure eight (the purview of the Board of Directors) are the overarching product, purpose, vision, and values of the institution as defined by the board. The Product of our Product is: HealThySelf (or Healthy Self). The purpose statement is: “Promote and exemplify health, sustainable living, and self-healing through education, research, and service.” The NCNM vision is: “NCNM is the known leader in natural medicine education.” Below the vision are the institutional values: respect, integrity, creativity/innovation, commitment, and excellence. The lower circle is the realm of NCNM’s administrative committees, councils, teams, and departments. The mission and the strategies to accomplish the mission are in the lower circle.

Response to Recommendation 1:

The institution should review the appropriateness of its indicators for the fulfillment of its educational mission, identify indicators that individually manifest the essential element of its mission and collectively encompass the mission. Standard 1.A.2

The following indicators have been chosen to reflect mission fulfillment, each of which is a measure of institutional success in education and training in the art and science of natural medicine.

- Student attrition data each year: 10% or lower
- First-time pass rates on clinical entrance and exit exams: 85% success threshold, 70% red flag threshold.
- First-time pass rates in each category for the NPLEX (ND) and NCCAOM (AOM) examinations: 90% success threshold, 75% red flag threshold.
- Ensure the curricula retain the classical roots of their medicines. Mean responses for specifically targeted questions in program level annual exit surveys meet or exceed specific targets.
- Percentage of alumni who report they are employed in a field directly related to their NCNM degree: success threshold 92% of respondents to the survey
- Alumni perception of how well NCNM prepared them for a career in their profession: Targeted for this indicator is a response of adequately or better from 90% of the graduates.

Response to Recommendation 2:

The institution should identify core themes that are essential elements of its educational mission. For each core theme, a reasonable number of focused objectives should be established and meaningful, assessable and verifiable indicators of achievement should be articulated. Standards 1.B.1 & 1.B.2

1.B CORE THEMES

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

The themes discussed in the Year One Report had adopted the planning model already utilized by the institution that focused on People, Programs, Finance, and Facilities. The Year One Review Report pointed out that these core themes did not interpret the educational mission statement of the college. Finance and facilities relate to capacity and resources rather than mission fulfillment. The report recommended that the college re-state the themes in a way that clearly communicates the essence of the mission.

In spring 2011, the Year Three Steering Committee began meeting to re-examine the four core themes identified in the Year One Report. The committee's work was vetted in February 2013 by the Academic Affairs Committee of the board as well as through the board plenary session. The revised three themes included components of the People and Programs themes, eliminated the Finance and Facilities themes, and added a third theme focused on Professional Vitality. The graphic below provides an overview of the revised core themes and the objectives created from these themes for this seven year planning and assessment cycle.

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

Core Themes

Student Success

Support successful learning

Teaching and Learning

Deliver education that assures 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

Objectives

Ensure that the standards for admission result in matriculation and retention of students who are academically and non-academically prepared for the rigors of medical school

Foster systems that support student success

Improve faculty teaching by offering information, resources, and seminars to faculty

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

Graduates of the Naturopathic Medicine (ND), Master of Science in Oriental Medicine (MSOM), and Master of Acupuncture (MAc) programs are trained as entry level first professional medical professionals. The ND program prepares graduates as naturopathic physicians who are trained in the art and science of naturopathic medicine. Similarly, the MSOM and MAc degrees prepare graduates as practitioners of acupuncture and oriental medicine who are trained in the art and science of classical Chinese medicine. While the curricula within the three first professional degrees includes some training in the research of natural medicine, it is a specific focus of the Master of Science in Integrated Medicine Research (MSIMR) program, which can be pursued as a stand alone or concurrent program of study. The focus of the Master of Science in Nutrition (MScN) is “Food as Medicine” and can be pursued as a stand alone or concurrent program of study. As with the current programs, all programs under development are vetted for their support of NCNM’s mission statement.

The three tables below provide an overview of the objectives and indicators chosen by the Steering Committee toward achievement of the core themes which, in turn, were created to support mission fulfillment.

CORE THEME I: SUPPORTING STUDENT SUCCESS

Objectives	Indicators
Ensure that the standards for admission result in matriculation of students who are academically and non-academically prepared for the rigors of medical school	Accepted applicants meet or exceed seven targeted non-cognitive admissions criteria 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 (Note: This is also a mission fulfillment indicator.)

Rationale for Core Theme I: Supporting Student Success

Objective: Ensure that the standards for admission result in matriculation of students who are academically and non-academically prepared for the rigors of medical school.

Indicators:

- Accepted applicants meet or exceed seven targeted non-cognitive admissions criteria.
- Accepted applicants meet or exceed targeted GPA standards for admissions.

Supporting Student Success was chosen as a theme that is crucial to meeting NCNM’s mission. The first objective reflects our commitment to ensuring that all accepted applicants are prepared for the rigors awaiting them in medical or graduate school. Indicators for non-academic and academic standards have been selected from our admissions processes. NCNM utilizes a set of seven non-academic criteria (English skills, professionalism, communication skills, ability to get to the point/clarity, things that make them squirm/comfort level, sense of entitlement/personal responsibility, and maturity) that are evaluated within the admissions process. Each portion of the rubric is rated on a 1-5 scale, for a maximum total

score of 35 points. The thresholds for our chosen non-academic indicator are as follows: all accepted applicants will score a minimum of a 3 on a 1-5 non-cognitive assessment scale for each of the 7 indicators and more than 50% of accepted applicants will achieve a total score of at least 28 points.

NCNM uses the applicant's GPA as a screening tool for admission into both the graduate and the first professional medical degree programs. In addition, for the first professional degree programs, the science prerequisite GPA is used. In 2011, a GPA study of admitted students who matriculated from fall 2008 through winter 2011 showed correlation between academic success at NCNM and science GPAs.

We have set as a goal a mean science prerequisite GPA of 3.3. (For the class that was admitted in fall 2013, the mean science GPA was 3.1.) We have set a goal of 3.4 as the overall GPA. (For the class that was admitted in fall 2013, the mean overall GPA was 3.3.)

Objective: Foster effective systems that support student success

Indicators:

- Student satisfaction with targeted support services meets or exceeds specified thresholds
- Student attrition each year is 5% or less

NCNM provides a wide range of academic and non-academic support services to students. Examples include access to the associate dean of academic progress who serves as the advisor to students at risk academically; tutoring services, overseen by the associate dean; and counseling, accommodation and disability services provided by the Office of Student Life.

The college surveys students biannually on their satisfaction regarding many areas of the campus. Students provide their level of satisfaction on a 10 point satisfaction scale with 1 reflecting low and 10 a high level of satisfaction. Nine areas important in supporting student success were selected as indicators for this objective: academic support, tutoring, faculty advising, disability services, faculty support, counseling services, student life office, library, and IT services. On the individual nine areas, the goal is that no 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. The overall mean for the 9 areas in 2013 was 7.82 and in 2011 was 7.79, with individual means ranging from 5.51 to 8.78.

Student attrition data was chosen as a second indicator for this objective. [Attrition data](#) has been captured by NCNM for many years. Due to the complexities of students being in more than one degree program and sometimes moving from program to program or taking a leave from only one program, a specific formula was created for the purposes of this indicator: Dividing the number of students no longer in attendance at the end of the academic year in June by the total number of students at the beginning of the fall quarter. The target is that each year attrition for the institution as a whole will be 5% or less.

CORE THEME II: TEACHING AND LEARNING

DELIVER EDUCATION THAT ASSURES STUDENT ACHIEVEMENT OF COMPETENCIES WITHIN THE ART AND SCIENCE OF NATURAL MEDICINE PRACTICE AND RESEARCH

Improve faculty teaching by offering information, resources, and seminars to faculty.	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: <ol style="list-style-type: none">1. Have your skills or knowledge increased as a result of the seminar?2. 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: (Note: Both of these indicators are also used as indicators for mission fulfillment.) <ul style="list-style-type: none">• First-time pass rates on clinical entrance and exit exams: 85% success threshold, 70% red flag threshold.• First-time pass rates in each category for the NPLEX (ND) and NCCAOM (AOM) examinations: 90% success threshold, 75% red flag threshold.
Ensure the curricula retain the classical roots of their medicines.	Mean responses for specifically targeted questions in annual exit surveys meet or exceed specific targets. (Note: This is also an indicator for mission fulfillment.)

Rationale for Core Theme II: Teaching and Learning

NCNM programs have program specific competencies that are mapped at the course level. All syllabi are required to include course specific competencies. As of winter 2014, program specific competencies are being reworked for the three professional degree programs (ND, MSOM, MAc). The MSOM and MAc revisions are in conjunction with the development of a first professional AOM doctoral degree, and the ND revisions are part of a planned curriculum revision that will be rolled out in fall 2015. As a result, a mapping of program competencies at the course level is also occurring, and course competencies are being reexamined. The objectives chosen for this theme support the current programs as well as the evolution of those programs.

Objective: Improve faculty teaching by offering information, resources, and seminars to faculty

Indicators:

Faculty report an average score of 4 or higher (on a Likert scale of 1 – 5) on post-seminar surveys to the following two questions.

1. Have your skills or knowledge increased as a result of the seminar?
2. Will you be able to apply what you learned to your classroom or clinical teaching?

Academic researchers have found that student learning is heavily dependent on the quality of the instruction students receive in the classroom. As such, NCNM has made a commitment to support faculty in continuously improving their teaching skills. In the fall of 2013, NCNM created a position for and hired a director of curriculum and faculty development. The director is charged with creating a sustainable faculty development program that assists faculty with developing and delivering a high quality competency-based curriculum. The faculty development program will include a regular seminar series dedicated to improving teaching skills. The seminars will focus on assisting faculty with developing enhanced teaching skills, incorporating active learning techniques in the classroom, writing clear and meaningful learning outcomes, helping students develop critical thinking skills, assessing student learning, and more. Seminar topics will be based on faculty interest, program-specific needs,

weak areas identified in student surveys or classroom observations, and faculty outcomes that were developed by the institution in 2011.

Seminar evaluations will be sent to participants after each seminar so that we can gauge the effectiveness of the speaker and seminar content in improving teaching skills. Survey results will be used to refine and improve seminars over time. Additional assessments will be implemented in order to further explore the impact of the seminars on teaching skills.

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

Indicators for student achievement:

- First-time pass rates on clinical entrance and exit exams: 85% success threshold, 70% red flag threshold.
- First-time pass rates in each category for the NPLEX (ND) and NCCAOM (AOM) examinations: 90% success threshold, 75% red flag threshold.

The central focus of this objective is to ensure our classroom and clinical instruction provides students with the competencies needed for a successful career in their chosen profession. The two indicators of passing clinical exams and passing national board exams to obtain licensure are a logical means to assess whether students within our first professional degree programs (ND, MSOM, MAc, and the potential first professional doctoral AOM program) have achieved the competencies needed for clinical practice. Both of these milestones are in alignment with our institutional mission “to educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine”.

The first indicator measures the success of our students at achieving the programmatic competencies assessed in relation to the essential outcome for first professional medical graduates: clinical performance. The second indicator is an important and readily obtained measure of the ability of our ND and CCM graduates to pass the national board examination for their respective professions. Measuring the percentage of students who pass the key clinical milestones provides needed feedback for assessing where students need additional support and what aspects of the curriculum are in need of improvement. Outcomes for each program will reflect competencies needed for students to pass both their clinical exams for the program and their national board exams for licensure. Data on [ND](#) and [CCM](#) licensure pass rates has been captured for many years and is published in the [NCNM Factbook](#).

Objective: Ensure the curricula retain the classical roots of their medicines

The first objective assigned to the theme of Teaching and Learning aims to strengthen the academic integrity of our instructional design and assessment practices. The second objective ensures that these competencies and practices hold true to the essential mission of the college—“.....to train practitioners and pre-professionals in the art, science and research of natural medicine”.

Since its founding in 1956, the naturopathic program has prided itself as a vanguard of the Nature Cure principles upon which the medicine was founded. This is reflected in the following education outcome of the program: “Historical/Scientific Knowledge Base – Draw on the wisdom of ancient medical traditions and historical knowledge; and contribute to and apply emerging scientific research to serve the needs of the patient, the profession, and society.” Chinese medicine was introduced to the college in the 1990s with the express intention of reviving the ancient wisdom and practices of the medicine, largely lost in Chinese medicine education worldwide during the 20th century. The mission of the School of Classical Chinese Medicine expresses this commitment “to transmit the art, science and spirit of Chinese medicine to cultivate clinical practitioners rooted in the ancient tradition of the medical scholar”. Research at

NCNM, focused in the Helgott Research Institute, aims to use the latest scientific thinking and methodologies to investigate natural medicines in a manner that honors their foundational principles. This is reflected in the following learning outcome of the Master of Science in Integrative Medicine Research program: “Natural Medicine Research Methodology – Develop, use, and evaluate methodologies and technology applicable to natural medicine.”

Indicators that curricula retain their classical roots have been chosen at a programmatic level utilizing results from annual exit opinion surveys of the graduating classes, and we have begun capturing data for these indicators. The specific statements identified by program are:

School of Naturopathic Medicine:

Two indicators have been selected to reflect retaining the classical roots of naturopathic medicine.

- Level of satisfaction, with 1 reflecting very satisfied; 2 satisfied; 3 dissatisfied; 4 very dissatisfied on the statement: Naturopathic Theory: health and disease. Mean responses ranged from 2.15 to 1.99 over the last four years with the “best” mean response of 1.99 from the class of 2013. The goal is a mean of 1.55 for this statement.
- Level of agreement with composite score goal of 1.55 or better on the following statements within the annual ND exit survey:
I have a working knowledge of the principles of naturopathic medicine.
I am able to educate patients in disease prevention and therapeutic needs.
I am able to incorporate the principles and philosophy of naturopathic medicine in diagnosis and treatment.

School of Classical Chinese Medicine (MSOM and MAc graduates):

In the annual exit survey of graduating students, the mean agreement response reflecting the mission statement of the classical Chinese medicine programs will be 2 or lower on a 4 point scale with 1 reflecting strongly agree and 4 reflecting strongly disagree. The statement is, “The School of Classical Chinese Medicine at the National College of Natural Medicine 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.”

School of Research and Graduate Studies

MSIMR: 80% of graduating MSIMR students will agree or strongly agree with the statement: I am aware of the challenges specific to researching integrative medicine modalities.

MScN: There are no graduates of the newly approved Master of Science in Nutrition. An exit survey question reflecting commitment to classical roots has been drafted for this new degree program and will be included in the first graduating student exit survey, which is projected to be spring 2015. Eighty percent of graduating MScN students will agree or strongly agree with the statement, "My coursework was focused on whole foods and traditional diets."

CORE THEME III: PROFESSIONAL VITALITY
PROMOTE THE SUCCESS OF OUR GRADUATES THROUGH OUR ACADEMIC, CLINICAL, AND RESEARCH ENDEAVORS

<p>Prepare and support our graduates to work within the professions for which they are trained.</p>	<p>Alumni placement data: Percentage of responding alumni who report they are employed in a field directly related to their NCNM degree. Target: 92% of respondents to the survey. (Note: This is also an indicator for mission fulfillment.)</p> <p>Alumni perception of how well NCNM prepared them for a career in their profession. Target: 90% of respondents respond “adequately” or better. (Note: This is also an indicator for mission fulfillment.)</p> <p>Continuing Education Offerings</p> <ul style="list-style-type: none"> • Increase the number of continuing education attendees who are NCNM 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
<p>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.</p>	<p>Advance the exposure to scholarly research and Evidence Based Medicine (EBM) on campus. <u>Indicators:</u></p> <ul style="list-style-type: none"> • >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. <p>Students design and conduct research. <u>Indicators:</u> Percentage of students who are designing and conducting research.</p> <ul style="list-style-type: none"> • 100% of MSIMR students • 5% of all NCNM students <p>Community members are encouraged to engage in the free exchange of ideas, respectful debate, and other exercises of intellectual curiosity. <u>Indicators:</u></p> <ul style="list-style-type: none"> • Each of the schools that offer first professional degree programs (ND and CCM) will offer one forum each quarter. • Each of the programs within the School of Graduate Studies will offer one forum each quarter.

Rationale for Core Theme III: Professional Vitality

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

Two indicators are selected from the alumni survey, which is distributed every two to three years. We have begun capturing data for both of these indicators. The first asks if the graduate is currently employed in a field directly related to the NCNM degree. The target selected for this question is a “yes”

response from 92% of graduates. At this writing, the 2013 alumni survey is still open. In 2010, 89% of ND alumni and 85% of CCM alumni responded “yes” to this question.

Also selected from the NCNM alumni survey is a question asking the level to which NCNM prepared graduates for a career in their profession. Response rates to alumni surveys tend to be approximately 20% of the total number of NCNM graduates. Targeted for this indicator is an answer of adequate or better from 90% of the responding graduates. In 2010 81% of ND graduates (N=423) responded that NCNM prepared them adequately, well, or very well. 100% of CCM graduates (N=15) responded that NCNM had prepared them adequately or better.

Approximately 37% of the respondents to the 2010 survey graduated from NCNM in the year 2000 or earlier. Approximately 15% graduated in 1990 or earlier. We cannot, after the fact, change how well a graduate was prepared at the time of graduation, but we can provide educational supports for our graduates. For this reason, a set of indicators was chosen regarding continuing education offerings.

The Continuing Education (CE) Department plays a significant role in supporting professional vitality. Continuing education is a key component to the success of our graduates not only to meet licensure requirements but also to assist in life-long learning and skill development for our alumni. Naturopathic physicians licensed in the state of Oregon are required to complete a total of 50 continuing education hours per year. Acupuncturists in Oregon are required to complete either 15 hours every year or, if “Diplomate Certification” from NCCAOM (National Certification Commission for Acupuncture and Oriental Medicine) is used to satisfy the CE requirement, 30 hours every four years. Licensure requirements vary from state to state, but alumni practicing out of state often look to their alma mater to fulfill their continuing education requirements. Oregon naturopathic physicians are able to obtain 100% of their CE requirements at NCNM. Graduates of our non-medical programs such as the Master of Science in Integrative Medicine Research and Master of Science in Nutrition may also benefit from our CE offerings, as many of the courses apply to professionals in a variety of natural health science occupations.

Furthermore, the CE department also supports the success of current students. While CE courses are not directly marketed to students, and no academic credit is awarded to students for attending, they may choose to attend out of their own interest. Participating in CE courses with licensed physicians and working professionals helps to prepare students for the environment in which they will find themselves shortly after graduation. They are exposed to new material and information from faculty who may not be affiliated with NCNM, thereby supplementing and broadening their education. Both students and alumni receive tuition discounts, making the courses more accessible to them than attendees not affiliated with NCNM.

In 2013, the CE Department offered a total of 315 CEUs to 980 attendees, of which approximately 40% were NCNM alumni. Of the 35 courses, 11 were offered via live webinar, recorded and made available online for future on-demand access. In an effort to continue to support our graduates in their professional growth and in meeting licensure requirements, the CE Department has committed to increasing the number of CE attendees who are NCNM alumni by 5% annually for the next three years. In an effort to increase availability of CE offerings to alumni who are not in the Portland area, the CE department has targeted increasing online options by 10% annually for the next three years. Examples are live webinars (synchronous online courses) and uploading courses which have been recorded onto the online CE site.

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

Indicator: Advance the exposure to scholarly research and Evidence Based Medicine (EBM) on campus.

- >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.

Indicator: Students design and conduct research.

- 100% of MSIMR students design and conduct research.
- 5% of all NCNM students design and conduct research

NCNM has a relatively new Master of Science of Integrative Medicine Research (MSIMR) program. Students enrolled in the MSIMR program are expected to conduct independent original research in addition to taking classes. The first indicator measures how many students have made the leap from didactic learning to experiential learning in research.

Students in other degree programs may choose to complete research as a volunteer or work-study experience. These students won't necessarily seek a research career, but wish to increase their research skills or contribute to the evidence base. Our goal is to have 100% of MSIMR students and 5% of students who are not enrolled in MSIMR working on research projects. Currently, 6.2% of NCNM students complete research voluntarily. As the student population and degree offerings continue to increase, we wish to retain at least 5% of total enrollment conducting research.

Indicator: Engagement in the free exchange of ideas, respectful debate, and other exercises of intellectual curiosity.

- The Schools of Naturopathic and Classical Chinese Medicine will each offer one forum per quarter.
- Each of the programs within the School of Graduate Studies will offer one forum each quarter.

These indicators were chosen to support expansion of activities throughout the institution such as the monthly Scholar's Hour sponsored by the School of Classical Chinese Medicine.

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21:

4. OPERATIONAL FOCUS AND INDEPENDENCE

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Virtually all revenues generated at the college are budgeted and expended for the purpose of the education, research, and patient care activities required by its mission statement. Contributed income is used in the manner designated by the donor(s). 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 college. See page 26 of [The Framework for Action 2012-17](#). The institution's bylaws preclude its Board of Directors from receiving compensation for their services on the board.

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 college 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.

5. NON-DISCRIMINATION

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

The college policy of equal education and nondiscrimination appears on the inside cover of the [college catalog](#). Complaint and grievance procedures for students are outlined in the [student handbook](#) pg. 83, which is available in the [student life](#) section of the college website.

NCNM is committed to humane and nondiscriminatory policies and practices for staff and faculty employees. The Human Resources Office has an open door policy and actively pursues ensuring fairness and nondiscriminatory practices in recruitment, employment issues, and compensation. Equal opportunity policies of nondiscrimination, immigration compliance and reasonable accommodation are outlined in NCNM's [employee handbook](#). The college 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.

6. INSTITUTIONAL INTEGRITY

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Personal and institutional integrity inform our operational systems. We strive to create unified, consistent, and accurate messages about the college, its programs and its services. These branded messages reach the NCNM community and the public through a number of avenues including the college website, newsletters, major publications, advertising and all other means of college communication. Department operations are firmly in place to maintain clear and accurate messaging. While print materials are freshened annually, electronic communication, by its very nature, demands more constant monitoring and updating.

Members of the NCNM Board of Directors sign a conflict of interest policy annually (see [board policy BA.2.2](#)). The [faculty handbook](#) contains a policy on Professional Ethics and Conflict of Interest (pages 51-52). Information and policy regarding various aspects of employee conflict of interest is found in the [employee handbook](#) on pages 11-14.

7. GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The NCNM Board of Directors oversees the organization, maintenance, and development of the institution and hires the president, who heads the college administration and to whom the board has delegated all aspects of the day-to-day operations. The bylaws mandate a minimum of nine and not more than 17 members, not counting the *emeritus* members (who are non-voting) and the non-voting *ex officio* members. The board currently has 10 voting members, and in addition, three non-voting *ex officio* members who represent the faculty, staff and students, respectively. In addition, the president is an *ex officio* member.

The term of each member, other than the *ex officio* members, shall be three years with the initial term commencing the month that the new director's membership to the board is approved by a majority of the existing board members. No director shall serve more than three successive terms. However, with board approval, a director may be invited to extend their service in one-year increments when they have special expertise that has not been replaced.

The board maintains direct responsibility for approving the annual budget and significant modifications; developing, with appropriate input, and approving: the college mission statement; the key progress indicators; the college campus master plan; institutional policies of overarching significance; and new programs of study. Board bylaws preclude its Board of Directors from receiving compensation for their services on the board.

8. CHIEF EXECUTIVE OFFICER

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

President David J. Schleich, PhD, is the full-time president and chief executive officer of NCNM, an *ex officio* member of the Board of Directors, and the delegated representative of the board charged with the supervision, management, and direction of the affairs of the institution. The president serves as the liaison between the Board of Directors and the administrative staff, and delegates authority to senior administrators in the College Planning Team (CPT).

9. ADMINISTRATION

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The College Planning Team (CPT) is composed of the four administrators reporting directly to the president and serves as an advisory body to the president: the provost/vice president academic affairs; the chief financial officer/vice president financial affairs; the vice president marketing and communications;

and the vice president advancement. Each of the members of the CPT is full-time in her/his position. The CPT discusses issues and develops non-academic policy for the institution.

The Council on Academic and Administrative Affairs (CAAA) is headed by the provost and the chief financial officer and is composed of the department heads that report directly to those positions, as well as representatives of the Program and Curriculum Review Committee (PCRC) and the Faculty Senate. The Council provides a forum for the discussion of pertinent and timely issues regarding the programs and students. The CAAA also develops policy regarding academic affairs, in consultation with the PCRC.

Policy from the CPT or CAAA is generally communicated through the employee, faculty, or student handbooks, and the college catalog, all of which are updated periodically.

10. FACULTY

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Each program dean evaluates full-time faculty members annually and at least once every five years for adjunct faculty. These evaluations take into consideration quarterly 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 as well as 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.

11. EDUCATIONAL PROGRAM

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

NCNM offers five academic degree programs: Doctor of Naturopathic Medicine, Master of Science in Oriental Medicine, Master of Acupuncture, Master of Science in Integrative Medicine, and Master of Science in Nutrition. All programs are designed to reinforce the institutional mission: “To educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine”.

Graduates of the naturopathic medicine degree program are eligible to apply for licensure in the U.S. states and Canadian provinces that provide for licensure. The classical Chinese medicine program degrees are structured similarly.

The educational objectives for each of these programs are published in the [college catalog](#), as are program course descriptions. Some of the standards for achieving educational objectives for the Doctor of Naturopathic Medicine program are stipulated in Oregon Administrative Rule 850-202-0020. These state requirements are designed to insure that the quantity and level of instruction at NCNM are consistent with other medical education programs. The Doctor of Naturopathic Medicine program has been structured to parallel the conventional medical degree program in the area of basic and clinical sciences. This program also contains the additional instruction that is intrinsic to naturopathic medicine.

Course objectives, grading standards, and course content are prepared and distributed to students by faculty members at the beginning of each course in the form of [course syllabi](#). Professional courses

demand assimilation and organization of complex facts, analysis and interpretation of data in theoretical and practical contexts, and ultimately, application to human subjects. Students are challenged and encouraged to explore topics and course materials far beyond the limits of a structured course or program, with the understanding that all knowledge is of potential benefit to them and their patients.

Much of the NCNM curriculum requires clinical instruction in college-owned and/or affiliated health care facilities. Educational objectives, standards, and other descriptions of clinical education activities are published in the [student handbook](#).

Each graduate will leave NCNM as a health care provider or researcher, and with the understanding that this career field requires continuing education, both for most licensure laws and to maintain a practicing knowledge level in a continually changing health care environment. Rapidly advancing knowledge in health care dictates that students and doctors commit themselves to lifelong learning as a requirement for a successful health care career.

12. GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

As an institution offering only master's and doctoral level degrees, NCNM does not include any general education or related instruction component in its required curriculum. At this level of professional education, all courses require the constellation of learning and critical thinking skills which must have been developed and demonstrated in secondary and undergraduate schools.

Admissions standards and the coursework leading to these degrees require that students enter NCNM 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.

13. LIBRARY AND INFORMATION RESOURCES

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

Resources and services are made available to students, faculty, and the community through the physical campus library and the website. The catalog is web-based, and the library subscribes to many full-text databases, journals, and eBooks pertinent to the professional programs offered at NCNM. In addition to the main library, each of the clinics has a small book collection that is supported by the library. The clinic collections comprise reference materials used on-site by clinic faculty, residents, and students.

The NCNM library has reciprocal borrowing agreements with four other libraries in the Portland metropolitan area: Oregon Health and Science University, Oregon College of Oriental Medicine, University of Western States, and Linfield College Portland Campus.

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Physical Infrastructure

The majority of the college's activities take place in three buildings that are close in proximity. The Academic Building is ADA-upgraded with an elevator and wheelchair accessible restrooms and doors and currently houses academic function as well as a few administrative functions.

The 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's Office, Financial Aid, the Provost's Office and the ND administration and most of the ND faculty. The top floor houses the President's Office, Advancement, Marketing, and the board room.

The NCNM Clinic is an integrated clinic that meets the needs of both the ND and CCM programs.

The college also owns several other properties within our campus footprint. The NCNM Annex, located one block north of the Academic Building, serves as the college's largest lecture hall, with occupancy approaching 200 students. NCNM also owns two rental houses within the campus footprint.

The NCNM Service Building provides office space for the Facilities Department, the Community Clinic department, the chief of security, the clinic director, the community clinic medicinary, and the Clinic Billing department. There is also a storage warehouse.

The Helfgott Research Institute and Community Education Center is the primary teaching and lab space for the Master of Science in Integrative Medicine Research and the newly approved Master of Science in Nutrition. It includes office space, a classroom for instruction, a research laboratory, and a state-of-the-art teaching kitchen.

Technological Infrastructure

NCNM provides a comprehensive technical infrastructure to support the college's programs and services. This consists of 13 servers, 550 computer workstations, and 130 printers. Workstations have the ability to print to copiers and copiers can be used to scan paper to electronic files sent via email. The institution maintains three dedicated server rooms where redundant power supply hardware is utilized on all servers to protect against power issues. To ensure data survival, backup of all NCNM data onto backup media is stored both off-site and in waterproof/fireproof storage on-site. Wireless network connectivity is provided to students, staff, faculty, and administrators in all buildings on campus. NCNM uses a Watchguard firewall to prevent unauthorized access to its internal network, and also utilizes the Watchguard firewall to separate student network from staff, faculty, and administrator networks.

15. ACADEMIC FREEDOM

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

As stated in the [college catalog](#) (page 125) and [faculty handbook](#) (page 41), "NCNM 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 college administration or

commercial sponsors. This freedom is subject to the norms and standards of scholarly inquiry in America and relevant NCNM policies pertaining to faculty responsibilities and employment.

16. ADMISSIONS

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Admission requirements for each program specify required academic background and qualifications of character. These standards are located on the [website](#), as well as in the [catalog](#), the [student handbook](#), and in all admissions publications. These standards are maintained by the Office of Admissions and put into practice during the file review and interview processes of each candidate for entrance into NCNM.

17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The [college 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 handbook addresses many of the same areas and expands on procedures to reinforce the policies set forth in the college catalog. Both publications are available on the NCNM website with print copies available when requested.

18. FINANCIAL RESOURCES

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

It is the goal of the institution to have three months of cash as a sufficient reserve for operations. The CFO prepares a report on cash reserves, on a monthly basis, for the Financial and Administrative Affairs Committee (FAAC) of the board. This report delineates cash on hand and current uses of that cash, with special attention given to cash held in reserve and total available cash. The college submits an annual operating budget that is balanced and is conservative in its projections of related revenue. Additionally the institution provides for contingencies with respect to enrollment and clinic income. The institution does not budget contributed income.

The FAAC 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. The FAAC also reviews assumptions made by administration with respect to the three-year budget cycle.

19. FINANCIAL ACCOUNTABILITY

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

NCNM 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 college are audited by the independent auditing firm, Hoffman, Stewart & Schmidt, P.C.

20. DISCLOSURE

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

NCNM agrees to disclose any and all information required by the Commission.

21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

National College of Natural Medicine understands and accepts the policies and standards as specified in the most recent Accreditation Handbook and will comply with all policies and standards as specified in this publication. NCNM understands and agrees to the release of information concerning the status or action taken by the Commission with regards to the institution.

STANDARD TWO

2.A – GOVERNANCE

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

An overview of NCNM's decision making processes is available to the NCNM community through documents such as [A Framework for Action](#). This document is produced by the Marketing Department and updated periodically. A copy is available on the [NCNM website](#).

Part I: The Framework (pages 17-22) describes the institution's committee communication structure and interconnectedness of teams, including the committees of the Board of Directors and college teams and councils. The president periodically is invited to committee meetings to provide copies of the Framework for Action and answer questions about the document. Official input into decision making processes from students, faculty, and staff is through the committee process as well as through constituency representatives to the Board of Directors.

In addition to the committee communication structure, NCNM has a more traditional hierarchical structure. The college [Intranet](#) provides the [organizational chart](#). In addition, the Organization and Governance section of the college [catalog](#) (pages 130 to 135) and the [student handbook](#) (pages 12-19) list the names and titles of the members of the Board of Directors, administration, and faculty.

Students, faculty, and staff representatives may provide input into decision making processes and make recommendations through the administrative structure. The president meets regularly with the Student Governance Association (SGA) and Staff Council representatives. Academic administrators (provost, deans, and some directors) have a monthly meeting with SGA representatives. The provost meets monthly with the Faculty Senate co-chairs, and academic administrators also attend monthly Faculty Senate meetings as guests for specific agenda items. The annual budget process, chaired by the CFO, includes official student, staff and faculty representation in addition to all budget unit heads.

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

Not applicable

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

NCNM's accreditation liaison officer (ALO) monitors compliance with institutional and programmatic standards to ensure adherence to standards. The ALO completes all accreditation annual reports and works closely with other college departments to ensure coordination and completion of accreditation self-studies and site visits.

NCNM is a private non-profit institution and collective bargaining agreements, legislative actions, and external mandates are not applicable.

GOVERNING BOARD

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

The Board of Directors is the governing body of the college that holds fiduciary and strategic responsibility for the successful design and delivery of the college's mission and mandate as a 501(c)(3) non-profit; the institution's quality and integrity; and the resources in support of the institution's mission and goals. The board is the final approval body for policy and budget matters affecting the college, including responsibility for property and assets of the institution. Committees of the board report directly to the board and provide reports at its meetings. 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.

The [board bylaws](#) mandate a minimum of nine and not more than 17 members, not counting the *emeritus* members (who are non-voting) and the non-voting *ex officio* members. The board currently has nine voting members, and a constituency representative from faculty, staff and students respectively. The president is an *ex officio* member. The bylaws dictate that at least one director shall be a graduate of the college; at least one-third plus one of the directors shall have ND degrees to satisfy approval requirements for the State of Washington; at least one director shall have an oriental medicine degree; the remaining directors shall be public members. One of the current directors serves as adjunct faculty.

The term of each member, other than the *ex officio* members, shall be three years with the initial term commencing the month that the new director's membership to the board is approved by a majority of existing board members. No director shall serve more than three successive terms. However, with board approval, a director may be invited to extend their service in one-year increments when they have special expertise that has not been replaced.

The board officers and committee structure are delineated in the bylaws. Article IV.12 provides requirements concerning conflicts of interest and also requires that board governance policies include code of conduct and ethics policies. See [board policy BA.2.2](#)

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

NCNM's [board bylaws](#) and [articles of incorporation](#) 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. Committees of the board report directly to the board and provide written and oral reports at its meetings. Committee meetings may occur out of necessity between board meetings but any actions must be submitted to the full board of directors for ratification at the next board meeting.

The board is the final approval body on budget matters, including responsibility for property and assets of the institution, as well as the long range financial plan. 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.

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

The board regularly reviews and approves the institution's mission; all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas; and major substantive changes in institutional mission, policies, and programs.

The board maintains direct responsibility for approving the annual budget and significant modifications; developing, with appropriate input, and approving the college mission statement; the key progress indicators; the college campus master plan; institutional policies of overarching significance; and new programs of study. See [board policy BA.2.1 Actions Requiring Board Approval](#). See also page 26 of the [Framework for Action](#).

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

The NCNM Board of Directors oversees the organization, maintenance, and development of the institution and hires the president, who heads the college administration and to whom the board has delegated all aspects of the day-to-day operations and activities of the college. The president shall also be responsible for fund-raising and external relations of the college, and for the fulfillment of specific yearly or multi-year goals (KPIs) determined by the Board of Directors. The KPIs are outlined in the [Framework for Action](#) document.

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

A sub-committee within the NCNM Board of Directors, the Board Development Committee (BDC) meets monthly. Its mandate includes ensuring that NCNM's governance model and organizational structure support a national leadership role in professional higher education as a private natural medicine and health sciences college, as well as ensuring high quality recruitment, orientation of new members, on-going training for all members, and board evaluation.

Every two years, the board evaluates its performance through either an external source or through an internal process designed and administered by the professionals in NCNM's Institutional Research and Compliance Department. The most recent evaluation was done in January 2014 and will be considered at the next board meeting. Improvement can be seen in several areas, which were targeted based on the results of the previous evaluation. These include orientation of new board members, better training for all board members on board responsibilities, improved communication, and improved efficiency in the board meeting and reporting structure. The board will continue to evaluate its performance every two years and likely continue to use this internal process, which has provided excellent information for the continued development of the board.

The previous board evaluation was conducted in summer 2012 using the same [survey instrument](#). Based on the results of the 2012 evaluation, the orientation and on-boarding process of new members has been significantly enhanced. The BDC sponsored training around not-for-profit roles and responsibilities. Board members have become more deeply involved in community and national awareness efforts, more familiar with the impact of the Affordable Health Care Act, and significantly more aware of the importance of group dynamics and process. Several board members recently joined the National Association of Corporate Directors as a means to broaden awareness.

LEADERSHIP AND MANAGEMENT

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

NCNM utilizes a combination of a hierarchical management structure, as reflected by the [organizational chart](#), with a team communication model (see image of model on page 33). The duties, responsibilities, and ethical requirements of the institution's administrators are contained within [position descriptions](#). 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 NCNM's teaching and learning environment. The Alignment Model, discussed in the preface as well as in detail within the NCNM Framework for Action 2012-17, was established to originate all college 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 appropriate chain of command and efficient use of personnel, while concurrently promoting the team interaction necessary to facilitate appropriate planning, successful implementation, and assessment and revision of common goals and objectives.

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

Dr. David Schleich has served as NCNM's president since 2007. The president's full-time responsibility is to NCNM. He serves as the chief executive officer of the college, is an *ex officio* member of the NCNM Board of Directors, and is charged by the board with the supervision, management, and direction of the affairs of the college. Dr. Schleich is conventionally qualified for his position and holds a PhD in Philosophy from the University of Toronto, Canada, and an MA in English Language and Literature from the University of Alberta, Edmonton, Canada. 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.

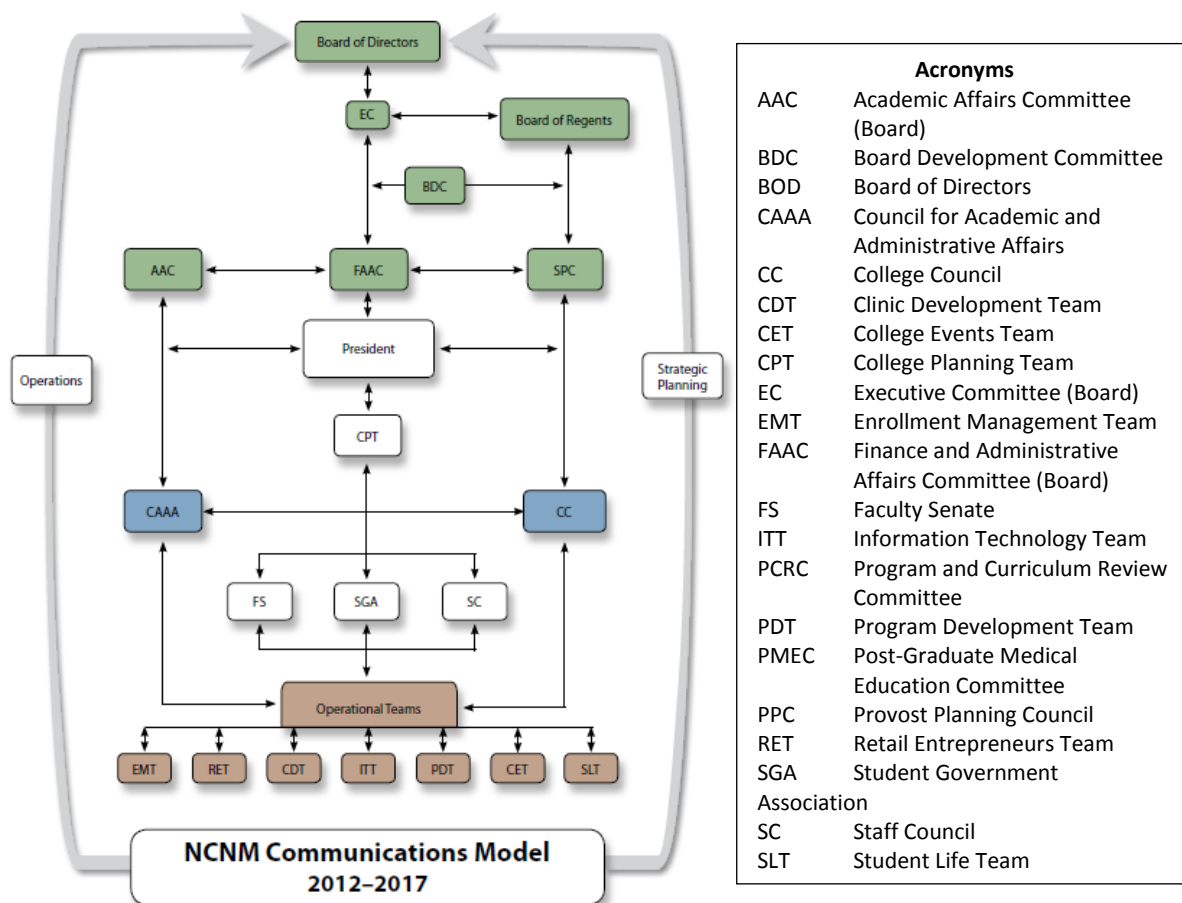
2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission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

The College Planning Team (CPT) is the senior management team of the college. Chaired by the president, this committee includes the vice president of finance and administration (CFO), vice president of academic affairs (provost), vice president of advancement, and the vice president of marketing and communications. The mandate of the CPT is to communicate with each other about current progress in each portfolio and work together to assure the fulfillment of NCNM's mission and accomplishment of the core themes, KPIs, and strategic plan. The CPT reviews KPI and operational details, bringing problem-solving, rapid decision-making, and strategic intervention as needed. It is a primary, regular communication forum for the institution's senior managers. Other college managers and personnel are invited to the CPT meetings as required.

The academic structure supports strategic planning, curriculum development and ongoing assessment toward mission fulfillment. A crucial academic committee is the Provost's Planning Council, which is

composed of deans, associate deans, and directors within the academic division as well as administrators from other areas who regularly participate in academic planning, such as the registrar, the dean of clinical operations, and the chief medical officer.

NCNM's structure of teams fosters mission accomplishment through collaboration within and across departments. The graphic below provides an overview. For more detailed discussion, see the [NCNM Framework for Action 2012-17](#), (pages 17-23).



POLICIES AND PROCEDURES

Academics

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

Academic policies are listed in the [student](#) and [faculty](#) handbooks as well as on the NCNM [Intranet](#). 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 Communication, and the Office of Student Life are responsible for communicating academic policy changes to staff and students.

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

Policies regarding library and information resources usage are posted on the [NCNM Intranet](#) and on the [library's FAQ web page](#). Library staff monitors the library for excessive noise and other proscribed behaviors, and intervene as appropriate. Campus security provides backup support for any incidents pertaining to enforcement of library use rules. Overdue fines are assessed on the library system, and invoices are sent via email on a weekly basis.

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

The [NCNM catalog](#) (page 15) provides an expanded detailing of NCNM's policies and procedures regarding transfer credit. Transfer credit may be awarded for graduate level work from a professional degree program or a graduate program closely related to the health sciences completed at a U.S. Department of Education recognized and regionally accredited institution. Credits accepted for transfer must be determined by NCNM to be substantially equivalent to the courses in content and hours. NCNM does not give credit for life experience and the applicant must be in good academic and behavioral standing.

Transfer credit is considered on a course-by-course basis by the associate dean of academic progress and the chair of the basic science department who utilize catalogs or course descriptions to make a determination as to whether the request satisfies NCNM'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. Prospective students meet with the associate dean of academic progress to discuss transfer credits. During the process, transfer credits are clearly identified that will be accepted by NCNM.

An articulation agreement is under discussion between NCNM and the University of Western States as regards transfer credit between the ND and the DC degrees.

Students

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

These policies are delineated in the [student handbook](#), which is updated annually and can be found on the NCNM website. New students are provided information during New Student 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 NCNM 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.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—

including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

NCNM 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 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.

If a student is separated from the college for not meeting academic, non-academic or technical standard requirements, they are instructed in the appeals as well as the reapplication 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 14.11 outlines the Re-application and Re-admission Policy which covers both academic and non-academic separations.

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

The [student handbook](#), Section 17: Student Organizations and Activities outlines all policies 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 activities; 17.9 professional organizations.

Human Resources

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

The [employee handbook](#), [volunteer handbook](#), [benefits intranet page](#), [supervisor manual](#), and other policies and procedure publications are located in the [HR section](#) of the NCNM Intranet and available to all employees.

The employee handbook, containing the policies, is edited and revised every three years. As part of the revision process, the college's 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 this year.

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, exempt, etc.

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

During the employee recruitment process, the HR office advertises the sections of the position's job description that include a summary, duties, and qualifications. During the interview process, the applicant is provided with a full copy of the 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 require the employee to sign and receive a copy of the updated job description.

The [employee handbook](#) contains conditions of employment, rights and responsibilities, criteria and procedures for evaluations, promotion and termination. Every hired employee, staff or faculty, is required to attend a new hire orientation wherein a human resources representative presents in detail the information contained in the employee handbook. [Current job descriptions](#) and [institutional organizational charts](#) are available on the NCNM Intranet.

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

All employee information is locked securely within the Human Resources Office. The [employee handbook](#) contains a policy on employee confidentiality, page 47.

INSTITUTIONAL INTEGRITY

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

NCNM'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 NCNM's standing in the 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 college, its programs and its services. These branded messages reach the NCNM community and the public through a number of avenues including the college website, newsletters, major publications, advertising and all other means of college communication which originate in this office. [The 2012 - 2017 Framework for Action](#), KPI 7, page 44, Continuous marketing and communications action planning – addresses some of these responsibilities and associated desired outcomes.

Department operations are firmly in place to maintain clear and accurate messaging. It is a systematic process designed first to obtain the correct, most current information and then to convey that information in a meaningful way to the intended audience. The 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.

Publications, website, 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.

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

The Alignment Model, created by the Board of Directors, delineates the interrelationship between NCNM's purpose, vision, mission, values, and planning strategies. The implementation of the concepts of this framework in the direction of activities of the college 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 NCNM [Framework for Action](#) (see pages 24-25) and in the [student handbook](#) (see page 11).

[Student](#), [faculty](#) and [employee](#) handbooks provide the policies and procedures to address complaints or grievances in a fair and timely manner. The latest revision to the Employee Handbook was in 2014 and includes delineated procedures for the employee grievance policy (page 19). The faculty handbook was updated in January 2014 and the student handbook in fall 2013. The handbooks are available on the [NCNM Intranet](#), to which faculty and staff have access. The faculty handbook is also distributed at the annual faculty meeting. The employee handbook is provided to employees at time of hire as well as on request. The student handbook is provided to all students at matriculation and is available on the NCNM website under "Student Life".

The responsibilities of NCNM's Title IX coordinator and contact information are clearly listed in the student handbook, the catalog, the NCNM website, and provided on the NCNM Intranet. The NCNM website provides [Title IX information](#) under "[About NCNM](#)" as well as under "[Organization of NCNM](#)". The coordinator ensures Title IX information for the campus community and training to internal investigators.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff.

Members of the NCNM Board of Directors sign a conflict of interest policy annually. The [faculty handbook](#) contains a policy on Professional Ethics and Conflict of Interest (pages 51-52). Information and policy regarding various aspects of employee conflict of interest are found in the [employee handbook](#) on pages 11-14.

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

The [faculty handbook](#) contains two sections (pages 41-46) that relate to copyright ownership and all forms of intellectual property created at NCNM. 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.

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

Institutional and programmatic accreditation status is listed on the inside cover of the [course catalog](#) and on the [college website](#).

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

NCNM enters into written agreements that clearly define NCNM’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.

ACADEMIC FREEDOM

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

The NCNM academic freedom policy is embedded in the [faculty](#) (p. 41) and [student](#) (p. 62) handbooks. At NCNM, faculty and students are accorded the freedom to teach, learn, and pursue scholarly and research interests without interference or penalty from the college administration or commercial sponsors. This freedom is subject to the norms and standards of scholarly inquiry in the U.S. and relevant NCNM policies pertaining to faculty responsibilities and employment.

As professional educators, NCNM 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.

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

As citizens, NCNM faculty members are free to voice their opinions about matters in their life without fear of censorship or discipline by the college. They are also expected to keep in mind that what they do and say as private citizens could indirectly affect the college, 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 NCNM.

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

As stated in the academic freedom policy within the [faculty](#) (p. 41) and [student](#) (p. 62) handbooks, “NCNM faculty and students are free to question, discover, and test all knowledge appropriate to their discipline as judged by the academic community in general.” Among NCNM’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 III 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.

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

The [faculty handbook](#) contains brief sections on plagiarism and professional ethics (p. 51) 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. 52-60). 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.

FINANCE

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

The institution has adopted policies in all of the areas outlined above. The policies are available on the [Intranet](#) and board specific policies are published in the [Framework for Action](#), Part One, Section III, pp. 26-32.

2.B – HUMAN RESOURCES

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

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 if sufficient resources are available.

During the employee recruitment process, the HR Office advertises the sections of the position’s job description that include a summary, duties, and qualifications. During the interview process, the applicant

is provided with a full copy of the 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 require the employee to sign and receive a copy of the updated job description.

The [employee handbook](#) contains conditions of employment, rights and responsibilities, criteria and procedures for evaluations, promotion and termination. Every hired employee, staff or faculty, is required to attend a new hire orientation wherein a human resources representative presents in detail the information contained in the employee handbook. [Current job descriptions](#) and [institutional organizational charts](#) are available on the NCNM Intranet.

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

A common evaluation process is used for NCNM'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.

As a result of recent assessment of the employee evaluation system, the process was modified in November 2013 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 can now be tied to bonuses. In the current academic year, the budget allowed for awards of bonuses in December 2013.

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

As part of the annual employee evaluation process, a pre-interview form is completed by the employee and serves as a professional development plan. As budget unit heads draft the budget for the coming year, they take into consideration the training needs of administrators and staff, including those needs identified in the evaluation process. In addition to opportunities underwritten by individual departments, the HR budget includes continuing education funds to provide employee and supervisory trainings throughout the year.

The HR office periodically sponsors training utilizing Webinar, seminar, and conferences offered by organizations such as the Oregon Bureau of Labor Industries, Willamette Valley Consortium of Schools, Oregon Independent Colleges Association, Uniting to Understand Racism, International Enterprise Conference (IEC) Group, and benefit providers such as Providence, EASE, and Valic financial group. Among the many offerings of EASE (our employee assistance program) are financial advising, parenting and family relations, coping with grief, stress, and depression, and conflict resolution. Brochures and information from some of these sources are posted outside the HR office.

Faculty are encouraged to engage in professional development activities in a variety of ways. There is a budget and an application process to secure funds for off-site conferences, courses, or workshops related to faculty development. The [policy and procedures regarding conference and travel funding](#) are located in the career advancement drop-down section of the NCNM Center for Teaching and Learning website. The Faculty Development Committee, a subcommittee of the Faculty Senate, is responsible for making decisions about applications for professional development funds. The committee also administers faculty awards, quarter-length sabbaticals, and a portfolio-based promotion system. There is a small budget for awards, and the committee in recent years has given three awards of \$1,000 each. Various methods for determining award recipients have been tried, and the committee has yet to settle on a permanent method. The award recipients are honored at fall convocation with a plaque. The college also has offered faculty development training workshops in-house over the years.

In 2008, the college began funding the goal of awarding faculty sabbaticals through a peer reviewed process. The Faculty Development Committee began accepting applications for quarter-length sabbaticals in 2008 and has annually offered two sabbaticals per year to deserving faculty, budget permitting. There has not always been sufficient budget to fund the sabbaticals but, to date, at least eight sabbaticals have been successfully completed, and two more have been approved for the next budget cycle. [Policies and procedures regarding sabbaticals](#) are available on the NCNM Center for Teaching and Learning website, under the career advancement drop-down section.

The Faculty Development Committee also oversees the faculty promotion process. In recent years, a dozen faculty have successfully applied for promotion in rank using the [portfolio and promotion system](#) outlined on the NCNM Center for Teaching and Learning Website under the career advancement drop-down menu. The committee evaluates the application and portfolio, interviews the candidate, and submits a recommendation regarding promotion to the provost.

Opportunities for faculty development are also provided through the Helfgott Research Institute. Helfgott received its first R25 grant in 2007 and began training a core group of faculty in the area of evidence-based medicine (or evidence informed practice). Faculty who choose to participate in this training become part of the Vanguard Faculty group. NCNM is now in year two of the second R25 grant cycle. Over the last seven years, Vanguard faculty have received considerable training in pedagogy, curriculum design, and development of professional portfolios in addition to training in research methods.

What was lacking in these opportunities was a coherent plan or program that established a clear definition and benchmarks for what an NCNM faculty member looks like and is expected to be able to do. In response to the perceived need for a more comprehensive, assessable program for faculty development, in 2011 the program deans created a list of faculty outcomes and competencies and identified supporting potential assessments and training opportunities. The [outcomes and competencies](#) are listed on the Center for Teaching and Learning Website, under the career advancement drop down menu. As a first step in implementing the outcomes-based faculty development program, an RFP was released with the goal of creating a series of workshops that would provide a baseline of teaching skills for all NCNM faculty, with an emphasis upon active learning strategies in particular. After a review of proposals, a faculty development expert from a local university was hired to teach a series of six workshops on active learning strategies that all full time teaching faculty were required to attend. Adjunct faculty were encouraged to participate as well. The workshops were offered in the fall and winter of 2012-2013. The [materials from the workshops](#), including a syllabus, are available on the on the NCNM Center for Teaching and Learning website.

As a next step, a new position was funded, and in September 2013, a director of curriculum and faculty development was appointed to oversee curriculum development initiatives and coordinate regular and sustained faculty development activities. The new director has since conducted a campus-wide needs

assessment for faculty development. In winter 2014, she began implementation of a Center for Teaching and Learning to include on-site teaching workshops, guest speakers, tools and resources for teaching and scholarship, teaching awards, and a clear path for faculty academic career advancement. The Center is still in its development stages and will continue to expand over the coming months and years. Activities within the Center will be based on the faculty outcomes and competencies identified in 2011, faculty needs and requests, student feedback regarding areas of teaching strengths and weaknesses, and program and institutional goals. The Center activities will be reviewed regularly for effectiveness and satisfaction. Some faculty development resources are available via the current NCNM Intranet. These resources will be vetted and transitioned to the new Center for Teaching and Learning website in February and March.

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

The provost, program deans, and associate deans are responsible for ensuring that, consistent with NCNM's mission, core themes, programs, services, and characteristics, the college employs appropriately qualified faculty who are sufficient in number to achieve its educational objectives and assure the integrity and continuity of its academic programs. Policies and procedures specific to faculty are provided in the [faculty handbook](#). Pages 29 and 30 of the handbook outline policies for eligibility for faculty appointment and search and appointment procedures.

As NCNM 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 are concurrently constructed that 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 college 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.

The Council on Academic Affairs (CAA), chaired by the provost, oversees the development and evolution 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. Changes to academic policy are approved by the CAA. The CAA meets monthly and includes all directors, associate deans, and deans of the academic division. For issues that impact areas beyond academic affairs, the CAAA (Council on Academic and Administrative Affairs) is convened. CAAA is co-chaired by the CFO and provost and includes administrators from the offices of the CFO and the VP of marketing and communications, in addition to academic.

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

Faculty responsibilities and workload are overseen and managed by 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 28 and 29 of the [faculty handbook](#) define the five types of faculty status at NCNM: full-time, partial load, adjunct, administrative, and emeritus faculty. The

handbook also enumerates the expectations of each classification and benefits. Full-time, partial load, and administrative faculty are eligible for employee benefits. The recently added partial load category addresses faculty requests that NCNM consider providing benefits to faculty who, although not fulltime, dedicate a significant portion of their work week to the institution.

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

The faculty evaluation process is described on pages 32-34 of the [faculty handbook](#). Each program dean evaluates full-time faculty members annually and at least once every five years for adjunct faculty. These evaluations take into consideration quarterly 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 as well as 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.

Each school within NCNM uses a unique faculty self-evaluation form that is reflective of the responsibilities of faculty from that school. The School of Graduate Studies recently developed a [faculty self-evaluation form](#) and process that is in a pilot phase. Deans from the other two schools at NCNM have expressed an interest in using a single faculty evaluation form consistent across all schools with room to customize the form for specific faculty responsibilities such as clinical, didactic, and/or research faculty.

As discussed earlier, NCNM 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 long term goal will be guided by our program deans, the Faculty Development Committee, and the director of curriculum and faculty development.

2.C – EDUCATION RESOURCES

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

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

NCNM offers a number of masters and doctoral degree programs and certificates within its three schools. In all programs, competencies are identified for the program as well as for each course. 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. For examples, please see [sample syllabi](#) provided from each program.

The School 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 obstetrics/midwifery. In addition to providing course competencies, departmental competencies within the ND program (botanical medicine, physical medicine, etc) are frequently also included in the syllabus for each course within that department. Programmatic and department competencies are noted in the course catalog under each department. It has been noted by the dean of the school that the existing competencies are not formatted in current competency language. The School of Naturopathic Medicine has launched a curriculum revision process. A draft of revised programmatic competencies has been created by a committee of faculty and administrators and is under review by the larger community. The expected timeline for completion of this task is February 2014. A revised ND curriculum that maps the new programmatic competencies and includes course level competencies is projected for implementation in fall of 2015.

The School of Classical Chinese Medicine awards two degrees, Master of Science in Oriental Medicine (MSOM) and Master of Acupuncture (MAc). Students within any graduate program of NCNM may pursue the Shiatsu Certificate program. Students within the ND, MSOM, or MAc may pursue the Qigong Certificate program. Students within the MAc or MSOM program may pursue the Qigong Teaching Certificate. Students within the MSOM program may pursue the Certificate of Advanced Studies in Classical Chinese Medicine.

As discussed earlier, the development of standards by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) of entry level doctorate degree standards and competencies specific to the masters' and doctoral levels has led to an internal reevaluation of competencies within the MSOM and MAc degrees and the development of a first professional doctoral degree submission to ACAOM. The doctoral submission and changes to the MAc and MSOM are projected for spring 2014.

The School of Research and Graduate Studies awards two degrees: Master of Science in Integrative Medicine Research (MSIMR) and, admitting concurrent students in fall 2013 and external students in fall 2014, the Master of Science in Nutrition (MScN).

Each of NCNM's degree and certificate programs is consistent with NCNM'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 objectives 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 and made available to students through the catalog and in course descriptions.

Until recently, the process of improving the delineation and assessment of achievement of learning outcomes was conducted at a programmatic level by the program deans and faculty. Multiple year funding was earmarked, beginning July 2013, for the creation of a director of curriculum and faculty development. The new director was hired as of September 9, 2013 and works with the provost, program deans, and faculty as we continue to refine our curricula, including learning outcomes.

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

The registrar maintains permanent records of each student. NCNM 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, NCNM captured data from students regarding the amount of time working outside of each class that quarter. This process will be repeated each quarter, and the data, combined with faculty input concerning amount and approximate completion time of outside work required per course syllabi, is being used to inform the curricula reform processes currently underway at NCNM.

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

Requirements for admission, pages 12-17, and graduation, page 123, are clearly defined in the [catalog](#) and are easily accessible to students through the NCNM website. The catalog is also available in hard copy.

NCNM's curricula review processes ensure resonance with the institutional mission and accreditation standards, including the coherence of program layout and appropriateness of depth and breadth of coursework. Although a request for consideration of a new program may be made by any member of the community, the Program Development Team (PDT) serves as the primary initial gatekeeper. A Pre-Project Questionnaire (PPQ) helps guide the community through the process of program development. Once a potential program is developed, it goes to the Program and Curriculum Review Committee (PCRC), which, in addition to providing approval to move forward with potential development of a new program, is responsible for requests for changes to coursework within programs, and the ongoing review of curricula of the college. The voting members of the PCRC include representation from the faculty of all schools as well as elected student representatives. After approval by the PCRC, requests for potential new programs and changes to existing programs are referred to the Council on Academic Affairs (CAA) for approval. Proposals that require board approval are directed to the Academic Affairs Committee (AAC) of the board and then to the board as a whole. Changes that require approval of accrediting and degree authorizing bodies have gone through all of the above processes prior to submission to the appropriate bodies.

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

The authority and responsibilities of NCNM faculty are well defined through documents such as faculty contracts ([full-time](#) and [adjunct](#) contract templates) 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, NCNM's communications and committee structure empowers faculty to play a major role in the design, approval, implementation, and revision of curriculum.

The Faculty Senate (FS) serves as a representation and advocacy group for faculty issues as well as a governing body. The [Faculty Senate bylaws](#) delineate faculty governance. The Senate is open to all full- and part-time NCNM faculty. A FS member serves as an elected constituency non-voting representative

on the board, as well as 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, college councils, and teams. As discussed earlier, NCNM's curriculum committee, the PCRC, includes faculty from all schools of the college.

In addition to monthly meetings of the FS, faculty meet as a whole annually, and by department twice a month 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.

Currently, the Schools of Classical Chinese Medicine and Naturopathic Medicine are undergoing revisions to curricula. A committee of six ND faculty is working with the program dean and associate dean and the director of curriculum and faculty development toward a re-engineering of the ND curricula, with input invited from all ND faculty through surveys, focus groups, and faculty meetings. CCM faculty are working as a committee of the whole through retreats to develop an entry level first professional doctoral program and to differentiate the coursework and competencies specific to the current entry level MSOM and MAc degrees and the proposed first professional doctorate. Faculty within the School of Research and Graduate Studies recently completed the development of a new Master of Science in Nutrition, which was launched with concurrent students in fall 2013. Similarly, faculty within this school worked with the dean in development of a Master of Science in Integrative Medicine Research, which admitted its first stand alone class in fall 2012.

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. For example, the ND dean search in fall 2012 included three ND faculty representatives, identified through the Faculty Senate, as well as SGA representation. The spring 2013 search for a director of curriculum and faculty development included, in addition to the program deans, a faculty representative from each of the three schools (with nominations requested from the Senate for representation) as well as the chair of the Faculty Development Committee, which is a subcommittee of the FS.

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

There has been work on two fronts in the effort to embed research literacy outcomes and competencies in the curricula at NCNM. On the one hand, 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 Ways of Knowing 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.

Librarians have also 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](#). These outcomes were approved by the Program and Curriculum Review Committee for eventual inclusion in all curricula at NCNM. At this time, that work of embedding EIP research literacy outcomes across all curricula is still unfinished.

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

Not applicable

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

The [catalog](#) (page 15) provides an expanded detailing of NCNM's policies and procedures regarding transfer credit. Transfer credit may be awarded for graduate level work from a professional degree program or a graduate program closely related to the health sciences completed at a U.S. Department of Education recognized and regionally accredited institution. Credits accepted for transfer must be determined by NCNM to be substantially equivalent to the courses in content and hours. NCNM does not give credit for life experience and the applicant must be in good academic and behavioral standing.

Transfer credit is considered on a course-by-course basis by the associate dean of academic progress and the chair of the basic science department, who utilize catalogs or course descriptions to make a determination as to whether the request satisfies NCNM'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. In addition, prospective students meet with the associate dean of academic progress to discuss transfer credits. During the process, transfer credits are clearly identified that will be accepted by NCNM.

An articulation agreement is currently under discussion between NCNM and the University of Western States as regards transfer credit between the ND and the DC degrees.

GRADUATE PROGRAMS

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

NCNM'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.

The college 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 NCNM.

Similarly, NCNM is a member of the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) and participates on several of their working committees: 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). NCNM's provost serves as co-chair of the CCAOM First Professional Doctorate Committee and served on ACAOM's First Professional Doctoral Task Force, which was charged with the development of standards for consideration by ACAOM. The efforts of these committees influence NCNM's ongoing curricula and faculty development assessment efforts.

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 MAc programs. The MSOM program includes coursework that supports the student toward completion of a capstone master's thesis of research and writing in Chinese medicine. CCM programs include a series in Chinese Language, History, and Culture, and electives in Chinese Cultural Arts and Classical Texts. ND students are required to complete a Case Portfolio in their final year of study. Students in the MSIMR program develop research skills through a series of coursework in the design and conducting 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.

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

NCNM outlines admission criteria in the print and website versions of the [catalog](#) (pages 12-17) 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 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.

Transfer credit is considered on a course-by-course basis by the associate dean of academic progress and the chair of the basic science department, who utilize catalogs or course descriptions to make a determination as to whether the request satisfies NCNM'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. In addition, prospective students meet with the associate dean of academic progress to discuss transfer credits. During the process, transfer credits are clearly identified that will be accepted by NCNM.

The NCNM catalog provides an expanded detailing of NCNM's policies and procedures regarding transfer credit.

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

NCNM structures and monitors all learning experiences and assesses achievement of learning outcomes. Per NCNM written policy, NCNM does not grant transfer credit for experiential learning. 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 NCNM teaching and community clinics, the student may utilize this opportunity to pursue clinical areas of special interest.

The Schools of Naturopathic and Classical Chinese Medicine also have a Community Education requirement (one lab credit, 24 hours for ND; one credit, 6 lecture and 12 lab hours for CCM). These learning opportunities require the pre-approval of the associate dean of academic progress 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.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

The ND, MSOM, and MAc programs prepare students at a graduate level (doctoral for ND and masters for MSOM and MAc) 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 the specialty accrediting bodies and the professions.

The Doctorate of Naturopathic Medicine 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 first do no harm, 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.

NCNM has recently established a School of Research and Graduate Studies that houses non-clinical degree programs. Health and natural medicine themes are central to all programs within the School of Graduate Studies. There are currently two masters' programs in the School of Graduate Studies, and two in 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

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

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

NCNM'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 college 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 along with known subject matter experts, some of whom deliver the presentation or workshop. Courses are also reviewed for content by outside professional licensing boards. NCNM holds these classes on campus when academic courses are typically not taking place, i.e., evenings and weekends. Registration fees pay for presenter speaking and travel fees and other overhead such as staffing and marketing. Many 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 those offered as community education. These are typically 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 physicians as a resource for their patients who need additional help learning about ways to live a healthy lifestyle.

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

Continuing education courses 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 coordinator, who is a licensed naturopathic physician and acupuncturist, develops the courses with the aid of subject matter experts, including the deans, the faculty, and also professionals from the community. Learning objectives are developed as part of the outline of each course.

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

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 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 NCNM will have undergone this process and are thus eligible to count toward ND license renewal in California.

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 30 must be core activities; the remaining may be in core areas or other designated areas of study.

Continuing education units are awarded based on participation, which meets the standards of the OBNM and the NCCAOM. The CE department requires attendees to complete an evaluation form, to include quality of the presenter and quality of course content. Forms are collected at the end of each course. Course objectives are determined by the presenters, with input by the continuing education coordinator. Evaluations of the course by the participants, as well as the continuing education coordinator, confirm that outcomes are met. We periodically survey alumni for their feedback on past activities and input for future activities.

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

NCNM maintains [records](#) describing the number of courses, content and attendees. These are organized into reports prepared for NCNM's Board of Directors, which meets three times each fiscal year. NCNM also reports these figures to its programmatic accreditors annually.

2.D – STUDENT SUPPORT RESOURCES

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

NCNM provides extensive student support systems for students. Some of these support systems include free, no-limit counseling service, disability and academic accommodation services, tutoring, and college advising. Under section 6.3 in the [student handbook](#), a chart of support services and responsible persons is provided for students.

Prior to fall 2012, NCNM's tutoring system was managed through the Office of Student Services, which would solicit names of potential tutors from faculty, as well as recruit from students who had received honors in their courses. Once selected, the student tutor would serve for that course and up through the entire year, potentially tutoring for more than one course. Students who needed tutoring would make the request and were paired with a tutor. As the student body continued to grow, the demand for tutors did as well. By spring 2012, tutoring had grown out of necessity from 1:1 tutoring sessions to group tutoring sessions.

In fall 2012, oversight was assigned to the associate dean of academic progress, assisted by the executive assistant to the provost in implementing tutoring services. Potential student peer tutors contact the associate dean of academic progress and they are evaluated by the faculty for the specific course to be tutored. Faculty either approve or deny the student as a tutor based upon the student's performance in class and in many cases his/her prior experience as a teaching assistant. Student grades are also reviewed and considered before approval is given.

Although the focus of the tutoring sessions are on course specific review, tutoring sessions also include discussion of time management, study skills and preparation for test taking. In addition to one-on-one tutoring sessions we also provide group tutoring sessions that may be for as few as two students or as many as can fill a classroom. These large tutoring sessions are course specific review sessions held prior to a large exam. Although these exam review sessions are set up for students who are receiving tutoring, the sessions are open to all students. A tutoring system evaluation that includes feedback on tutors is currently being designed for completion by the students that have received tutoring. Results will be used to improve services. In 2012-13, we served 34 students in the fall; 36 in winter; and 21 in spring term. Additionally, two tutors held eight large group exam review sessions for 20-30 students throughout the year prior to major BioChem tests. This fall quarter we served 43 students with 59 tutoring assignments, weekly drop-in Anatomy Lab tutoring sessions and three large group tutoring sessions in Biochemistry.

The Student Satisfaction Survey, which is distributed every two years, captures student satisfaction with support services including counseling, academic support, faculty advising, tutoring, the Office of Student Life, and disability services.

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

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. It facilitates safety programs for student, faculty and new employee orientations along with yearly crime prevention lectures.

NCNM provides an [annual campus security report](#), published online in compliance with federal law, with statements and crime statistics for the college. A paper copy can be requested from the Chief of Security.

Three years of statistics are included for certain types of crimes that were reported on campus and on property owned or controlled by the school and on public property within or immediately adjacent to the campus. The report also addresses the school's policies, procedures and programs concerning safety and security.

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

The Office of Admission oversees the admission process at NCNM. The application process, admission criteria, educational offerings, curriculum, requirements for graduation, and transfer policies are provided on the NCNM website and in the current [catalog](#) (pages 12-17).

The office is staffed with a director of admission, four admission counselors, an operations specialist, and admission coordinator. A newly created counselor position focuses on the campus visit and student ambassador programs and coordinating admission interviews. The level of staffing is adequate. As the college grows and new programs are added, appropriate additional admission staffing will be part of budget projects.

The admission staff are members of the Enrollment Management Team, a collaborative institutional group that discusses and resolves issues surrounding enrollment, marketing, academic programs, and retention.

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

NCNM Bylaws, Article II Dissolution of Assets:

“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.”

NCNM Policy BA.2.22, Teach-Out Policy:

“In the event of program elimination or significant change in requirements, NCNM 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 NCNM enters will be submitted for prior approval with the Northwest Commission on Colleges and Universities (NWCCU), and the institution with whom the College makes the agreement will meet the accreditation standards of the NWCCU and any applicable specialty accrediting bodies.”

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

- a) Institutional mission and core themes; p. 1
- b) Entrance requirements and procedures; pp. 12-17
- c) Grading policy; pp. 115-117
- d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences,
 - Doctor of Naturopathic Medicine: pp. 26-55
 - Master of Science in Oriental Medicine and Master of Acupuncture: pp. 56-100
 - Master of Science in Integrative Medicine Research: pp. 102-112
- Projected timelines to completion based on normal student progress and the frequency of course offerings; pp. 118-119
- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; pp. 130-135
- f) Rules, regulations for conduct, rights, and responsibilities; pp. 118-127
- g) Tuition, fees, and other program costs; pp. 19-21
- h) Refund policies and procedures for students who withdraw from enrollment; p. 21
- i) Opportunities and requirements for financial aid; and pp. 22-25
- j) Academic calendar. p. 5

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

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

ND program: p. 29; Chinese medicine programs, p.58;

- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

[Doctor of Naturopathic Medicine program requirements](#)

[Master of Science in Oriental Medicine program requirements](#)

[Master of Acupuncture program requirements](#)

[Master of Science in Nutrition program requirements](#)

[Master of Science in Integrative Medicine Research program requirements](#)

[NCNM Career Services Center](#)

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

NCNM uses the Sonisweb student information system to ensure controlled access to computerized student records. Individual staff members are granted access to Sonisweb on a job-related, password-protected, need-to-know basis, as requested and approved by their department head. A randomly generated student identification number is assigned to all enrolled students eliminating the use of social security numbers as an identifier and increasing the security of students' private information.

The institution provides for the security of student records and maintains private, accurate, complete, and permanent student records, including transcripts, as provided by [Policy SA.8.11 Records Retention](#). The registrar works collaboratively with the Department of Information Technology to ensure that student records are protected and appropriately maintained. Records are stored in fire-proof file cabinets in the Registrar's Office. When a student graduates, the file is purged and then scanned onto an external hard drive. 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. 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. Monthly backups are kept off site in a safe deposit box. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster.

Confidentiality of Student Records

National College of Natural Medicine complies with the Family Educational Rights and Privacy Act (FERPA), the Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Confidentiality laws prohibit National College of Natural Medicine from releasing student-specific information to outside agencies or individuals (that includes parents and spouses). If a student wishes to release their information to another party, they must submit the request in writing to the appropriate office. [Policy SA.8.7 Release of Student Information](#) details how National College of Natural Medicine informs students regarding the notification of their rights under FERPA. Clear guidelines on confidential student records and details on what is and what is not directory information is provided in this policy. Prospective students and the public are informed of policies related to privacy and security of records in our [catalog](#) (page 125). Enrolled students are also notified annually of their rights under FERPA through the distribution of Policy SA.8.7, either at orientation or with the fall registration packet.

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

NCNM's Financial Aid Office adheres to the U.S. Department of Education code of federal regulations pertaining to compliance surrounding distribution of consumer information. This office maintains the [financial aid section of the NCNM website](#), internal Moodle site, and provides financial aid brochures to prospective students, as well as disseminating information through the [student handbook](#), pages 52-58 and [college catalog](#), pages 22-25.

It is the purpose of this office to educate students on the optimal financial aid resources available; to increase understanding of the actual costs of attending the college and its affordability; and to build awareness among students about saving for college costs and personal budgeting procedures.

The Financial Aid Office participates in and administers all Federal Title IV Aid available to graduate and professional students, which includes such programs as the Federal Direct Student Loan and Work-Study Programs. This office also serves all students eligible for benefits under the GI Bill, and Yellow Ribbon programs. Scholarships are administered through the Office of Admissions for new students and the Advancement Office for matriculated students.

Financial aid is available to students enrolled at least halftime at NCNM. To continue to receive financial aid, the student must make satisfactory academic progress. As a graduate institution, all students are considered “independent” and are eligible to receive the maximum allowable in federal loans. The student financial aid awarding process begins with both newly admitted and matriculated students, and all students are encouraged to apply by the Priority Packaging Date of February 15th of each year.

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

We believe informed students make informed decisions, and our default prevention plan has proven successful in assisting our students. Documentation received from the U.S. Department of Education outlining each school’s [Cohort Default Rate](#) supports this. NCNM maintained a zero rate from 1999 until 2008, when it increased to 1.4%, reflecting one student in default who had been incapacitated and unable to make a timely payment with the lender. Our most recent cohort default rate letters reflect zero percent again, including the three year default rate for the 2011 cohort.

The Financial Aid Office continues to hold one-on-one counseling sessions with each of its students concerning consumer credit counseling, credit report assistance, and seeking alternative options to meet their emergency needs. It participates in a skip-trace program whereby lenders and servicers report students who are delinquent; letters are sent to corresponding students in an effort to assist them in getting back on track with their payment plan and avoiding default.

The Financial Aid Office annually conducts trainings related to budgeting, loan repayment and consolidation. NCNM, as a public service employer, encourages and supports its students and alumni seeking information about public service loan forgiveness programs, as well as other loan forgiveness options available. The office also works closely with the HR Office to bring awareness and provide trainings to faculty and staff about opportunities for participation in the Public Service Loan Forgiveness Program that most recently became available to them over the last couple of years.

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

In May 2011, NCNM created the new position of associate dean of academic progress. Included in the duties of this position are the oversight of the improvement and implementation of the college faculty advising program. Early focus groups of faculty and students, conducted by the associate dean, determined that the faculty needed an overview as to expectations about advising, and that students and faculty needed the program to be defined and a framework for advising sessions to be established. Students asked that the college, as well as individual faculty members, be proactive in reaching out to students and informing them about the roles and intention of faculty advising.

In response, an [online faculty advisor handbook](#) was created. Faculty can access the link through the faculty support page on Moodle. The Office of Student Life and the associate dean of academic progress established a faculty advisor breakfast for incoming new students to foster communication. In addition, the associate dean of academic progress sends to each faculty adviser a list of their advisees and their email addresses to encourage the faculty to invite their advisees to their office for a meeting each quarter. Faculty meetings have included advising workshops to remind faculty of the importance of faculty advising, to train them in the use of the faculty advising handbook, and to remind faculty of the impact that one-on-one advising has on the success of students' progression in their educational and professional goals. The advising process handbook for faculty advisors provides advising resources as well as guidance on faculty advising.

While the faculty advisors are an important resource of professional and education development and success for the students, the associate dean of academic progress has been the main contact for students to discuss the curriculum, program and graduation requirements and academic success. By establishing an Office of Academic Progress in the academic building where classes are primarily held for a majority of the students, access to this source of advising has been utilized with an average of 22 student visits per week.

The advocate reporting system is a tool each faculty member can use to identify students who are not succeeding academically prior to reaching probation status and who are at risk academically. In addition, the associate dean of academic progress contacts faculty members to inquire about students who are at risk. She then meets with these students and works with them to make available tutoring, discusses a possible reduction in their credit load, and supports the students if there are health or personal issues that are affecting their success. The associate dean of academic progress and the director of the NCNM counseling center work together to support the students with appropriate referrals as well as referrals to the on-campus clinic.

The annual student satisfaction survey has been the primary evaluation tool used to evaluate the program of academic advisement. The survey has shown that while the faculty advising program is met with mediocre satisfaction, the Office of Academic Progress has been shown to be effective in meeting the students' needs for academic support. Solutions for improving the faculty advising portion of the advising program include designating specific faculty members who have an aptitude and desire to be student advisors to increase the number of their student advisees while relinquishing some of their other full time faculty responsibilities.

Please refer to 2.D.1 for information on tutoring resources.

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

NCNM is committed to supporting extracurricular activities for its students. Some of the student clubs and organizations that demonstrate consistency and support of the mission and values of NCNM include the Naturopathic Philosophy Club, Midwifery Club, Herb Society, StudentAWARE (diversity and inclusion), Research Club, Naturopaths without Borders, Naturopathic Doctors International, Applied Kinesiology, Pediatric Acupuncture Club, Essential Oils, and the Student Alliance of Integrative Medicine.

As stated in the NCNM 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 governing bodies, including the Student Government Association (SGA).

The Office of Student Life is a resource for any student group or organization interested in holding a student event on campus, including, but not limited to, room reservations, speaker contract signing, questions regarding catering and food service, etc. The SGA helps students organize athletic teams (i.e., softball, basketball and soccer), produce an annual “No-Talent Show,” a Chinese New Year celebration and speaker series, among many other activities. Events through SGA are funded from the student activity fee billed to all students each term. The SGA oversees the management and distribution of the student activity fees collected each term with registration.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The Ancillary Services Department at the National College of Natural Medicine is comprised of the bookstore, medicinary, community clinics medicinary, and food service. It has recently been charged with oversight of the clinic laboratory. The department delivers services, products and support to enrich the daily lives of faculty, staff, students and patients. They provide learning opportunities for students in the bookstore and medicinaries through work study. Students are given exposure to running a business, merchandising, best practices, prescription filling, evaluating products, etc. depending on the position. They also host medicinary practicum students in the medicinary to orient them as to how a medicinary works.

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 (that meet whenever there are items or issues) and food committees (for selecting new food vendors). Satisfaction with food services is included within Student Satisfaction Surveys. Bookstore surveys are distributed annually. Presentations are made to all incoming students and ongoing support is given to Student Government Association activities. In addition, the bookstore has begun hosting alumni wine-and-cheese-style networking events as an opportunity for staff, faculty and alumni to share community.

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

Not Applicable

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

Not Applicable

2.E – LIBRARY AND INFORMATION RESOURCES

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

The NCNM library provides adequate resources and services to support the mission, core themes, and programs of the college. The physical library is small in size (4,500 square feet), and that presents its biggest challenge as it tries to meet the demands of added programs and a growing student population. A number of strategies have been adopted in order to minimize the impact of the library's small size. The college has created open study rooms throughout the academic building so that students can find places to study in addition to the library. Public use computers and printers have been installed in the hallway outside the library in order to take pressure off the 15 computers and five printers inside the library. Students can access the NCNM wireless network from laptops and other devices from anywhere on campus. Compact shelving was installed in the stacks so that the collection of 16,000 book volumes can continue to grow and find adequate shelving. Library staff offices were moved outside of the library and the former offices inside the library were converted into group study rooms for student use. More than 70% of the materials budget is now dedicated to the purchase of online databases so that library patrons can access library resources from anywhere at any time over the Web. The materials budget for fiscal year 2014 is \$125,000.

Another common method for leveraging library resources and services is through consortial collaboration. The NCNM library is part of a Portland academic health science 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. NCNM 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 2014, a new library automation system will be implemented. It will be the same system that is used by the Orbis Cascade Alliance (Ex Libris), of which OHSU is a member. Because of its consortial relationship with OHSU, NCNM is benefitting financially from the Orbis Cascade Alliance contract with Ex Libris. That makes this world class library system affordable for the smaller CAM colleges (NCNM, UWS, OCOM). In addition, NCNM students constitute one of the biggest user groups of the OHSU library.

Our small but busy library faces many challenges, and yet it is providing the resources and services that are required to support the mission, core themes, and programs of the college. On average in recent years, the library circulates more than 20,000 items; fills more than 1,200 interlibrary loan requests; and facilitates more than 30,000 online database sessions.

Discussion of the NCNM library would not be complete without mentioning one of its important treasures: the rare book room collection of 1,500 old journals and books in the natural medicine fields. It is the most significant rare book collection in the naturopathic colleges, and includes donations from many of the founders of naturopathy in the U.S., Benedict Lust among them. The 4.2 FTE library staff includes a rare book room curator. She is a naturopathic physician and is engaged in a multi-volume publication project that will make available again to contemporary readers some of the classic writings of naturopaths from the early decades of the 20th century.

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

The library committee, which meets quarterly, includes members from the library staff, student government, and faculty. The purpose of the library committee is to help library staff communicate with students and faculty—to understand their point of view and concerns regarding the library—and to share information about new developments in the library. The library committee has assisted with some of the difficult decisions that must be made from time to time, such as what paper journal to drop in order to stay within budget in the next fiscal year. Library committee members also serve on search committees when library staff positions are advertised.

The library has many years of data from Likert-style surveys that were promulgated annually by library staff. In more recent years, survey data regarding library issues has come from the Institutional Research and Compliance Department. Many improvements in the library were initiated as a result of student feedback on surveys. For example, soundproof glass doors were installed between the front and back rooms of the library in order to cut down on the ambient noise in the quieter back part of the library. The creation of study rooms in the library by moving staff offices was the result of student feedback also, as was the creation of a special collection devoted to multicultural awareness issues.

In more recent years, the library has been attempting to connect its feedback loops more closely to the curricula, and specific courses and outcomes and assessments that will actually measure the success of library service and resources in the learning that happens with students. That kind of feedback has the potential to be more quantitative than qualitative or attitudinal, as constitutes the typical yield from surveys, but it will still be important to hear from library patrons about what they like and dislike.

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

The library supports the college mission and core themes by providing resources, services, and support for its people and educational programs. Administrators, staff, and board members are given instruction about how to use the library and library services—such as how to access databases, request materials from OHSU or other libraries, or how to check out a book—on an individual basis as needed. Announcements about how to contact a library staff person for assistance are made periodically at gatherings, both formal and informal.

Support and instruction for faculty and students is more intentional and systematic. Newly hired faculty are encouraged to visit the library as part of their orientation process. Librarians are part of the Helfgott Vanguard Faculty group that meets regularly and often discusses library resource and instruction issues pertaining to evidence-informed medical practice. Faculty representatives to the Library Committee inform their colleagues about library resources and services on an informal basis. Emails to all faculty are sent from the library to announce new products such as databases, and faculty are encouraged to contact library staff if they have questions. The library's FAQ list on the website answers questions of interest to faculty, such as how to get CME credit for searches conducted on the UpToDate database. Individual faculty members contact library staff on an as needed basis for specific instruction needs.

Students in the Naturopathic and Chinese Medicine programs are provided with library instruction in specific classes (Clinical Correlates, Ways of Knowing). The syllabi of those classes have been reviewed by library staff, and outcome statements specific for library research have been incorporated, along with appropriate assessments. The Introduction to Research class in the research program entails extensive discussion of library databases and library research strategies as well. It is the goal of the library to embed research and information literacy outcomes throughout the curricula. This work will take time and will entail concerted efforts through the Program and Curriculum Review Committee. There is a librarian

serving on that committee, and the intention is to work to get the approved list of research literacy outcomes embedded in each curriculum at the program level and the appropriate course level.

Individual instruction to any library user is provided at the reference desk, and data about how many reference questions are answered are kept on a reference question log.

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

The library continuously evaluates the quality of its services and resources through formal and informal means. The library participates in the college wide strategic planning process, which includes annual goals and assessments. More and more, the strategic planning process of the college is being tied to the multi-year accreditation cycles of the Northwest Commission and our programmatic accreditation bodies. The standards of accreditation bodies require the library to gather and report information about its operations and to assess those operations with data. College wide surveys are conducted that include gathering attitudinal data about the library from various user groups. Until 2010, the library conducted its own satisfaction survey, but has stopped that practice in favor of the efforts to get library research skill building outcomes and assessments embedded across the curricula.

The library has a suggestion box for informal evaluative questions and comments from patrons. Library staff are also contacted with informal evaluative remarks, which normally are reported to the library director for consideration. The Library Committee functions as both a formal and informal venue for library self assessment as committee members funnel comments from their constituencies and provide their opinions about what might need improvement. The library collects data about the size of its collections, circulation statistics, interlibrary loan statistics, reference question statistics, and other objective metrics, all of which are reported in various venues.

Through various means and systems, the library is committed to improving its operations and insuring that they align properly with the college's mission and themes.

2.F – FINANCIAL RESOURCES

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

The board requires that the institution submit and maintain a balanced cash budget and monitors it monthly. The institution has adopted a budget that provides for sufficient revenue to cover necessary educational and general expenses. In addition, 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 Capital Pacific 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.

Both principal and interest payments are included as part of the budgeting process on future debt. The most pressing long term debt obligation is the payment of the clinic purchase agreement which comes due in April 2016. The college has discussed its borrowing needs with its banks and both have agreed to extend credit to the college to manage the purchase of the building in a ratio of 70-to-30%. The purchase amount is \$4,500,000 of which \$1,400,000 (30%) is already in reserve.

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

On an annual basis, the college starts with a zero base budget. 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.

The college does not include unrestricted grants and donations in its budget projections. Non-tuition revenue is generated from the NCNM Clinic, the bookstore, and research grants. The grants are budgeted only if a contract is in hand; the bookstore is budgeted based on a break-even basis; and clinic revenue is analyzed monthly by the dean of clinical operations, the lab manager, and the head of the medicinary, who make changes as necessary.

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

The annual budget planning process is a collaborative effort between senior administration and the management team that begins in late January and concludes with final board adoption of the budget at its June meeting. (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. Additionally, faculty and students are invited to be part of discussions around the budget through the SGA and Faculty Senate. 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. Over the summer, the assumptions are tested and final adjustments are made after the end of add/drop in fall and winter quarters in terms of enrollment. Adjustments are enacted as needed.

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

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

The clinic uses EPIC, which was implemented in 2012. A component of the software is clinic insurance and patient billing which are automatically generated as a result of the patient visit.

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.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities.

The college 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. Additionally the director of campus development proposes an operating budget reflecting the cost of utilities and other internal operations. The department requesting the capital also 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.

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 college'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. As recently as spring quarter, the college refinanced the SNAP bond.

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

The institution runs two types of auxiliary enterprises: the bookstore and the clinics. The bookstore 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 college. 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.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The college has retained the services of Hoffman, Stewart & Schmidt, P.C., which has audited the books annually since 2001. The field work for the [financial audit](#) is completed usually in 10 days, and the results are in draft form to the board within two months of the field work and are published in the college'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.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

NCNM's fundraising activities fall under the purview of the vice president of advancement, who has managed fundraising at the college since 2002 and has taken the Advancement Department from its infancy to establishing student scholarships, an endowment, clinic and community clinic gifts, research funding, recognition and awards for NCNM's faculty and residents, and gifts for the NCNM library.

NCNM is a 501(c)(3) organization and therefore a trustee of charitable dollars. 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 the [Intranet](#).

The college'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 NCNM 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 NCNM policy, accurately and on time
- Online transactions occur through a safe and private secure system.

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

2.G – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

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

National College of Natural Medicine is located south of the main Portland downtown area, easily accessible by car and public transportation. The majority of the college's activities take place in three buildings that are close in proximity. The college holds mortgages on two of the buildings and has a purchase agreement on the third building that houses the primary teaching clinic. All buildings are ADA-compliant.

The Academic Building, constructed in 1912, is a 60,000 square foot masonry and brick three-story building located at 049 SW Porter Street, and serves as NCNM'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, bookstore, conference and meeting rooms, classical Chinese medicine faculty and administrative office, and some ND faculty space. There are three student study spaces, as well as a computer lab for clinic software instruction.

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. The wet lab is equipped with lab tables, microscopes, a refrigerator, biohazard equipment and personal protective equipment appropriate to a lab classroom.

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's Office, Financial Aid, the Provost's Office, the ND administration and most of the ND faculty. The top floor houses the President's Office, Advancement, Marketing, and a community meeting room.

The NCNM Clinic, with 18,000 square feet, is an integrated clinic that meets the needs of both the ND and CCM programs and houses the office of the chief medical officer, and the Epic software manager. The following list highlights some of the major features:

- Upgraded HVAC system to include economizers, which bring in outside air for heat and cooling
- Better ventilation in treatment rooms for moxa treatments
- Enhanced interior design and atmosphere
- High efficiency lighting
- No-VOC paint enhances the quality of indoor air
- Ceiling tiles with 90% recycled material
- Floors stained with Soycrete™, 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.

NCNM CLINIC		
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
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, chief medical officer, physicians; Second floor: clinic operations, Epic software manager.
Bathrooms	6	First floor: one single unisex, one lab; Second floor: four single unisex,

NCNM CLINIC (CONTINUED)		
Type of Space	Total #	Notes
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

The college also owns several other properties within our campus footprint. The NCNM Annex, at 6,000 square feet, is located one block north of the Academic Building, and serves as the college's largest lecture hall, with occupancy approaching 200 students. A remote learning/baby room is adjacent to the main lecture hall, and there is a small kitchen and two rest rooms. NCNM also owns two rental houses within the campus footprint.

The NCNM Service Building provides office space for the Facilities Department, the Community Clinic Department, chief of security, clinic director, the community clinic medicinary, and the Clinic Billing Department. There is also a storage warehouse.

The Helfgott Research Institute and Community Education Center, with 8,390 square feet, is the primary teaching and lab space for the Master of Science in Integrative Medicine Research and the newly approved Master of Science in Nutrition programs. It served as the ND clinic for many years and was converted to use for the Helfgott Institute in 2012. It is located about four blocks north of the campus and is outside of our campus master plan footprint. It includes office space, a classroom for research instruction, a research laboratory, and a state-of-the-art teaching kitchen.

Since 2010 three major construction projects have been completed:

- Creation of the Min Zidell Healing Garden – a botanical teaching garden in the heart of campus, with medicinal plants representing both Eastern and Western medicines used in our programs of study, and dedicated to all those who come to NCNM to heal, learn and grow. The centerpiece of the garden is a bronze sculpture of 6th century Chinese medicine physician Sun Simiao.
- Renovation of the former ND clinic building for the Helfgott Research Institute and Community Education Center.
- Conversion of office space to student study space – a need illustrated by past student surveys.

NCNM places an emphasis on improving classrooms and academic facilities, enhancing safety and security, and addressing deferred maintenance backlogs. The college is currently embarking on a program to institute energy savings through facility upgrades in the Academic Building and the Administration Building. Additional lighting was installed in 2012-13. Strategic use of security cameras is under consideration.

The goals outlined in the campus master plan (see 2.G.3) will continue for the next 19 years, growing the campus in a manner that not only serves the academic needs of the college but also in a way that honor's NCNM's purpose: "To promote and exemplify health, sustainable living and self-healing through education, research and service." NCNM is using long-term capital planning to diagnose project priorities and funding needs and sources.

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

The NCNM Safety Committee, composed of faculty, staff, and students and chaired by the chief medical officer, meets monthly to ensure compliance, to address problems brought forward by the community, and to discuss issues such as employee and student training, ergonomics, and security. NCNM 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.

[Policy CO.2.9](#) 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.

A chief medical officer was appointed in July 2013 to ensure safe practices and policies in both the clinical and academic settings. In addition to ensuring best practices, this position is also responsible for investigating accidents on campus and serves as the exposure control officer when dealing with needle sticks or other blood borne pathogens. This administrator is in the process of reviewing and revising policies as necessary.

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

The NCNM [Campus Master Plan](#) was approved without opposition and without modification by the City of Portland on September 19, 2012. With this milestone approval, the college is now empowered by civic and regional officials to implement its long term strategic plan to establish a green, integrated, and sustainable campus. NCNM has begun collaborating with state and regional agencies to enhance transportation developments and improvements around our now established campus footprint. A priority in the strategic plan through the approved master plan allows NCNM 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.

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 college 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 NCNM in the City's future plans for the campus area.

The NCNM Master Plan contemplates three phases:

Phase One: Establishing the footprint and beginning the campus revitalization process

NCNM made the commitment in early 2008 to build a revitalized campus permanently in downtown Portland. Since then the NCNM community has developed a 20 year Master Plan (vetted by the NCNM community between 2009-11, and approved by civic authorities in fall 2012) which envisions a multi-block, multi-building urban campus with educational and patient care facilities. Phase One set the pace and the parameters of our vision. Based on strict and creative stewardship of our resources, but in rapid succession, we carefully acquired ownership of the Administration Building; a commercial building on

the northern edge of our campus footprint, now retrofitted as the Annex, a large, modern lecture hall and conference center; several vacant former residences which will be converted to student life facilities; a block of land with several buildings and an adjacent parking lot, now rebuilt as a modern teaching clinic complete with medicinary and lab, and complemented on its western edge by the Min Zidell Healing Garden with its labyrinth, medicinal plants, pavilion and greenhouse.

As our footprint grew we improved our facilities steadily: new bathrooms in the Academic Building; enhanced classroom space; a much expanded bookstore; student lounge and study facilities; expanded library; improved food services facilities for our students and staff; a new research and community education center complete with on-line educational streaming facilities and a teaching/research kitchen. Reassignment of office space for faculty and administrative staff, retrofitting of appropriate counseling and student services space, and the creation of a new community room mark the end of Phase One.

Phase Two: Consolidating the new facilities to house and strengthen our new program mix and delivery strategies

With the new clinic, new research center, new community education center, additional teaching facilities and campus beautification projects underway, NCNM will consolidate and strengthen new and core activity in those facilities, including several planned new degree and certificate programs, enhanced practicum and lab facilities, and improved food services. Additional garden and art installations will occur in this phase.

Phase Two includes the expansion of a warehouse space into a new student life center and the establishment of student housing facilities on the campus. The president is currently in discussion with possible developers of a student residence hall. The concept that we are pursuing is to lease a parcel of our current property to a developer who will then, with their funds, build a new residence hall with possible new library space. The plan is to structure the deal whereby the developer assumes all of the costs of construction, manages the property, and assumes all of the risk. At the end of 30 years, the structure will belong to the college.

Phase Three: New buildings and campus footprint consolidation

A new academic building, detailed in the Master Plan, will include a new library with interactive multi-media resources for students, faculty and staff, in addition to housing our collections in the variety of disciplines essential to the study of natural medicine. There will be a special “archives” installation to protect the collection of rare texts, journals and other publications unique to NCNM.

During this phase we will be looking for help with design and construction costs for several new buildings, but also with funds for equipment and furnishings to support research, kitchen appliances, cookware, dishes, cabinetry, furnishings and theatre seats. Adding the costs for the beautification of grounds, the augmenting of our collections with new, essential acquisitions both print and electronically based, as well as endowing numerous academic chairs and scholarship goals, define this rich stage in manifesting our vision.

The entire master plan document can be viewed on the [NCNM website](#).

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

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. 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.

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 then folded 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, as well as when needs are identified and operating funds released. In 2011-12 the college implemented a fixed asset inventory system, which tied physical inventory into the college's financial accounting system. It also calculated 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 then updates its records. This is then audited by the college's external auditors.

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

NCNM provides a comprehensive technical infrastructure to support the college's programs and services. This consists of 13 servers, 550 computer workstations, and 130 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 30 public computer workstations and 13 printers in and around the NCNM Library. Over the summer of 2013, NCNM configured its first computer lab, which provides students with access to an additional 22 computer workstations dedicated for student use. The computer lab is equipped with a projector and screen that will allow the college to utilize the facility to provide training on programs such as usage of NCNM Clinic's electronic medical records software. Ten classrooms are equipped with a computer and ceiling-mounted projector and screen with the larger classroom being 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.

NCNM 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 NCNM data onto backup media is done and stored both off-site and in waterproof/fireproof storage on-site.

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.

Wireless network connectivity is provided to student, staff, faculty, and administrators in all buildings on campus. In 2012, the wireless infrastructure was upgraded to 802.11n, which increased the throughput over the older wireless network. 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 TWTelecom. NCNM uses a Watchguard firewall to prevent unauthorized access to its internal network, and also utilizes the Watchguard firewall to separate student network from staff, faculty, and administrator networks.

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

The 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 vary from documentation uploaded and posted on NCNM's Intranet site to media tutorials posted within NCNM's course management system to personal one-on-one based training from an IT staff member.

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

IT maintains communication with various academic, administrative, and operational departments through the Information Technology Team (ITT). ITT is comprised of campus stakeholders that meet at least once a term to ensure the maintenance and advancement of the college'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 bookstore. Meeting minutes are written and posted on the internal Moodle website.

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

NCNM reviews and updates its [Technology Plan](#) annually. It includes any needs for replacing network backbone and edge services. [Policy CS.1.16 Computer Purchasing and Replacement](#) has been developed and implemented to provide guidance for the replacement of computer systems. NCNM currently has 180 computer workstations still operating on Windows XP and 8 servers running Windows Server 2003 or older. The IT department plans to upgrade all workstations to Windows 7 by May 2014 and have all server hardware and software upgraded by May 2015.

CONCLUSION

This report provides an update on changes at NCNM since the Year One report, an overview of the revision process to NCNM's mission statement and Core Themes in support of success in meeting the college mission, and a description of the resources and capacities in place to accomplish the mission. Some of the changes include the launching of two new degree programs and potential programs under development, changes in personnel, approval by the City of Portland of the college's Campus Master Plan, opening of the Helfgott Research Institute and Community Center, and the purchase of a parcel within our campus footprint that is being used as a rental space and is augmenting our green space.

The process of refining the core themes, objectives and indicators was a participatory process. The Steering Committee (see page 80) included all departments as well as representatives from the board and its constituency representatives. The mission statement served as an ongoing guide to the core theme refinement process. NCNM's mission is embraced by the NCNM community, and as noted in the NWCCU evaluation of the Year One Report, provides clear direction for the institution.

A number of resources in place toward support of meeting the college mission are discussed in Chapter Two. An example is the alignment model, created by the NCNM board to support consistency, congruency, clarity, and effective communication, decision-making and problem solving. All capabilities, strategies, accomplishments, and tactics derive from the mission of the institution. The Framework for Action and key progress indicators guide strategic planning processes. Departmental strategic plans are maintained in a centralized data base and are interconnected with the assessment and budget planning processes.

Improvements to the HR infrastructure have also been identified and implemented as NCNM grows. The employee evaluation system was reviewed in a participatory process and modified in November 2013 so that the evaluation for non-faculty employees occurs annually at the same time; evaluation criteria have been refined; and performance was tied to bonuses awarded in December 2013.

Several needed academic administrators have been added. In 2011, a full-time associate dean of academic progress position, dedicated toward support of students potentially at risk, was created and appointed. A full-time chief medical officer was appointed in 2013, replacing partial-load faculty assignments. A director of curriculum and faculty development was also hired in 2013 and is working with the program deans in curriculum redesign and development of NCNM's formal faculty training processes.

Another admissions counselor position was created in 2014. As NCNM has slowly built the fundraising capacity of the college, the Advancement Department has moved from its infancy to establishing student scholarships, an endowment, clinic and community clinic gifts, research funding, recognition and awards for NCNM's faculty and residents, and gifts for the NCNM library.

As we entered the 2013-14 academic year, our financial reserves were higher and our DOE ratio increased from 2.0 to 2.3. We had the foresight to predict that credit hours might drop and took appropriate actions immediately to reduce costs and preserve academic integrity without cutting programmatic costs. In keeping with our mission, the academic focus continues to be of primary importance and we feel we are in a position to weather any downturns.



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 College of Natural Medicine (NCNM)

Address: 049 SW Porter Street

City, State, ZIP: Portland, OR 97201

Degree Levels Offered: X ☒ Doctorate ☐ Masters ☐ 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. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Doctor of Naturopathic Medicine degree program	Doctorate	Council on Naturopathic Medical Education (CNME)	2010-2015
Master of Science in Oriental Medicine	Master	Accreditation Commission for Acupuncture and Oriental Medicine Colleges (ACAOM)	2009-2016
Master of Acupuncture	Master	ACAOM	2009-2016
Master of Science in Integrative Medicine Research	Master	NWCCU	
Master of Science in Nutrition	Master	NWCCU	

Revised February 2011

Full-Time Equivalent (FTE) Enrollment Formula used to compute FTE: Students enrolled at least 11 credits in the ND, MSOM, MAC are counted as 1 FTE; enrolled at least 8 credits in the MSIMR counted as 1 FTE; and enrolled in 10 credits in the Nutrition program is counted as 1 FTE; each student who is below full time is counted as .5 FTE.

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	N/A	N/A	N/A
Graduate	287	240	192
First Professional	455	439	447
Unclassified	N/A	N/A	N/A
Total all levels	562*	542*	537.5*

*Many of our students are enrolled in concurrent degree programs, thus the columns don't add up to the totals listed. Enrollment is shown by program classification with the total being the total institutional FTE.

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

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	N/A	N/A	N/A
Graduate	290	240	223
First Professional	460	439	447
Unclassified	N/A	N/A	N/A
Total all levels	570*	542*	550*

*Many of our students are enrolled in concurrent degree programs, thus the columns don't add up to the totals listed. The totals are the unduplicated head count for that year and the other numbers are the headcount by program classification.

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.

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	7					1		6
Associate Professor	7							7
Assistant Professor	18					3		15
Instructor	2		1			1		
Lecturer and Teaching Assistant								
Research Staff and Research Assistant		3						
Undesignated Rank: Adjunct Faculty		111						

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	\$82,577	19
Associate Professor	\$71,220	11
Assistant Professor	\$55,574	6
Instructor	\$48,000	10
Lecturer and Teaching Assistant	N/A	N/A
Research Staff and Research Assistant	\$27,000	4
Undesignated Rank	N/A	N/A

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: July 1 – June 30

Reporting of income: Accrual Basis _____ x Accrual Basis _____
Reporting of expenses: Accrual Basis _____ x Accrual Basis _____

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 6/30/13	One Year Prior to Last Completed FY Dates: 6/30/12	Two Years Prior to Last Completed FY Dates: 6/30/11
CURRENT FUNDS			
Unrestricted			
Cash	4,343,876	3,591,431	4399,308
Investments	87,645	98,480	111,825
Accounts receivable gross	288,758	140,932	253,608
Less allowance for bad debts	-43,420	-38,745	-90,907
Inventories	200,317	262,500	209,799
Prepaid expenses and deferred charges	72,402	46,436	92,080
Other (identify)	0	0	0
Due from	6,093,712	6,157,522	4,056,154
Total Unrestricted	11,043,290	10,258,556	9,031,867
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	747,589	704,124	2,219,706
Total Restricted	747,589	704,124	2,219,706
TOTAL CURRENT FUNDS	11,790,878	10,962,680	11,251,573
ENDOWMENT AND SIMILAR FUNDS			
Cash	2,228	7,541	368,142
Investments	405,646	402,211	0
Other (identify)	0	0	0
Due from	-1,161	-3,464	170
TOTAL ENDOWMENT AND SIMILAR FUNDS	406,713	406,288	368,312
PLANT FUND			
Unexpended			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	5,385,937	5,222,437	5,020,770
Land improvements	203,863	197,865	184,997
Buildings	10,431,138	11,043,268	10,097,336
Equipment	1,152,924	1,096,999	1,097,387
Library resources	137,692	137,692	137,692
Other (identify)	152,301	142,737	108,467
Total investments in plant	17,463,855	17,840,998	16,646,649

Due from	-6,840,140	-6,858,182	-6,276,030
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	10,623,715	10,982,816	10,370,619
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	22,821,307	22,351,784	21,990,504

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 6/30/13	One Year Prior to Last Completed FY Dates: 6/30/12	Two Years Prior to Last Completed FY Dates: 6/30/11
CURRENT FUNDS			
Unrestricted			
Accounts payable	578,041	962,431	664,684
Accrued liabilities	773,851	692,141	583,890
Students' deposits	58,900	61,900	86,546
Deferred credits	87,029	261,166	18,429
Other liabilities (Agency Funds)	37,593	51,133	45,587
Due to	0	0	0
Fund balance	9,507,876	8,229,785	7,632,731
 Total Unrestricted	11,043,290	10,258,556	9,031,867
Restricted			
Accounts payable	0	0	0
Other (identify)	0	0	0
Due to	0	0	0
Fund balance	747,589	704,124	2,219,706
 Total Restricted	747,589	704,124	2,219,706
TOTAL CURRENT FUNDS	11,790,879	10,962,680	11,251,573
ENDOWMENT AND SIMILAR FUNDS			
Restricted	406,713	406,288	368,312
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	406,713	406,288	368,312
TOTAL ENDOWMENT AND SIMILAR FUNDS	406,713	406,288	368,312
PLANT FUND			
Unexpended			
Accounts payable	0	0	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	-1,074,767	-644,523	-1,444,784
 Total unexpended	-1,074,767	-644,523	-1,444,784

Investment in Plant			
Notes payable	4,500,000	4,500,000	4,500,000
Bonds payable	0	0	0
Mortgage payable	7,198,482	7,127,339	7,315,403
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	11,698,482	11,627,339	11,815,403
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	13,233,896	13,656,110	13,214,539
FUND BALANCE	9,587,411	8,695,674	8,775,965

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 6/30/2013	One Year Prior to Last Completed FY Dates: 6/30/2012	Two Years Prior to Last Completed FY Dates: 6/30/2011
Tuition and fees	14,665,937	14,014,007	13,623,452
Federal appropriations	0	0	0
State appropriations	0	0	0
Local appropriations	0	0	0
Grants and contracts	1,706,765	1,407,890	2,446,097
Endowment income	3,239	3,244	5,814
Auxiliary enterprises	2,917,416	3,059,049	3,120,517
Other (identify)	367,808	202,459	276,465
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	5,527,294	5,451,621	5,075,423
Research	868,567	762,266	263,647
Public services	109,258	127,837	92,611
Academic support	1,212,948	1,212,909	998,886
Student services	1,991,535	1,901,748	2,010,479
Institutional support	3,631,076	3,898,999	3,515,490
Operation and maintenance of plant	2,204,803	1,985,195	1,455,889
Scholarships and fellowships	0	0	0
Other (identify)	0	0	0
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	15,545,481	15,340,575	13,772,425

Auxiliary Enterprises			
Expenditures	3,223,946	3,426,365	3,599,045
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	3,223,946	3,426,365	3,599,045
TOTAL EXPENDITURE & MANDATORY TRANSFERS	18,769,427	18,766,940	17,371,470
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	891,738	-80,291	2,100,875

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: 6/30/13	One Year Prior to Last Completed FY Dates: 6/30/12	Two Years Prior to Last Completed FY Dates: 6/30/11
For Capital Outlay	11,698,482	11,627,339	11,815,403
For Operations	0	0	0

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				

STEERING COMMITTEE CONTRIBUTORS TO YEAR THREE REPORT

Participants	Role at NCNM
Richard Barrett	ND Faculty, ND Curriculum Transformation Team, Research Integrity Officer
Gerald Bores	CFO/Vice President for Finance and Administration
John Brons	CCM & ND Faculty Member, ND Curriculum Transformation Team
Morgan Chicarelli	Director of Student Life
Ericha Clare	CE Coordinator
Joshua Corn	SGA Representative
Denise Dallmann	Director of Curriculum and Faculty Development
Regina Dehen	Chief Medical Officer, ND Curriculum Transformation Team
Catherine Downey	Associate Dean of Academic Progress
Jenapher Dues	Human Resources Generalist
Justin Fowler	CE Communications & Events Coordinator
Kate Frothingham	Administrative Assistant, Student Life
Nancy Garbett	Former Chair Board of Directors
MaryK Geyer	Associate Dean of Naturopathic Medicine/Residency Director, ND Curriculum Reform Team
Ellen Goldsmith	Chair, Board of Directors
Brandon Hamilton	Director of Admissions
Melanie Henriksen	Dean of Naturopathic Medicine, ND Curriculum Reform Team
Gail Houghton	Executive Assistant to the Provost and IRB
Kimberly Howes	SGA Representative
Susan Hunter	Vice President of Advancement, Interim Career Services
Tim Irving	ND Faculty Member, ND Curriculum Transformation Team member
Richard Jones	Board Member, chair of Academic Affairs Committee
Paul Kalnins	ND & CCM Faculty Member, ND Curriculum Transformation Team member
Patti Kramer	Board Member, Co-Chair Academic Affairs Committee
Marnie Loomis	Former Director of Professional Formation
Margot Longenecker	Former Dean of Naturopathic Medicine
Kevin Marsman	Former Associate Director of Research and Former Research Integrity Officer
Cheryl Miller	Dean of Students
Jessica Nagelkirk	ND Faculty Member, ND Curriculum Transformation Team member
Laurie McGrath	Director of Institutional Research and Compliance
Georgia Portuondo	Institutional Research and Assessment Analyst
Laurie Radford	Director of Financial Aid
Laurie Regan	Dean of Classical Chinese Medicine
Steven Sandberg-Lewis	Faculty Senate Co-Chair, ND Faculty Member
Jill Sanders	Dean of Clinical Operations
Nancy Scarlett	ND Faculty Member, ND Curriculum Transformation Team
Morgan Schafer	Chair, MSIMR Program, School of Graduate Studies
Heather Schiffke	Program Manager, Research

David Schleich	President
Rick Severson	Library Director, Academic Assistant to the Provost, Chair Faculty Development Committee (a subcommittee of the Faculty Senate)
Andrea Smith	Steering Committee Chair; Provost/VP Academic Affairs
Sandra Snyder	Vice President of Marketing and Communications
Gina Starling	Assistant to the Dean of Naturopathic Medicine, ND Curriculum Transformation Team
Liz Sutherland	Adjunct Faculty Member, Chair Institutional Review Board
Adrienne Wolmark	Director of Counseling Services
Kimberly Windstar	Faculty Senate Co-Chair, ND Faculty Member, ND Curriculum Transformation Team
Heather Zwickey	Dean of School of Research and Graduate Studies, ND and CCM Faculty Member