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Institutional Overview

Pacific Northwest University of Health Sciences (PNWU) was founded as a 501(c)(3) private, nonprofit corporation in Yakima, Washington, in 2005 to provide graduate-level health care education in response to the health care needs of the Pacific Northwest. A medical school with a doctoral program in osteopathic medicine was established and matriculated its inaugural class in August 2008. At that time, the College of Osteopathic Medicine (COM) was only the third medical school in the five-state Northwest region of Alaska, Idaho, Montana, Oregon, and Washington, and was the Northwest’s newest medical school in 60 years.

To address maldistribution of health care professionals in the Northwest, PNWU has built a Recruit-Educate-Return model. PNWU emphasizes recruitment of students from rural or medically underserved locations and educates students in such areas with the intended outcome of graduates practicing in rural and medically underserved communities of the Northwest. Of the eight classes to matriculate thus far, 76.6 percent are from the PNWU five-state region (Alaska, Idaho, Montana, Oregon, and Washington), 45 percent are from rural areas, and 30.6 percent are from medically underserved areas.

As of May 2015, PNWU has graduated 284 physicians from the COM, each of whom has matched into postdoctoral residency training programs. Over 80 percent of the residencies selected by PNWU graduates were in the specialties of greatest need: family medicine, internal medicine, pediatrics, general surgery, emergency medicine, obstetrics/gynecology, and psychiatry. Even more encouraging is the number of graduates completing residency and establishing practice in the Northwest, thus closing the loop on the Recruit-Educate-Return model for those physicians. As of July 2015, all 25 graduates who have completed residency and reported their practice location to PNWU, are practicing in the Northwest.

The visionary physicians and community leaders who founded PNWU were dedicated to improving access to health care in the Northwest. These leaders knew that the success of the dream rested on the quality and dedication of the two fundamental elements of any educational program: students and teachers. The selection of students was based on the Recruit-Educate-Return model outlined above. However, University leaders recognized that the middle component—Educate—also was crucial to success. Through continuous, intensive effort, the leadership of the University has attracted and retained faculty members who not only have the demonstrated academic experience to be effective medical educators, but who also share the excitement of being part of the growth of health education for an area of the US that will benefit from the philosophical and functional approach of the PNWU
mission. Several faculty members were tenured chairpersons in other medical schools, others had been faculty in graduate universities, and many area physicians, both MD and DO, have been eager to join the faculty either as classroom or laboratory instructors or as clinical trainers and supervisors.

Since opening its doors in 2008, PNWU has experienced tremendous growth. The number of employees has increased from 65 to over 160. The Cadwell Student Center was added to the Yakima campus in 2011. Butler-Haney Hall, the flagship building, received a major addition in 2012 that includes a 400-person occupancy auditorium, faculty and staff offices, and a café area for students. The University Conference Center (shown below) was completed spring 2015, and additional land parcels have been purchased for future campus growth, increasing the Yakima campus to 66 acres from its original 43. PNWU has also established 16 core rotation sites in communities around the Northwest. Hospitals and clinics in the region have welcomed PNWU-COM students, training them in the clinical settings where many will eventually practice.

Beyond offering the Osteopathic Medicine program (and in alignment with the PNWU 2014-2020 Strategic Plan), PNWU has engaged in collaborations with Washington State University (WSU) School of Pharmacy and Heritage University (HU) Physician Assistant (PA) and Master of Arts in Medical Science (MAMS) programs to provide interprofessional education to students from each program. WSU, HU, and PNWU have entered into these activities in ways that comply with accreditation standards and requirements. The WSU Doctor of Pharmacy (PharmD) program is physically located on the PNWU campus; the Cadwell Student Center was remodeled to accommodate a compounding lab, mock pharmacy, three observations rooms, and surgical scrub sink for the program. The PA and MAMS programs are located on the HU campus, just 20 miles from Yakima, which allows for a short commute for interprofessional education activities. Planning for an interprofessional education institute is underway to further facilitate cooperative educational activities between these institutions.
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: Pacific Northwest University of Health Sciences
Address: 111 University Place, Suite 202
City, State, ZIP: 98901

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

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

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

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

Institutional calendar: ☐ 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.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Osteopathic</td>
<td>Doctor of Osteopathic</td>
<td>Commission on Osteopathic College Accreditation</td>
<td>04/22/12</td>
</tr>
<tr>
<td>Medicine</td>
<td>Medicine (DO)</td>
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<td></td>
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</tr>
</tbody>
</table>
Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Full-time equivalent enrollment shall be determined by dividing the sum of credits taken by less than full-time students by 12 and adding the quotient to the sum of approved full-time students.)

Official Fall 2015 (most recent year) FTE Student Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 8/10/15-12/18/15</th>
<th>One Year Prior Dates: 8/4/14-12/21/14</th>
<th>Two Years Prior Dates: 8/6/13-12/22/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>495</td>
<td>428.38</td>
<td>358</td>
</tr>
<tr>
<td>Unclassified</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>495</strong></td>
<td><strong>428.38</strong></td>
<td><strong>358</strong></td>
</tr>
</tbody>
</table>

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

Official Fall 2015 (most recent year) Student Headcount Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: 8/10/15-12/18/15</th>
<th>One Year Prior Dates: 8/4/14-12/21/14</th>
<th>Two Years Prior Dates: 8/6/13-12/22/13</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>495</td>
<td>429</td>
<td>360</td>
</tr>
<tr>
<td>Unclassified</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>495</strong></td>
<td><strong>429</strong></td>
<td><strong>360</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>7</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Associate Professor</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>10</td>
<td>37</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>187370</td>
<td>4.50</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>147386</td>
<td>4.85</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>132475</td>
<td>3.28</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>120000</td>
<td>2.42</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: June 30
Reporting of income: Accrual Basis
Reporting of expenses: Accrual Basis

### BALANCE SHEET DATA

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates: 6/30/15</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/14</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cash</td>
<td>7,724,456</td>
<td>6,112,043</td>
<td>6,191,917</td>
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<tr>
<td>Investments</td>
<td>1,042,896</td>
<td>1,061,674</td>
<td>0</td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Less allowance for bad debts</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Inventories</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>151,313</td>
<td>130,519</td>
<td>73,354</td>
</tr>
<tr>
<td>Due from</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
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<td>9,959,003</td>
<td>8,843,185</td>
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<tr>
<td>Restricted</td>
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</tr>
<tr>
<td>Cash</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify) Assets whose use is limited</td>
<td>251,253</td>
<td>250,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Due from</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>251,253</td>
<td>250,000</td>
<td>250,000</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>11,606,092</td>
<td>10,209,003</td>
<td>9,093,185</td>
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<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due from</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cash</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>0</td>
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</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>19,423,937</td>
<td>12,300,000</td>
<td>12,300,000</td>
</tr>
<tr>
<td>Land improvements</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Buildings &amp; Building Improvements</td>
<td>23,863,092</td>
<td>21,052,438</td>
<td>15,953,092</td>
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<tr>
<td>Equipment</td>
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<td>Library resources</td>
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<tr>
<td>Other (identify) Construction in Progress</td>
<td>61,654</td>
<td>231,448</td>
<td>5,366,073</td>
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<td><strong>Total investments in plant</strong></td>
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<td>35,169,682</td>
<td>35,261,310</td>
</tr>
<tr>
<td>Due from</td>
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</tr>
<tr>
<td>Other plant funds (identify)</td>
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<td>0</td>
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<tr>
<td><strong>TOTAL PLANT FUNDS</strong></td>
<td>44,820,786</td>
<td>35,169,682</td>
<td>35,261,310</td>
</tr>
<tr>
<td><strong>OTHER ASSETS (IDENTIFY)</strong></td>
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</table>
### BALANCE SHEET DATA (continued)

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>Last Completed FY Dates: 6/30/15</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/14</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>358,633</td>
<td>314,228</td>
<td>665,486</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>1,023,765</td>
<td>787,289</td>
<td>703,326</td>
</tr>
<tr>
<td>Students’ deposits</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Deferred Revenue</td>
<td>3,082,889</td>
<td>2,615,378</td>
<td>2,940,781</td>
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<tr>
<td>Other liabilities (Retirement)</td>
<td>384,306</td>
<td>321,717</td>
<td>310,019</td>
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<td>Due to</td>
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<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
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<td>4,038,612</td>
<td>4,619,612</td>
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<tr>
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<tr>
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<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
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</tr>
<tr>
<td>Due to</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund balance</td>
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<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total Restricted</strong></td>
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<tr>
<td><strong>TOTAL CURRENT FUNDS</strong></td>
<td>4,849,593</td>
<td>4,038,612</td>
<td>4,619,612</td>
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<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
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<td>Fund balance</td>
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<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
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<tr>
<td><strong>PLANT FUND</strong></td>
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<tr>
<td>Unexpended</td>
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</tr>
<tr>
<td>Bonds payable</td>
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</tr>
<tr>
<td>Other liabilities (identify)</td>
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</tr>
<tr>
<td>Due to</td>
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<td>0</td>
</tr>
<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes payable</td>
<td>12,030,051</td>
<td>4,973,840</td>
<td>6,735,630</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mortgage payable</td>
<td>23,947,124</td>
<td>24,500,000</td>
<td>24,500,000</td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due to</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other plant fund liabilities (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL INVESTMENTS IN PLANT FUND</strong></td>
<td>35,977,175</td>
<td>29,473,840</td>
<td>31,235,630</td>
</tr>
<tr>
<td><strong>OTHER LIABILITIES (IDENTIFY)</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL OTHER LIABILITIES</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>40,826,768</td>
<td>33,512,452</td>
<td>35,855,242</td>
</tr>
<tr>
<td><strong>FUND BALANCE</strong></td>
<td>15,600,110</td>
<td>11,866,233</td>
<td>8,499,253</td>
</tr>
</tbody>
</table>
## CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Last Completed FY Dates: 6/30/15</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/14</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>20,803,930</td>
<td>17,206,557</td>
<td>13,675,296</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>State appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Local appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>35,110</td>
<td>22,280</td>
<td>537,858</td>
</tr>
<tr>
<td>Endowment income</td>
<td>-10,200</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Contributions)</td>
<td>1,732,640</td>
<td>2,221,250</td>
<td>3,047,505</td>
</tr>
</tbody>
</table>

### EXPENDITURE & MANDATORY TRANSFERS

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates: 6/30/15</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/14</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational and General</td>
<td>7,718,409</td>
<td>6,362,262</td>
<td>6,120,852</td>
</tr>
<tr>
<td>Instruction</td>
<td>516,492</td>
<td>472,458</td>
<td>24,199</td>
</tr>
<tr>
<td>Public services</td>
<td>1,669,871</td>
<td>1,317,807</td>
<td>1,683,134</td>
</tr>
<tr>
<td>Academic support</td>
<td>1,232,106</td>
<td>940,660</td>
<td>635,639</td>
</tr>
<tr>
<td>Student services</td>
<td>4,046,586</td>
<td>3,400,614</td>
<td>3,112,784</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>3,644,140</td>
<td>3,589,306</td>
<td>3,276,262</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Educational and General</td>
<td>18,287,603</td>
<td>16,083,107</td>
<td>14,852,870</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates: 6/30/15</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/14</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary Enterprises</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expenditures</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Renewals and replacements</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Auxiliary Enterprises</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### OTHER TRANSFERS AND ADDITIONS/DELETIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Last Completed FY Dates: 6/30/15</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/14</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</td>
<td>3,733,877</td>
<td>3,366,980</td>
<td>2,407,789</td>
</tr>
</tbody>
</table>
### INSTITUTIONAL INDEBTEDNESS

<table>
<thead>
<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates: 6/30/15</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/14</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>34,147,124</td>
<td>27,500,000</td>
<td>24,500,000</td>
</tr>
<tr>
<td>For Operations</td>
<td>1,830,051</td>
<td>1,276,840</td>
<td>4,973,630</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Location of Site Name City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Preface

Pacific Northwest University of Health Sciences (PNWU) was accepted as an applicant for candidacy at the June 25-26, 2014, NWCCU Commission meeting. Since the submission of that application, PNWU has continued to fulfill mission through the core themes of academic success, health care practitioners for the rural and medically underserved of the Northwest, and service to community. Additionally, PNWU has endeavored to accomplish the goals of its 2014-2020 strategic plan, setting the stage to realize the strategic priorities, which are: (1) position PNWU for complementary programs, (2) strengthen and advance the College of Osteopathic Medicine (COM), and (3) become an academic leader in Northwest communities.

Some of the accomplishments following the submission of the application include:

- Completion of the campus master plan.
- Expansion of the PNWU campus to 66 acres.
- Matriculation of the second larger class of 135 osteopathic medical students (which is the eighth class to matriculate, overall).
- Completion of the University Conference Center, adding 10,000 square feet of classroom, conference, and study spaces, as well as a parking lot of 160 spaces.
- Hired Frank Alvarez as chief operations officer.
- Conversion and remodeling of portions of the Cadwell Student Center to create a compounding lab for the Washington State University satellite Pharmacy program that matriculated its first class of students in fall 2015.
- Service to community (partial list):
  - Continued support of the South Central Washington Science Olympiad.
  - Creation and participation in the Roots to Wings program which promotes collaboration between the Yakama Nation youth and PNWU for the purpose of stimulating health career choices.
  - Creation of a mini-medical school experience at a local elementary school.
  - Ongoing work with the Union Gospel Mission Medical Care Center and Habitat for Humanity.
  - Many episodes of service by faculty and administration in national health policy related organizations such as the National Board for Osteopathic Medical Examiners, Council on Graduate Medical Education, Accreditation Council for Graduate Medical Education, the Commission on Osteopathic College Accreditation, and many others.
- Graduation of the fourth PNWU-COM class in May 2015.
- Fourth year in which all COM graduates matched into a US
graduate medical education (GME) residency program (in an environment where there are not enough GME programs in the US to accommodate all US medical school graduates).

- Celebration of the 10-year anniversary for the establishment of Pacific Northwest University of Health Sciences.
- By June 2015, approximately one-third of the first PNWU-COM graduating class (class of 2012) had completed residency and selected the Pacific Northwest, particularly Washington State, as their choice to establish practices.
Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

ER2. 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.

PNWU is established and operates as a 501 (c)(3) private nonprofit institution (Appendix A), has been issued a certificate of incorporation and articles of incorporation by the secretary of Washington State (Appendix B), and is registered as a business with the State of Washington (Appendix C). PNWU is based in Yakima, Washington, and authorized by the Washington Student Achievement Council (WSAC) to award the degree of doctor of osteopathic medicine (Appendix D). PNWU is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), allowing for PNWU students to conduct clinical rotations in member states. In non-member states where students conduct clinical rotations, PNWU is authorized to conduct business (or has been granted an exemption) related to the attainment of the degree of doctor of osteopathic medicine. The University’s first college, the College of Osteopathic Medicine (COM), is programmatically accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA) (Appendix E).

ER3. 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.

PNWU’s initial program is the College of Osteopathic Medicine (COM). The mission, during development of the institution, was specific to the COM. As the University matured, and in accordance with its legal authorization, the PNWU mission was revised in 2013 to better reflect the broader purposes of a health sciences university. The mission was adopted by the Board of Trustees on November 20, 2013.

PNWU Mission:

Pacific Northwest University of Health Sciences educates and trains health care professionals emphasizing service among rural and medically underserved communities throughout the Northwest.

The associated core themes for the mission were also adopted at that same November Board of Trustees’ meeting.

PNWU Core Themes:

1. Academic Success
2. Health Care Professionals for the Rural and Medically Underserved of the Northwest
3. Service to Community

The core themes are explicated in greater detail in Standard 1.B.2

PNWU devotes its entire budget each year to faculty salaries, employee benefits, instructional materials, support and administrative staff, regional sites and regional site development, research, professional development, etc., all in support of the University's educational mission and core themes. The current budget and audited financial statement (provided as Appendix F and Exhibit 1 respectively) detail that support. The response to Eligibility Requirement 18 and the NWCCU basic institutional data form provide additional budget details.

Standard 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.

Mission Statement

Pacific Northwest University of Health Sciences educates and trains health care professionals emphasizing service among rural and medically underserved communities throughout the Northwest.

As noted in Eligibility Requirement 3, the mission statement above was approved by the Board of Trustees on November 20, 2013. The mission statement is widely publicized; it appears in email signatures, on multiple pages of the PNWU website, on legal documents (as required), in print and electronic publications (advertisements, brochures, applications, etc.), in the Student Catalog, in the Student Handbook, in the Staff and Faculty Handbook, and is displayed in most PNWU offices.

The mission and direction it provides is understood by the PNWU community as evidenced by the responses to, “I understand the PNWU mission and the direction of the University” from the PNWU annual survey (Table 1).

Table 1. Annual Survey Results to "I understand the PNWU mission and direction of the University."

| I understand the PNWU mission and the direction of the University. |
|---|---|---|---|---|---|
| Student Mean | Staff Mean | Faculty Mean | 2011-12 Overall Mean | 2012-13 Overall Mean | 2013-14 Overall Mean | 2014-15 Overall Mean |
| 4.91 | 5.39 | 5.29 | 5.10 | 5.05 | 5.02 | 5.04 |

Mean score is calculated using the scale: 6=Completely Agree, 5=Agree, 4=Slightly Agree, 3=Slightly Disagree, 2=Disagree, 1=Completely Disagree
Additionally, the mission is central to PNWU comprehensive planning, both long-term strategic planning and annual operational planning (see full explanation in Standards 3.A.1 and 3.A.2), thus providing direction for University efforts.

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.

Mission fulfillment is substantial achievement of the objectives within the core themes.

PNWU is a young institution with a primary focus on success of the College of Osteopathic Medicine. As such, much of the data to support the core themes are from and about the COM. However, PNWU’s purpose and expectation is to establish and incorporate additional health care programs central to the mission and whose graduates are prepared to negate the lack and maldistribution of health care providers throughout the Northwest. As that occurs, the core theme objectives will expand to incorporate new programs, and the depth and breadth of data to support objectives will also expand.

**Standard 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.

In 2013, to aid in development of long-term strategic planning, PNWU underwent a comprehensive and inclusive process that resulted in a revised mission, vision, and core themes. Faculty, staff, students, trustees, and constituents engaged in surveys and dialogue that primarily focused on (1) purpose and (2) how the University should frame that purpose via the mission, vision, and core themes.

Words themselves provide a relationship in form and spirit between the mission and core themes as shown in the diagram to the right. Each core theme is an extracted element of the mission and together they form the mission itself. The mission and core themes are inseparable and in fact are inexorably intertwined. **Academic Success** is meeting or exceeding education and scholarly activity programmatic goals. **Health Care Professionals for the Rural and Medically Underserved** of the NW...
of the Northwest is the training experience and practice (preclinical, clinical, and postgraduate) in rural and medically underserved areas of the Northwest. And, Service to Community is improving the lives of others through health- and education-based efforts generated by faculty, staff, and students.

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.

PNWU has developed a definition and established objectives for each of its core themes. To provide a basis for evaluating accomplishment of the core themes, each objective has meaningful and assessable indicators of achievement and each indicator is accompanied by a threshold of achievement and a rationale as follows.

**Core Theme 1: Academic Success**

PNWU defines academic success as meeting or exceeding the institution’s programmatic goals in regard to (1) student knowledge and skill attainment and (2) faculty, staff, and student scholarship. PNWU currently has one program, the Osteopathic Medicine program. As such, the two programmatic goals of the College of Osteopathic Medicine (COM) relative to academic success are the basis for core theme 1. Where appropriate and necessary, the objectives will be broadened to include the overarching tenets of other programs once PNWU is approved to have additional programs.

**Objective 1.1: Prepare students academically for residency/graduate medical education (GME)**

<table>
<thead>
<tr>
<th>Indicator of Achievement 1.1.1</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance in required courses</td>
<td>Ninety-five percent of students pass courses on the first attempt</td>
</tr>
</tbody>
</table>

**Rationale**

Course level success is indicative of performance on licensing exams and preparation to enter graduate medical education (residency). The residency selection process heavily emphasizes course performance throughout the program. First-time pass rate for courses and clerkships is an indication of student readiness for graduate medical education. PNWU-COM is committed to providing the curriculum and resources necessary for every student to pass every course.

Ninety-five percent of students passing courses on the first attempt reflect the commitment to academic rigor.

<table>
<thead>
<tr>
<th>Indicator of Achievement 1.1.2</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student performance on nationally normed standardized examinations within the specific field of program study</td>
<td>The three-year rolling average falls within one standard deviation of national mean score for first-time test takers on nationally normed standardized examinations</td>
</tr>
</tbody>
</table>

**Rationale**
For the College of Osteopathic Medicine, PNWU’s only program, the standardized examination is the Comprehensive Osteopathic Medical Achievement Test (COMAT). This series is provided by the National Board of Osteopathic Medical Examiners (NBOME). NBOME is recognized nationally and internationally for excellence in testing and evaluation. COMAT is a standardized assessment in core osteopathic medical disciplines conducted at the end of core clinical rotations which assesses an osteopathic student’s achievement level in those subjects, with an emphasis on clinical application.

Meeting or exceeding the national score and first-time pass rate provides assurance to residency directors and the public that PNWU-COM students are adequately and competitively prepared for GME.

**Indicator of Achievement 1.1.3**

Student and graduate performance on licensure examinations

**Threshold**

The three-year rolling average is within one standard deviation of national mean score and first-time pass rates are above 93%

**Rationale**

For the College of Osteopathic Medicine, PNWU’s only program, the licensure examination is the Comprehensive Osteopathic Medical Licensing Examination (COMLEX). The COMLEX is the national licensing examination series that allows for licensure for osteopathic physicians in the US. The COMLEX-USA series is produced by the National Board of Osteopathic Medical Examiners (NBOME). NBOME is recognized nationally and internationally for excellence in testing and evaluation. Students must pass COMLEX Levels 1, 2CE, and 2PE in order to graduate from colleges of osteopathic medicine. Level 1 is typically taken during the second year of training. Levels 2CE and PE typically occur during year three. COMLEX Level 3 is taken prior to the completion of residency training (GME). All levels must be passed before applying for licensure.

Being within one standard deviation of the national mean score and first-time pass rates above 93 percent for Levels 1 and 2 indicate that PNWU-COM students will perform as well or better than students from other COMs during GME. Being within one standard deviation of the national mean score and first-time pass rates above 93 percent for Level 3 indicate that PNWU-COM students were well prepared for GME.

**Indicator of Achievement 1.1.4**

Preceptor evaluation of students

**Threshold**

95% of students receive a rating of 5.0 or above on 6.0 scale

**Rationale**

The evaluation by preceptors is an assessment of entrustable professional activities that are directly observed competencies.

Achievement of 4.0 or above for 95 percent of each cohort of students reflects the academic rigor of the program of study.
<table>
<thead>
<tr>
<th>Indicator of Achievement 1.1.5</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency placement</td>
<td>Three-year rolling average residency final placement rate of 98% for those students eligible and participating</td>
</tr>
</tbody>
</table>

**Rationale**

Being accepted into a residency is the ultimate measure of preparedness for postgraduate training.

The threshold of 98 percent is specific to the College of Osteopathic Medicine and is an accreditation standard set by the Commission on Osteopathic College Accreditation (COCA). The threshold will be reevaluated upon addition of complementary programs.

**Objective 1.2: Contribute to the advancement of knowledge through scholarly activities conducted by students, faculty, and staff**

<table>
<thead>
<tr>
<th>Indicator of Achievement 1.2.1</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed/refereed publications published, in press, or accepted from faculty, staff, or students</td>
<td>Thirty peer-reviewed/refereed publications from faculty, staff, or students annually</td>
</tr>
</tbody>
</table>

**Rationale**

Ongoing involvement in publishing is fundamental to enhancing skills and advancing knowledge. Engagement in scholarly publication supports ongoing professional development for faculty members in their disciplines.

Thirty publications published, in press, or accepted are reflective of the scholarly publication capabilities of PNWU at this time.

<table>
<thead>
<tr>
<th>Indicator of Achievement 1.2.2</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research projects (submitted to the Office of Scholarly Activity)</td>
<td>Twelve research projects underway annually (faculty, student, staff combined)</td>
</tr>
</tbody>
</table>

**Rationale**

Ongoing involvement in research projects is fundamental to enhancing skills and advancing knowledge. Engagement in research supports ongoing professional development for faculty members in their disciplines.

Twelve research projects annually reflect the research capabilities of a maturing institution.

<table>
<thead>
<tr>
<th>Indicator of Achievement 1.2.3</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty scholarly activity</td>
<td>20% of collective faculty workload is in the category of scholarly activity</td>
</tr>
</tbody>
</table>

**Rationale**

Ongoing involvement in scholarly activity is fundamental to enhancing skills and advancing knowledge. Engagement in scholarly activity supports ongoing professional development for faculty members in their disciplines. The University has a strategic goal to increase research productivity. Therefore, PNWU-
COM is growing its emphasis in this area.

The threshold of 20 percent is reflective of colleges of osteopathic medicine historically focusing on teaching. PNWU-COM has committed to a faculty workload distribution of 40 percent teaching, 40 percent scholarly activity, and 20 percent service by 2020. This distribution reflects national standards for expectations of faculty in community-based medical schools.

Core Theme 2: Health Care Professionals for the Rural and Medically Underserved of the Northwest

PNWU trains students by providing an education experience in rural and medically underserved areas of the Northwest. Research has demonstrated that this foundation of education increases the number of health care professionals serving those populations, which is the ultimate measure of this core theme.

The elements of Core Theme 2: rural, medically underserved, and Northwest, are defined as follows.

Rural: PNWU uses the Centers for Medicare and Medicaid Services (CMS) definition of rural that is based on Urbanized Areas (UAs) and Urbanized Clusters (UCs). It delineates UA and UC boundaries to encompass densely settled territory, which consists of core census block groups or blocks that have a population density of at least 1,000 people per square mile and surrounding census blocks that have an overall density of at least 500 people per square mile. Rural consists of all territory, population, and housing units located outside UAs and UCs. PNWU uses this definition for student demographics and for determining if a clinical rotation is rural. The Rural Assistance Center provides an online tool for determining if an address is rural per the CMS definition.

Medically underserved: PNWU uses the designations of Medically Underserved Areas (MUAs) and Medically Underserved Populations (MUPs), as well as Health Professional Shortage Areas (HPSA) provided by the US Department of Health and Human Services, Health Resources and Services Administration (HRSA) to define medically underserved. Depending on the activity or reporting, the most appropriate designation (MUA, MUP, HPSA) is used.


Objective 2.1: Students gain clinical practice experience in the Northwest

<table>
<thead>
<tr>
<th>Indicator of Achievement 2.1.1</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in Northwest clinical rotations</td>
<td>95% of core rotations and 75% of elective rotations are conducted in the PNWU five-state region</td>
</tr>
</tbody>
</table>

Rationale

By having students conduct core and elective rotations in the NW, clinical practice experience is gained and relationships within NW communities are developed. This strategy increases the likelihood that students will ultimately practice in the NW.
The thresholds are set considering the rare need to go outside the five-state region for core rotations. While many students also choose to do elective rotations within the region, there is a need to travel outside the region to expose students to sufficient residency opportunities.

### Indicator of Achievement 2.1.2
Graduates in Northwest residencies

| Threshold | 40% of graduates match to first-year residency seats in the NW |

### Rationale
The majority of residency graduates practice near their training site. Matching to first-year residency seats in the NW increases the likelihood of those graduates ultimately practicing in the NW.

The threshold of 40 percent was established based on the result of the inaugural class match rate in Northwest residencies.

### Objective 2.2: Students gain rural clinical practice experience

### Indicator of Achievement 2.2.1
Students in rural rotations

| Threshold | 10% of core rotations and 5% of elective rotations are conducted at rural sites |

### Rationale
By having students conduct core and elective rotations in rural locations during years three and four, rural medical practice experience is gained and relationships within rural communities are developed. This strategy increases the likelihood that students will ultimately practice in a rural location.

The thresholds are set based on the availability of physicians in hospitals and clinics in rural locations. Fewer than 10 percent of physicians practice in rural locations.

### Indicator of Achievement 2.2.2
Graduates are accepted into rural residencies

| Threshold | 5% of COM graduates match in rural residencies |

### Rationale
A rural location and experience will increase the likelihood of practice in a similar setting. A study completed in 2010 for the Association of American Medical Colleges (AAMC) found that rural residency trainees were three times more likely to practice in rural areas. This study also reported that 3.6 percent of DO graduates train in rural residencies.

Even though serving a rural population is a pillar of the PNWU mission, a threshold has been set at five percent due to the scarcity of rural residencies. (Only approximately 2.5 percent of all US residencies are rural.)
**Objective 2.3: Students gain clinical experience in medically underserved areas**

<table>
<thead>
<tr>
<th>Indicator of Achievement 2.3.1</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in medically underserved area (MUA) clinical rotations</td>
<td>25% of core rotations and 25% of elective rotations are conducted in medically underserved areas (MUAs)</td>
</tr>
</tbody>
</table>

**Rationale**

By having students conduct rotations in medically underserved areas during years three and four, MUA clinical practice experience is gained and relationships within MUAs are developed. This strategy increases the likelihood that students will ultimately practice in an MUA.

The threshold is set at 25 percent to expose students to a balanced spectrum of delivery of services from medically underserved to areas with broad access to healthcare.

<table>
<thead>
<tr>
<th>Indicator of Achievement 2.3.2</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates are accepted into primary care residencies (family medicine, pediatrics, and internal medicine)</td>
<td>The percentage of COM graduates matched to primary care residencies exceeds the national percentage of graduates matched to primary care residencies</td>
</tr>
</tbody>
</table>

**Rationale**

There are no residencies designated as medically underserved areas (MUA). However, programs that encourage primary care, and in particular, family medicine, are more likely to benefit areas with few physicians (AKA medically underserved).

By exceeding the national percentage of graduates in primary care residencies, PNWU graduates will likely have more medical experience with MUA and are more likely to practice in such areas.

**Objective 2.4: Graduates practice in the Northwest, in rural communities, and in medically underserved areas**

<table>
<thead>
<tr>
<th>Indicator of Achievement 2.4.1</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates practice in the Northwest</td>
<td>50% of graduates eligible to practice, practice in the NW</td>
</tr>
</tbody>
</table>

**Rationale**

Graduates practicing in the Northwest will likely decrease the number of health professional shortage areas (HPSAs).

There is a lack of residency positions in the Northwest and evidence suggests that physicians tend to practice where they conduct residency. Regardless, the threshold is set at 50 percent based on the commitment students express in their graduate exit survey.
**Indicator of Achievement 2.4.2**
Graduates practice in a rural location or serve rural populations

**Threshold**
25% of graduates eligible to practice, practice in a rural location or serve rural populations

**Rationale**
Approximately 10 percent of physicians practice in rural America despite the fact that nearly a quarter of the population lives in these areas. Graduates practicing in rural areas and/or with rural populations will decrease this disparity.

Because serving rural populations is part of the PNWU mission, the threshold is set at twice the percentage of physicians currently practicing in rural areas.

**Indicator of Achievement 2.4.3**
Graduates practice in medically underserved areas (MUA)

**Threshold**
25% of graduates eligible to practice, practice in MUAs

**Rationale**
Graduates practicing in MUAs directly addresses the maldistribution of practitioners.

This threshold is based on the percentage of graduates who select primary care residencies. Those who select primary care are more likely to practice in medically underserved areas.

**Core Theme 3: Service to Community**

Service to community is activities or actions generated by PNWU, faculty, staff, and students that contribute to the welfare of others. As a health sciences university, the health and education of communities have been the focus of the services provided over the years, and have allowed faculty, staff, and students to express their particular expertise and passion beyond the confines of the standard student and employee definitions. By actively engaging with the community, the experience of being a student or employee is enriched as are the lives of those they serve. Service to communities is embedded in the culture of PNWU.

To frame this core theme, descriptions and definitions are necessary. Community can be geographic: neighborhoods, cities, and regions (particularly those in the Northwest), as well as population based: groups with shared attitudes, interests, or goals, regardless of location. Health is complete physical, mental, and social well-being, not merely the absence of disease or infirmity among persons or populations. Education is imparting knowledge or training. Therefore, the activities included in the measurement of this core theme are those designated as health- or education-based and are reported in three main categories:

1. Professional membership activities – Active participation in organizations, associations, and societies that seek to further the profession, the interests of the individuals engaged in the profession, and the public interest. Active participation means serving in leadership or support roles that require time and effort to advance the mission or projects of the association.
2. Extracurricular activities – Activities outside the regular curriculum and outside the usual job/professional duties in which the faculty, student, and staff are representing PNWU and contributing to the welfare of others.

3. Auxiliary programs – PNWU financially supported services that are complementary to graduate level education programs. Continuing medical education (CME) fits this description. However, CME accreditation was granted following the cycle in which data were collected for this core theme. Therefore, CME is not represented in this report.

**Objective 3.1: Contribute to the health and education of communities through professional associations/organizations**

<table>
<thead>
<tr>
<th>Indicator of Achievement 3.1.1</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, staff, and student active participation in health and education professional associations</td>
<td>20% of faculty, 5% of staff, and 15% of students actively participate in health and education professional associations</td>
</tr>
</tbody>
</table>

**Rationale**

Health or health services professional associations/organizations provide a vehicle for members to actively participate in the design, direction, and delivery of health services, thus contributing to the overall health of the national, state, and local communities served by the association/organization.

Education associations/organizations provide members opportunities to learn from and collaborate with peers, act as a source of information and analysis on educational and public policy, serve as a liaison between states and the federal government, and encourage participation in educational actions all of which improve the quality of human lives.

The faculty threshold of 20 percent reflects the continuing focus on teaching by a majority of the faculty. The renewed attention on the tripartite mission (teaching, scholarly activity, and service) will result in a redistribution of effort.

The staff threshold of five percent represents both professional and lay employees. The majority of staff has limited professional membership opportunities.

The student threshold of 15 percent reflects the desire to develop personal leadership skills. The percentage is small because of the demand of medical school curriculum and the limited number of positions available.

**Objective 3.2: Contribute to the health and education of communities through extracurricular activities**

<table>
<thead>
<tr>
<th>Indicator of Achievement 3.2.1</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, staff, and student participation in health and education extracurricular activities</td>
<td>Four large-scale (100 or more individuals served) health or education community activities</td>
</tr>
</tbody>
</table>

**Rationale**
Providing activities specific to health/health services increases opportunities to live a healthy life. As a university of health sciences and with a mission, a vision, and institutional values that espouse compassion, collaboration, and a healthy lifestyle, it is inherent that PNWU offer health and health related activities.

Education services, primarily in the form of guest teachers/speakers, add credibility to the content, provide resources and differing points of view for the learner, add variety to the learning, and model interdisciplinary thinking/learning. As education is an essential tenet of its mission, PNWU is uniquely suited and obliged to fill an educational niche in the surrounding community.

Four large-scale community activities reflect the capacity and resources available at this stage of the University's development.

<table>
<thead>
<tr>
<th>Indicator of Achievement 3.2.2</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsored students clubs provide health and education community activities</td>
<td>100% of sponsored clubs provide a health or education community activity annually</td>
</tr>
</tbody>
</table>

**Rationale**
As role models and future health professionals, students should be involved in providing health and/or education activities. As provided in PNWU Student Government Association (SGA) sponsored club criteria, each club must annually complete a service project that benefits the local Central Washington community.
Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4-21

ER4. 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.

PNWU is an independent 501(c)(3) institution, not affiliated with any other entity (see articles of incorporation, business license, and state authorization as noted in Eligibility Requirement 2). University services are predominantly concerned with higher education as evidenced by the current budget and audited financial statement (Appendix F and Exhibit 1 respectively) as well as by the University organizational chart (Appendix G). The University is governed by a board of trustees whose duties and responsibilities are outlined in the PNWU Bylaws (Exhibit 2). With appropriate and sufficient organizational and operational independence, PNWU is accountable and responsible for meeting the Commission’s Standards and Eligibility Requirements.

ER5. Nondiscrimination
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 following nondiscrimination policy language is found in the University Bylaws (Exhibit 2, page 7), the Staff and Faculty Handbook (page 11), the Student Catalog (page 9), and on the Career Opportunities page at PNWU.edu.

The University shall not discriminate against faculty, staff, volunteers, students, or applicants on the basis of race, ethnicity, color, sex, gender, religion, national origin, age, disabilities, sexual orientation, marital status, or any other characteristic protected by law for any reason including recruitment, selection, and promotion.

The following diversity statement can be found in the Staff and Faculty Handbook (page 12), and the Student Catalog (page 10)

PNWU is committed to facilitating an environment where persons can work together in an atmosphere free of all forms of abusive communication. PNWU acknowledges the individual right of expression within the bounds of courtesy, tolerance, and respect.

PNWU creates and supports a campus community that educates future healthcare professionals who value and appreciate the importance of diversity. PNWU strives to improve the quality of life of faculty, staff, and students by developing and implementing policies and programs that support the University’s policy on diversity. PNWU hopes to help students learn about different cultures in society, understand diversity, and be able to work with others from varied backgrounds.
PNWU serves its students by providing a process and forum for reporting discrimination and a promise of investigation as described in the following sections of the Student Catalog: Sexual and Other Misconduct (Including Harassment, Stalking, Bullying, and Intimidation) (page 24) and Reporting Violations and Filing a Complaint (page 28).

PNWU employees are also provided a method and policies for addressing any type of discrimination as outlined in the Staff and Faculty Handbook: Problem Resolution (page 44), Whistleblower (page 45), and Sexual and Other Unlawful Harassment (page 46).

To date, PNWU has not received any complaints of discrimination (student or employee).

**ER6. Institutional Integrity**

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

Supplementary to the diversity statement and notice of non-discrimination/equal opportunity addressed in Eligibility Requirement 5, specific language and guidelines regarding ethical conduct, conflict of interest, sexual and other unlawful harassment, copyright, gift acceptance, personal appearance, drug and alcohol use, intellectual property, and business and travel are found in the conduct and work rules section of the Staff and Faculty Handbook. In addition to the language found in the conduct and work rules section, there is a physician faculty code of ethics in the portion of the Staff and Faculty Handbook that is specific to the osteopathic medical school faculty as well as a section regarding faculty rights and responsibilities.

In regard to sexual and misconduct including harassment, stalking, bullying, and intimidation (Title IX related offenses), PNWU follows an investigation and adjudication process which is explained in the Student Catalog, page 32.

The Human Resources director is the Title IX coordinator for PNWU. To date, four complaints have been filed that were Title IX related and all have been resolved. All records related to Title IX complaints are securely stored in the Human Resources Office.

See also Standards 2.A.21, 2.A.22, 2.A.23, 2.A.26, and 2.F.8 for additional examples of established ethical expectations for University operations and relationships.

**ER7. 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.

PNWU is a private nonprofit educational institution with a governing board comprised of local and regional education, civic, and business leaders who are not compensated for their service on the board. The PNWU Board of Trustees is made up of 14 voting members, the majority of whom have no contractual, employment, or financial interest in PNWU. In 2014, one of the current trustees became an
employee (0.2 FTE faculty) at PNWU. The primary duty of the Board of Trustees is governance, including future planning and development. The Board establishes goals and policies and authorizes the president to execute and implement those goals and policies. The specific functions of the Board of Trustees are described in the University's Bylaws (Exhibit 2). The bylaws delineate the governance and structure needed to fulfill the University mission and core themes. Such structure provides for the quality and integrity of PNWU and its College of Osteopathic Medicine through committee functions. The current standing committees of the Board of Trustees are as follows.

- Bylaw and Policy Committee
- Executive Committee
- Facilities Committee
- Finance Committee
  - Sub-committee: Compensation Committee
- Foundation Board (although titled "board" it is a committee of the board and reports to the board)
- Governance Committee
- Nominating Committee (meets annually as needed)
- Academic Affairs Committee

Standards 2.A.4, 2.A.5, 2.A.6, and 2.A.8 provide more information relative to the structure and function of the Board of Trustees.

ER8. 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.

In accordance with the University President policy, the president shall have “full-time responsibility to the University.” The policy further states that the president is the principle advisor to the chair of the Board of Trustees and shall serve in an ex-officio capacity (without vote) on the Board of Trustees and all board committees, but many not serve as chair.

As stated in the PNWU Bylaws, Article 2, Section 2.1.4, “No University employee shall serve as a trustee on the board.” Therefore, neither the president/chief executive officer nor any executive officer of PNWU may chair the Board of Trustees. The University Bylaws are attached as Exhibit 2.

D. Keith Watson, DO, is the president and chief executive officer of PNWU. Dr. Watson was appointed by the trustees in June of 2012.

See also Standard 2.A.10.
ER9. 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.

As fully described in Standard 2.A.11, in addition to the chief executive officer, each major area of the University employs a qualified administrator who provides effective leadership and management to support operational functions. The executive administration of the University is as follows:

Chief Financial Officer  Ann Hittle, CPA
Chief Operations Officer  Frank Alvarez, MBA
Chief Research Officer  Bernadette Howlett, PhD
Chief Development Officer  (Vacant)
Sr. Advisor, Special Projects and Regional Site Development  Robert Sutton, PhD
Dean/Chief Academic Officer, College of Osteopathic Medicine  Thomas Scandalis, DO

A summary of experience for the executive administrative team is provided as Appendix H.

This team works toward fulfilling mission primarily through the President’s Advisory Council with an intended outcome of achieving coordination, collaboration, and sound processes for the College of Osteopathic Medicine, academics, finance, advancement, general business of the University, and strategic planning as directed by the Board of Trustees (see President’s Advisory Council charter, Appendix I). Each member of the executive administrative team also serves on various committees that foster fulfillment of mission and achievement of the core themes. Such committees include Research Committee, Strategic Planning Team, Academic Council, COM Curriculum Committee, and the Regional Accreditation Steering Committee.

ER10. 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.

All teaching faculty members employed by Pacific Northwest University of Health Sciences (PNWU) are assigned to the College of Osteopathic Medicine (COM), PNWU’s only program. The COM is organized into three divisions: Preclinical Education, Clinical Education, and Postdoctoral Education, each of which is headed by an assistant dean (see COM organization chart, Appendix G).

Rank for faculty is determined based on appropriate qualifications such as degree held and experience. Adjunct clinical faculty ranks have additional specific requirements as they oversee students in the clinical setting (see Faculty Appointment and Promotion in the Staff and Faculty Handbook, page 127).
For the College of Osteopathic Medicine, a sufficient number of faculty members is calculated through a faculty adequacy model approved by the Commission on Osteopathic College Accreditation (COCA) which is fully described in Standard 2.B.4.

Faculty evaluations occur annually; the process, criteria, and timeline are fully described in Standard 2.B.6.

PNWU has one program, the Osteopathic Medicine program, which leads to the degree of doctor of osteopathic medicine (DO). The graduation requirements explained on page 63 of the Student Catalog, and the course information beginning on page 90 of the Student Catalog, provide the framework for the DO program and are appropriate and consistent with the University mission to educate and train health care professionals emphasizing service among rural and medically underserved communities throughout the Northwest.

The educational objectives and outcomes of PNWU’s Osteopathic Medicine program have been reviewed and approved by its accrediting body, the Commission on Osteopathic College Accreditation (COCA), as rigorous and meeting the needs of the program. The PNWU-COM educational objectives are guided by the National Board of Osteopathic Medical Examiners (NBOME, 2011) Fundamental Osteopathic Medical Competency Domains (below). The required courses of the osteopathic medical education program explicitly address these domains.

1. Osteopathic Principles & Practice and Osteopathic Manipulative Treatment
2. Patient Care
3. Application of Knowledge for Medical Practice
4. Practice-Based Learning and Improvement in Medicine
5. Interpersonal and Communication Skills in the Practice of Medicine
6. Professionalism in the Practice of Medicine
7. Systems-Based Practice in Medicine

Standard 2.C.1 provides additional details regarding this eligibility requirement.

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.

PNWU currently offers one graduate-level degree program, the Osteopathic Medicine program. The education program leading to the degree of osteopathic medicine is primarily lock-step; there are very few elective courses. Specialization within the degree program is primarily limited to elective rotation choices available to students in the third and fourth years. The Student Catalog provides the list of courses required for the Osteopathic Medicine program. Students must successfully complete all preclinical courses (first two years of the program) before advancing to clinical rotations (years three and four).

Standards 2.C.3 and 2.C.4 provide additional information regarding the manner in which credit is earned for students to be awarded the DO degree, and the depth, breadth, and sequencing of courses of the Osteopathic Medicine program.

ER13. 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.

The PNWU Library collection covers a wide range of basic and clinical science subject areas to complement the curriculum of the PNWU College of Osteopathic Medicine, including materials specific to osteopathic medicine and rural health (which support core themes 1 and 2). The collection includes databases, audiovisual materials, and both print and electronic books and journals. The library provides both on- and off-campus access to such resources.

Access to electronic resources is available to PNWU students, faculty, and staff via the secure campus network, including wireless access. There are computer workstations in the library for drop-in use by faculty, students, and the public. Electronic resources can be accessed from off campus via proxy server log-in, allowing students, faculty, and staff to log in remotely with any computer and without using special software. This is especially useful to PNWU students doing clinical rotations in rural or medically underserved areas where they might not otherwise have access to similar resources.

Standard 2.E.1 provides a list of subscription-based online resources and expands on the library’s currency, breadth, and depth that support PNWU’s programs and services.

ER14. Physical and Technological Infrastructure
The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

For PNWU to achieve its mission, which is to educate and train health care professionals emphasizing service among rural and medically underserved communities throughout the Northwest, the physical
and technological infrastructure is centered in Yakima and extends to 16 clinical training sites in the Northwest.

The PNWU Yakima campus consists of Butler-Haney Hall (BHH), the Cadwell Student Center (CSC), and the University Conference Center (UCC). University administrative offices are located across the street from the campus in the Iron Horse Lodge. BHH is the largest building on campus and is where the auditorium, the library, the café, and most classrooms and offices are located. The osteopathic manual manipulation (OMM) lab, anatomy lab, simulation lab, and standardized patient exam rooms are also part of BHH. CSC has two additional classrooms, three study rooms, and a lunch/dining area. UCC has a 100-person capacity classroom that can be divided into two small rooms, a 30-person capacity conference room, nine breakout rooms, and a catering kitchen. All three buildings provide wireless and hardwire access for electronic resources and classroom instructional technology including projectors, sound systems, touch screen computers, iClickers, and document cameras. Moodle is the learning management system utilized by PNWU for hosting class content, managing grades, and providing virtual classrooms.

The 16 regional sites are located in the Northwest states of Alaska, Idaho, Montana, Oregon, and Washington. The regional sites are affiliated with hospitals and clinics, providing the physical and technological infrastructure specific to the clinical nature of medical education. Each site has a classroom with video conferencing applications to connect the sites to each other and to the Yakima campus for didactic sessions, presentations, evaluations, and meetings. As mentioned in ER13, electronic library resources can be accessed from anywhere using a proxy server.

A more expansive description of the physical and technological amenities that support PNWU's mission and core themes are found in Standard 2.G.1 and 2.G.5 respectively.

ER15. 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 PNWU Bylaws (Exhibit 2, page 8), the Staff and Faculty Handbook, page 154, and the Student Catalog, page 16, it is the policy of the University to foster and maintain full freedom of discussion, inquiry, teaching and research, and standards of professional conduct and public morals. The faculty, the staff, the administration, and the students of the University are entitled to discuss relevant subjects freely in the classroom. In scholarship and publication, each faculty, staff, administrator, and student is entitled to investigate, pursue inquiry, and discuss freely those subjects which they are competent to address; and to develop, maintain, and present opinion and reasoned conclusions relevant to the work. See also, Standards 2.A.27 and 2.A.28.

ER16. 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
PNWU publishes the requirements for student admission, specifying the characteristics and qualifications appropriate for the Doctor of Osteopathic Medicine program, in the Student Catalog, page 53, and on the Admission Requirements web page at PNWU.edu. As noted in Standard 2.A.16, each year the admission policies are reviewed by the Admission Committee and any changes recommended to the dean. The web pages, procedures, and practices are reviewed by the admission staff of the PNWU Enrollment Services Office for adherence and clarity of the published requirements in procedure and practice.

ER 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.

As also stated in Standard 2.D.5, the Student Catalog is the compilation of academic policies, and the Student Handbook outlines academic procedures. Both publications are made available to faculty, staff, and students each year, by June 1, at PNWU.edu. Current students are notified in the fall semester each year through the PNWU Annual Notification posted on Moodle. Prior to matriculation new students are required to read and are tested on their knowledge of the information contained in both the Student Catalog and Student Handbook. Both publications are updated annually or with addendums during the year if needed. Students are notified by email of any catalog addendums or changes to their program requirements.

The PNWU Student Catalog and public web pages include these components:

- Institutional mission and core themes: Student Catalog, page 6 and About Us at PNWU.edu
- Entrance requirements and procedures: Student Catalog, page 53 and Admissions at PNWU.edu
- Grading policy: Student Catalog, page 75
- Information on academic programs and courses: Student Catalog, page 48 and 90, respectively
  - degree and program completion requirements: Student Catalog, page 83
  - expected learning outcomes: Student Catalog, page 86
  - required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings: Student Catalog, page 88
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: Student Catalog, page 104 and Meet Our Faculty at PNWU.edu
- Rules, regulations for conduct, rights, and responsibilities: Student Catalog, pages 20-38, 40, 43-47, 66, 70, 71, and 80
• Tuition, fees, and other program costs: Student Catalog, page 68 and Cost of Attendance at PNWU.edu
• Refund policies and procedures for students who withdraw from enrollment: Student Catalog, page 37
• Opportunities and requirements for financial aid: Student Catalog, page 44 and Financial Aid at PNWU.edu
• Academic calendar: Student Catalog, page 15 and Academic Calendar at PNWU.edu

ER18. 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.

PNWU ended fiscal year 2015 with operating reserves of over $7.5 million dollars and net asset (equity) growth of over 500% (from $2.5 million to $15.6 million since 2011), and adheres to a Cash Reserve policy of a minimum three month’s operating reserve and target of six month’s reserves, demonstrating stability with sufficient cash flow and reserves. Financial planning is based on a conservative financial projection philosophy of utilizing stable tuition income to exceed operating expenses. A complete description of the University’s financial stability and planning is detailed in Standards 2.F.1 and 2.F.2.

ER19. 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.

As also stated in Standard 2.F.7, PNWU undergoes annual A-133 audit by Moss Adams, a reputable and qualified accounting firm. The audit is conducted in accordance with current generally accepted auditing standards. A copy of the latest audit is attached as Exhibit 1. This audit is submitted on a timely basis to the Department of Education via the EZ-Audit website.

Audits are reviewed by PNWU administration and the Board of Trustees (starting with the Audit/Finance subcommittee), and externally with constituent groups including the US Department of Education, lending banks, and various federal and state agencies. Since inception, PNWU has had no financial statement findings. Any recommendations received in the form of the auditor’s management letters in prior years were incorporated into a continuous improvement model, along with recommendations from other accreditation site visits, strategic planning, banks, and other external sources. As a result of continually reviewing and improving financial systems, there is no management letter for the fiscal year ending June 30, 2015.
ER20. Disclosure
The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Through submission of this report to the Northwest Commission on Colleges and Universities, Pacific Northwest University of Health Sciences does hereby pledge to disclose any and all information the Commission may require to carry out its evaluation and accreditation functions.

ER21. 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.

In working with NWCCU over the years, PNWU has benefited from the self-reflection afforded by the Standards and from the Commission and its peers. The relationships established have been valuable and useful. PNWU looks forward to a long and collegial relationship with the Commission, one from which we all may benefit.

By submitting this application PNWU commits to abide by 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.

Additionally, PNWU understands and accepts the institutional responsibilities as outlined by NWCCU and found on the NWCCU website:
http://www.nwccu.org/Process/Inst%20Responsibilities/Inst%20Resp.htm
Standard 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.

The PNWU Board of Trustees governs all business of the University. The board, as outlined in its adopted bylaws (Exhibit 2), meets bimonthly (or more often if needed) with primary responsibilities to establish schools, colleges, and institutes consistent with the missions and goals of the University, grant degrees as approved by accrediting bodies, determine qualifications for and appoint a president, and authorize any officer or agent to enter into any contract or execute and deliver any instruments in the name of and on behalf of the University. All chief officers of the University and the dean/chief academic officer of the College of Osteopathic Medicine (COM) are invited to participate in discussions and provide regular reports to the board, including the views of faculty, staff, administrators, and students on pertinent matters. The trustees regularly receive board committee reports as well as updates from faculty, staff, and administration regarding the strategic plan, compliance, accreditation, and assessment to ensure mission and core theme fulfillment. (A sample Board of Trustees meeting agenda is provided as Appendix J.)

As stated in the University Bylaws, the president serves as chief executive officer for the University and as an ex-officio, non-voting member of the board. The president reports to the Board of Trustees and is responsible to execute and implement the goals and policies of the University as established by the Board of Trustees. The president appoints deans and chief officers who are charged with assisting the president in carrying out the responsibilities of the University and its colleges and programs (see University organizational chart, Appendix G). The President’s Advisory Council (PAC) is comprised of the chief officers and the dean of the College of Osteopathic Medicine (COM) who serve to support the COM and the University through coordination of information sharing, collaboration, strategic planning, policy development, and outreach. The charter for PAC is provided as Appendix I. The roles and responsibilities of each dean and chief officer are clearly articulated in their respective job descriptions which are all available via the Public Portal at PNWU.edu.

Each chief officer and the COM dean meets at least monthly with each of his/her direct reports to review, address, and further the responsibilities and directives for which each direct report is charged. Additionally, the PNWU-COM Executive Committee (see page 5 of COM bylaws, Exhibit 3), which consists of the associate and assistant deans and the chairs and chiefs, and the Operations Review Committee (see charter, Appendix K), which consists of the director of each University office, meets regularly to participate in planning and other interests that further the mission of the COM and University respectively.
The Faculty Council is the governing body representing COM faculty in all academic and administrative units, and is responsible, working through its committees, for academic policies, educational standards, curricula, and academic regulations. Faculty also serve on University committees.

The Student Government Association (SGA) of the COM represents students, promotes self-government and leadership within the student body, and works to enhance the educational, social, and cultural experiences of students. SGA has officers to represent student perspectives and interests to University and COM administration. Students regularly serve on various campus committees. University and COM leadership consults with the SGA on issues affecting students. See also, Student Government Association and Organizations in the Student Handbook, page 16.

Committees also play a significant role at both the University and college level. University and COM committees (see committee list, Appendix L) are designed with significant representation from the varied areas of the institution. Charters for each committee define the authority, role, and responsibilities of the committee to guide and focus the groups to effectively meet the needs of the University and its College.

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.

Pacific Northwest University of Health Sciences is not part of a multi-unit governance system.

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.

Dr. Keith Watson, as University president and chief executive officer, has statutory responsibility for the University's primary operations. As part of this role, he closely monitors the institution's compliance with accreditation, legislative actions, and other external mandates. To assist in monitoring compliance with the commission’s standards, PNWU employs a director of accreditation and strategic planning, who also serves as the NWCCU accreditation liaison officer. PNWU has no collective bargaining agreements.

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.

PNWU is a private nonprofit educational institution with a single governing board comprised of local and regional education, civic, and business leaders who, as defined in the bylaws, are not compensated for
their service on the board. The PNWU Board of Trustees currently consists of 14 voting members with the capacity to expand to 21 members. The majority of the trustees have no contractual, employment, or financial interest in PNWU. In 2014, one of the current trustees became an employee (0.2 faculty) at PNWU. Prior to this relationship, the full board discussed the scenario, approving an amendment to the bylaws stating, “An employee may be invited to apply for nomination to the Board of Trustees if he/she works less than half time for the University.” (See Exhibit 2, PNWU Bylaws, Articles 2.1.1, 2.1.4, and 2.1.6.) All financial relationships are disclosed annually. In accordance with the Conflict of Interest and Disclosure policy, “if the board determines that a trustee has a conflict of interest in a matter before the board, the board may permit the interested trustee to make a presentation regarding the matter, but the interested trustee shall be required to leave the meeting prior to the discussion of, and the vote on, the proposed transaction or arrangement.” To assist in identifying potential conflicts, trustees are asked at the start of each board meeting to approve the agenda and declare any potential conflicts with the agenda items listed.

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.

All business of the University is conducted by the full board as outlined in Article 2.1 of the PNWU Bylaws (Exhibit 2). During the intervals between meetings of the Board of Trustees, the Executive Committee of the Board shall possess and may exercise all the powers and functions of the Board of Trustees in the management and direction of the affairs of the University in all cases to the extent to which specific directions shall have been given by the Board of Trustees. All actions by the Executive Committee shall be reported to the full board at its next meeting succeeding such action (Bylaws, Article 2.9)

The standing committees of the board outlined in the PNWU Bylaws include the Executive Committee, Nominating Committee (annually), and the Foundation Board. The chair of the board may appoint additional committees. The following additional board committees have been chartered:

- Academic Affairs Committee
- Facilities Committee
- Finance Committee
- Compensation Committee
- Governance Committee

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 of Trustees, through its Executive Committee serves as the Bylaw and Policy Committee, developing lawful and sound bylaws and policies that direct Pacific Northwest University of Health Sciences and its staff in carrying out the board-adopted mission. The board may approve, amend, or
revoke policies at any regular Board meeting by a majority vote. The Adoption of Policies policy details the purpose, definitions, and procedures regarding all policies. The Board has established a policy review schedule (Table 2) to ensure policies are kept current with evolving practices and accreditation requirements.

Table 2. 2015-16 Bylaw and Policy Review Schedule

<table>
<thead>
<tr>
<th>September</th>
<th>November</th>
<th>January</th>
<th>March</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technology Services</td>
<td>• Administration and Governance policies</td>
<td>• Bylaw review (board)</td>
<td>• HR-Staff policies</td>
<td>• Alumni Services</td>
</tr>
<tr>
<td>• Finance</td>
<td>• Facilities and Security policies</td>
<td>• Advancement</td>
<td>• HR-Faculty policies</td>
<td>• Interprofessional Education</td>
</tr>
<tr>
<td></td>
<td>• Research</td>
<td>• Communications</td>
<td>• Library</td>
<td>• Continuing Medical Education</td>
</tr>
<tr>
<td></td>
<td>• Institutional Effectiveness</td>
<td>• Events</td>
<td>• Enrollment</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• COM specific policies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(Academic Affairs, Student Affairs, Clinical Education, Postdoctoral Education, Faculty Development)</td>
<td></td>
</tr>
</tbody>
</table>

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.

As described in the PNWU bylaws, Article 3.3.2, the board appoints the president of the University and delegates to the president the responsibility to execute and implement the goals and policies of the University. The president serves as the chief executive officer of the University. The board delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution and to be accountable for the day-to-day operations. The board conducts an annual evaluation of the president with the final product retained in Human Resources. The evaluation encompasses the president’s role in carrying out the strategic plan of the University and the overall accomplishments and outcomes from the previous year related to the operation of the institution. All trustees are invited to provide input into this process.

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

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.

As described in the PNWU bylaws, Article 3.3.2, the board appoints the president of the University and delegates to the president the responsibility to execute and implement the goals and policies of the University. The president serves as the chief executive officer of the University. The board delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution and to be accountable for the day-to-day operations. The board conducts an annual evaluation of the president with the final product retained in Human Resources. The evaluation encompasses the president’s role in carrying out the strategic plan of the University and the overall accomplishments and outcomes from the previous year related to the operation of the institution. All trustees are invited to provide input into this process.

2.A.8
The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.
PNWU was accepted into membership in the Association of Governing Boards of Universities and Colleges (AGB) in 2014. Prior to this time, the trustees participated with the AGB through subscription to the Trusteeship magazine and seminars and books. The trustees have utilized the AGB to access sound practice guidelines for evaluation of the board’s assessment tool and evaluation of its committees. The board continues to review its effectiveness and organizational performance on an annual basis by having each trustee complete a board evaluation survey (Appendix M). The Executive Committee of the Board of Trustees reviews the results of this survey with improvement plans developed for the full board’s consideration. The board also held annual planning retreats in 2013 and 2014 to engage in activity planning. These retreats provide opportunities to utilize strategic and critical thinking strategies to consider the major issues confronting the University.

2015 Improvement Plan

- One trustee responded on the survey that conflicts at board meetings were not properly identified and addressed. The executive committee discussed the response and concluded to hold a development session on COI for the current year. During the 2014-15 year, a statement was added to the board’s agenda asking for trustees to declare potential conflicts during adoption of the agenda.
- The need for additional educational/development activities has been noted. For the current year, a specific time has been allotted prior to each board meeting for development. A planned two-year schedule is being finalized, knowing that unexpected needs may arise and give precedent.
- The board’s nominating process to remain diverse in all areas is noted. The governance committee this past year developed a matrix to assist in identifying needs.
- The board’s role in advocating with key stakeholders and fundraising will be included in a future development session. The Foundation will be meeting in September 2015, and exploring ways to expand the donor base regionally.
- Assessment of the effectiveness of the COM will be met through the Academic Affairs committee (appointed in 2014-15) and the annual COM appraisal report, now in its second year.

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.

The University’s system of leadership is staffed by administrators with levels of responsibility and accountability outlined in the University and COM organizational charts (Appendices G and J). The president serves as the chief executive officer and is accountable to the board for all operations of the University.

The president delegates authority and responsibility to the chief officers and the dean of the COM. All chief officers report directly to the president. The administrative leadership positions and the individual qualifications are listed in their respective job descriptions (Appendix N).
• President (Acting Provost/University Chief Academic Officer)
• Dean/Chief Academic Officer, College of Osteopathic Medicine
• Chief Operations Officer
• Chief Financial Officer
• Chief Research Officer
• Chief Development Officer
• Senior Advisor to the President

This leadership team constitutes the President’s Advisory Council (PAC), charged with coordination, collaboration, and sound processes for the COM, academics, finance, development, general business/operations of the University, and strategic planning as directed by the board. During PAC meetings, members report on the activities in their charge. The PAC reviews annually University and COM achievements and accomplishments presented in the COM and University Annual Appraisal Reports, and reviews results of the annual University survey, assessing areas of improvement and effectiveness. A summary of the PAC members’ experience is provided as Appendix H.

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.

D. Keith Watson, DO, is the president and chief executive officer of PNWU. The trustees appointed Dr. Watson in June of 2012. Prior to becoming PNWU president, Dr. Watson served at Ohio University Heritage College of Osteopathic Medicine in the role of senior associate dean for academic affairs and was the chief academic officer for the Centers for Osteopathic Research and Education, an entity overseeing 90 Graduate Medical Education programs in 26 training institutions. Dr. Watson was awarded the American Osteopathic Foundation’s Educator of the Year Award in 2008 and fellowship in the American Osteopathic Directors and Medical Educators Collegium. From 1987 to 2000, Dr. Watson was a member for the American Osteopathic Board of Surgery (AOBS), serving two of those years as chairman and two years as vice chairman. The AOBS is the certifying agency for all US osteopathic surgeons. He has served as residency inspector for the American College of Osteopathic Surgeons and as an evaluator for the American Osteopathic Association Commission on Osteopathic College of Accreditation (AOA COCA). Dr. Watson received his doctorate of osteopathic medicine from the Texas College of Osteopathic Medicine in 1975. He has been member of the American College of Osteopathic Surgeons since 1980. Dr. Watson’s curriculum vita is provided as Appendix O.

In accordance with the University President policy, the president shall have “full-time responsibility to the University.” The policy further states that the president is the principle advisor to the chair of the Board of Trustees and shall serve in an ex-officio capacity (without vote) on the Board of Trustees and all board committees; but may not serve as chair.
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.

Each major area of the University employs a qualified administrator who provides effective leadership and management to support operational functions. The executive administration of the University is as follows:

President/Chief Executive Officer  
D. Keith Watson, DO
Chief Financial Officer  
Ann Hittle, CPA
Chief Operations Officer  
Frank Alvarez, MBA
Chief Research Officer  
Bernadette Howlett, PhD
Chief Development Officer  
(Vacant)
Sr. Advisor to the President  
Robert Sutton, PhD
Dean/Chief Academic Officer, College of Osteopathic Medicine  
Thomas Scandalis, DO

Dr. Watson was named president of PNWU in 2012 following two years as a consultant to the University and another year serving on the PNWU Board of Trustees. His understanding of and commitment to PNWU prior to his role as president, has provided the continuity necessary for the University’s maturation. A summary of experience of the chief officers is provided as Appendix H.

The University directors provide the next level of leadership and management. This group is comprised of:

Controller  
Jody Riggin, BA
Director of Accreditation and Strategic Planning  
Angie Girard, MEd
Director of Communications and Marketing  
(Vacant)
Director of Enrollment Services  
LeAnn Hunter, MS
Director of Facilities  
Dave Warner
Director of Human Resources  
Stefanie Durand, MBA
Director of Institutional Effectiveness  
Lori Fulton, MISM
Executive Director of Interprofessional Education  
(Vacant)
Director of Library  
Anita Cleary, MLIS
Associate Director of Procurement and Asset Management  
Cindy Blonde
Director of Security  
Ben Hittle
Director of Technology Services  
Cody Down, BA
Director of Continuing Medical Education  
Celia Freeman, MBA

The PNWU organization chart (Appendix G), shows the relationship among the University offices. The University administrators work collaboratively and across institutional functions both formally and informally to manage support services and operations. University directors meet individually with their
supervising chief officer at least once per month or more often as needed. University directors also meet every other month as members of the Operations Review Committee “to ensure, facilitate, and monitor the University’s performance and recommend revisions to functions and processes when necessitated by accreditation, financial, or other changes” (see charter, Appendix K).

As fully described in 3.A.1 and 3.A.2, University offices and COM administrative departments produce an annual office/department plan and appraise those plans at the close of each fiscal year. The focus of each office/department plan is the guiding documents (University Strategic Plan, Core Themes, and COM Program Goals and Objectives). By operationalizing the guiding documents within office/department plans, actions and outcomes are monitored and measured thus fostering the fulfillment of mission and accomplishment the core theme objectives. Additionally, members of the executive administrative team and directors also serve on various committees that facilitate mission fulfillment and achievement of the core themes. Such committees include Research Committee, Strategic Planning Team, Academic Council, COM Curriculum Committee, and the Regional Accreditation Steering Committee.

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 that effect students are articulated in the Student Catalog which is available at PNWU.edu. Each matriculating PNWU-COM student completes a student catalog review and acknowledges that he/she has read and understands the student catalog prior to matriculation. Any amendments to the catalog are posted on the website and students are notified of such amendments via email.

Academic policies that effect faculty, staff, and administrators are detailed in the Staff and Faculty Handbook the PNWU Bylaws (Exhibit 2), and the COM Bylaws (Exhibit 3), all of which are available via the PNWU Public Portal at PNWU.edu.

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.

Library policies are documented and published via the PNWU Public Portal at PNWU.edu, on the library website (library.pnwu.edu), and in the Student Catalog. Policies on library access and circulation, interlibrary loans, reference and research services, and access to knowledge-based information address access to and use of library and information resources. Copies of the policies are also kept in the PNWU Library employee handbook, which is kept at the reference desk.
These policies are enforced by library staff, aided by the use of student IDs, visitor passes, and secure log-in from off campus via the library’s proxy server. The PNWU director of security and the after-hours security staff are kept informed of who may access the physical library and when.

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.

PNWU publishes in the student catalog each year at PNWU.edu the clearly stated policy of not accepting transfers, transfer credits, or waiving the requirements set forth in the admission process. The policy is found in the Student Transfers and Waivers section, page 66, of the Student Catalog.

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.

The PNWU Student Catalog contains academic and institutional policies regarding students’ rights and responsibilities (specific topics noted below) and the PNWU Student Handbook is a compilation of procedures and guidelines that align with those policies. Both are available at PNWU.edu. The policies and procedures are written in such a way to ensure they are administered in a fair and consistent manner.

<table>
<thead>
<tr>
<th>Specific Topics</th>
<th>Catalog Page</th>
<th>Handbook Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Honesty (within professionalism section)</td>
<td>23</td>
<td>21, 22</td>
</tr>
<tr>
<td>Grade Appeal</td>
<td>46, 74, 77</td>
<td></td>
</tr>
<tr>
<td>Appeal of Grievance</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>Appeal of Regional Site Placement</td>
<td>75</td>
<td>49</td>
</tr>
<tr>
<td>Appeal for Probation Status (Academic Standing)</td>
<td>79</td>
<td>35</td>
</tr>
<tr>
<td>Appeal due to lack of academic progress</td>
<td>80</td>
<td>38</td>
</tr>
<tr>
<td>Appeal of Student Progress Committee decision</td>
<td>80,81</td>
<td>38, 42</td>
</tr>
<tr>
<td>Appeal of remediation</td>
<td>82</td>
<td>38</td>
</tr>
<tr>
<td>Appeal of Make-up Assessments</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Student Written Grievances</td>
<td>37,38</td>
<td>29</td>
</tr>
<tr>
<td>Accommodations</td>
<td>16, 55</td>
<td>13</td>
</tr>
</tbody>
</table>

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.

PNWU publishes the requirements for student admission, specifying the characteristics and qualifications appropriate for the Osteopathic Medicine program, in the Student Catalog and on the Admission Requirements web page at PNWU.edu.

PNWU-COM has adopted application requirements, academic requirements, medical and immunization requirements, and minimum technical standards for admission to the Osteopathic Medicine program, (pages 53-65 of the 2015-16 Student Catalog). Each year the policies are reviewed by the Admission Committee and any changes recommended to the dean. The web pages, procedures, and practices are reviewed by the admission staff of the PNWU Enrollment Services Office for adherence and clarity of the published requirements in procedure and practice.

PNWU academic standing policy, including appeal and remediation, (pages 78-83 of the 2015-16 Student Catalog and pages 35-41 of the 2015-16 Student Handbook) and the readmission policy (page 66 of the 2015-16 Student Catalog) are clearly defined and widely published in the Student Catalog at PNWU.edu. Each incoming student must take a student catalog review quiz and acknowledge that he/she has read and understands the student catalog prior to matriculation.

The aforementioned admission and placement policies have provided a foundation leading to a high level of student success including a four-year graduation rate consistently above 88 percent, a 100 percent residency match rate, and between 44 and 66 percent of graduates selecting primary care residencies each year; all of which are commensurate with PNWU’s expectations. (See Standard 2.C.1 for additional details.)

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 University’s relationship to co-curricular activities and the roles and responsibilities of students and the University for those activities are found on pages 16-20 of the 2015-16 Student Handbook. Student Affairs oversees the Student Government Association (SGA) but SGA takes the primary lead in co-curricular activities on campus. As noted on the Student Government page at PNWU.edu, SGA is the official voice for students. They are responsible for dispersing funds for student activities, acting as a liaison for the student body, promoting health care professions, supporting club and classroom activities, and working to improve the quality of life for all PNWU students. Information regarding student publications, media relations, and requests for donations are found in the Student Catalog, page 34.
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 University maintains and publishes its human resources policies and procedures in the Staff and Faculty Handbook which applies to all faculty and staff, excluding students. Human resources policies specific to students are published in the Student Catalog and procedures in the Student Handbook. As noted in 2.A.6, Human Resources reviews and, if necessary, revises its policies and procedures on an annual basis. Policy changes to the Staff and Faculty Handbook and the Student Catalog are recommended to the Academic Affairs Committee, appointed by the board, for consideration and adoption. Legal review is often part of the process.

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.

Employees are apprised of conditions of employment and rights and responsibilities through the Staff and Faculty Handbook beginning on page 13. All faculty and staff are provided a job offer or contract of employment that describes the work assignment. Additional assignments and responsibilities are available in the applicable job description. Criteria and procedures for evaluation of staff and faculty are provided in the Staff and Faculty Handbook on pages 16 and 135 respectively. A faculty member's length of service is defined in their contract of employment. Other retention related topics for faculty and staff are available in the Pay Administration policy in the Staff and Faculty Handbook on page 40. Promotion of staff and faculty is found in the Staff and Faculty Handbook on pages 16 and 127, respectively and termination of staff and faculty is on pages 22 and 151, respectively.

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

The Human Resource Department ensures the security and appropriate confidentiality of personnel records by locking access in electronic personnel folders to HR personnel only and by locking access in the electronic payroll system to appropriate personnel only.

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.

All University services, programs, and academic intentions are communicated clearly and are easily accessible via PNWU.edu and social media outlets. Information regarding graduation and retention for
the College of Osteopathic Medicine is found on the Fast Facts page at PNWU.edu, which demonstrates that the program can be completed in a timely fashion.

The University regularly reviews its published materials and internal documents to ensure the highest level of accuracy and does so through adherence to communication policies detailed in the Staff and Faculty Handbook, pages 91 – 97. The University has also developed a set of brand identity guidelines to ensure proper representation of the University's brand by all members of the University community.

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.

A diversity statement and notice of non-discrimination/equal opportunity are published as part of the Student Catalog and Staff and Faculty Handbook each year. Specific language and guidelines regarding ethical conduct, conflict of interest, sexual and other unlawful harassment, copyright, gift acceptance, personal appearance, drug and alcohol use, intellectual property, and business and travel are found in the conduct and work rules section of the Staff and Faculty Handbook. In addition to the language found in the conduct and work rules section, there is a physician faculty code of ethics in the portion of the Staff and Faculty Handbook that is specific to the osteopathic medical school faculty as well as a section regarding faculty rights and responsibilities.

In regard to sexual and misconduct including harassment, stalking, bullying, and intimidation (Title IX related offenses), PNWU follows an investigation and adjudication process found on page 61 of the Staff and Faculty Handbook.

The Human Resources director is the Title IX coordinator for PNWU. To date, four complaints have been filed that were Title IX related and all have been resolved. All records related to Title IX complaints are securely stored in the Human Resources Office.

For complaints about employees that fall outside the Title IX description, PNWU subscribes to a problem resolution process and progressive discipline as described in the Staff and Faculty Handbook beginning on page 54 of the Staff and Faculty Handbook. The director of Human Resources maintains a record of complaints that includes the date, the nature of the issue, the parties involved, and the outcome/resolution. The total number of complaints, from minor to significant, is shown in Table 3.

Table 3: Total Number of Complaints about Employees by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaints</td>
<td>5</td>
<td>2</td>
<td>15</td>
<td>10</td>
<td>17</td>
<td>4</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

All complaints have been resolved through counseling, professional coaching, an improvement plan, or dismissal.
The annual Student Catalog provides ethical standards for the students in the form of policies on topics such as conflict of interest and disclosure, professionalism, sexual and other unlawful harassment, bullying and intimidation, student/patient/faculty/preceptor relationships, drug and alcohol use, tobacco, gambling, file sharing, and copyright. The white coat ceremony held annually for the incoming cohort of medical students, addresses the issues of medical ethics and students recite the osteopathic oath as part of the ceremony. The founding Student Government Association (SGA) council members (Class of 2012) created a student Honor Code that is presented at New Student Orientation each year. The new students recite the Honor Code as well as sign a statement acknowledging they will abide by it. Additionally, each new class creates a set of professional behaviors by which they agree to abide. These professional behaviors are emphasized by their class council and by the administration throughout the students’ tenure. Students are held accountable for their personal behavior through peer review and faculty mentorship. If a behavior is egregious enough to warrant disciplinary action, the Student Progress Committee serves as the body which adjudicates student professional or personal misconduct complaints and hearings. The process for addressing these complaints is outlined in the Student Catalog, page 80. The records and other documents relative to filed complaints are stored in secured electronic files held by the chair of the Student Progress Committee. The number of complaints regarding student professionalism has been recorded since the 2010-2011 academic year and is shown in Table 4. All complaints have been resolved following the student adjudication process outlined in the Student Catalog.

Table 4: Student Professionalism Complaints Submitted to Student Progress Committee

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

The PNWU finance department adheres to Generally Accepted Accounting Principles (GAAP) which is the standard framework of guidelines for financial accounting. Additionally, the finance department maintains ethical accounting standards through adherence to policies such as borrowing controls and debt management, cash management, HR and payroll segregation of duties, investment management, and investment management for permanently restricted/endowed assets. These and other finance policies are available via the PNWU Public Portal at PNWU.edu.

The PNWU Board of Trustees has established ethical standards regarding their roles and responsibilities as outlined in the PNWU Bylaws (Exhibit 2). To augment the bylaws, in January 2014, the trustees adopted a job description (Appendix P), outlining the expectations for service. In March 2014, the trustees appointed a new committee, the Governance Committee, with the purpose:

- To implement best practices in higher education governance.
- To attract, nominate, orient, organize, motivate, and assess the performance of trustees
- To ensure the continuing ability of the Board to exercise its responsibilities.
This committee assess individual trustees against the adopted job description on an annual basis. Any instances of ethical or other misconduct would be referred to this committee for action. The current bylaws outline the procedure for removal of a trustee:

Article 2.1.7, “2.1.7 Removal of Trustee. A Trustee may be removed, with or without cause, at a Regular or Special Meeting of the Board of Trustees by an affirmative vote of the majority of Trustees then in office, provided that Trustees shall receive a minimum of five (5) business days’ notice indicating that said matter will be an agenda item.”

To date, there have been no complaints filed against a trustee.

PNWU adheres to the Donor Bill of Rights as developed by the American Association of Fund-Raising Counsel, Association for Healthcare Philanthropy, Council for Advancement and Support of Education, and the Association of Fundraising Professionals. This document outlines rights for individual and corporate donors and provides assurances of PNWU’s acceptance of donations. The University has adopted a cohesive Gift Acceptance policy, outlining the principles determining solicitation and acceptance of gifts. PNWU complies with the Model Standards of Practice for the Charitable Gift Planner promulgated by the American Council on Gift Annuities.

PNWU maintains two policies regarding the competitive bidding process, one for construction and renovation and the other for procurement of goods and services. Each of these policies serves to outline fair and consistent processes for interactions with those external entities.

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. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The Board of Trustees has adopted a university-wide policy on conflict of interest and disclosure, contained in the Staff and Faculty Handbook, page 68. This policy is designed to ensure that those interests are disclosed and that the interests do not interfere with the impartiality of the individual or outweigh their overarching duty to secure and ensure the academic and fiscal integrity of the institution. Employees are instructed to contact Human Resources if they have further questions regarding possible conflicts of interest.

PNWU is not supported by or affiliated with any social, political, corporate, or religious organizations. PNWU does not seek to instill specific beliefs or worldviews on faculty, staff, or students. Students, faculty and staff are expected to conform to specific codes of conduct and professional standards that are outlined in both the Student Catalog and the Staff and Faculty Handbook. These policies include, but are not limited to drug and alcohol use, employee conduct and work rules, sexual and other unlawful
harassment, and physician/faculty codes of ethics. These policies are very similar to the policies of other higher education institutions.

Student applicants to PNWU can access these codes of conduct and professional standards in the Student Catalog via the PNWU.edu prior to matriculation. Once admitted, the students attend an orientation session that covers the Student Catalog, including specific discussions regarding professionalism, attendance, dress, student wellness, and professional etiquette. Potential employees of PNWU are introduced to these policies during the interview process, and the policies and codes of conduct are discussed during the actual hiring process and new employee orientation. They are also available for review at any time via PNWU.edu.

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 Staff and Faculty Handbook includes an intellectual property policy (page 142) that includes definitions, use of the University name and trademarks, appropriate use of software, trademark, patent, dispute resolution, and administrative procedures.

Upon first employment and at any time during employment with PNWU, employees are obligated to inform PNWU of all intellectual property they own or are in process of developing by submitting a memorandum of intellectual property to the chief financial officer. This notification is required whether the item was developed with the use of PNWU resources or on the employee’s personal time.

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.

As an applicant for candidacy with NWCCU, PNWU accurately represents that accreditation status on the Accreditation web page at PNWU.edu and in the Student Catalog (page 8). The PNWU College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association. That status is accurately represented, using terminology provided by the COCA, on the Accreditation web page at PNWU.edu, in the Student Catalog (page 8), and in the Staff and Faculty Handbook (page 11).

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.

The institution has contractual agreements with external entities for products and services performed on its behalf. The institution maintains contract templates, approved by legal counsel, that are used to engage third parties in a written format, clearly defining the roles, responsibilities, and agreements. All agreements are subject to review and approval by appropriate administrators to ensure the intentions are consistent with the University’s mission and goals, policy and procedure, and are compliant with accreditation and other regulatory requirements.

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.

As stated in the PNWU Bylaws, Article V, it is the policy of the University to foster and maintain full freedom of discussion, inquiry, teaching and research, and standards of professional conduct and public morals. The faculty, the staff, the administration, and the students of the University are entitled to discuss relevant subjects freely in the classroom. In scholarship and publication, each faculty, staff, administrator, and student is entitled to investigate, pursue inquiry, and discuss freely those subjects that they are competent to address; and to develop, maintain, and present opinion and reasoned conclusions relevant to the work.

In 2013, PNWU expanded its on Pharmaceutical and Biomedical Device Industry Relationships policy, contained in the Employee and Faculty Handbook, to protect its students and faculty from inappropriate external influences, pressures, and harassment.

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 PNWU Bylaws (Exhibit 2), page 8, the Staff and Faculty Handbook, page 154, and the Student Catalog, page 16, it is the policy of the University to foster and maintain full freedom of discussion, inquiry, teaching and research, and standards of professional conduct and public morals. The faculty, the staff, the administration, and the students of the University are entitled to discuss relevant subjects freely in the classroom. In scholarship and publication, each faculty, staff, administrator, and student is entitled to investigate, pursue inquiry, and discuss freely those subjects which they are competent to address; and to develop, maintain, and present opinion and reasoned conclusions relevant to the work.
Aside from the academic freedom enjoyed in the classroom, students and members of the PNWU faculty actively engage in research and scholarly activity in areas in which they have a particular interest and/or expertise. Appendix Q is a list of research conducted by faculty and students dating back to 2009 that includes topics such as interprofessional education in rural communities, reimbursement for medical services, and childhood obesity.

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.

Faculty members with responsibility for presenting scholarship do so in a manner that is fair, accurate, and objective, including appropriate citation of the original source of information. The Staff and Faculty Handbook addresses the expectation for these behaviors in several places. For example, in the ethical conduct section it states employees will, “provide full, fair, accurate, complete, objective disclosures . . . act in good faith with due care, diligence and without knowingly misrepresenting material facts” (page 52). It also includes information about copyright law and procedures for utilizing information within Fair Use guidelines (page 80).

The PNWU library provides individualized support to faculty members in generating their course materials to assist in this domain. The library also provides tutorials available to faculty members in the online learning management system (Moodle). In addition to the library’s services and resources, Academic Affairs provides assistance to faculty in regard to presentation of course content and materials. Furthermore, all lectures in the COM are recorded and available for review should a question arise with regard to fair, accurate, and objective presentation of scholarship as well as identification of personal views, beliefs, and opinions. Students are able to report issues to Student Affairs, Academic Affairs, or the Office of the Dean.

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.

Pacific Northwest University of Health Sciences has approved bylaws for the institution which define the governance structure and delineate the responsibilities of the governing board and leadership team. The PNWU trustees, guided by their bylaws have ultimate control over the fiscal operations of the University as described in the role of the treasurer (Exhibit 2: PNWU Bylaws, page 3). The president has been delegated the responsibility for day-to-day management of the financial resources of the University. The chief financial officer assists the president in the discharge of this responsibility through the structure of the Finance Office (see chief financial officer job description, Appendix N) which operates by adhering to the finance policies below that have been approved by the Board of Trustees.
<table>
<thead>
<tr>
<th>Policy</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing Controls and Debt Management</td>
<td>Describes the controls surrounding finance agreements, long-term debt accounts, capital leases, and debt covenants</td>
</tr>
<tr>
<td>Budget Process</td>
<td>Outlines the annual budget process in order to align the strategic plan with faculty, staff, and student needs, while addressing overall financial sustainability</td>
</tr>
<tr>
<td>Cash Management</td>
<td>Describes the controls surrounding bank accounts, check signers, payroll disbursements, electronic fund transfers, receipts and disbursements, transfers of cash, expenditures, outstanding checks, and investments</td>
</tr>
<tr>
<td>Cash Reserve</td>
<td>Ensures stability of the mission, programs, employment, and ongoing operations of the institution through a minimum and target reserve</td>
</tr>
<tr>
<td>Competitive Bid</td>
<td>Defines when a competitive bid for goods and services shall be required by PNWU</td>
</tr>
<tr>
<td>Expenditure and Disbursement</td>
<td>Outlines the procedures for expenditures and disbursement</td>
</tr>
<tr>
<td>Financial Close and Reporting</td>
<td>Outlines the responsibilities of the Finance staff to ensure all transactions are posted in a timely manner and all exceptions are identified for inclusion during the closing process</td>
</tr>
<tr>
<td>HR and Payroll Segregation of Duties</td>
<td>Segregation of duties between HR and Payroll to provide for accuracy and fairness</td>
</tr>
<tr>
<td>Investment Management</td>
<td>Provides framework and process for management of investments, including selection of investment advisors, investment purchases and sales, securities, investment review, and investment earnings</td>
</tr>
<tr>
<td>Investment Management for Permanently Restricted/Endowed Assets</td>
<td>Defines the investment goals and objectives of permanently restricted/endoowned assets of PNWU and assigns responsibilities of all involved parties</td>
</tr>
<tr>
<td>Post-Issuance Compliance for Tax-Exempt Bonds</td>
<td>Compliance with post issuance federal tax requirements for bonds issued for the benefit of PNWU</td>
</tr>
<tr>
<td>Property and Equipment Management</td>
<td>Management, accounting, and control of moveable capital equipment</td>
</tr>
<tr>
<td>Business and Travel Expenses</td>
<td>Defines appropriate business and travel expenses and the reimbursement process</td>
</tr>
</tbody>
</table>
Standard 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.

Criteria and qualifications for employment are stated in the applicable job description and available to all employees and prospective employees in the Policies and Procedures section of the Employee Resources page at PNWU.edu. Job descriptions accurately reflect duties, responsibilities, and authority of each position. Hiring procedures are clearly outlined for all to review in the Staff and Faculty Handbook, page 18, and on the Human Resources Career Opportunities page at PNWU.edu.

Staffing projections are developed, revised, and budgeted following the annual performance evaluation, staffing, and budget process outlined in Table 5. Through this process, the hiring of qualified personnel occurs strategically and provides for the employment of a sufficient number of personnel.

Table 5. Outline of Annual Performance Evaluation, Staffing, and Budgeting Process

<table>
<thead>
<tr>
<th>Annual Performance Evaluation, Staffing, and Budget Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Throughout the Year</strong></td>
</tr>
<tr>
<td><strong>May</strong></td>
</tr>
<tr>
<td><strong>May - July</strong></td>
</tr>
<tr>
<td><strong>June</strong></td>
</tr>
<tr>
<td><strong>July</strong></td>
</tr>
<tr>
<td><strong>August</strong></td>
</tr>
<tr>
<td><strong>September</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>October</strong></td>
</tr>
</tbody>
</table>
2.B.2
Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

All administrators and staff are evaluated annually related to performance of work duties and responsibilities as stated in the Staff and Faculty Handbook on page 16:

PNWU encourages employees and supervisor to discuss job performance and goals on an informal, day-to-day basis. In addition, each employee will have formal performance evaluations with the assigned supervisor to discuss work and goals, to identify and correct weaknesses, and to encourage and recognize strengths. Evaluations will be related to the job description.

Performance evaluations may be conducted during or at the completion of the introductory period and annually thereafter. Annual merit pay increases will be given if earned in conjunction with the annual performance evaluation and availability of funds in the budget.

The evaluations are completed in the summer months of each year. A standard digital evaluation form (Appendix R) accessed through Digital Measures® (a web-based activity reporting solution) is used for all non-faculty employees. The evaluation tool uses a six-point Likert scale with a number of declarative statements, as well as open-ended questions. The same form is used for self-evaluation and supervisor evaluation of non-faculty employees. The supervisor and non-faculty employee meet to discuss the results of the evaluations, goals (achieved and set), and pay increase. Completed evaluations are placed in the individual's personnel file and logged in the human resource/payroll system for tracking purposes.

Feedback from peers, supervisors, and direct reports using an anonymous survey regarding the University-adopted 17 behaviors supplements the evaluation process. The behaviors were a result of work done through University culture professional development workshops in 2012 and 2013. The data collected are provided to each who participate. The survey results are not part of the actual evaluation, but provide candid feedback that the participants may use as they form goals for the upcoming year.

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.

The director of faculty development coordinates on-campus training directed at faculty but available to all employees and maintains an active calendar of local, national, and international faculty development opportunities (see COM Director of Faculty Development job description Appendix S).

Funding for professional development varies based on role and employment status as described in the Personal Professional Development section of the Staff and Faculty Handbook, page 50.

The Educational Advancement policy (Staff and Faculty Handbook, page 50) provides an avenue for employees to apply for funds in support of additional training and educational opportunities. This fund is most often applied for by employees completing additional degrees.

The Professional Development Leave policy (Staff and Faculty Handbook, page 136) allows faculty paid or unpaid time away for professional development opportunities that support their personal growth as well as the growth of the academic programs of the University. Leaves approved are generally greater than two weeks in duration.

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.

All teaching faculty members employed by Pacific Northwest University of Health Sciences (PNWU) are assigned to the College of Osteopathic Medicine (COM), PNWU’s only program. The COM is organized into three divisions: Preclinical Education, Clinical Education, and Postdoctoral Education, each of which is headed by an assistant dean (see COM organization chart, Appendix G).

Rank for faculty is determined based on appropriate qualifications such as degree held and experience. Adjunct clinical faculty ranks have additional specific requirements as they oversee students in the clinical setting (see Faculty Appointment and Promotion in the Staff and Faculty Handbook, page 127).

Among other requirements, department chairs and division chiefs in the COM must hold a PhD, DO, or MD degree from a USDE recognized accredited institution (for clinical departments, certification from the American Osteopathic Association or American Board of Medical Specialties is required) and have a minimum of five years’ experience in the particular area of responsibility for which they are being considered. (See COM Department Chair/Division Chief job description, Appendix T.)

For the College of Osteopathic Medicine, a sufficient number of faculty members is calculated through a faculty adequacy model approved by the Commission on Osteopathic College Accreditation (COCA). Separate applications of the faculty adequacy model have been created for years one and two when all students are in residence on the main campus, and for years three and four when all students are at the regional sites on clinical rotations. This distinction is important because the main campus faculty and
the regional site faculty obligations are very different. Main campus faculty members, both full time and part time, participate in all three of the traditional academic obligations: teaching, scholarly activity, and service. The adjunct clinical faculty members at the regional sites only have teaching obligations.

The faculty adequacy model for years one and two first examines how much faculty work is needed to teach all scheduled courses in an academic year. The balance of faculty workload is distributed between service and scholarly activity. The distribution of workload is determined annually through needs assessment conducted by department chairs and approved by the dean.

The model is based on a 46-week work year x 40 hours of work/week = 1840. One full FTE = 1840 hours.

To calculate the total faculty effort necessary to teach all scheduled courses a multiplier of five (one hour of lab + four hours of prep) for scheduled lab hours and a multiplier of eight (one hour of lecture + seven hours of prep) for scheduled lecture hours are utilized. Prep includes: developing teaching materials, grading, and communications with students.

1. Course hours for lab x number of faculty necessary to meet the determined student/faculty ratio x 5 = total effort hours for labs
2. Course hours for lecture x 8 = total effort hours for lectures
3. Total effort hours for labs + total effort hours for lecture = total faculty hours need for teaching
4. The sum of total hours is then divided by 1840 to determine faculty FTE for teaching

By application of this model, the 49 full-time and part-time faculty members combine for 29.7 FTE, of which 12.2 FTE (22,391 hours) is dedicated to teaching this current academic year (AY ’16). The remaining time/FTE allocation is distributed among scholarly activity and service. According to the faculty adequacy model approved by the COCA, this is more than sufficient to achieve the COM educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of the Osteopathic Medicine Program during years one and two.

Adequacy of faculty for years three and four is determined through credentialed physicians at the regional sites. As of August 2015, there were over 1042 adjunct clinical faculty and credentialed elective preceptors across the PNWU-COM regional sites. To assess the adequacy of affiliations and more specifically the adequacy of rotations, the number of rotations necessary for a given year must first be determined. To do so, the number of students conducting core rotations is multiplied by the number of required core rotations and the number of students conducting elective rotations is multiplied by the number of required elective rotations. Although the number of weeks in elective rotations varies, assuming each is two weeks allows for ample planning. Table 6 represents the number of core and elective rotations necessary to meet the needs for the 2015-16 academic year.
Table 6. Number and Type of Required Rotations for 2014-15 Academic Year

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Required rotations per student</th>
<th>Required Rotation Weeks</th>
<th># Students</th>
<th># Rotations Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Medicine</td>
<td>1</td>
<td>6</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>1</td>
<td>4</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>1</td>
<td>6</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>1</td>
<td>6</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Surgery</td>
<td>1</td>
<td>6</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>OPP/OMM</td>
<td>1</td>
<td>4</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Women’s Health</td>
<td>1</td>
<td>6</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>1</td>
<td>4</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Core Electives - Primary Care</td>
<td>1</td>
<td>6</td>
<td>137</td>
<td>137</td>
</tr>
<tr>
<td>Electives - Medicine</td>
<td>5</td>
<td>10</td>
<td>73</td>
<td>365</td>
</tr>
<tr>
<td>Electives - Surgery</td>
<td>5</td>
<td>10</td>
<td>73</td>
<td>365</td>
</tr>
<tr>
<td>Electives - Unrestricted</td>
<td>8</td>
<td>16</td>
<td>73</td>
<td>584</td>
</tr>
<tr>
<td>TOTALS</td>
<td>27</td>
<td>84</td>
<td>137</td>
<td>2547</td>
</tr>
</tbody>
</table>

Table 7 is a prospective assessment of affiliations and rotation capacity at each of the regional sites (done prior to the start of the 2015-16 academic year). These numbers were based on existing and in-progress affiliations and credentialed preceptors at each of the regional clinical training sites. As shown, there are more rotations available than are needed for the 2015-16 academic year.

Table 7. Prospective Assessment of Affiliations and Rotations 2015-16

<table>
<thead>
<tr>
<th>Regional Site</th>
<th># of Affiliations (Hospitals, Clinics, Private Offices, Individuals)</th>
<th># of Core Rotations (capacity)</th>
<th># of Elective Rotations (capacity)</th>
<th>Total # of Rotations (capacity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen</td>
<td>3</td>
<td>40</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>Anchorage</td>
<td>9</td>
<td>70</td>
<td>76</td>
<td>146</td>
</tr>
<tr>
<td>Billings</td>
<td>10</td>
<td>89</td>
<td>82</td>
<td>171</td>
</tr>
<tr>
<td>Blackfoot</td>
<td>13</td>
<td>53</td>
<td>76</td>
<td>129</td>
</tr>
<tr>
<td>Boise</td>
<td>152</td>
<td>127</td>
<td>146</td>
<td>273</td>
</tr>
<tr>
<td>Centralia</td>
<td>15</td>
<td>55</td>
<td>36</td>
<td>91</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>3</td>
<td>38</td>
<td>32</td>
<td>70</td>
</tr>
<tr>
<td>Great Falls</td>
<td>7</td>
<td>40</td>
<td>36</td>
<td>76</td>
</tr>
<tr>
<td>Hermiston</td>
<td>2</td>
<td>12</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Missoula</td>
<td>14</td>
<td>32</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>Mt Vernon</td>
<td>52</td>
<td>95</td>
<td>212</td>
<td>307</td>
</tr>
<tr>
<td>Portland</td>
<td>49</td>
<td>78</td>
<td>134</td>
<td>212</td>
</tr>
<tr>
<td>Puyallup</td>
<td>38</td>
<td>147</td>
<td>322</td>
<td>469</td>
</tr>
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</table>
2.B.5
Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

The University has developed and utilizes a workload formula in compliance with programmatic accreditation standards as well as University norms. Workloads are based on an annual allotment of hours. A faculty FTE of 1.0 is equivalent to 1,840 annual hours (from July 1 to June 30). FTE is determined as assigned hours in proportion to 1,840. Hence, 0.50 FTE equals 980 annual hours.

Faculty responsibilities and workloads are commensurate with the institution’s expectations in the categories of teaching, service, and scholarship as described in the Faculty Appointment and Promotion section of the Staff and Faculty Handbook, page 127, and are individually articulated in employment contracts and adjusted as needed through the annual faculty evaluation process (described in Standard 2.B.6).

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.

Faculty members who are employed at 0.2 FTE or above are evaluated annually as described in the Staff and Faculty Handbook, beginning on page 135. The timeline for faculty evaluation is outlined in the Standard 2.B.1. A detailed timeline and the categories by which faculty are evaluated are found in the Faculty Evaluation Information Packet (Appendix U) which is reviewed, updated, and provided to faculty annually.

The department chair/supervisor evaluation is where areas for improvement are identified and plans are developed to address such concerns (Appendix V).

Adjunct clinical faculty serve as preceptors for students on clinical rotations and only conduct the teaching element of the three categories (teaching, service, and scholarly activity). As such, their
evaluations are conducted by regional deans based primarily on student evaluations of the preceptor (Staff and Faculty Handbook, page 129).
Standard 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.

PNWU currently offers the degree of doctor of osteopathic medicine (DO). The educational objectives and outcomes of the Doctor of Osteopathic Medicine (DO) program (page 84 of the Student Catalog) have been reviewed and approved by the Commission on Osteopathic College Accreditation as rigorous and meeting the needs of the program. The PNWU-COM educational objectives are guided by the National Board of Osteopathic Medical Examiners (NBOME, 2011) Fundamental Osteopathic Medical Competency Domains. The required courses of the osteopathic medical education program (beginning on page 88 of the Student Catalog) explicitly address the domains below.

1. Osteopathic Principles & Practice and Osteopathic Manipulative Treatment
2. Patient Care
3. Application of Knowledge for Medical Practice
4. Practice-Based Learning and Improvement in Medicine
5. Interpersonal and Communication Skills in the Practice of Medicine
6. Professionalism in the Practice of Medicine
7. Systems-Based Practice in Medicine

The PNWU-COM educational objectives and outcomes, required courses, and the graduation requirements (page 83 of the Student Catalog) provide the framework for the DO Program and are appropriate and consistent with the University mission to educate and train health care professionals emphasizing service among rural and medically underserved communities throughout the Northwest.

Additionally, the University core themes of Academic Success, Health Care Professionals for Rural and Medically Underserved of the Northwest, and Service to Community are aligned with the content, service, and culture of the DO Program as fully described in the planning, assessment, and improvement of the core themes in chapter 4.

To date, four classes have graduated from the DO Program. Figure 1 displays the graduation rate for each of the four classes. All students (100%) from these four classes who participated in the 4-Year Grad. Benchmark = 85.0%
residency match were accepted in a graduate medical education program (residency or fellowship), thus attesting to the content and rigor of the program. Of note is the success of placements in primary care residencies (internal medicine, family medicine, and pediatrics). The DO Program emphasizes primary care as the need for primary care is greatest in rural populations. Figure 2 displays residency placement from the first four graduating classes.

![Figure 2. PNWU-COM Graduate Residency Placement (First Year) into Primary Care](image)

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.

The DO Program learning outcomes are published annually in the PNWU Student Catalog (see page 86 of the 2015-16 Student Catalog). Learning outcomes for each course are listed in the course syllabus. The syllabi for preclinical courses (years one and two of the DO program) are provided to each student in electronic form through the learning management system. The syllabus for Scientific Foundations of Medicine (BIOMED 501) is provided as an example (Appendix W). All syllabi for years three and four (clinical rotations) of the DO program are available on the Student Clinical Rotation Syllabi page at
The outcomes necessary for the degree of doctor of osteopathic are listed annually as graduation requirements in the PNWU Student Catalog (2015-16 Student Catalog, page 83).

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.

Academic credit is earned by medical students who have achieved the goals specified for individual courses and for the overall DO Program as described in the doctor of osteopathic medicine requirements section of the PNWU Student Catalog, page 88. Definitions for course grades, contact hours, and credits are based upon nationally-accepted norms, and adhere to U.S. Department of Education regulations. The credit hour formula used at PNWU adheres to the definition of a credit hour as the time commitment required of a typical student studying within a specific course, and is fully described in the Student Catalog, page 87.

Course grades are based on student accomplishment of course activities that are weighted as the appropriate percentage of the final grade.

The COM Student Progress Committee monitors student work through academic alerts for examination failures (provided by Academic Affairs) and academic warnings for course failures (sent by the Enrollment Services). At a meeting of the Faculty Council in the weeks preceding commencement, the Student Progress Committee certifies and reports to the faculty the names of those students eligible for graduation, contingent upon the successful completion of all academic, professional, and financial requirements of the University, as outlined in the Student Catalog, page 83. The Faculty Council will entertain a motion to approve the candidates and submit the list to the dean for submission to the president and ultimately to the Board of Trustees for final approval.

PNWU-COM is a member of the American Association of Colleges of Osteopathic Medicine (AACOM). Through the AACOM, the COM stays informed of best practices in medical education, national benchmarking, and other information relative to medical school administration. Through AACOM, its institutional officials, and its special interest groups in clinical education, medical education, and faculty development, COM maintains a current perspective on national norms for osteopathic medical schools, and reflects such norms in its policies.

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 to and graduation from the DO Program are described in the PNWU Student Catalog, (page 53 and 83, respectively) and disseminated through the AACOM annual National Osteopathic Medical College Information Book, page 72. The DO Program demonstrates a coherent
design with a curriculum that builds progressively by requiring the student to complete courses in a
specified order to understand the foundation on which the clinical curriculum builds. Academic progress
requires students to complete each academic year, following the sequence of courses offered (see page
88 of the Student Catalog). Students are tested for the breadth, depth, and synthesis of their learning
using a variety of techniques: faculty-authored multiple choice examinations, event-stimulated student
reflection, objective structured clinical encounters using standardized patients, laboratory skills-
acquisition testing, patient logs, procedure logs, licensure examinations, direct faculty observation of
student performance with feedback, and a comprehensive portfolio documenting individual student
accomplishments that is submitted annually.

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.

Faculty members participate in curriculum decisions at all levels, including the design, delivery and
assessment of student learning. Department chairs and division chiefs are responsible to “plan and
evaluate the departmental/divisional curriculum and assure that department/divisional curricular
offerings effectively support the COM educational mission” (Staff and Faculty Handbook page 161).
Course directors, “work cooperatively with the curriculum committee, other course directors, and course
instructors, to assemble the course, course exams, and the final exam schedule (annually)” (Staff and
Faculty Handbook, page 162). The COM Curriculum Committee, composed primarily of faculty, has
“oversight of the undergraduate educational programs of the college and shall recommend curriculum
and policy to the Dean for final approval. Such oversight shall include all aspects of curriculum
development and implementation, instructional design, and assignment of faculty and facilities for the
proper execution of the educational programs according to accreditation standards.” (COM Bylaws,
Exhibit 3, page 5). The Department of Academic Affairs provides structure for the assessment process,
collaborates with faculty to ensure quality of assessments, and “offers academic resources to enhance
and develop the academic abilities of our students by providing advising, tutoring, and assistance in
developing a master of the National Board of Osteopathic Medical Examiners (NBOME) Core
competencies via student portfolio development.” (See the Department of Academic Affairs web page at
PNWU.edu.)

The hiring of new faculty members is outlined in the faculty recruitment, search, and hiring section of
the Staff and Faculty Handbook, page 25. Within the section, it is noted that it is the responsibility of
full-time faculty in each department/division to determine the staffing needs for the coming academic
year as well as serve on search committees for such faculty.

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.

Library resources are an essential component of the infrastructure necessary to demonstrate a robust educational environment for doctoral students. Faculty as well as students benefit from the ready availability of books, journals, and advanced scholarly materials. The PNWU Library has a collection of materials that focus primarily on human health, human disease, population health, and the science of medicine. Remote access to electronic databases, government documents, and digitized collections are available to students and faculty, both on-campus and at distant instructional sites via the secure campus network, including wireless access. Electronic access for students during clinical rotations at remote off-campus sites in rural or medically underserved areas (core theme 2) is facilitated using a proxy server log-in, allowing connection to the PNWU Library using any computer and without the need for specialized software. Access to a larger pool of resources through remote lending is also available. Trained library staff are available to assist faculty and students with interlibrary loan requests. During a site visit in March 2014, the COCA accreditation site reviewers determined that the library provides appropriate resources for the DO Program curriculum, in specific the requirements for physical space, budget, staffing levels, and information resources.

The PNWU Library Committee is chaired by the library director and has representation from student, faculty, and technology staff, as well as PNWU academic partnership programs. The Library Committee is charged with developing and reviewing library policies, recommending resources, and communicating the information needs of faculty and students to the library staff. The faculty partner with the library and information resources personnel within this group to ensure integration of learning resources into the learning process. There is a robust evidence-based medicine curriculum that is established in year one within the community doctoring course. Skills acquired in this early exposure are utilized within the systems courses as students prepare for case-based integrative learning sessions. During clinical clerkship training, students are required to utilize learning resources to supplement their understanding of patient signs and symptoms and support the diagnostic process.

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.

As clearly published on page 65 the 2015-16 Student Catalog, PNWU does not grant advanced standing based on experience.
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.

As clearly published on page 65 the 2015-16 Student Catalog, PNWU does not grant advanced standing based on experience.

2.C.9
The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length 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.

N/A

2.C.10
The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

N/A

2.C.11
The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

N/A
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.

PNWU has a single graduate program that leads to the doctor of osteopathic medicine degree. There is no undergraduate program component of instruction. The mission of the institution is to train health care professionals. The DO Program is completely consistent with the institution’s mission.

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.

PNWU publishes the requirements for student admission, specifying the characteristics and qualifications appropriate for the Doctor of Osteopathic Medicine program, in the PNWU Student Catalog and on PNWU.edu. The PNWU-COM Admission Committee will consider applications from each qualified individual; however, in order to meet the mission of the College of Osteopathic Medicine, preference is given to applicants from Alaska, Idaho, Montana, Oregon, Washington, and rural or medically underserved areas of the country. The major criteria for rating applicants are academic excellence, commitment to osteopathic primary care, commitment to practice medicine in a medically underserved area, and personal characteristics.

PNWU-COM has adopted application requirements, academic requirements, medical and immunization requirements, and minimum technical standards for admission to the doctor of osteopathic medicine program, (pages 53-65 of the 2015-16 Student Catalog). Each year the policies are reviewed by the PNWU-COM Admission Committee and any changes recommended to the dean. The PNWU-COM Admission Committee is comprised of PNWU staff and faculty members, and is chaired by an appointed COM faculty member.

PNWU does not accept transfer credits. The graduation requirements are published in the Student Catalog and meet the guidelines of the program accredditor (pages 66 of the 2015-16 Student Catalog).

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.

As clearly published in the Student Catalog PNWU does not grant credit for experience or accept transfers, credits, or waive the requirements set forth in the admission process (page 66 of the 2015-16 Student Catalog).

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 DO Program’s design is intended to prepare students for research/scholarly activity and professional practice. Students are prepared to evaluate and interpret the medical literature through emphasis on biostatistics and evidence-based medicine embedded in a four-semester course sequence during the first two years of training. Aspects of professional practice are emphasized through didactic sessions, clinical case sessions, and assessments that encourage a high level of attainment for discipline-specific expertise and critical analysis. The program provides didactics, clinical case sessions, and assessment that encourages a high level of attainment for discipline-specific expertise and critical analysis. High levels of knowledge are fostered through both formative and summative assessment, as well as spaced, high-stakes licensure examinations. Performance skills are nurtured through simulation laboratory training and interactions with standardized patients (performers trained to act as patients). Skills attainment is assessed through objective standardized clinical encounters in which faculty observers rate student performance using a performance-based rubric. A final licensure examination where students travel to a centralized location to be tested by the National Board of Osteopathic Medical Examiners is used to verify student skill levels in the months before transition to post-doctoral training.
2.C.16
Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

PNWU has one continuing education program and no other special programs. PNWU’s Office of University Continuing Medical Education (CME) mission statement is aligned with the University’s mission and goals as it says, in part:

Pacific Northwest University of Health Sciences educates and trains health care professionals emphasizing service among rural and medically underserved communities throughout the Northwest. Consistent with this mission, the role of PNWU’s Continuing Medical Education (CME) Program is to enhance the health care professional’s ability to care for patients by addressing their medical education needs and supporting their career-long professional development with the ultimate goal of improving the quality of healthcare in the populations served by the providers we educate.

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.

All planned educational activities that are offered for CME credit are approved by the University’s CME Committee and Office of University CME. As stated in the CME Administration policy, the CME Committee will appoint a course director for each approved CME activity. The course director must have adequate credentials associated with the educational content area. The course director will be expected to assist in the content validation process. PNWU faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s CME activities and assessment of learner achievement.

The CME Committee and the Office of University CME monitor the quality and effectiveness of all PNWU sponsored CME activities, incorporating established procedures with clearly defined roles and responsibilities as outlined in the CME Program Evaluation Policy. Learner achievement is based on course objectives and assessments using a variety of methods appropriate to the learning experience. Participants of PNWU CME activities are incited to evaluate and rate various topics, such as:

- whether the educational objectives were met
- content validity, independence, relevance, and overall quality and effectiveness
- presenter’s overall performance and knowledge of subject area
- effectiveness of the educational format, learning aids, and venue
• effects on knowledge, competence, performance, attributes, and patient outcomes

PNWU’s Office of University CME staff, course directors, and faculty participate in a post-activity review to assess strengths and weakness. Feedback gathered from the evaluation process is disseminated and incorporated into planning for future CME activities and continuous improvement of the overall CME Program.

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 University offers credit-bearing continuing education activities that are guided by generally-accepted norms as defined by the American Osteopathic Association (AOA) and the Washington State Medical Association (WSMA). These are outlined in the Uniform Guidelines for Accrediting Agencies of Continuing Medical Education and the Accreditation Council for Continuing Medical Education (ACCME) Accreditation Criteria and the ACCME policies, respectively.
In November 2014, the AOA acknowledged the achievement of Pacific Northwest University of Health Sciences for meeting the application requirements and awarded the University one year Category 1 CME accreditation. In November 2015, the AOA Council on Continuing Medical Education (CCME) reviewed the document survey information submitted by PNWU for reaccreditation. The AOA CCME passed the document survey review with a perfect score of 100 points and awarded PNWU Level 3 Accreditation with Commendation for three years.

In May 2015, PNWU completed a self-study application for initial CME accreditation with the Washington State Medical Association (WSMA). The WSMA conducted an on-site survey in September with the OUCME and members of the PNWU CME Committee. In November, the WSMA CME Accreditation Committee awarded PNWU two years provisional CME accreditation, the maximum allowable for an initial applicant. This accreditation enables PNWU to grant continuing education credits that meet the needs of allopathic physicians and other non-osteopathic healthcare professionals.

As an AOA-accredited Category 1 CME provider, PNWU's Office of University CME (OUCME) must submit all proposed CME activities to the AOA division of CME for review and approval prior to granting of credit. The AOA CCME and staff monitor PNWU for compliance with AOA policies and standards of CME accreditation. Through online self-study reporting, the WSMA CME Accreditation Committee and staff monitor PNWU for compliance with ACCME policies and standards of CME accreditation.

By articulating the types of changes that PNWU strives to create for the learners in the context of transformations on competence, performance, or patient outcomes, the University can best incorporate the continuous quality improvement cycle that supports the education of the learners (see PNWU CME Planning Cycle). These standards hold regardless of delivery location or delivery method.

As a newly accredited provider of CME, PNWU has focused initial efforts on clinical faculty development designed to enhance the expertise and skills of physician educators. This focus aligns with PNWU's mission and the needs assessment findings of our CME program. To date, the following CME activities have been offered:

- Working with Struggling Learners – Academic Challenges
- Training Students in a Busy Practice
- Providing Educational Feedback
• Best Practices for Precepting to Enhance Patient Safety and Efficacy
• Osteopathic Principles and Practice (OPP) Day – Low Back Pain (multiple regional sites)

PNWU recognizes the support and commitment that faculty provide to students, enabling the COM to fulfill its mission of training future physicians in the Pacific Northwest. As teaching often provides the educator with meaningful learning experiences, PNWU is able to award AOA CME credit to eligible osteopathic physicians for faculty teaching and osteopathic precepting.

Each CME activity is designed to best meet the identified needs of the target audience. Learning objectives guide content development and delivery format. CME activities are evaluated to assess how well learners achieved the course objectives. The feedback factors into the overall CME Program Evaluation and Action Plan to ensure continuous improvement guides a needs-based, assessment driven CME program a PNWU.

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

Records of student participation in some non-credit experiences are maintained in order to facilitate student application for post-graduate training. Tracking of experiences includes volunteer work, research and scholarly activity, extramural conference attendance and other supplemental training opportunities.
Standard 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.

PNWU recognizes that students come to campus with different learning styles, processes, and challenges. In an effort to support diverse learners, PNWU's learning specialist, through the Office for Academic Affairs, provides a variety of resources to promote student learning. This office administers a visual, aural, read/write, and kinesthetic (VARK) learning styles survey to all incoming students as an early effort to help students recognize how they best learn. Academic Affairs provides one-on-one counseling to guide students in honing their learning strengths and in developing their less preferred learning styles. This office will advise and assist students with the formation of an annual Individualized Learning Plan (ILP) and development of a student portfolio based on evidence achievement of the PNWU-COM educational objectives, and upon student feedback reflecting on their own progress. The learning skills specialist is responsible for responding to the academic needs and developments of the students as outlined in the Student Catalog, page 52 and Student Handbook, page 30. The learning specialist oversees the student tutoring and recitation programs, as well as coordinating the remediation process. The learning specialist facilitates student access to full neuropsychological evaluations to identify any potential learning disabilities not previously diagnosed. Finally, the learning specialist works with third and fourth year students who have failed exams as well as those who may be manifesting unprofessional behaviors at their clinical rotation sites. Additional student learning resources are found on the Academic Resources for Students, Faculty, and ACF web page at PNWU.edu.

The University also provides space specifically designated for study. Some areas are designated quiet study where no group activity occurs but where students can study uninterrupted (the library and classrooms when classes are not in session). Other areas are designated group study, where groups can meet to work on group learning projects as well as promote interactive educational opportunities. Group study spaces are equipped with whiteboards and conference tables and those in the University Conference Center also have monitors that can be accessed with iPads.

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
PNWU has 66 acres, on one site, has no satellite or other campuses, and does not maintain student residences. Limited campus law enforcement authority is granted to PNWU Security. As such, PNWU security personnel act as agents for the University itself, and have the authority to ask persons for identification and to determine whether individuals have lawful business on campus. PNWU security personnel do not have arrest powers; all criminal incidents are referred to local law enforcement, that being the Yakima County Sheriff’s Office, who have jurisdiction on and adjacent to the campus. The Security Office is staffed with a full-time director and contracted, professional security services to provide 24-hour coverage of all PNWU facilities. Law enforcement arrests and incidents involving PNWU students and employees are forwarded to Human Resources and/or Student Affairs.

University administration directs the Emergency Operations Plan (Appendix X). The chief operations officer oversees a viable Emergency Operations Center (EOC) that is well equipped to deal with large-scale emergencies and/or disasters. As required by federal law, annual drills and exercises are conducted and include testing of the emergency notification system. To ensure safety, appropriate follow-through activities and measures to assess/evaluate program capabilities occur after each drill/exercise. Periodic communications are issued to emphasize the importance of disaster preparation.

The Higher Education Act (HEA) and Clery Act guide and assist PNWU Security in continuing an impressive history of safety and security as reported in the campus crime statistics available at PNWU.edu. Accurate and timely crime reporting and compliance with federal regulations is reviewed on an ongoing basis by director of security and the Safety and Security Committee. In response to HEA and Clery Act revisions effective July 1, 2015, all security policies were reviewed and revised where necessary. The Student Catalog, page 39, and the Staff and Faculty Handbook, page 102, provide an overview of policies. Security policies in their entirety are accessible via the Campus Security web page at PNWU.edu. Annual safety and security information is disseminated to the campus community via the Annual Safety and Security Report also available on the Campus Security web page at PNWU.edu.

Security provides new students with a safety and security orientation upon arrival and new employees meet with the security director as part of their onboarding. The resources used during orientation and onboarding are available on the Campus Security web page at PNWU.edu.

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.

In alignment with the PNWU mission, the admission policies and criteria of PNWU-COM (Student Catalog, page 53) are specifically designed with preference given to those who are from the Northwest and wish to practice medicine within the PNWU five-state region (Alaska, Idaho, Montana, Oregon, and
Washington) in the future. Research demonstrates that physicians generally practice in proximity to where they have lived or trained. Consequently, the admission process prioritizes applicants from the Northwest over equally qualified applicants from other geographic areas. Undergraduate institutions that serve students from the five-state area are targeted to expose premedical students to PNWU through recruitment efforts. Although the sample size is small, the 25 graduates from the COM inaugural class who have reported their practice location are all practicing in the Northwest and 15 are in rural or medically underserved locations, providing preliminary support that the admissions philosophy has merit.

Students are admitted to the Osteopathic Medicine program based on selection criteria that evaluate applicants in relation to two general questions: does the applicant have the aptitude, knowledge, and skill to successfully complete the program, and will the applicant help the University fulfill its mission of serving its five-state Northwest region and rural and medically underserved populations. Aptitude, knowledge, and skills are assessed with the usual medical school applicant assessments: MCAT scores, overall GPA's and overall science course GPA's. Applicants are further assessed in terms of their attributes and experiences that correlate to high retention in medically underserved and rural areas through a structured interview process.

PNWU holds a detailed orientation prior to the start of classes each fall for the incoming class to familiarize students to the requirements related to their programs of study, to the University's policies, and to PNWU's campus and the services available to them.

PNWU-COM does not accept transfers, credits, or waive the requirements set forth in the admissions process (Student Catalog, page 66). Policy and procedures are contained in the Student Catalog and Student Handbook, respectively. Students are notified via email of any changes or addendums to either publication, including program and graduation requirements.

Beginning in the fall and continuing through spring of the fourth year of study, students receive specific communications from Enrollment Services on academic and graduation requirements. These communications are based on the requirements outlined in the Student Catalog, page 83. The Student Handbook, page 32, documents how students can access their checklist, academic plan, schedule, and transcripts from the PowerCampus Self-Service portal (student information system).

Weekly tips are communicated via email to all students from Academic Affairs regarding timely information relative to student requirements, policy clarifications, and pertinent available resources. Previous weekly tips are stored on Moodle (the University's learning management system) as reference.

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.
PNWU has only one program, the osteopathic medicine program. As such, arrangements for students regarding program elimination or significant change in requirements would be consistent with that program’s accreditor, the Commission on Osteopathic College Accreditation (COCA). The COCA, in its Accreditation Standards and Procedures document, effective July 1, 2015, outlines criteria necessary for a teach-out plan should the program be eliminated. The COCA evaluates the teach-out plan to ensure that it provides for equitable treatment of students based on the specified criteria. Some of the criteria are:

- The agreement will provide that students will receive all of the instruction promised by the closed institution but not provided because of the closure.
- All correspondence to students regarding the closing of the College of Osteopathic Medicine (COM) will be given to all students at the same time.
- In general, instruction will be provided without additional costs and tuition charges to the students. If the program determines that additional charges are needed, the plan will specify those charges and the basis for them and such additional charges will be directly related to the cost of instruction.
- The recipient teach-out institution will demonstrate that it has the necessary experience, resources, and support services to provide an education program that is of acceptable quality and is reasonably similar in its content, structure, and scheduling to that of the institution that is ceasing operations either entirely or at one of its locations.
- The closed institution will strive to provide for student placement in geographic proximity to the closed institution.

The COCA also stipulates specific criteria relative to a change in requirements such as length of program or credit hour calculation.

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;
b) Entrance requirements and procedures;
c) Grading policy;
d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
f) Rules, regulations for conduct, rights, and responsibilities;
g) Tuition, fees, and other program costs;
h) Refund policies and procedures for students who withdraw from enrollment;
i) Opportunities and requirements for financial aid; and
j) Academic calendar.
The Student Catalog is the compilation of academic policies, and the Student Handbook outlines academic procedures. Both publications are made available at PNWU.edu, to faculty, staff, and students each year, by June 1. Current students are notified in the fall semester each year through the PNWU Annual Notification. Prior to matriculation new students are required to read and are tested on their knowledge of the information contained in both the Student Catalog and Student Handbook. Both publications are updated annually or with addendums during the year if needed. Students are notified by email of any catalog addendums or changes to their program requirements.

The PNWU Student Catalog and public web pages include these components:

- Institutional mission and core themes: Student Catalog, page 6 and About Us at PNWU.edu
- Entrance requirements and procedures: Student Catalog, page 53 and Admissions at PNWU.edu
- Grading policy: Student Catalog, page 75
- Information on academic programs and courses: Student Catalog, page 48 and 90, respectively
  - degree and program completion requirements: Student Catalog, page 83
  - expected learning outcomes: Student Catalog, page 86
  - required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings: Student Catalog, page 88
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: Student Catalog, page 104 and Meet Our Faculty at PNWU.edu
- Rules, regulations for conduct, rights, and responsibilities: Student Catalog, pages 20-38, 40, 43-47, 66, 70, 71, and 80
- Tuition, fees, and other program costs: Student Catalog, page 68 and Cost of Attendance at PNWU.edu
- Refund policies and procedures for students who withdraw from enrollment: Student Catalog, page 37
- Opportunities and requirements for financial aid: Student Catalog, page 44 and Financial Aid at PNWU.edu
- Academic calendar: Student Catalog, page 15 and Academic Calendar at PNWU.edu

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

PNWU publishes in the Student Catalog (page 84 of the 2015-16 Student Catalog) and at on the Career Planning and Admission Requirements pages at PNWU.edu a statement and links regarding state licensure and requirements necessary to practice as an osteopathic physician.

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.

PNWU has policies that adhere to federal guidelines for the retention, backup, confidentiality and release of student records as indicated in the Document Retention and Destruction policy and the Confidentiality of Records—Students policy. Students, faculty, and staff find this information in the Student Catalog, pages 24 and 71.

The Student Handbook, page 36, outlines how students may request the release of their records beyond that of general directory information. Additionally, students are notified by email in our annual notification of federal and state requirements regarding access and release of records, consumer information, confidentiality financial assistance, enrollment, graduation, and residency placement information. Electronic forms are available to students on the University Forms page.

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.

The PNWU Financial Aid Office administers the Title IV, Higher Education Authority (HEA) programs and all other sources of funding, in accordance with all statutory provisions applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA (34 CFR 668.16). All financial aid policies and required consumer information are available on the Financial Aid page at PNWU.edu.

All information received by any institutional office that bears on a student’s eligibility for Title IV, HEA program assistance must be communicated to the Financial Aid Office. The Information for Financial Aid Professionals (IFAP) website is reviewed regularly by the Financial Aid staff for updates and information regarding Title IV, HEA funds.

All Financial Aid Office policies were initially approved by Region X of the US Department of Education. Select policies are reviewed by the US Department of Education during recertification and reviewed each year during the financial audit.

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.
Each student applying for federal student aid receives an award notice containing the student’s rights and responsibilities, the US Department of Education Financial Aid Shopping Sheet, and resources for additional details regarding their obligations. Students who have not previously borrowed from a federal student loan program are required to complete federal loan entrance counseling. All graduating students are required to complete federal loan exit counseling sessions, online and in person, as well as complete the American Association of Colleges of Osteopathic Medicine (AACOM) Financial Aid Debt Management Modules. All PNWU students who exit prior to graduating are required to complete online loan exit counseling sessions.

The Financial Aid Office meets with individual students to counsel them regarding their level of indebtedness as well as to provide loan repayment options and information. The Financial Aid Office also provides group presentations throughout the school year regarding financial literacy and loan repayment options.

The Financial Aid Office annually reviews federal student loan indebtedness and adheres to the US Department of Education default management plan. Financial Aid also regularly reviews US Department of Education delinquency reports and immediately follows up with students, if listed on the report, via email. If further resolution is needed, Financial Aid staff contact the student directly by phone. PNWU received its first 3YR Official Cohort Default Rate (CDR) in August 2015, which was 0.

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.

Faculty advisors are provided a guide (Appendix Y) outlining the goals of advising and suggested strategies to achieve these goals. This guide includes contact information for various resources to support faculty advisors in their work with students. Advisors are assigned for the first two years of medical school, allowing the students and advisors to build a substantive working relationship. Professional development activities related to advising are being planned.

Progress IQ, a web-based dashboard of student academic records, allows advisors to view all grades for their advisees. The program permits advisors to keep notes regarding their advisees in a virtual environment that, while secure, allows appropriate parties access to the notes. This mode of communication serves to identify patterns or other circumstances that call for greater advisor involvement or higher level intervention.

Students maintain their on-campus advisors during years three and four. In addition, students are placed at regional sites with access to their regional dean for mentorship and advising. Student Affairs, in conjunction with the regional deans and regional site administrators, assists the students in their
third and fourth years as they navigate the residency application process, interviewing, selecting competitive residencies, etc.

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

Student Affairs is responsible for the oversight of all co-curricular activities. At PNWU, co-curricular activities are activities and services in which students may participate in addition to their academic studies and requirements. It is a priority of the University that all such activities are consistent with the PNWU mission, core themes, programs, and services.

As stated in the Student Handbook, page 16, the PNWU Student Government Association (SGA) is the official voice for students. PNWU SGA is open to all PNWU students and welcomes proposals and participation from the entire student body. SGA is responsible for dispersing funds for student activities; acting as a liaison for the student body; promoting health care professions; supporting club and classroom activities; and working to improve the quality of life for all PNWU students. Student Affairs is responsible for providing the support for the association. Every student organization is required to have a faculty advisor.

Once student organizations receive official recognition, the organizations must retain PNWU support through the following annual criteria (applies to both SGA sponsored and non-sponsored organizations):

- Completion of a registration form each academic year
- Participation in the SGA
- Leadership and advisement of an approved faculty member
- Approval of organizational activities and events through Student Affairs
- Cooperation with PNWU policies and procedures
- Contribution to and support of the philosophy and mission of PNWU
- Participation in PNWU leadership conferences and meetings
- Completion of all necessary forms (available from Student Affairs)

The following requirements apply ONLY to SGA sponsored organizations; must be completed per academic year:

- Completion of a service project that benefits the local Central Washington community
- Completion of a service project that benefits the PNWU community
- Completion of a fundraiser

There were 28 approved student clubs during the 2014-2015 Academic Year, 23 of which were SGA sponsored student organizations and five of which were non-sponsored. Brief descriptions of each of the approved COM student clubs can be found on the COM Student Clubs web page at PNWU.edu.
The sponsored student club service projects are directly tied to core theme 3 (service to community), specifically they represent indicator 3.2.2 (see page 23 of this report).

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.

PNWU does not operate auxiliary services. However, in regard to housing, Student Affairs refers students to resources regarding the rental and real estate market in Yakima and surrounding communities via Relocation Information on the New Students web page at PNWU.edu.

PNWU contracts with D'ilish Catering to provide a lunch service and espresso bar on campus. D'ilish was selected via a committee consisting of faculty, staff and student leadership. In addition to the catering service, PNWU maintains healthy food and beverage vending machines in Butler-Haney Hall, the Cadwell Student Center, and the University Conference Center. Each of those areas also has dining space, microwaves, and refrigerators.

PNWU does not have a bookstore per se rather, it contracts with GoUSA to provide PNWU merchandise online (http://pnwu.gousa1.com/default.asp).

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.

PNWU has no undergraduate programs and does not participate in intercollegiate athletics.

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.

PNWU does not offer distance learning courses.
**Standard 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.

PNWU is committed to providing access to library and information resources to support the PNWU mission and core themes and to meet the needs of students, faculty, and staff with regard to curriculum, research, and continuing education. The PNWU Library provides both on- and off-campus access to such resources. (See library policies Interlibrary Loans, Collection Development, and Retention and Disposal of Library Materials on the [Library Policies](http://library.pnwu.edu) web page at PNWU.edu.)

The PNWU Library collection covers a wide range of basic and clinical science subject areas to complement the curriculum of the PNWU College of Osteopathic Medicine, including materials specific to osteopathic medicine and rural health (which support core themes 1 and 2). The collection includes databases, audiovisual materials, and both print and electronic books and journals.

Access to electronic resources is available to PNWU students, faculty, and staff via the secure campus network, including wireless access. There are computer workstations in the library for drop-in use by faculty, students, and the public. Electronic resources can be accessed from off campus via proxy server log-in, allowing students, faculty, and staff to log in remotely with any computer and without using special software. This is especially useful to PNWU students doing clinical rotations in rural or medically underserved areas where they might not otherwise have access to similar resources. In early 2015, the library website ([library.pnwu.edu](http://library.pnwu.edu)) was also redesigned for easier navigation.

The library provides access to the following subscription-based online resources: AccessMedicine, Acland’s Video Atlas of Human Anatomy, DynaMed, MEDLINE Complete (from EBSCO Publishing), the Cochrane Library, UpToDate, and two à la carte collections of eBooks through ebrary and EBSCOHost. AccessMedicine has the full text of over 85 medical textbooks, over 250 videos, an integrated drug database, and self-assessment tools for students. Acland’s Video Atlas of Human Anatomy provides 3D images with real movement. DynaMed and UpToDate are point-of-care resources for clinicians and are especially valuable to the third- and fourth-year medical students. MEDLINE Complete provides the full text of over 2100 journals indexed in MEDLINE. The Cochrane Library provides independent high-quality evidence for health care decision making, and includes the Cochrane Database of Systematic Reviews. Each of these resources is continually updated, most of them on a daily basis.

The library’s website also provides access to its online catalog, PubMed and Google Scholar customized with links to PNWU journal holdings, Merck Manuals, OSTMED.DR (an osteopathic bibliographic database), and many more high-quality free resources that complement the PNWU curriculum.

Library staff continually look for ways to improve the collection and the access to it. Because print is still favored by many of the students, the library continues to add print titles to its collection while
simultaneously growing the electronic collection, especially for resources used by third- and fourth-year students doing clinical rotations.

To ensure timely access to materials not available on campus, the PNWU Library participates in DOCLINE, the National Library of Medicine’s automated interlibrary loan system, and is a member of FreeShare, OSTEOPATH, and INWHSL, free reciprocal interlibrary loan groups. There is no charge to students, faculty, or staff for interlibrary loan.

The PNWU Library is under the direction of a master’s prepared medical librarian with over twenty years of experience. The librarian is available by phone or e-mail seven days a week. The library is also staffed by a library technician and additional library assistants to ensure that the library is open to faculty and students seven days a week, for a minimum of seventy-three hours. Library staff members provide reference and research services, group and individual bibliographic instruction, interlibrary loan, and general library assistance to PNWU faculty, staff, and students and to members of the general public seeking medical information (see library policy Reference and Research Services on the Library Policies web page at PNWU.edu).

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.

Planning for library and information resources (see annual library plan AY2016, Appendix Z) is guided by feedback from the library committee, database trials, and the Commission on Osteopathic College Accreditation (COCA). Additional data used for planning include usage statistics for online resources, circulation statistics, interlibrary loan statistics, reference and research requests, and the PNWU annual survey.

The Library Committee is composed of library and technology staff, faculty, students, and representatives from other universities whose students meet on the PNWU campus. The committee meets as needed and communicates by email between meetings. The committee reviews library policies, recommends resources, and communicates the information needs of faculty and students to the library staff.

The library periodically trials new online resources and analyzes feedback from students and faculty to determine which resources to purchase. Trials from 2013 to 2015 included AccessMedicine, ClinicalKey, Stat!Ref, Scientific and Medical Art Imagebase, Sanford Guide to Antimicrobial Therapy, and USMLE Easy. Based on feedback from students and faculty, subscriptions to AccessMedicine and Acland’s Video Atlas of Human Anatomy were purchased in 2014.

The PNWU Library has consistently met all requirements set forth by the Commission on Osteopathic College Accreditation (COCA). During a site visit in March 2014, the COCA reviewed the library’s physical space, budget, staffing levels, and resources and determined that the library provides appropriate resources to support the curriculum.
Usage statistics for online resources and circulation records of the print and audiovisual collection are reviewed to determine which resources to retain or eliminate. Library staff review interlibrary loan requests annually to determine if there are gaps in the library's journal collection. They also review information requests to determine if there are subject areas that need to be enhanced.

The Library has consistently scored above average in the PNWU annual survey (Figures 3 and 4). Survey questions were reviewed in 2015, and a question was added to allow respondents to evaluate library instruction. An option was also added allowing respondents to add their contact information to the confidential survey if they would like a follow-up response from the library staff.

Figure 3. Annual Survey Results – Library Services and Space, AY ’12 – ’15

![PNWU Annual Student, Staff, and Faculty Survey](image-url)
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 provides new student and faculty orientation at the beginning of each academic year. Library orientation for faculty and students provides an overview of library resources and services such as interlibrary loan and document delivery, use of online resources, library policies, campus-wide copyright policy, and library hours and contact information. Library orientation is part of the mandatory new student orientation. Orientation is also provided to non-PNWU students who use the library, such as physician assistant students from Heritage University.

Second-year students complete a mandatory orientation to clinical rotations that includes a library resources review. Training is held prior to the second-year medical students beginning their third-year rotations, to better prepare them for clinical practice. The library orientation consists of a library eResources tutorial and quiz, an overview of Loansome Doc for interlibrary loan requests, and a PubMed (biomedical literature database) tutorial and quiz. Objectives of the PubMed class are to understand the purpose and content of PubMed; be able to perform a basic search; understand how the medical subject
headings are used to index and retrieve articles; and to become familiar with PubMed’s special features, such as finding related articles, linking out to full text, and searching for clinical evidence articles.

Additional educational offerings are provided as needed. In response to faculty questions regarding online image use, in December 2014, the library director presented a one-hour session to faculty and staff on copyright and fair use related to the use of images online. This session addressed the use of images in the PNWU course management system (Moodle) and on the Web. At the request of faculty, in November 2014, library staff provided an introductory PubMed class for the first-year students as part of their Community Doctoring course. The class included hands-on practice and individual assistance.

Library instructional materials (tutorials and handouts) are located on the PNWU course management system and are linked from the library website (library.pnwu.edu) under tutorials, library instruction, and research support. A group instruction request form is also on the library website for use by students, faculty, and staff in requesting library instruction for small or large groups.

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.

PNWU conducts an annual survey that includes (1) employee satisfaction survey; and, (2) staff, faculty, and student satisfaction with PNWU services. The library is evaluated as part of the survey (see survey results under 2.E.2.). The library performs an annual appraisal of its previous year’s department plan (Appendix AA, Library Annual Appraisal AY2015).

In anticipation of a class-size increase in 2013, the facilities director, Facilities Committee, and library staff evaluated the study space, and the following changes were made. A large study room for quiet individual study was added, increasing the library study space by about 400 square feet. To reduce noise, a wall separates the new addition from the rest of the library. For added security, windows allow library staff to see into the space. Eleven study carrels and a stand-up workstation were added to the addition. The new carrels are slightly wider in response to student requests from an earlier survey. The new carrels have adjustable chairs. Library hours were extended and two additional library assistants hired to ensure appropriate staffing.

To evaluate the adequacy and use of library and information resources, the library staff review interlibrary loan reports annually to determine if there are gaps in the library’s journal collection. They review information requests to determine if there are subject areas that need to be enhanced. Usage statistics for online resources (see Table 8) and circulation records of the print and audiovisual collection are reviewed to determine which resources to retain or eliminate.
Table 8: Usage Statistics for PNWU Library Electronic Resources 2014

<table>
<thead>
<tr>
<th>eResource Usage 2014</th>
<th>Full Text</th>
<th>Sessions</th>
<th>Searches</th>
<th>Result Clicks</th>
<th>Record Views</th>
<th>Section Requests</th>
</tr>
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<td>8749</td>
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<td></td>
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<td>486</td>
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<td>DynaMed</td>
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<td>1010</td>
<td>2027</td>
<td>2991</td>
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<tr>
<td>ebrary</td>
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<td>1895</td>
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<td>334</td>
<td>171</td>
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</tr>
</tbody>
</table>

To increase discoverability of library resources and improve utilization, the library added three online tools in 2013. The library added a searchable A-to-Z list of all journals and eBooks to which it subscribes. The list includes content from MEDLINE Complete, AccessMedicine, library journal subscriptions, ebrary and EBSCOhost eBooks, and open-access journals and books. The library also added a link resolver that allows linking to its full-text journals directly from Google Scholar. And library-subscribed journal articles can now also be linked from the Read by QxMD app for mobile devices.

To properly evaluate PNWU’s library resources and to participate in cooperative interlibrary loan and purchasing arrangements, the library staff keep up to date on developments in library science and network with other academic and medical libraries. PNWU is committed to continuing education, and the library staff participate in one or more library educational offerings a year. The library director is a member of the American Library Association, the Association of College and Research Libraries, the Medical Library Association, the Pacific Northwest Chapter of the Medical Library Association, and the Washington Medical Library Association.

Library staff ensure the quality of print and online products chosen for the collection by subscribing to and using Doody’s Core Titles, a collection development tool for health sciences libraries, and by reading reviews in professional journals and newsletters, such as MLA News, College and Research Libraries News, and JAMA. Library staff monitor online discussion groups, such as HLIB-NW, a listserv for health sciences librarians in the Northwest, and MEDLIB-L, a national listserv for health sciences librarians. Both listservs frequently include discussions about online resources.

The library ensures secure access to online library resources through a proxy server log-in. Each user has his/her own password; there are no shared passwords. Confidentiality of library users’ data and the nature of their information requests are maintained. Library visitors must have a PNWU identification badge or visitor’s badge. In order to borrow materials, users must have a PNWU identification badge with a library barcode. The barcode is a random number and does not use Social Security or driver’s license numbers. Only library staff may access patron records.
Standard 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.

PNWU ended fiscal year 2015 (FY 2015) with operating reserves of over $7.5 million dollars and net asset (equity) growth of over 500 percent (from $2.5 million to $15.6 million since 2011).

The year ending June 30, 2016, is the third year of an increased class size for the College of Osteopathic Medicine (COM), providing additional resources for sustained, long-term growth. The future of PNWU's financial trajectory is based on the allocation of these resources to various priorities, including new faculty and staff, campus growth and development, research, student service enhancements, new programs, and cash reserves. While in a strong growth and development mode, PNWU is also mindful of ongoing operational commitments such as cost of living adjustments, health care benefit increases, student accommodations, and facilities maintenance.

Figure 5 summarizes future operational growth with the continuation of the larger class size for the COM (from 70 to 135 students beginning FY 2014).

PNWU has a conservative financial projection philosophy of utilizing stable tuition income (blue bar) to exceed operating expenses (green bar). Other non-tuition revenues are primarily collaborative partner revenues, contributions, and other income. The current annual fund targets contributions of $500,000 per year, which is well below historical contributions, which have averaged over $2,000,000 per year over the last five years. Over $32 million dollars has been raised, primarily by Yakima and Tri-Cities donors since inception.

The Cash Reserve policy outlines a minimum floor of three month's operating reserves (along with adherence to other indicators), growing at one half month (0.5 months) per year, up to six months of
operating expenses total. The targeted amounts are shown as a blue line in Figure 5. The yellow line represents actual cash reserve balances, greater than the targets.

Section 498(c) of the Higher Education Act of 1965, as amended, requires for-profit and nonprofit institutions to annually submit audited financial statements to the US Department of Education to demonstrate they are maintaining the standards of financial responsibility necessary to participate in the Title IV (e.g. Direct Student Loan) programs. The Department utilizes a composite of three ratios derived from an institution’s audited financial statements to gauge the financial responsibility of an institution. The three ratios are a primary reserve ratio, an equity ratio, and a net income ratio. These ratios gauge the fundamental elements of the financial health of an institution.

The composite score reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible.

Figure 6 reflects PNWU’s US Department of Education financial responsibility ratio which is trending positive and well above the 1.5 minimum.

Other evidence of financial stability include high applicant to seat ratio and bank covenants/EBIDTA ratios.

With no state funding as a private institution, PNWU has a model built on accreditation-driven enrollment. The number of seats in the College of Osteopathic Medicine (COM) was raised from 70 per class (FY's 2008-2013) to 135 per class (FY 2014-forward). Qualified applicants continue to increase, as noted in Figure 7.
Student tuition payments are shown in Figure 8. The percentages are approximated due to a number of students having more than one pay source.

Figure 8. Student Tuition Pay Sources

Approximately 84 percent of the students pay with direct federal loans, eight percent with private pay sources, six percent with military scholarships, and three percent with other program sources (National Health Service Corp, AmeriCorps, or other federal/state programs).

Long-term obligations and payments of future liabilities are managed closely. As part of the bond refinancing in 2013, PNWU is required to meet certain bank covenants, commonly referred to as fixed charge coverage, or EBITDAR ratio, defined by dividing earnings (before interest, taxes, depreciation, amortization, and rent) by debt service costs (interest, principal and rent). This ratio must be over 1.15 through 6/30/2015 and 1.35 thereafter. As shown in Figure 9, PNWU has exceeded the bond covenant each year.
More information regarding long term debt management is found in Standard 2.F.5 and in the sample monthly financial report, Appendix BB.

Figure 9. PNWU EBITDAR Ratio Compared to Requirement

<table>
<thead>
<tr>
<th>Date</th>
<th>PNWU Bond Covenant (EBITDAR) Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/2012</td>
<td>1.89</td>
</tr>
<tr>
<td>6/30/2013</td>
<td>2.87</td>
</tr>
<tr>
<td>6/30/2014</td>
<td>2.76</td>
</tr>
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<td>6/30/2015</td>
<td>2.87</td>
</tr>
</tbody>
</table>

2.F.2

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

PNWU prepares comprehensive financial projections based on generally accepted accounting principles using modeling software specific to higher education. Future Perfect™ modeling software allows PNWU to perform many comprehensive what-if scenarios, including enrollment, capital projects, non-tuition revenues, and enhancements to academic areas and operations. There are over 50 graphs in the dashboard. Figure 10 is a sample of the enrollment dashboard, with spinners, which enable the user to make on-the-fly adjustments to variables.
Figure 10. Future Perfect Enrollment Dashboard Example
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.

PNWU utilizes a budgeting process that aligns with the comprehensive planning process described in detail in Standards 3.A.1, 3.A.2, and 4.A.5, and addresses overall financial sustainability. Through this integrated strategy, participation at the department and individual level occurs. The budget process outlined below represents the PNWU Budget Process policy.

October/November
Vetting of new faculty and any other new positions requiring a longer recruitment.

January
Base budget templates provided to all budget directors includes the following:

- Staffing patterns
- Professional Development / Travel and Meetings
- Other Budget Detail

After reviewing past year’s detail by vendor and discussing any anticipated variances to the current year projection (such as increases due to increased student enrollment, COLAs, etc.), a draft amount is proposed.

February/March
Budget for review by the president, chief officers and dean(s)

New requests are strategically prioritized. The overall budget for the University and individual colleges are reviewed to ensure the budget:

- aligns with the University mission, core themes, and initiatives;
- is in accordance with existing policies and procedures; and
- is financially sustainable

March/April
Modifications reviewed by budget directors

April
Final budget is approved by Finance Committee

By June 30
Final budget is implemented

During the year, budgets are monitored closely by the Finance Office with monthly budget director meetings to answer questions and discuss variances. Budget directors are expected to manage their operating expenses (travel, supplies, instructional materials, etc.) in a fiscally responsible manner, communicating any issues with the finance team well in advance.
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 PNWU accounting system utilizes Microsoft Dynamics (Great Plains™) accounting and payroll system, integrated with Greenshades™ time and attendance, Ellucian’s PowerCAMPUS™ campus management system, Future Perfect™ modeling software, and Raiser’s Edge/Blackbaud™ donations-tracking system. Monthly financial statements are prepared on the accrual basis following generally accepted accounting principles (GAAP).

The auditors thoroughly review the reporting processes and internal controls, as referenced in the annual audit, Exhibit 1.

A sample of the monthly financial report is provided as Appendix BB and contains the following elements:

- Monthly narrative/executive summary
- Balance sheet
- Profit and loss (P & L): budget versus actual
- Cash Flow Summary
- Contributions graphics

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. 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.

Strategic planning drives the need for additional facilities and capital equipment. In 2014-15, PNWU completed a campus master plan (Appendix CC), completed a new building conceptual design (Appendix DD), and made substantial progress in developing a capital campaign to support PNWU’s growth as outlined in the PNWU Strategic Plan (priority 1, goals 2 and 3). In FY 2015, a major growth initiative occurred in response to the campus master plan that included the purchase of 22 additional acres of raw land contiguous to the campus, increasing the campus to 66 acres, and construction of a 10,280 square foot multi-use facility, the University Conference Center, was completed in the spring of 2015.

Base annual capital funds set aside for new capital equipment for operations have been approximately $350,000 per year. Another fund for unforeseen repairs or building improvements in the amount of $100,000 is set aside annually. Capital budgets are also increased by any capital equipment funded by
specific sources, such as grants or donor funding. The capital equipment request form, completed by the budget director, addresses the total costs of ownership by addressing related facilities, IT, or other costs to place the equipment into service. Priority is based on how a request addresses the core themes and/or strategic goals. This is achieved through the budget process with department budget directors, who propose major projects or space needs. After discussing with the impacted budget directors (primarily facilities and IT), these items are then brought to the president, chief officers and dean(s), who prioritize the requests based on the strategic plan.

According to the bylaws, the Board of Trustees must authorize and approve any new debt financing. PNWU has carefully managed debt during the start-up and growth phases of the institution. All debt is itemized in the monthly financial packet to the board, and in Note 8 of the annual audit (Exhibit 1).

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 university currently does not have any major auxiliary services such as residence halls, fitness centers, or bookstores. In FY 2016, PNWU contracted with an outside caterer to provide limited food services on campus for a small percent of sales. The strategic plan currently does not include plans to add student housing, bookstore, or intercollegiate athletics to the PNWU campus.

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.

PNWU undergoes annual A-133 audits by Moss Adams, a reputable and qualified accounting firm. The audit is conducted in accordance with current generally accepted auditing standards. A copy of the latest audit is attached as Exhibit 1. This audit is submitted on a timely basis to the Department of Education via the EZ-Audit website.

Audits are reviewed by PNWU administration and the Board of Trustees (starting with the Audit/Finance subcommittee), and externally with constituent groups including the US Department of Education, lending banks, and various federal and state agencies. Since inception, PNWU has had no financial statement findings. Any recommendations received in the form of the auditor’s management letters in prior years were incorporated into a continuous improvement model, along with recommendations from other accreditation site visits, strategic planning, banks, and other external sources. As a result of continually reviewing and improving financial systems, there is no management letter for the fiscal year ending June 30, 2015.
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.

The Advancement staff report to the chief development officer. Fundraising staff at PNWU are employed by the institution and sign conflict of interest statements each year. PNWU staff adhere to the Principles of Practice for Fundraising Professionals at Educational Institutions as approved by the Council for Advancement and Support of Education® (CASE).

PNWU does not have a separate related 501(c) (3) Foundation. The PNWU Board of Trustees has a foundation committee. The foundation committee’s purpose is to provide support for education, scholarships, research, and access to health care by means of providing leadership and assistance in development and fundraising activities and to recommend appropriate fiduciary investment and holding standards for the assets generated for the long-term benefit and enhancement of Pacific Northwest University of Health Sciences (see Foundation Committee charter, Appendix EE). The foundation committee and the PNWU Board of Trustees operate under the umbrella 501(c) (3) for the University. As such, the fundraising guidelines of the Internal Revenue Service that guide PNWU also guide the fundraising activities, assuring compliance with governmental guidelines. An audit of all PNWU financial activities is conducted on an annual basis.

The following policies provide additional guidance for procedure and conduct relative to fundraising.

- Fundraising
- Gift Acceptance
- Naming of University Properties, Facilities, and Academic and Non-Academic Programs
- Named Endowed Scholarships
- Private Scholarships
Standard 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.

The University's expectation of providing high-quality instructional programs necessitates ample lecture, lab, classroom, office, and study space in a healthful learning environment supported through physical design. Totaling 66 acres, the PNWU campus consists of Butler-Haney Hall (BHH), the Cadwell Student Center (CSC), and the University Conference Center (UCC). University administrative offices are located across the street from the campus in the Iron Horse Lodge. The following description of the physical environment supports PNWU's Osteopathic Medicine program, as well as the programs PNWU is partnering with for interprofessional education: Washington State University’s Doctor of Pharmacy (PharmD) Program and Heritage University’s Physician Assistant (PA) and Master of Arts in Medical Science (MAMS) Programs.

BHH, the largest of the buildings, is a two story 66,551 square foot building which includes a 7,637 square foot auditorium that can be divided into two auditoria with occupancy of 200 individuals per side. In addition to the auditorium, there are eight classrooms ranging in capacity of 24 to 120 people.

As the auditorium is used primarily for lecture, the other classrooms are used for break-out sessions, recitations, meetings, and quite study. The 2,924 square foot osteopathic manual manipulation (OMM) lab and the anatomy lab (which accommodates 145 students) are both found in BHH as are the eight clinical skills standardized patient exam rooms and two simulation labs. Each of the exam rooms is outfitted with an OMM table and video recording technology. The two simulation labs each have an obstetric simulation and an advanced simulation robot. Outside each sim lab are task trainer stations for IV and Foley insertion and intubation and a prompt birthing trainer. Almost all faculty offices are in BHH as are Academic Affairs, Student Affairs, and the Dean’s Office. BHH also has a café area adjacent to an open two-story foyer. A basketball hoop and a large sports field to the west of BHH provide for physical activity between classes and studying.
CSC is a one story 10,000 square foot building with two classrooms that can accommodate 90 and 30 students. Both classrooms have moveable chairs and tables that are rearranged for specific study needs. There are also three study rooms and a lunch/dining area. CSC is also where the compounding lab is located. In this lab is a mock pharmacy, three observation rooms equipped with observation glass, and a surgical scrub sink all in a sterile environment equipped with laminar flow hoods.

The 10,200 square foot UCC has a 100-person capacity classroom that can be divided into two small rooms and nine breakout rooms, all of which is used for study when not in use as classroom space. UCC also houses a 30-person capacity conference room and a catering kitchen.

Annually, each building on campus is inspected to identify, correct, and ensure compliance with fire safety requirements. This includes the testing of all fire alarms, sprinkler systems, and fire extinguishers. All certificates and reports are kept on file in the Facilities Office. Yakima County Fire Marshall’s Office did not require a sprinkler system in the Cadwell Student Center or the University Conference Center.

All parking areas are equipped with security cameras and broadcast to the security control desk where surveillance to thwart theft and to discourage unwelcome visitors from casing vehicles for unlawful entry or damage. Designed as a pedestrian campus, vehicular traffic is permitted on the periphery of the property, so as to minimize risks to campus community.


The University is committed to providing appropriate access to physical facilities for students, faculty, and staff. Low-rise buildings (the highest being two stories) are equipped with elevators and handicap-capable entry/exit. Special considerations are made to accommodate students, faculty, and staff who require and inform the University.

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 Handling, Transportation, and Communications Related to Hazardous Materials policy, describes the procedures and training regarding hazardous waste. Certificates of training completion are maintained by the Human Resources Office and Procurement and Asset Management Office. This policy and other facilities policies are reviewed annually as described in Standard 2.A.6. Stericycle, a properly credentialed and independent hazardous materials handler, provides for regular and ongoing disposal of
hazardous and toxic materials. All campus buildings have been surveyed and catalogued for hazardous materials and are appropriately labeled.

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.

In 2014 PNWU engaged ZGF Architects, LLC, Portland, OR, to develop a campus master plan (Appendix CC). Focused on and aligned with the University’s mission, vision, and strategic educational and financial plans, the campus master plan was completed in October 2014 and approved by the Board of Trustees in November. The plan has served as an important framework upon which senior leadership has depended in the development of conceptual drawings and site placement for the next phase of campus physical development.

In mid-2015 SmithGroup, LLC, Detroit, MI, a national architectural firm with proven expertise in interprofessional education (IPE), was engaged to develop conceptual plans for the new building. Information from internal and external stakeholders, including faculty, students, key management and staff, as well as external partners including Washington State University (WSU) School of Pharmacy and Heritage University (HU) Physician Assistant and Nursing programs, allowed SmithGroup to develop conceptual drawings that address space needs required to assist the University in attainment of its strategic priorities (see PNWU 2014-2020 Strategic Plan). The concept physical plant expansion describes the need for a new, two-story 80,000 gross square foot building to accommodate space for expanded interprofessional education, simulations labs, classrooms, study areas, library, and student services. In July 2015, the completed conceptual design (Appendix DD) was presented to senior leadership and since has been shared with numerous internal and external stakeholders. In 2016, the campus master plan will be reviewed and updated, per the strategic plan.

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.

The University Office of Procurement and Asset Management handles the asset labeling and tracking of equipment that supports University functions. The Asset Management policy provides the guidelines and expectations to ensure those responsible for acquiring, recording, inventorying, maintaining, and
disposing of furniture and fixed and moveable assets understand and adhere to the rules, regulations, and procedures governing such assets.

Equipment specific to PNWU’s only program, the Osteopathic Medicine Program, includes, but is not limited to, 28 clamshell gross anatomy dissection tables and 38 osteopathic manual manipulation (OMM) tables (both manual and electric). There are eight standardized patient examination rooms equipped with OMM tables, video recording technology, and standard exam room equipment. There are two simulation labs, each with an advanced simulation robot and an obstetrics simulation mom. Outside each simulation lab are task trainer stations for IV and Foley insertion and intubation, as well as a prompt birthing trainer. The aforementioned equipment was deemed to be sufficient and appropriate by the Commission on Osteopathic College Accreditation (COCA), the COM’s programmatic accreditor, following the report from PNWU-COM submitted June 27, 2015.

General management and maintenance of the equipment in the anatomy and OMM labs is done by those department chairs. Repair requests are reported to Facilities and captured through an electronic ticketing system.

Technology related equipment repairs and maintenance is a function of Technology Services. Tech Services uses the same electronic ticketing system utilized by Facilities. An annual maintenance schedule is followed for the simulation lab and managed by the Instructional Technology Division of Technology Services.

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.

Technology Services manages and maintains all the technology resources critical for day-to-day operation of the University and its Osteopathic Medicine program. Technology Services is responsible for maintaining the network infrastructure, phone systems, classroom technology, security hardware, e-mail, file services, video conferencing, online testing, smartphones, and various other critical applications and servers. The Technology Services team maintains and supports all student, faculty, and staff workstations and laptops as well as 80 virtual and physical servers.

Technology Services monitors PNWU’s technological infrastructure 24/7 using industry standard networking and server monitoring software. PNWU network and systems engineers use these data to respond to critical systems outages as they happen and to continually improve network and server resources. Technology Services also uses virtual server monitoring and backup tools to ensure server integrity and on-site/off-site backups needed for business and academic continuity.

The Commission on Osteopathic College Accreditation (COCA) has consistently found the technology infrastructure that supports the Osteopathic Medicine program to be appropriate and adequate, most recently following the report submitted to the Commission on Osteopathic College Accreditation (COCA)
on June 27, 2015. Technology Services has worked toward a scalable business model that can grow and change to support new programs and colleges at the University.

Technology Services uses a robust electronic ticketing system that allows all TS staff to respond quickly to any student, faculty, or staff request. This ticketing system also allows detailed statistical analysis that includes; number of requests, type of request, type of requestor (student, faculty, staff), and location of requestor (local or remote site). These statistics are monitored and used to ensure that TS is providing appropriate learning resources to support the University’s programs and curriculum. These data are also used as a feedback mechanism to track satisfaction and operability of new learning resources rolled out by Technology Services. For example, TS tracks the ratio of help tickets submitted per student per academic year to ensure that when new systems are implemented that the support ratio does not significantly increase over the ratio set the previous academic year (Table 9).

The Information technology (IT) strategy, of PNWU, is to maintain a robust computing infrastructure, expand the adoption of current technologies, and to explore and implement future technologies that will help further the educational mission, goals, and core themes of the University.

The following IT strategies are used to support the University mission and core themes 1 and 2 (Academic Success and Health Care Professionals for the Rural and Medically Underserved of the Northwest).

1. Improved IT Support and Customer Service:
   Improve the quality and effectiveness of the support offered, to set expectations, and to improve and document the client’s overall IT experience.

2. Robust Networking and Computing Infrastructure:
   Build a robust networking infrastructure that is enterprise grade and scalable for future growth. Redundancy and data security of key systems is critical to network stability and business continuity.

3. Effective Instructional Technology:
   Research, development, and deployment of effective technology based learning tools. Effective instructional technology is powerful, yet easy to use and implement.

4. University Application Development:
   Development and support of our key administrative systems and applications, and research and deployment of new systems and applications that will help university staff support the mission and goals of the university.

5. Access to University Resources from Anywhere:
   Improve remote access to university resources for all faculty, staff, and students. This includes moving learning resources to the “cloud” and making them available from anywhere, using any

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Tickets/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>2.71</td>
</tr>
<tr>
<td>2014-15</td>
<td>2.65</td>
</tr>
</tbody>
</table>

Source: Request Tracker Ticket Data
computing device. Remote learning and remote workplaces are an integral part of the university mission and easy access to these resources is a must.

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.

Technology is always changing, so keeping staff, faculty, and students well versed and up to date is important to the University. Training is provided to all incoming students through the new student technology orientation. This training is comprehensive; it includes but not limited to email, electronic note taking, online testing software, printing, and internet connectivity. Training takes place both in person and online. Training videos and instructions are always available to students via PNWU’s learning management system and the Technology Resources web page on the PNWU website.

Faculty and staff are given many opportunities to take part in training regarding how to use technology effectively in the classroom and in their day-to-day work. As detailed in the job description for the instructional technology manager, the Instructional Technology department offers training annually to all incoming faculty on operation of a high-tech classrooms, the Learning Management System (Moodle), the lecture capture system (Tegrity), the audience response system (REEF Polling), simulation robots, as well as various other technologies as they become available. The Instructional Technology department also offers one on one training to all faculty members whenever needed. Student technology liaisons are hired each year and trained in how to use and troubleshoot the various classroom technology and are used to support faculty during lectures. Table 10 is a sampling of technology training offered over the past year:

Table 10. Technology Training offered December 2014 – August 2015

<table>
<thead>
<tr>
<th>Training Type</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Measures© Training Faculty</td>
<td>6/23/2015, 6/24/2015, 6/29/2015, 7/1/2015</td>
</tr>
<tr>
<td>Digital Measures© Training Staff</td>
<td>6/18/2015, 6/22/2015, 7/7/2015, 7/9/2015</td>
</tr>
<tr>
<td>Classroom Technology Training Faculty</td>
<td>5/4/2015</td>
</tr>
<tr>
<td>New Student Orientation (Moodle, Email, Online Testing, Printing, E-books,)</td>
<td>7/15/2015 – 8/8/2015</td>
</tr>
<tr>
<td></td>
<td>7/20/2015 – 8/14/2015</td>
</tr>
<tr>
<td>Faculty Orientation (Moodle, Tegrity, ProgressIQ, REEF, Classroom Technology)</td>
<td>8/4/2014, 8/4/2015</td>
</tr>
<tr>
<td>iPad Basics</td>
<td>8/13/2014, 8/26/2015</td>
</tr>
<tr>
<td>iPad Note Taking</td>
<td>9/2/2015</td>
</tr>
<tr>
<td>VidYo – Video Conferencing Training (Staff)</td>
<td>3/14/2014, 5/14/2014, 7/1/2015</td>
</tr>
<tr>
<td>Concrete5 Website Training (Staff)</td>
<td>12/12/2014</td>
</tr>
</tbody>
</table>

As shown in Figure 11, Technology Services is providing valuable training to students during orientation.
All new faculty and staff are given basic training on how to use their computer system, email, phone, and network drives upon hire. Technology Services along with COM Academic Affairs also offer basic instructional classes on email, Microsoft Office programs, and video conferencing. Technology Services is also available at any time to give one-on-one training to employees.

As shown in Figure 11, Technology Services is focused on professionalism and supporting the needs of the faculty, staff, and students.

Figure 11. PNWU Annual Survey Results – Technology Services

<table>
<thead>
<tr>
<th>PNWU Annual Student, Staff, and Faculty Survey - Overall Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Services</td>
</tr>
<tr>
<td>Technology staff are professional and provide a high level of customer service.</td>
</tr>
</tbody>
</table>
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.

Technology Services is continually working to improve, expand, and explore new technologies to better serve and support its constituents who rely on technology for operations, programs, and services. To meet this need, Technology Services receives input and direction from several committees and working groups as well as direct input from Technology Services staff via biweekly staff meetings.

Committees providing input to Technology Services:

- PNWU Strategic Planning Committee – Composed of University executive administrators, and representation from the Board of Trustees, faculty, and staff. The committee plans and implements the PNWU strategic plan.
- Technology Steering Committee – A university-wide committee, reporting to the President’s Council. This committee is composed of students, faculty, technical staff, senior administration, and administrative staff. The committee gives input for the strategic direction of Technology Services and represents its constituents.
- LMS Focus Group – A university-wide planning team comprised of students, staff, and faculty looking at the current operational success of the learning management system (LMS) and evaluating and recommending better alternatives.
- iPad Working Group – A university-wide working group comprised of IT staff, library staff, students, and faculty looking at new and innovative ways to use technology in the classroom.

Additionally, the COM has an instructional designer who works closely with Technology Services to bridge academic needs with technology resources. The Instructional designer sits on academic and technology committees, acting as a liaison between academia and IT. And, the director of Technology Services sits on the Curriculum Committee to listen to their curricular needs and offer technology solutions/support.

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, programs, and services.

The Computing Devices Provided by PNWU policy outlines a working three-to-five year hardware replacement schedule for replacing all faculty and staff workstations. Technology Services also maintains a five-year server replacement schedule for all server hardware. The budget planning process includes three-year projections of hardware costs and spreads them out over several years. Technology Services works closely with Finance on all planning and purchasing.

Networking equipment and infrastructure is closely monitored and maintained by the IT Services team. Hardware is upgraded as needed and planned for as part of the annual budgeting process. Software,
services, warranties, and certificates are all upgraded according to their specific upgrade schedules and all costs are planned for and managed in collaboration with Finance.

Hardware used in the classrooms is reviewed on an annual basis by the instructional technology manager and is updated as needed. The instructional technology manager works with each academic department to plan specific updates and improvements. Departmental specific needs include hardware and software needed for clinical skills, standardized patient encounters and simulation, anatomy lab video displays, camera and video displays for the osteopathic manipulation lab, and large classroom video and audio. The Instructional Technology team also works with vendors on upgrades and improvements to the learning management system and lecture capture software.
Chapter Three: Institutional Planning, Assessment, and Improvement

3.A Planning
Note: 3.A.1 and 3.A.2 have one combined response.

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Pacific Northwest University of Health Sciences engages in comprehensive planning that is comprised of two processes: strategic planning and operational planning. Together, these processes ensure mission fulfillment.

Strategic Planning
The PNWU strategic planning process has two major areas of distinction: long-term strategic planning and annual planning. Figure 12 diagrams this process.

Long-Term Strategic Planning
In accordance with the PNWU Strategic Planning policy, long-term strategic planning occurs approximately every five to seven years or sooner if changes in the internal or external environment are substantive enough to require such attention. A review of the mission, vision, values, and core themes is the first order of business. The review is initiated with a survey among faculty, staff, administration, trustees, and students to determine how closely the mission, vision, values, and core themes reflect current University practices and attitudes. Should the results of the mission and vision survey indicate that any component is not aligned with current institutional practices and attitudes, focus groups are conducted to gather input. Based on the input, revisions to the mission, vision, values, and/or core

Figure 12. Strategic Planning Process Diagram
themes are drafted. These drafts are provided to constituents through another survey to gauge acceptance. The Strategic Planning Team oversees the review and revision of the mission, vision, and values, and the Regional Accreditation Steering Committee oversees the review and revision of core themes. Final drafts are presented to the Board of Trustees for approval.

Following the approval or reconfirmation of the mission, vision, values, and core themes, the trustees engage in the development of strategic priorities. The trustees conduct an internal and external environmental scan. All components including the environmental scan, mission, vision, values, and core themes are considered by the trustees in drafting the strategic priorities and proposed goals. Once the priorities are adopted by the trustees, the Strategic Planning Team fleshes out the goals with objectives, activities, outputs, outcomes, and targets. The Strategic Planning Team works closely with the Board of Trustees through this phase by providing progress reports and eliciting feedback. A final multiyear strategic plan is presented to the trustees for approval in May or June for implementation July 1 of the five- to seven-year term. Based on the long-term strategic plan, annual planning occurs.

The 2014-20 Strategic Plan is available on the Strategic Plan web page at PNWU.edu.

Annual Planning of the Strategic Plan
Based on the multiyear strategic plan, the Strategic Planning Team develops an annual plan that includes a higher level of specificity and aligns strategic plan budget items with the annual budget. Annual planning occurs between September and March to align with the University budget cycle and annual plans are presented to the trustees in June for implementation July 1. A mid-year report is provided to the trustees in July and the annual review of the strategic plan is completed and available in August. Updates on the strategic plan are provided to the PNWU community via the quarterly President’s Forum. Each year, typically in February, the PNWU trustees review and assess the strategic plan priorities and goals in light of current and emerging patterns, trends, and expectations to determine whether or not to engage in full strategic planning (as detailed above) or augment/revise the current goals within the existing plan. The PNWU Strategic Plan Year One Review can be viewed on the PNWU Strategic Plan web page at PNWU.edu. The annual strategic plan is operationalized through the appropriate department plans (see Operational Planning below).

The PNWU strategic planning model of overarching multiyear priorities with an annual plan that measures progress toward achieving the priorities is a systematic and comprehensive method that focuses on mission fulfillment and achievement of vision, and engages PNWU constituencies.

Operational Planning
Each office within the University and each administrative department of College of Osteopathic Medicine follow a process whereby annual operational plans are created based on three guiding documents: (1) the strategic plan, (2) the core themes, and (3) the COM program goals and objectives. The goals and objectives of the guiding documents are assigned to the most appropriate offices and/or departments (see guiding documents assignments FY 2016, Appendix FF). Internal and external influences (federal, state, and local laws; advances in technology; emerging best practices; accreditation...
standards; changes in policy; survey results; etc.) are also incorporated into office/department plans as necessary. Each goal within the office/department plan has success indicators to measure the degree to which the goals are met. In many cases, the success indicators are core theme indicator thresholds. This ensures the core themes are being monitored by the appropriate office/department and the appropriate core theme data are being collected. The data collected for all office/department plan success indicators are analyzed and are also an element of planning. The analysis of the data helps guide planning for the upcoming year. The office/department plans are developed annually in alignment with the budgeting process to allow for the consideration of additional or changing budget items.

In addition to planning, each office/department produces an annual appraisal report. The office/department appraisal report summarizes the progress of the activities and objectives from the previous year’s goals and provides results of the data collected for the success indicators. Appropriate elements of each office/department annual appraisal report are included in strategic plan reports, accreditation reports, the COM Annual Appraisal Report (Exhibit 4), the University Annual Appraisal Report (Exhibit 5), and the Core Themes Results Report (Exhibit 6). Figure 13 represents the elements of the University comprehensive planning process.

Both the planning process and the appraisal reports are collaborative efforts. Input and feedback are sought from department members, supervisors, and colleagues. Annual office/department plans are shared within offices/departments as well as with the chief officer who oversees that office/department. The annual office/department appraisal reports are also shared within the offices/departments and the elements that are included in the University Annual Appraisal Report are viewed by trustees and University executive leadership.

3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Each office/department annual plan has identified measurable indicators of success that are analyzed and reported annually. As noted above in the response to 3.A.1 and 3.A.2, the core theme indicators have been assigned to the appropriate office/department to ensure data specific to the indicators are being collected, monitored, and analyzed. The core themes, thresholds, and data relative to each core theme indicator were fully vetted by the Regional Accreditation Steering Committee and have an
accompanying rationale (see chapter 1 of this report). The analysis of success indicators that are specific to the core themes are used in evaluation of mission fulfillment as fully described in the 2014-15 Core Themes Results Report (Exhibit 6).

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

As discussed in 3.A.1 and 3.A.2, the University comprehensive planning process is framed by the guiding documents (strategic plan, core themes, and COM program goals and objectives). The annual budgeting process prioritizes budget decisions based on requests relative to the guiding documents as described in the Budget Process policy and also addressed in Standard 2.F.5.

3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The Pacific Northwest University of Health Sciences’ Emergency Operations Plan (Appendix X) includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations. The Emergency Operations Plan is managed by the chief operations officer and is reviewed annually.

4.A Assessment

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

There are two levels of evaluation: program-level and university-level. The evaluation process is referred to as appraisal, which PNWU defines as a systematic process to understand and describe to internal and external constituents how the University or program has performed. The program appraisal report summarizes the level of achievement for the goals of the academic and administrative departments of the program (COM program goals and objectives). The University appraisal report summarizes the level of achievement of the goals for institution-level services and operations. The effectiveness of the appraisal process itself is evaluated as part of the process. The COM Appraisal Report (Exhibit 4) delineates the program goals and objectives (page 8) and articulates evaluation of those goals and objectives using the Context, Inputs, Products, and Processes (CIPP) model of program evaluation.

Faculty play a role in the evaluation of educational programs and services through participation in key committees including COM Executive Committee, COM Faculty Council, COM Curriculum Committee, and COM Faculty Executive Committee. Each of these is considered a stakeholder group and receives reports, evaluates level of achievement of goals, provides feedback, and makes decisions concerning DO program outcomes.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of
assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Faculty with teaching responsibilities develop course, degree, and program learning objectives utilizing profession standards, such as the professional competencies published by the National Board of Osteopathic Medical Examiners (NBOME) and those published by the American Association of Colleges of Osteopathic Medicine, as well as accreditation standards. Learning outcomes are listed in the syllabus for each course and assessed utilizing formative, summative, qualitative, and quantitative strategies. An example syllabus showing learning objectives with the associated national competency, the methods of assessment, and the learning activities is provided in Appendix W. During preclinical education (years one and two), student achievement of course, program, and degree learning outcomes is documented in an informal, ongoing manner using ProgressIQ™, an online academic reporting system. The official record of student academic achievement is maintained by the Registrar in the enterprise-level PowerCampus™ system.

During the clinical phase of the program (years three and four), which occurs at community-based training sites, the student is evaluated following each clinical rotation. The preceptor (clinician faculty members at community-based sites who supervise student training) evaluates the student’s performance based on the National Board of Osteopathic Medical Examiners (NBOME) competency domains. The preceptor evaluation of student is provided as Appendix GG. The regional deans also evaluate students during the clinical years in regard to clinical performance, professionalism, and career planning as described in the Student Handbook, page 57. These evaluations are documented as described above, in both the ongoing ProgressIQ™ academic reporting system and the enterprise-level PowerCampus™ system.

Assessment is accomplished not only at the course level, but also at the program/degree level. For example, in the COM, two comprehensive summative assessments of student achievement are completed: (1) a portfolio, which includes materials the students create throughout the program to demonstrate achievement of program and degree learning outcomes; and, (2) the Medical Student Performance Evaluation (MSPE) letter, which is a synopsis of the student’s performance throughout the curriculum, demonstrating the student’s attainment of program outcomes, and other medical school achievements (scholarly activity and professional, University, and community service). An MSPE letter is provided as Appendix HH.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The comprehensive planning, monitoring, and appraisal process as described in 3.A.1 and 3.A.2 provides for ongoing evaluation of the alignment, correlation, and integration of planning, resources, capacity,
practices, and assessment regarding the goals and intended outcomes of programs and services. Figure 14 represents such ongoing evaluation. As shown in Figure 14, each office and department plan is reviewed at least quarterly by the individual responsible for the plan and his/her direct supervisor (steps 7, 8, and 9 of Figure 14). This quarterly evaluation provides for necessary adjustments that assist in goals being met. Through the annual planning process, resources and capacity are considered and aligned with the budgeting process (see steps 1, 2, and 3 in Figure 14) and during the annual performance evaluation (step 10 in Figure 14) the plan for the coming year is reviewed one final time to ensure the activities and indicators correlate with the goals of that office/department and the resources are aligned and have been appropriated. Also occurring during the annual performance evaluation is the last review of the current year’s plan, in effect, it is a preview of that office or department annual appraisal. Figure 15 is a graphic representation of the hierarchy of reporting that culminates in the University Annual Appraisal Report.

Figure 14. Annual Planning, Monitoring, and Appraisal Process
Figure 15. Hierarchy of Appraisal Reporting

Evaluation of practices and assessment of program goals also occurs through the Course Director Reports. The Course Director Report addresses course strengths and areas for improvement related to student attainment of learning objectives. The reports are transmitted to the COM Curriculum Committee for college-level review. These reports form the basis of an annual course and syllabus approval presentation by the course director to the COM Curriculum Committee. Student evaluations of courses and instructors are incorporated into this review. Approval by a majority of Curriculum Committee members is required for annual Course Director Reports from each completed academic year and new course syllabi for the upcoming year.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

COM Academic Affairs (COM AA) coordinates assessment of student learning between COM course directors and their faculty, standing committees, and COM administration. The mission of COM AA is ensuring student educational success across the learning continuum. COM AA staff members include the director of assessment, assessment coordinators, learning skills and instructional design specialists, and the director of faculty development. Along with the affiliated offices of Clinical Education and Postdoctoral Education, COM AA oversees the tracking of student progression across all four curricular years and beyond.

Data collection begins as soon as students matriculate in COM. The college uses E*Value™, a cloud-based software that organizes curriculum planning, course tasks, course scheduling, certifications, immunizations, reflective practice portfolio work, and clinical site management information. Students
use a web-based delivery system to complete and upload certifications for HIPAA, infectious disease control, and Title IX training as requirements for week one. Students maintain records of their professional accomplishments and certifications, volunteer efforts, and scholarly activity. In addition, students in each year of the DO Program use the E*Value™ portfolio module to reflect on their growth as medical learners and document accomplishment of specific goals within the osteopathic core competencies, the foundation for the DO Program. During third and fourth year, clinical performance indicators such as preceptor evaluation of student performance and student logging of patient encounters are collected through this comprehensive interface.

During the first and second years, student course performance data are collected using enterprise electronic assessment software. The COM is in the first year of mapping assessment outcomes to program goals and course-specific learning objectives using this software (ExamSoft™). Monitoring of examination and quiz psychometric properties are components of the routine assessment workflow. Quality indicators such as the KR-20 score for internal consistency (Kuder–Richardson Formula 20, 1937) and item point bi-serial (Linacre, 2008) are provided as a part of routine reporting to course directors after every assessment. Items that do not perform within standard parameters are flagged for special attention. Assessment summary statistics for courses within each academic semester are discussed within the COM Curriculum Committee, with the potential for resulting change recommendations to the dean. Aggregate student performance in the core clinical rotations is also monitored by the COM Curriculum Committee.

Student first-time pass rates and cohort mean scores on the Comprehensive Osteopathic Medical Licensing Examination (COMLEX USA) are monitored as proxy indicators for overall program outcome at midpoint in the curriculum (end of year two) and transition point within clinical training (residency placement process/before graduation). Blueprints for Comprehensive Osteopathic Medical Achievement Tests (COMAT) and COMLEX examinations are considered during decisions involving the DO Program curriculum map. During years three and four, student learning in the required clinical rotations is measured using seven different COMATs. Aggregate data for each class are provided for key stakeholders to evaluate. Areas of strength are highlighted and opportunities for improvement are discussed annually with COM Curriculum Committee, Executive Committee, Faculty Council, Regional Site Teams, and Deans Council.

4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Results of core theme assessments are addressed in chapter four (Standard 4.B.1). In regard to programs and services, assessment results are based on meaningful, institutionally identified indicators of achievement and such results are used for improvement and allocation of resources as described in the operational planning section of the comprehensive planning process in 3.A.1 and 3.A.2. The office
and department planning, monitoring, and appraisal procedures (Appendix II) provide a more detailed description of the aforementioned. The results of the assessments are made available through the COM Appraisal Report and University Appraisal Report (Exhibit 4 and 5 respectively), executive summaries for the Board of Trustees, the President’s Forum (quarterly presentations by the president), programmatic accreditation reports, Faculty Council meetings, and the dean’s meetings with students.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

As outlined in 4.A.6, COM uses ExamSoft™ software for mapping assessment outcomes to program goals and course-specific learning objectives. Exam and quiz outcome reports including psychometric properties are reported to course directors after every assessment. Items that do not perform within standard parameters are flagged for special attention. Assessment summary statistics for courses within each academic semester are discussed within the COM Curriculum Committee, with the potential for resulting change recommendations to the dean. Problematic courses are discussed with a holistic approach to overall program improvement designed to enhance student learning. An ongoing study of student matriculation demographics and correlation with academic performance patterns intends to better inform COM about resources needed to support struggling learners. During the 2015-16 academic year, after input about student perceptions, individual and small group tutoring was made available to all students in years one and two who self-identified a need. Efforts to secure tutoring services for students in years three and four are under way, supported through PNWU partnerships in graduate medical education.

The clinical curriculum is also monitored regularly by the COM Curriculum Committee. Student first-time pass rates and cohort mean scores on COMAT and COMLEX USA examinations indicate that basic levels of student competency have been achieved in the areas emphasized during the clinical phase of training. Aggregate data for each class are provided for evaluation by key stakeholders including COM Curriculum Committee, Executive Committee, Faculty Council, Regional Site Teams, and Deans Council. The annual report of program outcomes (which is a section of the COM Annual Appraisal Report) including residency program placement and COMLEX USA Level 3 outcomes which occur after graduation is considered by the President’s Advisory Council and the PNWU Board of Trustees, with particular consideration by its Academic Affairs Committee.
Chapter Four: Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

ER22. Student Achievement
The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

PNWU currently offers the degree of doctor of osteopathic medicine (DO). The educational objectives and outcomes of the Doctor of Osteopathic Medicine (DO) program are found on page 84 of the Student Catalog. The PNWU-COM educational objectives are guided by the National Board of Osteopathic Medical Examiners (NBOME, 2011) Fundamental Osteopathic Medical Competency Domains. The required courses of the osteopathic medical education program (beginning on page 88 of the Student Catalog) explicitly address the domains below.

1. Osteopathic Principles & Practice and Osteopathic Manipulative Treatment
2. Patient Care
3. Application of Knowledge for Medical Practice
4. Practice-Based Learning and Improvement in Medicine
5. Interpersonal and Communication Skills in the Practice of Medicine
6. Professionalism in the Practice of Medicine
7. Systems-Based Practice in Medicine

Specific student learning outcomes, aligned with above domains, are explicit in each course syllabus. Performance indicators, assessment strategies, and grading policies are also included in course syllabi. Formative and summative assessment strategies in formal as well as informal approaches are utilized throughout each academic year to validate achievement of course and program learning outcomes.

Teaching faculty members measure student achievement of learning outcomes through course-level assessments. Teaching faculty members are responsible for developing and reviewing course learning outcomes and have a role in establishing program objectives. Course learning outcomes, as well as teaching strategies and assessment methods, are reviewed every year by the program's Curriculum Committee, which is comprised of and led by teaching faculty members. National and professional competencies are incorporated into course learning outcomes where appropriate (see Scientific Foundations of Medicine syllabus, Appendix W).

Student achievement of learning outcomes is also validated through measurement against external benchmarks such as standardized test scores and national board examination scores. Two such examples are the Comprehensive Osteopathic Medical Achievement Tests (COMAT) that students take following core clinical rotations and the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) series that students must successfully pass to become licensed osteopathic physicians. Both the COMAT and COMLEX are developed by NBOME and reflect the Fundamental Osteopathic Medical
Competency Domains. Student performance on the COMAT and COMLEX is provided in the 2014-15 Core Themes Results Report (Exhibit 6), pages 7-12.

ER23. Institutional Effectiveness
The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Through the comprehensive planning, monitoring, and appraisal process described in standard 3.A.1 and 3.A.2, PNWU applies a clearly defined evaluation and planning procedure for offices and departments that culminate in office/department appraisal reports, the COM Annual Appraisal Report, the University Annual Appraisal Report, and the Core Themes Report. Each report uses results to effect improvement and the reports are made available to relevant constituencies. The monitoring aspect of the process allows for updates and amendments to plans as a result of changing internal and external environments. The annual Core Themes Results Report (Exhibit 6) describes the process, data, results, and recommendations that allow for continual improvement of the programs and services aligned with the core themes as well as the extent to which the mission was fulfilled. The strategic planning process (also described in 3.A.1 and 3.A.2) provides for monitoring of the environments that impact the University, has a clearly defined planning procedure, and details the extent to which the strategic priorities and goals were achieved through the assessment of the mission- and vision-focused targets and outcomes in an annual strategic plan report (see Strategic Plan Year 1 Review on the Strategic Plan web page at PNWU.edu).

3.B Core Theme Planning
Note: 3.B.1 and 3.B.2 have one combined response.

3.B.1 Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

PNWU’s comprehensive plan is both strategic and operational as described in Standards 3.A.1 and 3.A.2. Tables 11, 12, and 13 outline how academic success (core theme 1), health care professionals for the rural and medically underserved of the Northwest (core theme 2), and service to community (core theme 3) are planned for through the University strategic plan and the annual office/department plans.
### Core Theme 1: Academic Success

#### Objective 1.1: Prepare students academically for residency/graduate medical education (GME)

<table>
<thead>
<tr>
<th>2014-20 PNWU Strategic Plan</th>
<th>2015-16 Office/Department Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: Strengthen and Advance the COM</td>
<td>COM Academic Affairs Department (in addition to the strategic plan goals noted to the left)</td>
</tr>
<tr>
<td>• Goal 1: Enhance Academic Success (COM Academic Affairs Department)</td>
<td>• Goal 2: Provide a Learner-Centered Curriculum that Prepares Students for Graduate Medical Education and Osteopathic Clinical Service Primarily in Rural and Medically Underserved Areas of the Northwest</td>
</tr>
<tr>
<td>o Obj. A: Use student assessment data to identify areas of opportunity and enhance curriculum</td>
<td>Clinical Education Department</td>
</tr>
<tr>
<td>o Obj. B: Implement professional development activities for faculty, staff, and administrators based on needs assessments</td>
<td>• Goal 2: Enhance curriculum for Third- and Fourth-Year Clinical Rotations</td>
</tr>
<tr>
<td>o Obj. C: Revise and implement preclinical curriculum to an integrated systems-based design</td>
<td>Enrollment Services Office</td>
</tr>
<tr>
<td>o Obj. D: Implement interprofessional education practices into COM curriculum</td>
<td>• Goal 1: Enhance Student Recruitment Process that Attracts and Maintains a Qualified Applicant Pool (also aligns with NWCCU Standard 2.D.3 and COCA Standard 5.2)</td>
</tr>
</tbody>
</table>

#### Objective 1.2: Contribute to the advancement of knowledge through scholarly activities conducted by students, faculty, and staff.

<table>
<thead>
<tr>
<th>2014-20 PNWU Strategic Plan</th>
<th>2015-16 Office/Department Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3: Become an Academic Leader in Northwest Communities (Office of Scholarly Activity)</td>
<td>Office of Scholarly Activity (same as the strategic plan goals noted to the left)</td>
</tr>
<tr>
<td>• Goal 1: Develop Research Capacity</td>
<td></td>
</tr>
<tr>
<td>o Obj. A: Increase research productivity by PNWU faculty, staff, and students</td>
<td></td>
</tr>
<tr>
<td>o Obj. B: Develop infrastructure in response to growing scholarly activity</td>
<td></td>
</tr>
</tbody>
</table>
### Core Theme 2: Health Care Professionals for the Rural and Medically Underserved of the NW

<table>
<thead>
<tr>
<th>2014-20 PNWU Strategic Plan</th>
<th>2015-16 Office/Department Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: Strengthen and Enhance the College of Osteopathic Medicine</td>
<td>Student Affairs Department</td>
</tr>
<tr>
<td>• Goal 3: Increase Capacity at and Number of Clinical Training Sites</td>
<td>• Goal 1: Encourage students to select residencies in rural, medically underserved, and northwest locations</td>
</tr>
<tr>
<td>o Conduct needs and capacity assessment for each clinical training site</td>
<td>o Provide links to rural residencies on PNWU website</td>
</tr>
<tr>
<td>o Recruit preceptors to meet rotation needs in each of the core rotation disciplines for each site based on needs and capacity assessment</td>
<td>o Contact rural residencies to establish relationships</td>
</tr>
<tr>
<td>o Recruit preceptors for elective rotations (primarily year four rotations)</td>
<td>o Establish NW residency list to assist students in selection process</td>
</tr>
<tr>
<td>o Secure preceptors who are willing to take students on continual basis</td>
<td>o Develop and implement a formal system, in conjunction with Alumni Services, to connect current students with alumni who have completed a residency in rural, medically underserved and northwest locations.</td>
</tr>
<tr>
<td>• Objective B: Recruit institutions specific to the areas of need</td>
<td></td>
</tr>
<tr>
<td>o Meet with institutional leaders when making site visits</td>
<td></td>
</tr>
<tr>
<td>o Facilitate communication with PNWU administration for collaborative opportunities</td>
<td></td>
</tr>
</tbody>
</table>

Objective 2.4: Graduates practice in the Northwest, in rural communities, and in medically underserved areas

<table>
<thead>
<tr>
<th>2014-20 PNWU Strategic Plan</th>
<th>2015-16 Office/Department Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2: Strengthen and Advance the College of Osteopathic Medicine</td>
<td>Office of Alumni Services (same as the strategic plan goals noted to the left)</td>
</tr>
<tr>
<td>• Goal 2: Develop Pathways for Graduates to Return to Northwest for Practice</td>
<td></td>
</tr>
<tr>
<td>o Objective A: Work with communities and legislature of AK, ID, MT, OR, WA to expand or develop statutes/programs for loan forgiveness, practice support, etc.</td>
<td></td>
</tr>
<tr>
<td>o Objective B: Market NW practice opportunities to PNWU alumni, emphasizing rural and medically underserved opportunities</td>
<td></td>
</tr>
</tbody>
</table>
Table 13. Service to Community as Planned for in the Strategic Plan and the 2015-16 Office/Department Plans

<table>
<thead>
<tr>
<th>Core Theme 3: Service to Community</th>
<th>2014-20 PNWU Strategic Plan</th>
<th>2015-16 Office/Department Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3.1: Contribute to the health and education of communities through professional associations/organizations</td>
<td>Priority 3: Become an Academic Leader in Northwest Communities</td>
<td>Student Affairs Department</td>
</tr>
<tr>
<td>Objective 3.2: Contribute to the health and education of communities through extracurricular activities</td>
<td>• Goal 4: Provide Continuing Medical Education (CME) for PNWU Faculty and Northwest Communities</td>
<td>• Goal 3: Support Community Service and Public Health Initiatives and Programs, Particularly those that Provide Opportunity for Osteopathic Clinical Services</td>
</tr>
<tr>
<td></td>
<td>o Objective A: Develop Office of University CME infrastructure to serve campus programs and interprofessional education groups</td>
<td>o Develop and implement process to collect data following each club event/activity (rather than annually)</td>
</tr>
<tr>
<td></td>
<td>o Objective B: Engage budgeting process for CME operations and staffing</td>
<td>o Monitor and track student involvement at the Yakima UGM Medical Clinic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Develop and implement a process that establishes the promotion and awareness of community service and public health initiatives and programs amongst the student body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Identify opportunities to work with Academic Affairs to increase and incorporate service-learning within the curriculum</td>
</tr>
</tbody>
</table>

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

In July of each year, the director of institutional effectiveness and the director of accreditation and strategic planning gather the data specific to each of the core theme indicators and work with multiple offices and individuals to verify the data. An annual core themes report is drafted based on the verified data and includes the programs and services that contribute to the core themes. The Regional Accreditation Steering Committee is then convened to review and finalize the report. To do so, the committee is tasked with (1) analyzing the core theme data in regard to their appropriateness and (2) evaluating the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives. See the 2014-15 Core Themes Results Report, Exhibit 6 for full details.

The data that are analyzed and used to evaluate the level to which core theme 1 was accomplished are as follows.

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Core Theme 1: Academic Success
Objective 1.1: Prepare students academically for residency/graduate medical education (GME)
- Overall student performance by course (pass rates)
- Student performance on the Comprehensive Osteopathic Medical Achievement Test (COMAT)
- Student/graduate performance on all levels of the Comprehensive Osteopathic Medical Licensing Examination (COMLEX)
- Student performance as evaluated by preceptors
- Residency final placement rate

Objective 1.2: Contribute to the Advancement of Knowledge through Scholarly Activities Conducted by Students, Faculty, and Staff
- The number and type of peer-reviewed/refereed publications published, in press, or accepted from faculty, staff, or students
- Research projects (submitted to the Office of Scholarly Activity)

The data that are analyzed and used to evaluate the level to which core theme 2 was accomplished are as follows.

Core Theme 2: Health Care Professionals for the Rural and Medically Underserved of the Northwest
Objective 2.1: Students gain clinical practice experience in the Northwest
- PNWU-COM students conducting clinical rotations in the Northwest
- Graduates matching to first-year residencies in the Northwest

Objective 2.2: Students gain rural clinical practice experience
- PNWU-COM students conducting rural clinical rotations
- Graduates matching to rural first-year residencies

Objective 2.3: Students gain clinical experience in medically underserved areas
- PNWU-COM students conducting clinical rotations in medically underserved areas
- Graduates matching to primary care residencies (there are no residencies with a designation of medically underserved, however, primary care programs are more likely to benefit areas with few physicians)

Objective 2.4: Graduates practice in the Northwest, in rural communities, and in medically underserved areas
- Graduates practicing in Northwest locations
- Graduates practicing in rural locations
- Graduates practicing in medically underserved areas

The data that are analyzed and used to evaluate the level to which core theme 3 was accomplished are as follows.

Core Theme 3: Service to Community
Objective 3.1: Contribute to the health and education of communities through professional associations/organizations
- Participation of faculty, staff, and students in health and education professional associations/organizations

**Objective 3.2: Contribute to the health and education of communities through extracurricular activities**

- Participation of faculty, staff, and students in health and education extracurricular activities
- Student club sponsored health and education community activities

Planning for programs and services, and the data used to evaluate achievement of the intended goals and outcomes of such programs and services is fully described in Chapter 3.

**4.A Core Theme Assessment**


4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The data for the indicators of Core Theme 1: Academic Success are collected by the COM Academic Affairs Department and the University Office of Scholarly Activity. The data for the indicators of Core Theme 2: Health Care Professionals for the Rural and Medically Underserved of the Northwest are collected by the COM Clinical Education and Student Affairs Departments, and the University Alumni Office. The data for the indicators of Core Theme 3: Service to Community are collected by the COM Student Affairs Department and the University Office of Institutional Effectiveness (see also the guiding documents assignments, Appendix FF). The data have been systematically collected over several years as evidenced in the results of the 2014-15 Core Themes Results Report (Exhibit 6).

The alignment, correlation, and integration of programs and services relative to the core themes are evaluated as part of the annual core themes reporting process (see Core Themes Results Report, Exhibit 6, page 2).

**4.B Core Theme Improvement**

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Results of assessments of programs and services are addressed in chapter three, Standard 4.B.1.

As described in the 2014-15 Core Themes Results Report (Exhibit 6), the Regional Accreditation Steering Committee is comprised of faculty, staff, and administrators who developed the core theme indicators.
through a collaborative and iterative process. Through this process, the core theme indicators have been evaluated by the Committee and found to be meaningful and appropriate.

The core theme assessment results (provided in the 2014-15 Core Themes Results Report) inform planning, decision making, and allocation of resources specifically as core theme recommendations. Those recommendations are part of the comprehensive planning process as described in Standards 3.A.1 and 3.A.2 and shown graphically in Figure 13.

The core theme assessment results are made available publicly following approval by the President’s Advisory Council. The 2014-15 Core Themes Results Report is found on the PNWU Accreditation web page at PNWU.edu.
Chapter Five: Mission Fulfillment

Executive Summary of Eligibility Requirement 24

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

PNWU through its single College of Osteopathic Medicine has from the outset been supported by an income stream based on tuition. With the increased class size of 135 students per class, the COM budgets and revenues have stabilized the financial status of the institution so the reliance on annual contributions was minimized as of academic year 2014-15.

In early 2013, the Washington Higher Education Facilities Authority (WHEFA) issued a tax exempt bond for refinancing PNWU facilities. A banking consortium purchased the bonds for $24.5 million at an historically low interest rate of 3.7 percent with a net result of reducing PNWU cash flow obligations. This maneuver positioned PNWU for longer debt service but at a much reduced rate of payment, saving the University over $250,000 per year over the previous loan arrangement. Combined with increased tuition revenue stream, this financial arrangement has enhanced PNWU’s financial position.

Organizational structure (detailed in Eligibility Requirement 9 and Standard 2.A.11), attention to faculty workloads (detailed in Eligibility Requirement 10 and Standard 2.B.4), fiscal management (detailed in Eligibility Requirements 18 and 19, and Standards 2.F1 and 2.F.7), and successful recruitment, enrollment, and retention practices (detailed in Standards 2.A.16, 2.D.3, and 2.F.2) demonstrate that PNWU’s operational scale is sufficient to fulfill mission and achieve its core themes in the present and in the foreseeable future.

5.A Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The appraisal step in PNWU’s planning, monitoring, and appraisal process, in which each office and department participates, is a systematic, participatory, self-reflective, and evidence-based assessment of accomplishments that leads to subsequent improvement (see also Standards 3.A.1, 3.A.2, and 4.A.5).

Course Director Reports, as described in 4.A.5, are another example of assessment of accomplishments, in this case regarding learning objectives and objectives. The reports are completed annually, by course directors, vetted by the COM Curriculum Committee, and are compiled from evidence-based assessments (summative and formative exams, quizzes, and standardized tests).

The Annual Strategic Plan Report, the Annual COM Appraisal Report (Exhibit 4), the Annual University Appraisal Report (Exhibit 5), and the Annual Core Themes Results Report (Exhibit 6) epitomize regular, systematic, participatory, self-reflective, and evidence-based assessment of accomplishments.
5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Mission fulfillment for PNWU is the substantial achievement of the objectives within the core themes. Tables 14, 15, and 16 provide each core theme, the objectives relative to the core theme, the indicators specific to the objective, and whether or not the threshold for each indicator was met.

Thresholds are an extent or parameter specific to the core theme indicator and are guided by PNWU’s purpose, characteristics, and expectations. The thresholds expressed below reflect PNWU as a health sciences university in the 2014-15 academic year. Furthermore, the extent to which the University fulfills mission is dependent upon the current nature of the University. As a university with one program, the objectives and indicators are fairly COM-centric. When possible, they are written in broader terms in order to incorporate data from other programs once that is a reality.

For this report, there were three core theme indicators for which the sample size was too small to determine if the threshold was truly met. There were another 16 core theme indicators among seven objectives, of which the thresholds for 12 indicators were met or exceeded. With the aforementioned definition of mission fulfillment, it can be said that PNWU is fulfilling mission.

Table 14. Summary of Indicator Threshold Results for Core Theme 1

<table>
<thead>
<tr>
<th>Core Theme 1: Academic Success</th>
<th>Objective 1.1: Prepare students academically for residency/graduate medical education (GME)</th>
<th>Indicator</th>
<th>Threshold Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.1.1</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.2</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.3</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1.4</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Objective 1.2: Contribute to the advancement of knowledge through scholarly activities conducted by students, faculty, and staff</td>
<td>Indicator</td>
<td>Threshold Met?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.1</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.2</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2.3</td>
<td>No</td>
</tr>
</tbody>
</table>

Table 15. Summary of Indicator Threshold Results for Core Theme 2

<table>
<thead>
<tr>
<th>Core Theme 2: Health Care Professionals for the Rural and Medically Underserved of the Northwest</th>
<th>Objective 2.1: Students gain clinical practice experience in the Northwest</th>
<th>Indicator</th>
<th>Threshold Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2.1.1</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2</td>
<td>No</td>
</tr>
</tbody>
</table>
Objective 2.2: Students gain rural clinical practice experience

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Threshold Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1</td>
<td>Yes</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Objective 2.3: Students gain clinical experience in medically underserved areas or with medically underserved populations

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Threshold Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1</td>
<td>Yes</td>
</tr>
<tr>
<td>2.3.2</td>
<td>No</td>
</tr>
</tbody>
</table>

Objective 2.4: Graduates practice in the Northwest, in rural communities, and in medically underserved areas

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Threshold Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.1</td>
<td>Sample size too small</td>
</tr>
<tr>
<td>2.4.2</td>
<td>Sample size too small</td>
</tr>
<tr>
<td>2.4.3</td>
<td>Sample size too small</td>
</tr>
</tbody>
</table>

Table 16. Summary of Indicator Threshold Results for Core Theme 3

Core Theme 3: Service to Community

Objective 3.1: Contribute to the health and education of communities through professional associations/organizations

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Threshold Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.1</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Objective 3.2: Contribute to the health and education of communities through extracurricular activities

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Threshold Met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>Yes</td>
</tr>
<tr>
<td>3.2.2</td>
<td>No</td>
</tr>
</tbody>
</table>

The above information as well as specific supporting data results for each core theme is found within the 2014-15 Core Themes Results Report (Exhibit 6) and is available to the public on the Accreditation web page at PNWU.edu. Additionally, results were provided to the PNWU community via the President’s Forum and to University directors through the Operations Review Committee.

The Core Themes Report was also used to determine quality and effectiveness of contributing programs and services (see the process section, page 1, of the 2014-15 Core Themes Results Report, Exhibit 6) and such determinations are reflected in the core theme recommendations. As described in Standard 4.B.1, the recommendations are part of a continuous improvement cycle that will assist in meeting or exceeding those indicators that were not met.

5.B Adaptability and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the
adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Through the annual performance evaluation, staffing, and budget process (fully described in Standard 2.B.1), the adequacy of faculty and staff is evaluated to ensure programs and services are available to meet the mission of the institution.

The University Space Utilization Committee assesses space needs and promotes the most efficient use of office, classroom, study, and conference space across campus in light of the University mission and strategic priorities (see Space Utilization Committee charter, Appendix JJ). Students, faculty, and staff serve on this committee.

The University Operations Review Committee establishes and monitors performance of offices and departments based on established mission-focused goals and objectives and makes recommendations to enhance processes, systems, and other operational functions to ensure the University’s ongoing potential to fulfill mission and accomplish the core themes (see Operations Review Committee charter, Appendix K).

The Technology Steering Committee engages in an environmental scan process to proactively investigate new and emerging technology systems. The committee also analyzes existing technology for life-span and effective utilization.

As discussed throughout this report, the COM Appraisal Report and the University Appraisal Report provide a comprehensive evaluation of the college and University, respectively. Those reports result in recommendations specifically to advance the goals and intended outcomes of programs and services.

Another level of evaluation that provides evidence of ongoing potential to fulfill mission and achieve program goals is the ongoing accreditation process with the Commission on Osteopathic College Accreditation (COCA). As PNWU only has one program, the Osteopathic Medicine program, the COCA serves as both the programmatic accreditor of that program as well as PNWU’s institutional accreditor. As such, the University, as much as the College of Osteopathic Medicine, has been engaged regular self-evaluation of its adequacy of resources, capacity, and effectiveness of operations, and has documented the ongoing potential to fulfill mission through the COCA reports that have been submitted at least annually since 2007. Figure 16 represents the continuous fulfillment of COCA standards.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource
allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The University Annual Appraisal Report, the COM Annual Appraisal Report, and Core Themes Report are evidence of planning, resource allocation, application of institutional capacity, and evaluation of assessment results, and the recommendations that accompany each of those reports are used to improve practices. Evaluation of the cycle of planning, practices, resource allocation, and application of institutional capacity occurs at the department and/or committee level and is documented in department and/or committee minutes.

On an individual basis, the University's faculty evaluation process (Staff and Faculty Handbook, page 136) provides for evaluation of personal goals, practices, capacity, and self-assessment as well as evaluation of the process itself.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

As provided in the strategic planning process (described in Standards 3.A.1 and 3.A.2), the PNWU trustees annually engage in a review of the strategic plan during which an environment scan (internal and external) is conducted to identify current and emerging patterns, trends, and expectations. This process determines whether or not to engage in full strategic planning (which includes review and revision of mission, vision, and core themes—also fully described in 3.A.1 and 3.A.2) or simply augment/revise the current goals within the existing strategic plan.

All chief officers, department chairs, and office/department directors are expected to stay abreast of current and emerging patterns, trends, and expectations through the lens of their particular responsibilities and areas of expertise (as noted in job descriptions) and address these patterns and trends through office/department planning and strategic planning (see comprehensive planning in Standards 3.A.1 and 3.A.2). To assist with this, the University provides funding for professional development activities as described in the Staff and Faculty Handbook, page 50.


Conclusion

Pacific Northwest University of Health Sciences (PNWU) appreciates the level of self-evaluation that was necessary to produce this report. The PNWU Regional Accreditation Steering Committee was diligent in and dedicated to developing core themes reflective of the mission and is confident the objectives, indicators, and data supporting the thresholds provide evidence that PNWU is meeting mission. The committee and other members of the PNWU faculty and staff also worked tirelessly to write descriptions, explanations, and summaries, and provide evidence that addresses each of the NWCCU standards.

Overall, the work done in response to regional accreditation has promoted a stronger understanding of PNWU’s mission through the core themes. The alignment of mission and core themes with office/department plans and appraisals, the strategic plan, programs, and services are significantly stronger as a result.
Bibliography


