

Mission

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

PNWU
Mission
Fulfillment
Goals Report

2021-22

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2021-22 PNWU Mission Fulfillment Goals Report

Introduction and History of Report

The Northwest Commission on Colleges and Universities (NWCCU) is PNWU's institutional accreditor. In 2020, revised NWCCU accreditation standards were adopted. Coming to understand and appreciate the 2020 NWCCU standards was necessary for developing mission fulfillment goals. The 2020 standards have a decidedly different flavor than the previous, focusing much more on student achievement and student success. From the Function section of the 2020 NWCCU Accreditation Handbook:

The Northwest Commission on College and Universities' (NWCCU) Standards for Accreditation support the organization's mission to accredit institutions of higher education on a seven-year cycle by applying evidence-informed standards and processes to support continuous improvements and promote student achievement and success. As such, NWCCU's Standards for Accreditation define the quality, effectiveness, and continuous improvements expected of accredited institutions. The Standards serve as indicators by which institutions are evaluated through a process of self-reflection and evaluation that blends analysis and synthesis into a holistic examination of the institution's ability to fulfill its unique mission, deliver quality education, and promote student achievement.

NWCCU's auxiliary work is also much more student focused:

- NWCCU webinar, *Rising Up Together to the Equity Challenge: NWCCU Support and Resources and the 2020 Standards for Accreditation*
- Beacon Award, est. Aug. 2019, awarded to institutions in recognition of institutional or programmatic accomplishments in student achievement and success
- NWCCU 2019 Annual Conference—Value Proposition: Student Success
- NWCCU 2020 Annual Conference—Promoting Economic and Social Mobility
- Sampling of NWCCU Newsletter topics since established Aug. 2018:
 - *Student Success: Today's Generation of Learners*
 - *Intentional Leadership to Achieve Outcomes that Advance Equity*
 - *Raison d'Etre for Higher Education: Promoting Economic and Social Mobility of Students*
 - *Student Success as a Moral Imperative*
 - *An Achievable Plan for Student Success*
 - *Global Citizenship*
 - *Closing Equity Gaps*

As well, NWCCU President Ramaswamy's email signature contains #CloseEquityGaps.

The proposed new/revised standards were available in draft form in early 2019 which allowed transitioning from PNWU's Core Themes to Mission Fulfillment Goals to begin before the standards were adopted. It was paramount that the success and central ideas of the core themes be present in the mission fulfillment goals, to the extent possible, while adopting a much more student-focused approach with targeted outcomes. Through a series of meetings with stakeholders including students, staff, faculty, and administration, the mission fulfillment goals and objectives were created. They were approved by the President's Advisory Council in March 2021.

Mission is at the heart of the mission fulfillment goals; and the goals, objectives, measures, and targets are dynamic—they are meant to be continually reviewed and bettered as we grow as a health sciences university and interact with influences both external and internal.

Mission Fulfillment Framework

There are three mission fulfillment goals:

- Student matriculation reflects rural, Northwest, and medically underserved communities
- Student wellbeing structures and functions are optimized for student success
- Students are academically prepared for postgraduate endeavors

Each goal in this report is followed by a description that relays the connectivity to PNWU’s mission and commitment to student success. The objectives provide for meaningful measures directly related to the goals and each objective has one or more target. Where possible and appropriate, peer institution comparison data is used. The targets set for each goal objective are more aspirational than those set for the former core themes. This is purposeful and requires an understanding that fulfilling mission is ongoing and enduring. This report is not about whether PNWU fulfilled mission, as this is a journey more so than a destination. As such, the targets are something for which to continually strive—even when achieved.

Upon analysis, each target receives one of three designations:

Achieved is self-evident.

Monitor may be assigned if a target is not met for the current year or previous two consecutive years. Monitor may also be assigned if the target is not met for three consecutive years BUT is trending upward/toward the target.

Recommendation is written if the target is not met for three consecutive years and the data trend is stagnating or trending negatively from the target. A recommendation may also be written if there are mitigating factors that warrant a recommendation, e.g., drastic negative change in results from one year to the next, significant change in the objective that renders the measure and/or target inappropriate, acquisition of new or more applicable data that better represents the objective. A recommendation is not a failure. It is the University’s way of ensuring attention is paid to what we do, how we gather and analyze data, and then respond to continually improve effectiveness in support of the mission and student success.

The Mission Fulfillment Goals Objective Targets Summary Table below provides a broad, overarching view that shows over 90 percent of the targets are achieved or being monitored (80 percent is the annual quantitative goal). However, fulfilling mission is more than a quantitative endeavor, and as noted previously from the 2020 NWCCU Accreditation Handbook, “. . . institutions are evaluated through a process of self-reflection and evaluation that blends analysis and synthesis into a holistic examination of the institution’s ability to fulfill its unique mission, deliver quality education, and promote student achievement.” Thus, determining if PNWU is fulfilling its mission is more nuanced and requires dedication to continual improvement through review of each objective and each target whether achieved or not, as was done in this report. Considering both ways of measuring, there is no doubt PNWU is fulfilling its mission.

2022 Mission Fulfillment Goals Objective Targets Summary Table					
Goal 1		Goal 2		Goal 3	
Objective target	Result	Objective target	Result	Objective target	Result
1.A.1	Achieved	2.A.1	Achieved	3.A.1	Achieved
1.B.1	Achieved	2.A.2	Achieved	3.A.2	Achieved
1.C.1	Monitor	2.A.3	Recommendation	3.B.1	Recommendation
1.D.1	Monitor	2.B.1	Achieved	3.C.1	Achieved
1.D.2	Monitor	2.B.2	Achieved	3.D.1	Achieved
1.E.1	Achieved	2.C.1	Achieved	3.E.1	Monitor
1.E.2	Monitor	2.C.2	Achieved	3.E.2	Monitor
1.E.3	Monitor	2.C.3	Achieved		
		2.C.4	Monitor		
		2.C.5	Monitor		
		2.D.1	Achieved		
		2.D.2	Monitor		
		2.D.3	Achieved		

Executive Summary

The 2021-22 Mission Fulfillment Goals (MFG) Report extends the work from the inaugural 2020-21 MFG report including responses to recommendations, ensuring PNWU continues to fulfill its mission. This 2022 MFG Report includes matriculant data for the Master of Arts in Medical Sciences (MAMS) program which provided an uptick from the previous Report in percentage of matriculants from rural (31.9% to 32.6%), medically underserved (26.4% to 35.9%), and Northwest areas (64.6% to 69.6%). The Doctor of Osteopathic Medicine (DO) program’s graduates first practice location in a rural areas increased from 16.4% to 22.4%, and DO graduates first practice location in a medically underserved area also increased from 23% to 26.7% (though not at target, is increasing year over year). The DO program performs as well or exceeds peer comparison targets regarding percentage of students who are underrepresented in medicine (see target 1.D.2), tuition (see target 2.D.1), retention (see target 3.C.1), and graduating at 100% of program time (see target 3.D.1). Doctor of Physical Therapy (DPT) program students matriculated fall 2022. That data will be reflected in the 2023 MFG Report.

There are only two recommendations, one a continuation from the previous report but showing improved practices and services to address those targets. The other is a new recommendation (3.B.1). Three other recommendations from the previous report have been moved to the monitor category based on new data and/or new/improved services and practices.

Following each Mission Fulfillment Goals Report, the objectives, targets, and results are scrutinized to lend themselves to continuous improvement. To assist that practice, each target is affiliated with a unit (office, department, committee or other named subset of the University or its colleges/schools/academic programs). Members of those units work with representatives across the institution to imbed in their plans and work the collection of data and any activities that support or advance the target’s objective. The willingness of all involved to work diligently and collaboratively to improve practices and services in support of these goals, and truly attend to the data that drives these decisions, should be recognized, and appreciated. Below are the targets with the associated unit.

2022 Mission Fulfillment Goals Objective Targets and Affiliated Unit(s)					
Goal 1		Goal 2		Goal 3	
Objective target	Primary oversight	Objective target	Primary oversight	Objective target	Primary oversight
1.A.1	Admissions/ Recruitment	2.A.1	Library	3.A.1	Academic Program dean/dir.
1.B.1	Admissions/ Recruitment	2.A.2	Student Affairs	3.A.2	Academic Program dean/dir.
1.C.1	Admissions/ Recruitment	2.A.3	Student Affairs	3.B.1	Academic Program dean/dir.
1.D.1	Admissions/ Recruitment	2.B.1	Student Affairs	3.C.1	Academic Program dean/dir.
1.D.2	Admissions/ Recruitment	2.B.2	Student Affairs	3.D.1	Academic Program dean/dir.
1.E.1	Student Affairs	2.C.1	Security	3.E.1	Academic Program dean/dir.
1.E.2	Student Affairs	2.C.2	Tech Services	3.E.2	Academic Program dean/dir.
1.E.3	Student Affairs	2.C.3	Facilities		
		2.C.4	Student Affairs		
		2.C.5	Student Affairs		
		2.D.1	Finance		
		2.D.2	Development		
		2.D.3	Financial Aid		

2021-22 Results

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.

Mission Fulfillment Goals

The PNWU mission fulfillment goals reflect contemporary efforts in higher education to address a broad base of structures and functions relative to student success while staying true to our commitment to rural, medically underserved, and Northwest communities. To accomplish this, PNWU has defined student success as desirable outcomes in student learning, academic achievement, and student wellbeing with a focus on equity and closure of achievement gaps. The objectives of the mission fulfillment goals address the elements and underlying systems that provide for student success.

Goal 1: Student matriculation reflects rural, Northwest, and medically underserved communities

Research has demonstrated that this method increases the number of health care professionals practicing in those populations. Research also shows that patient outcomes improve when providers reflect the diversity of the patient population.¹ As such, the objectives for this goal are inclusive of the demographics of PNWU's target communities. PNWU student rural, MUA, and NW designations are derived from the permanent address each potential student lists on their application to PNWU.

Objective 1.A: Matriculate students from rural locations

Target 1.A.1: The percent of PNWU students who matriculate from rural areas each year exceeds the five Northwest states population percentage in rural areas based on most recent census data.

The percentage of students matriculating from rural areas continues to exceed the target of 21.3 percent, which is derived from the 2010 Census data (see Table 1). For the 2021-22 academic year, 32.6 percent of matriculants were from rural areas (see also [Fast Facts](#) Matriculant Data on PNWU.edu).

Table 1 Total count and percent of rural population by state, PNWU's five-state NW region, and the US based on US 2010 Census data

Population, 2010 Census	AK	ID	MT	OR	WA	5 NW States	total US
Total:	710,231	1,567,582	989,415	3,831,074	6,724,540	13,822,842	308,745,538
Rural	241,338	461,212	436,401	726,692	1,072,671	2,938,314	59,492,267
% Rural (Target)	34.0%	29.4%	44.1%	19.0%	16.0%	21.3%	19.3%

All objectives using US Census data will be regularly reviewed and possibly revised in consideration of how those data intersect with the University's mission.

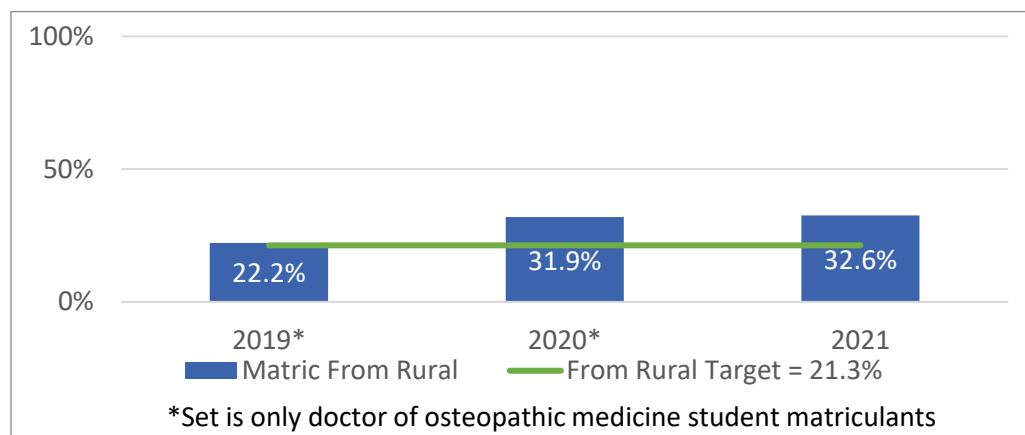


Figure 1 Percent of student matriculants from rural areas compared to target as compiled in fall of each year

¹ <https://learn.uvm.edu/blog/blog-health/cultural-diversity-in-healthcare>
<https://www.ajmc.com/conferences/sgo-2018/dr-scott-page-diversity-in-healthcare-improves-patient-outcomes>

Objective 1.B: Matriculate students from medically underserved areas

Target 1.B.1: The percent of PNWU students who matriculate from Medically Underserved Areas (MUA) each year exceeds the estimated 5 NW states population percentage in MUAs—based on most recent census data and MUA definitions.

As shown in Figure 2, almost 36 percent of student matriculants were from an MUA in the fall of 2021 (see also [Fast Facts](#) Matriculant Data on PNWU.edu), surpassing the target of 31 percent (Table 2).

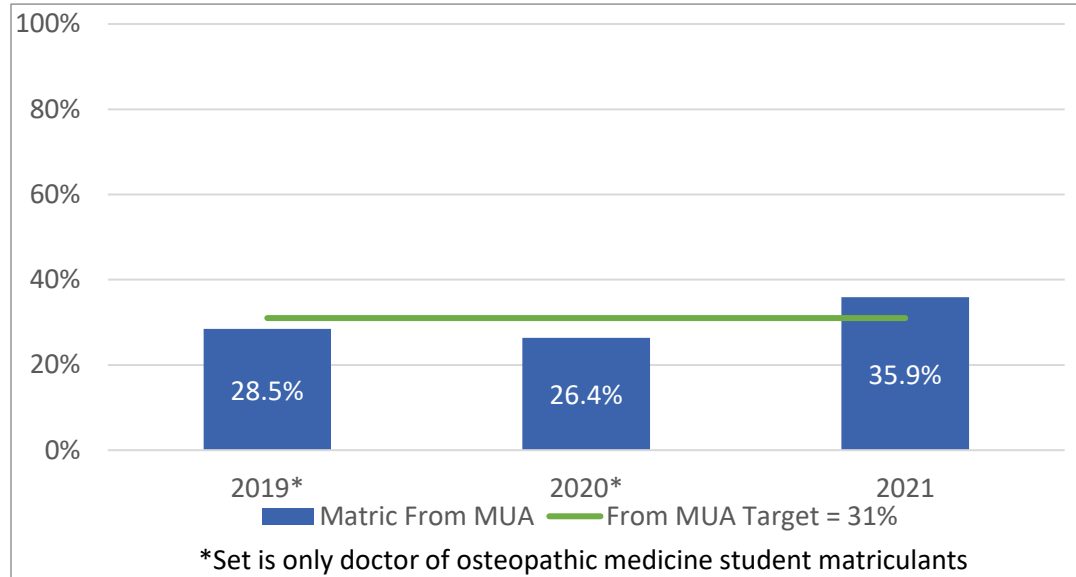


Figure 2 Percent of student matriculants from medically underserved areas compared to target as compiled in fall of each year

Table 2 Total count and estimated percent of medically underserved area population by state, PNWU’s five-state NW region, and the US based on American Community Survey²

	2019 ACS 5 Year total pop	MUA % Estimate*
Alaska	737,068	62%
Idaho	1,717,750	24%
Montana	1,050,649	61%
Oregon	4,129,803	26%
Washington	7,404,107	29%
5 NW States (Target)	15,039,377	31%
total US	324,697,795	27%

*Estimates rather than an exact calculation because a small proportion of MUAs are defined at a geographic level that does not align with Census reporting geographies.

Objective 1.C: Matriculate students from the Northwest (AK, ID, MT, OR, WA)

Target 1.C.1: The percent of students who matriculate from the Northwest exceeds 75%

² <https://www.census.gov/programs-surveys/acs/about.html>

PNWU was founded in response to the paucity of health care profession graduate programs in the northwest states of Alaska, Idaho, Montana, Oregon, and Washington (PNWU’s five-state NW region), to serve those who desire to pursue a health care profession closer to home. The target of 75 percent matriculants from the Northwest reflects that purpose. For the 2022 academic year, 69.6 percent of student matriculants were from the Northwest (see [Fast Facts](#) Matriculant Data on PNWU.edu). This is the third consecutive year the target has not been reached and typically a recommendation would be written. However, there was a five percent increasing in NW matriculants from fall 2020 to fall 2021. This most recent data includes students who matriculated into the Master of Arts in Medical Sciences Program and fall 2022 data will include students matriculating into the DPT program. With these changes, the target will continue to be monitored.

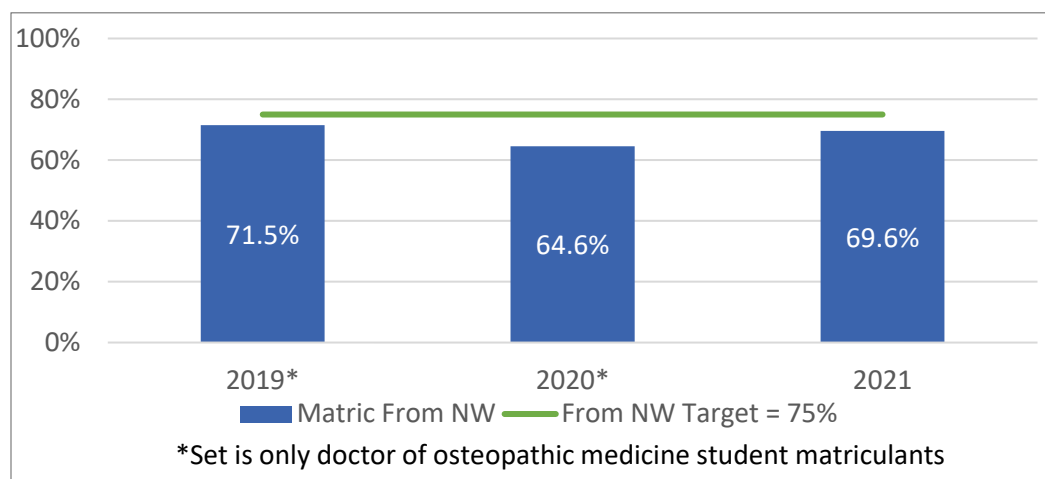


Figure 3 Percent of student matriculants from the Northwest compared to target as compiled in fall of each year

Objective 1.D: Matriculate a diverse student body

Target 1.D.1: Annually, PNWU matriculants who were former Pell Grant recipients is within three percent (plus/minus) of the US percentage of former Pell Grant recipients entering graduate programs.

Besides race/ethnicity, the University’s [Diversity, Equity, and Inclusion Policy](#) prompts understanding of other DEI measures that play a role in fulfillment of mission, one of which being a student population that reflects the socioeconomic spectrum. A 2017 report by the Urban Institute showed that fewer students whose family income is in the lowest quartile enroll in graduate programs than do students whose family income is in the highest quartile (39 percent versus 45 percent respectively).³ In 2021, 51 percent of all Pell Grant funds in the US went to students whose families earn less than \$20,000 annually and another 38 percent went to students whose families earn between \$20,001 and \$50,000⁴. These family incomes are in the lowest and second lowest quartile. Having a percentage of PNWU matriculants who are former Pell Grant recipients that is near the national average ensures the socioeconomic spectrum is being reflected in the student population.

³https://www.urban.org/sites/default/files/publication/86981/who_goes_to_graduate_school_and_who_succeeds_1.pdf

⁴<https://educationdata.org/pell-grant-statistics>

For fall 2021, the percentage of PNWU doctoral matriculants (currently only the Doctor of Osteopathic Medicine) who were former Pell Grant recipients was 36.8 percent, which is within the range target of 39.8 percent and the master’s-level matriculants (currently only the Master of Arts in Medical Sciences) is outside the range but on the higher side, 57.5 percent, compared to the target of 46.2 percent (see Figure 4). The targets for this measure are from a 2018 report published by the Council of Graduate Schools⁵.

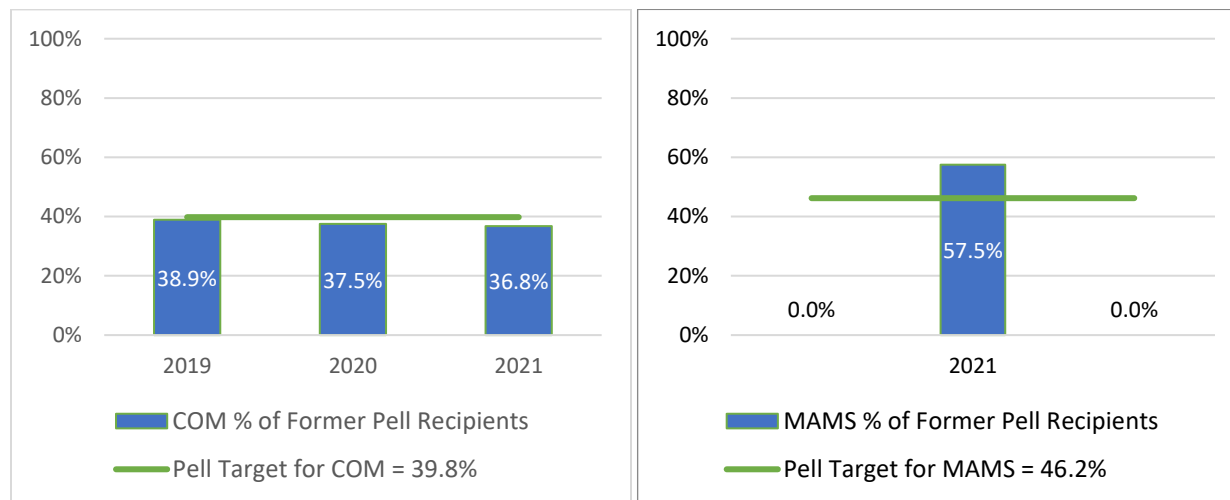


Figure 4 Percent of student matriculants who are former Pell Grant recipients compared to target in fall of each year

Although data is available for the past three years for the DO program, this is only the second year for this measure. It will be monitored for at least one more year.

Target 1.D.2: Annually, PNWU matriculants whose race/ethnicity is underrepresented in their health care field is within three percent of the race/ethnicity underrepresented percentage of PNWU’s peer institutions and in PNWU’s five-state region.

In 2017, U.S. Department of Health and Human Services, Health Resources and Services Administration, and National Center for Health Workforce Analysis published Sex, Race, and Ethnic Diversity of U.S. Health Occupations (2011-2015)⁶. The report compares the sex, race, and ethnicity of those in health occupations to the US workforce to pinpoint underrepresentation. Looking at physician, physical therapist, and occupational therapist (the current and upcoming careers from PNWU doctoral programs), the races and ethnicities underrepresented are African Americans/Black, Hispanic/Latino, American Indians/Alaska Natives, and Native Hawaiians/Pacific Islander.

Figure 5 shows 13 percent of the PNWU matriculants in fall 2021 were of race/ethnicity that is underrepresented. PNWU has two targets for this measure. The first is in comparison to peer

⁵ Okahana, H. (2018). *Data Sources: Increasing Number of Graduate and Professional Students Are Former Pell Recipients*. Washington DC: Council of Graduate Schools. Retrieved from <https://legacy.cgsnet.org/data-sources-increasing-number-graduate-and-professional-students-are-former-pell-recipients-0>

⁶ <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/diversity-us-health-occupations.pdf>

institutions as necessitated by [NWCCU Accreditation Standard 1.D.2](#) (purely coincidental that this target and the standard are represented by the same alphanumeric assignment, 1.D.2). PNWU belongs to a consortium of graduate-level health sciences peer institutions from which the data are derived. That target is 13.1 percent. A second target is in comparison to data for the PNWU five-state region. For consistency with other objective measures for Mission Fulfillment Goal 1, US Census data are used. That target is 18.1 percent.

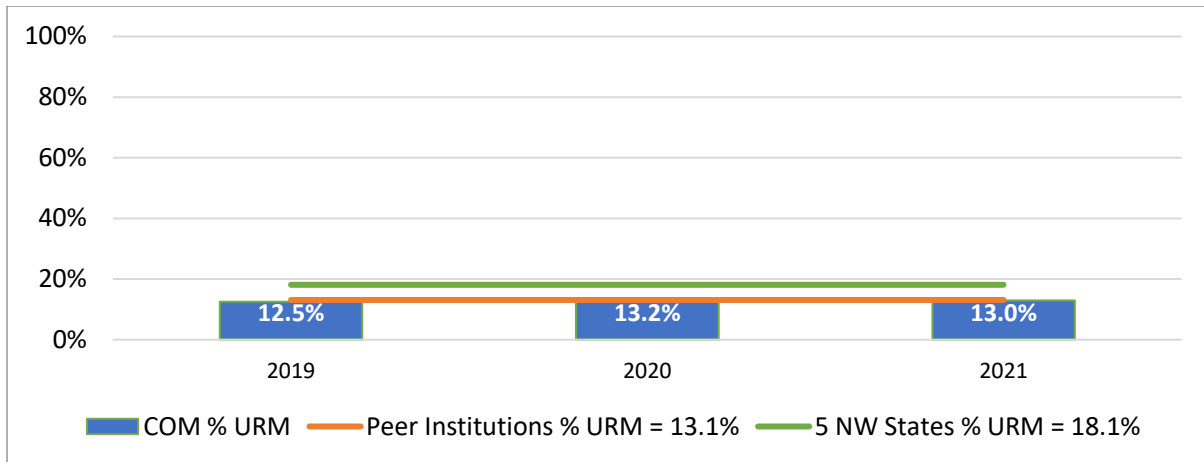


Figure 5 Percent of student matriculants whose race/ethnicity is underrepresented in their health care field compared to target by fall of each year

This is a new measure and although the target was met in 2020 and is just shy of the target for 2021, PNWU furthered efforts from the previous academic year associated with race/ethnicity underrepresentation such as updating recruitment brochures to include the establishment of the [Office of Diversity, Equity, and Inclusion](#), [PNWU’s Roots to Wings Program](#), and opportunities at [Yakima Union Gospel Mission & Health Clinic](#). As well, recruitment events targeted towards underrepresented racial and ethnic groups during the 2021-22 academic year included:

- Regional Migrant Youth Conference-Community Resource Fair
- Mabton High School Career Day
- National American Minority Medical Educators (NAMME) Conference
- Latino Medical Student Association (LMSA) Conference
- The Student National Medical Association (SNMA) Conference

This measure will continue to be monitored.

Objective 1.E: Graduates’ first practice location reflect the mission of serving rural, medically underserved, and NW communities

Although Goal 1 is about matriculation, results on graduates’ first practice locations is an indicator the institution’s recruit-educate-return model is working. The model suggests that if most students are recruited from PNWU’s mission-focused areas (rural; medically underserved; and five-state NW region of AK, ID, MT, OR, and WA), then learn/train in those areas, they are more likely to return as practitioners in those areas. The following results provide both a measure of success and a means by which to analyze and connect to recruitment, matriculation, and education delivery efforts.

Target 1.E.1: The percent of graduates' first practice location in rural areas exceeds population percentage in rural areas of PNWU's five-state region based on most recent census data.

Because length of residencies varies, graduates reporting first practice location are from differing graduation years. Thus, the data represented is not a specific graduation cohort. Each year presented are those graduates for whom Student Affairs confirmed first practice information.

A target of 21.3 percent, based on US Census data is applied going forward (see Table 1). As shown in Figure 6, those graduates reporting first practice location exceeded the target for the most recent year.

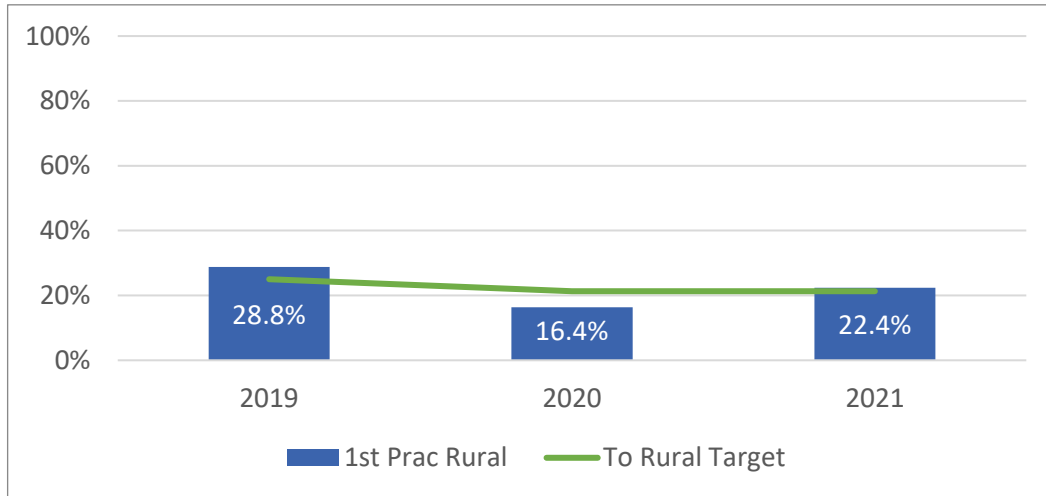


Figure 6 Percentage of rural first practice locations for DO graduates by calendar year compared to target

Target 1.E.2: The percent of graduates' first practice location in medically underserved areas (MUAs) exceeds population percentage in MUAs of PNWU's five-state region based on most recent census data and MUA definitions.⁷

Because length of residencies varies, graduates reporting first practice location are from differing graduation years. Thus, the data represented is not a specific graduation cohort. Each year presented are those graduates for whom Student Affairs confirmed first practice information.

The target for this objective, 31 percent, is derived from the estimated percent of medically underserved area population in PNWU's five-state NW region (see Table 2). Following last year's report, the measure was discussed to be sure it is appropriate for and inclusive of physical therapy and occupational therapy first practice locations. As neither of the programs will have graduates for two more years, the target and measure will continue for now for measuring DO graduates first practice locations in medically underserved areas. The measure will be reviewed and possibly revised prior to students graduating from the physical therapy program (spring 2025).

A recommendation was written in the previous report to determine if the measure is appropriate for and inclusive of physical therapy and occupational therapy first practice locations. The program

⁷ See Table 2 for US Census target data

deans/directors agreed it is and although the target is not met, this is only the second year for this target and there is small percentage growth year over year. This target will be monitored.

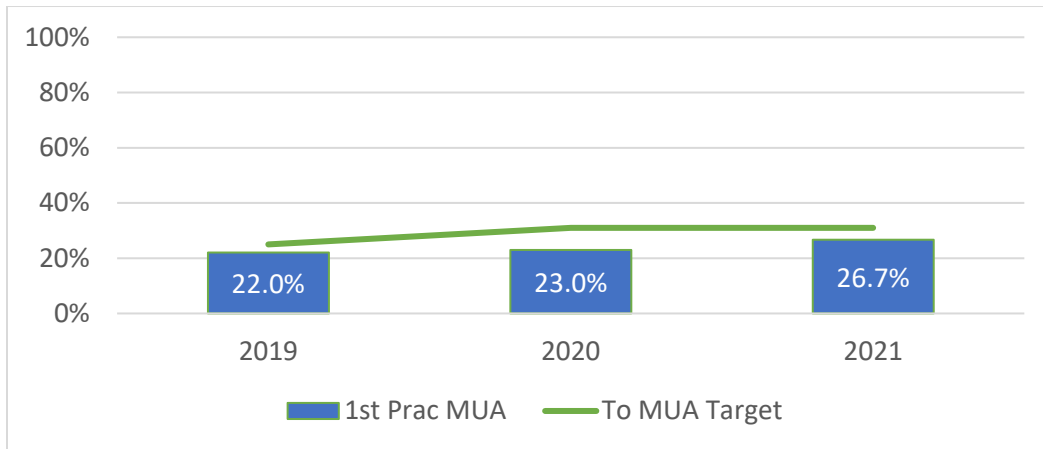


Figure 7 Percentage of medically underserved area (MUA) first practice locations for DO graduates by academic year compared to target

Target 1.E.3: The percent of graduates' first practice location in the Northwest exceeds 75%.

Having graduates practice in the Northwest is paramount to ameliorating the health care professional shortage in the NW. The target set for this previous core theme metric was 50 percent, which was significantly surpassed each year. As noted in the introduction, the targets for the mission fulfillment objectives are more aspirational to promote a continual desire for improvement. The new target of 75 percent was not met in 2020 or 2021 as show in Figure 8.

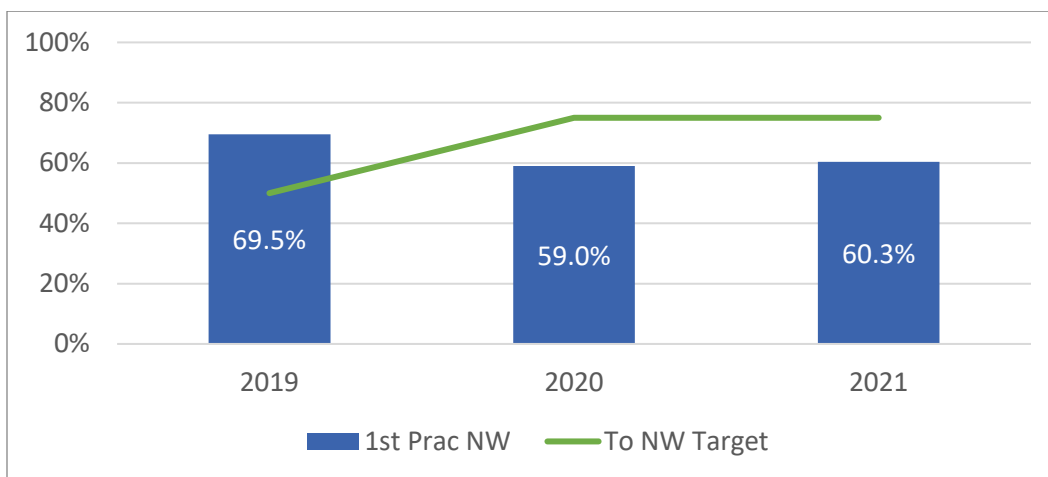


Figure 8 Percentage of Northwest first practice locations for DO graduates by academic year compared to target

In response to not meeting this target and in consideration of the other targets for objective 1.E, Dr. Russell Maier, COM Associate Dean for Graduate Medical Education and LeAnn Hunter, PNWU Assistant Provost Enrollment Management and Registrar, contracted with the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) Rural Health Research Center to analyzed PNWU graduate demographic data.

The analysis done on PNWU graduate demographic data identified students were more likely to practice in the Northwest if they were one or more of the following, female, born in the Northwest, completed a residency program in the Northwest, or had a permanent address at time of application in a large rural area. The analysis found that students were less likely to practice in the Northwest if they had a permanent address at application in a small rural area. Applicants from the Northwest (born or permanent address) will continue to be prioritized in application processing. Additionally, and to reflect the results, more targeted recruitment—both events and marketing materials—in the areas of rural, MUA, and NW have occurred (see also recruitment efforts in target 1.D.2).

Further, PNWU's continual work with healthcare systems resulted in an additional accredited Family Medicine rural residency in Omak, WA. There are several others in process all of which will increase the likelihood of NW practice by COM graduates. PNWU has continued its work with a system whereby various healthcare partners can announce enhanced employment opportunities for PNWU graduates. Because this is only the second year for this target and new, data-informed actions have occurred, it will continue to be monitored.

Goal 2: Student wellbeing structures and functions are optimized for student success

PNWU’s mission to “train and educate” is underpinned with its definition of student success: desirable outcomes in student learning, academic achievement, and student wellbeing with a focus on equity and closure of achievement gaps. Goal 2 addresses the structures and functions of the wellbeing aspect of student success and thus, mission fulfillment.

Student wellbeing has become generally accepted as a significant contributing factor to academic success. Wellbeing, according to the Oxford Dictionary, is “the state of being comfortable, healthy, or happy” not just in the moment, but in life as a whole to provide a sense of purpose and control. In our context as a health sciences graduate institution, PNWU has developed four categories of student wellbeing, each with pertinent supporting structures and functions. These categories were adapted from the five essential elements of wellbeing, developed through a research study by Gallup that aimed to “. . . construct a comprehensive measure of individual wellbeing. . .” (Rath & Harter, 2010, p. 5) to determine the common elements across the globe.

- Career—academic support, career/residency counseling
- Social and Community—student clubs, professional associations, alumni services
- Physical and Emotional—mental and physical health services, fitness, safety, facilities
- Financial—tuition, scholarships, loan forgiveness, student debt, financial aid

An environment that supports student wellbeing and how PNWU can reduce barriers or increase efficacy in structures and functions, are where the objectives are focused.

NOTE: The Student Satisfaction Survey occurs every other year. Thus, targets with those survey results are the same as in the 2021 Mission Fulfillment Goals Report. Subsequent reports will have an additional target measure or will replace survey results altogether, whichever is most appropriate.

Objective 2.A: Academic support and career counseling structures and functions support student success

Target 2.A.1: Eighty percent of responding students are mostly or completely satisfied with Library services

Table 3 shows this target was exceeded in 2019 and 2021 (the next Student Satisfaction Survey will occur in academic year 2023) in all but one area, adequacy of library space. To add clarity, if survey data is used in subsequent reports, the library space question will be reworded to garner satisfaction on the use of the space for what it is intended: scholarly activity and individual/group study.

Table 3 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey regarding Library services.

	% Positive Responses	
	2021	2019
Professionalism of library services staff	92%	94%
Ease of contacting the appropriate persons in library services	88%	92%
Timeliness in responding to your needs from library services	90%	90%
Library collections and information resources (print and online)	89%	90%
Adequacy of library space	61%	61%
Library instruction (online tutorials and handouts, group and individual instruction)	83%	85%

Target 2.A.2: Of students who received academic support/tutoring and responded, 80 percent are mostly or completely satisfied

As shown in Table 4, students who receive academic support/tutoring and who responded are satisfied. This is the same as reported in the 2021 Mission Fulfillment Goal Report. The next Student Satisfaction Survey will occur in academic year 2023.

Table 4 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey regarding academic support/tutoring services.

	% Positive Responses	
	2021	2019
Individual meeting with learning skills specialist	79%	84%
Individual meeting with a course director or faculty member	91%	88%
1:1 tutoring I received	98%	91%
Small group tutoring I received	87%	90%
Distance tutoring I received	81%	79%
Recitations I attended	87%	91%

Target 2.A.3: Eighty percent of graduates who responded are satisfied or completely satisfied with residency and career planning support received

Although still not near the target of 80 percent, satisfaction regarding residency and career planning services is increasing each year (see Table 5). Based on the history of this measure a new recommendation is written.

It is recommended the work initiated during the 2021-22 academic year, in which student support services and the academic programs defined the scope and responsibilities for career planning and placement, be continued.

Improvements thus far include the dean of Student Affairs and the associate dean of graduate medical education attending monthly didactics to provide career planning information and strategies, and the appointment of five full-time COM assistant deans for Clinical Education to replace part-time regional assistant deans. Within their job descriptions are:

- Assist in the development and maintenance of postgraduate career planning and advising program for medical students in collaboration with the Office of Student Affairs and the Office of Graduate Medical Education
- Oversee and conduct weekly didactics sessions (remotely or in person) for students on clinical rotations

If Graduate Exit Survey data are used in subsequent reports, questions about career planning support will be uncoupled from questions about residency as the new academic programs do not have residencies. Additional measures and targets will also be considered.

Table 5 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Graduate Exit Survey by year regarding residency and career planning services. Survey not conducted in 2020 due to Covid.

	% Positive Responses	2022	2021	2019
Please indicate your level of satisfaction with the quality of residency and career planning support you received:		31%	24%	16%

Objective 2.B: Social and community structures and functions support student success

Target 2.B.1: Eighty percent of students agree or completely agree the variety of student clubs address their interests

Student Affairs has consistently worked with PNWU’s Student Government Association (SGA) to ensure the interest of the students are addressed (see Table 6). This is the same as reported in the 2021 Mission Fulfillment Goal Report. The next Student Satisfaction Survey will occur in academic year 2023.

Table 6 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey regarding variety of student clubs.

	% Positive Responses	2021	2019
The variety of SGA student clubs address my interests		82%	82%

Target 2.B.2: Eighty percent of students agree or strongly agree PNWU facilitated opportunities for community service

As shown in Table 7, the target is met.

Table 7 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Graduate Exit Survey by year regarding opportunities for community service. Survey not conducted in 2020 due to Covid.

	% Positive Responses	2022	2021
Facilitated opportunities for community service		83%	82%

Objective 2.C: Physical and emotional structures and functions support student success

Target 2.C.1: Eighty percent of students respond positively to on-campus security services

Even with all that Security had to address due to Covid, they continue to receive outstanding satisfaction responses from students as shown in Table 8. This is the same as reported in the 2021 Mission Fulfillment Goal Report. The next Student Satisfaction Survey will occur in academic year 2023.

Table 8 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey regarding University Security services.

	% Positive Responses	2021	2019
I am satisfied with the overall service provided by the PNWU Security Department		96%	97%

Target 2.C.2: Eighty percent of students respond positively to technology services

As shown in Table 9, students are overall satisfied with Technology Services. This is the same as reported in the 2021 Mission Fulfillment Goal Report. The next Student Satisfaction Survey will occur in academic year 2023.

Table 9 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey regarding University Technology services.

	% Positive Responses	2021	2019
Technology Services staff are professional		96%	94%
Technology Services staff provide a high level of customer service		95%	94%
Wait time for services and/or responses		90%	93%
The help desk is able to solve my issues		92%	94%
Technology in the classroom is set up in a way that helps me learn		91%	92%
The student printing stations are easy to use		77%	85%
It is easy to find what I need on the PNWU web site		76%	80%

Target 2.C.3: Eighty percent of students respond positively to facilities/facility services

As shown in Table 10, students are overall satisfied with Facility Services. This is the same as reported in the 2021 Mission Fulfillment Goal Report. The next Student Satisfaction Survey will occur in academic year 2023.

Table 10 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey by year regarding University Facilities.

	% Positive Responses	2021	2019
Facilities response time regarding inclement weather issues (snow, ice, etc.) at BHH, CSC, and UCC (Iron Horse property is not managed by PNWU)		86%	88%
Professionalism of the custodial/facilities services staff		95%	96%
Ease of contacting the appropriate person in custodial/facilities services		83%	86%
Timeliness in responding to your needs from custodial/facilities services		85%	89%

Target 2.C.4: Eighty percent of students agree or completely agree the mental health counseling services met their needs

As noted in previously, the survey results provided for some targets are the same as reported in the 2021 Mission Fulfillment Goal Report as the next Student Satisfaction Survey will occur in academic year 2023. Table 11 is the most recent two years of survey results. In the previous report, it was recommended that once Student Affairs decides on a more optimal provision of mental health counseling services, they then would determine whether the current measure yields useful data and/or if there are additional measures required to ensure student needs are met.

In response to the recommendation, in spring of 2022, Dr. Rica Amity conducted a separate survey to gather more specific information about whether students sought mental health counseling services, how they received mental health counseling services, and about what they valued about the experience and ways access could be improved. The survey served as a first step in creating ongoing evaluation of

mental health counseling services. The survey will be refined based on the services provided through a new contractor (WellConnect) that will be initiated in August 2022.

PNWU continues to contract with four local master or doctoral level providers for behavioral health services. Through this option, students only are eligible for three 30-minute sessions with any of these providers at no cost to the student. If one of these providers accepts the student’s health insurance, the student has an opportunity to continue to work with the provider through their private practice, billing insurance. One provider simply offers a discounted hourly rate for students.

This target will be monitored and reevaluated based on the 2023 survey results.

Table 11 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey by year regarding University provided mental health services.

	% Positive Responses	
	2021	2019
PNWU provided mental health counseling services meet my needs	61%	72%

Target 2.C.5: Eighty percent of students agree or completely agree access to health care providers met their needs

Table 12 is the most recent two years of survey results and is the same as was provided in the 2021 report. The next Student Satisfaction Survey is in academic year 2023.

A separate student survey was conducted early 2020 which showed that even students with health insurance had difficulty finding providers, especially in Yakima. Those with Medicaid were even more disadvantaged in finding a provider.

Based on last year’s report recommendation, initial discussions with two local healthcare organizations have started regarding student-specific clinic options. An initial proposal for a university-sponsored student health insurance option was not approved but proposals will continue to be explored.

This target will be monitored and reevaluated based on the 2023 survey results.

Table 12 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey by year regarding access to health providers.

	% Positive Responses	
	2021	2019
Access to health care providers meets my needs	34%	39%

Objective 2.D: Financial structures and functions support student success

Target 2.D.1: Student tuition is in the mid-range as compared to peer programs.

PNWU defines mid-range to be +-5 percent of US peer programs. Figures 9 shows the Doctor of Osteopathic Medicine (DO) program to be slightly above that range for fiscal year 2022 at \$59,380. Five percent above the median \$55,937 is \$58,734.

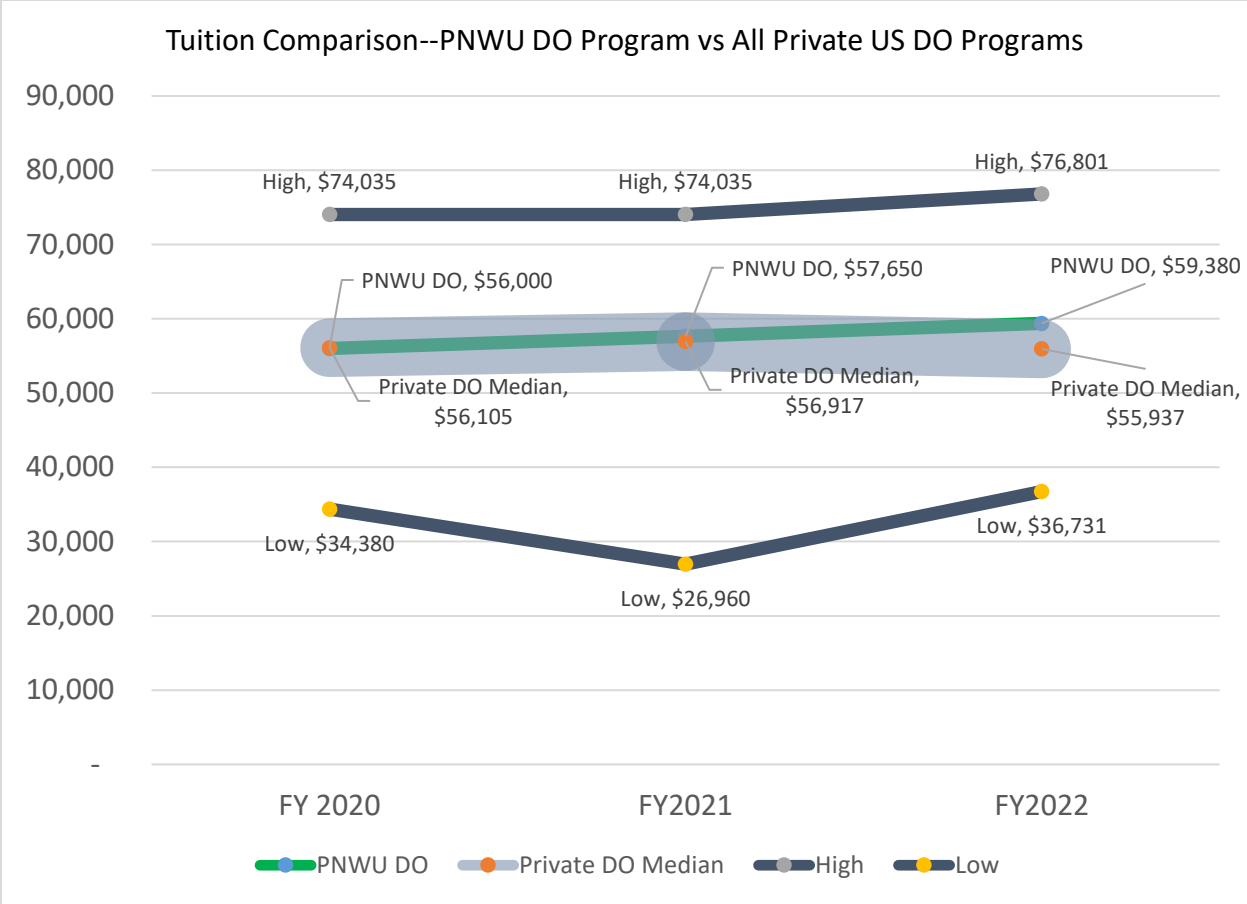


Figure 9 PNWU DO program tuition as compared to tuition of all private US DO programs by fiscal year

Target 2.D.2: Total amount of PNWU student scholarship dollars awarded increases annually

The 2022-23 academic year has a reduced number of current-use, named scholarships. Instead, donors invested in endowed scholarship funds which provides four percent distribution annually. This will result in a smaller number of recipients and smaller award amounts for a short time but will result in scholarship funds in perpetuity. As more donors contribute to endowed scholarships, the four percent will result in a larger total dollar distribution. There were also five more endowed funds this year than last. A significant increase for a single year.

Although the target is not met for this report, the long-term approach provides stability necessary for a growing institution. The target will be monitored.

Table 13 Summary of PNWU scholarships by academic year

PNWU Scholarships						
Academic Year	Total \$ Awarded	# of recipients	# of applicants	# of Scholarship Funds	# of Endowed Funds	# of Current-Use Funds
2013-14	\$60,000	6	N/A	1	0	1
2014-15	\$50,000	5	N/A	2	1	1
2015-16	\$41,000	5	N/A	3	1	2
2016-17	\$90,000	9	N/A	2	1	1

2017-18	\$92,000	12	38	7	4	3
2018-19	\$108,000	15	39	9	6	3
2019-20	\$114,000	16	38	9	6	3
2020-21	\$125,100	14	32	8	5	3
2021-22*	\$204,850	31	61	18	7	11
2022-23**	\$159,200	22	44	16	12	4

*MAMS program data included (previously only DO program data)

**DO, MAMS, and DPT program data

Target 2.D.3: Eighty percent of students responding to survey agree or completely agree that PNWU provides adequate access to financial aid services

As shown, students are satisfied with access to financial aid services. Even though the target is met, subsequent reports should include additional measures on reducing student indebtedness and measures on augmenting student loan repayment. This is the same as reported in the 2021 Mission Fulfillment Goal Report. The next Student Satisfaction Survey will occur in academic year 2023.

Table 14 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Biennial Student Satisfaction Survey by year regarding access to financial aid services.

	% Positive Responses	2021	2019
PNWU provides adequate access to financial aid services (via email, phone, individual consultation, group presentations, etc.)		81%	86%

Goal 3: Students are academically prepared for postgraduate endeavors

Ultimately, students must have the academic acumen to attain the recognition necessary for postgraduate endeavors such as professional practice, research, residency, or further education—an elaboration of PNWU’s mission to “train and educate health care professionals” and the student learning and academic achievement elements of PNWU’s student success definition.

PNWU has defined student learning as the acquisition of skills or knowledge typically guided by student learning objectives and measured through assessment. Student learning is the path that leads to academic achievement (the destination). Academic achievement is proven proficiency of learning outcomes that result in collegiate-level degrees, certificates, recognition, or credentials, and includes designators consistent with program content in recognized fields of study. The following objectives reflect such learning and academic accomplishments within the scope of our mission and as a graduate-degree granting institution.

Objective 3.A: Students participate in a continuum of scholarship

This objective and its targets have been revised since the 2020-21 Report to better reflect student scholarship at PNWU.

At the graduate health care professional program level, there is an expectation of greater depth of study and higher demands on student intellectual capacities both in understanding of and engagement in scholarship. This begins at the introductory level, the understanding and critical thinking component (Target 3.A.1) and progresses to the conduct of scholarly activities, the engagement component (Target 3.A.2).

What is accepted as evidence of scholarly activity differs among accrediting agencies. To assist each academic program in meeting their programmatic needs while allowing for collection of data at the university level, an encompassing definition is used:

Student scholarly activities are those that promote the use of scientific inquiry and research methodology and contribute toward developing scholar-practitioners and improving healthcare and health outcomes.

Student scholarly activities include, but are not limited to:

Developing and demonstrating an understanding of a scientific topic/research area and of research methods used in one’s chose field of study, such as:

- Identifying pressing health, social, civic, or ethical problems through analysis of the literature
- Situate gaps and associated research questions within the evidence base
- Understand and critique research designs and methods
- Interpret statistical or qualitative analyses
- Synthesize a body of findings and critically assess the state of research on a topic

Implementing a project, such as:

- Conducting empirical research in basic science, education, translational science, patient and clinical care, and population health and epidemiology

- Conducting a quality improvement project including process or impact evaluations
- Conducting a stand-alone literature review project, scoping review, systematic review, or meta-analysis
- Conducting a clinical case report
- Developing an intervention or program based on evaluation of existing evidence
- Locating and applying for grants

Target 3.A.1: Before graduation, 100 percent of students successfully complete modules or courses that focus on seeking, understanding, and critically reading research regarding health problems and/or care decision-making.

The courses listed for the DO and MAMS programs are those that are at the front of the scholarship continuum, providing a platform for understanding research as it applies to health and care decisions. As these are required courses for all students in the DO and MAMS programs (the two programs with enrolled students in academic year 2022), the target is met.

Table 15 Courses that focus on seeking, understanding, and critically reading research regarding health problems and/or care decision-making by academic program.

DO	MAMS
FM501 Family Medicine	BIOMED 508 Research Theory and Techniques
FM502 Family Medicine	BIOMED 505 Medical Skills & Theory I
FM601 Family Medicine	BIOMED 506 Medical Skills & Theory II
FM602 Family Medicine	

Target 3.A.2: Before graduating, 75 percent of students participate in scholarly activities.

The rest of the scholarship continuum requires a higher level of participation—students are engaged in the activities of scholarship—developing and demonstrating understanding of a scientific topic/research area and of research methods used in one’s chosen field of study or implementing a project in which a project is conducted (as defined above). Each academic program reports by academic year the percentage of graduates who participated in scholarly activity as defined. For the 2021-22 academic year 100 percent of DO graduates participated in scholarly activity and 100 percent of MAMS graduates participated in scholarly activity for a combined percentage of 100.

Objective 3.B: Students excel at licensure examinations

Target 3.B.1: Percent of DO students/graduates who meet or exceed the National first-attempt pass rate average on all levels of the COMLEX

As shown in Table 16, PNWU-COM first attempt pass rates on COMLEX-USA Level 1 have been below the national average for four consecutive years. PNWU-COM first attempt pass rates for COMLEX-USA Level 2 CE and Level 3 are also below the national average (Tables 17 and 18 respectively). A recommendation is written.

It is recommended PNWU-COM continue and expand initiatives targeted at early identification of students at-risk for a first-attempt failure on COMLEX-USA Level 1. Thus far, the COM has employed statistical analyses to identify course and assessment performance benchmarks predictive of failure risk, implemented an academic alert system for students at-risk to provide earlier support and resources, and established a dual-pathway for board preparation; students at-risk are now required to complete faculty-led study sessions and a structured prep program (e.g., Boards Boot Camp® or equivalent) before their first attempt on COMLEX-USA Level 1. Regarding COMLEX-USA Level 2 CE and Level 3, implementing mandatory COMAT preparation and pre-testing with TrueLearn quizzing has improved student focus on preparation for standardized testing during the clinical training years. A COMLEX Level 2 CE question bank is provided to the students for board study preparation. Students receive individual advising on board preparation in the fall and spring of their OMS 3 year. **It is recommended** the COM continue investigating the efficacy of this approach, including consideration for statistical analyses to evaluate the impact of the current COMLEX Level 2 CE preparation initiatives and make data-informed adjustments. As well, Clinical Education (years three and four) will continue to investigate the possibility of providing additional study resources and implementing processes that improve student success on COMLEX Level 2 CE and Level 3. Students are expected to continue studying upon successfully passing COMLEX Level 2 CE, but COMLEX Level 3 exam is generally taken during the first year of residency training, so much of the preparation for this exam is outside the purview of COM training.

Licensure examination targets for PNWU’s physical therapy and occupational therapy programs will be established the year the inaugural class of each program is scheduled to take their licensure exams. The results will be reported in the subsequent Mission Fulfillment Goals Report.

Table 16 PNWU COM Student COMLEX-USA Level 1 Board Pass Rate (1st Attempt) compared to national average by cycle time frame

Cycle time frame	PNWU-COM	National
5/1/2021 – 4/30/2022	86.8%	92.2%
5/1/2020 – 4/30/2021	87.9%	93.7%
5/1/2019 – 4/30/2020	92.8%	94.3%
5/1/2018 – 4/30/2019	91.6%	93.0%
5/1/2017 – 4/30/2018	97.7%	96.0%

Table 17 PNWU COM Student COMLEX-USA Level 2 CE Board Pass Rate (1st Attempt) compared to national average by cycle time frame

Cycle time frame	PNWU-COM	National
6/1/2021 – 5/31/2022	94.2%	95.1%
6/1/2020 – 5/31/2021	94.3%	96.5%
6/1/2019 – 5/31/2020	97.1%	96.8%
6/1/2018 – 5/31/2019	95.5%	95.6%
6/1/2017 – 5/31/2018	87.1%	92.8%

Table 18 PNWU COM Student COMLEX-USA Level 3 Board Pass Rate (1st Attempt) compared to national average by cycle time frame

Cycle time frame	PNWU-COM	National
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1/1/2021 – 12/31/2021	95.4%	97.1%
1/1/2020 – 12/31/2020	97.3%	97.0%
9/1/2018 – 12/31/2019	95.8%	97.5%
3/1/2017 – 5/31/2018	91.8%	95.4%
3/1/2016 – 2/28/2017	98.4%	96.7%

Objective 3.C: Students persist in their programs

Target 3.C.1: Student retention rate is equal to or better than peer comparison group

Very few students leave the PNWU-COM DO program. Table 19 displays two years of data for this objective. This target, like those for target 1.D.2 and 3.D.1, uses data from the consortium of peer institutions to which PNWU belongs.

Student retention data from PNWU’s new programs will be included as those data become available.

Table 19 PNWU COM student retention rate as compared to peers by year

COM Matriculant Term/Year	Retained Term/Year	PNWU-COM Retention Rate	Retention: Average Rate of the combined Peer Comparison Group
Fall 2020	Fall 2021	99.3%	90.6%
Fall 2019	Fall 2020	96.5%	92.4%

Objective 3.D: Students graduate on time

Target 3.D.1: Percent of students graduating at 100 percent of program length is equal to or better than peer comparison group

PNWU students graduate within the program length at a higher rate than students in the peer comparison group as shown in Table 20.

Table 20 PNWU COM student on-time graduation rate as compared to peers by year

COM Matriculation Term/Year	Number of Matriculants that Graduated	PNWU-COM 100% (4-year) Graduation Rate	100% Graduation: Average Rate of the combined Peer Comparison Group
Fall 2017	126	88.1%	71.2%
Fall 2016	130	89.0%	80.2%

Objective 3.E: Graduates progress in fields relative to their program

Target 3.E.1: All DO graduates eligible and seeking a post-graduate year-one residency are matched to a residency

Since the first match in 2012, PNWU-COM has been extremely successful, many years achieving 100 percent match. For the last two match years, not all PNWU-COM graduates who were eligible and seeking a match, matched. This will increasingly be a challenge as the number of osteopathic and allopathic medical schools has increased and therefore the total number of graduates is increasing but without a comparable increase in the number of year-one residency slots.

Match rates were a metric used in the previous Core Themes. However, the target was 98 percent, an expectation set by the Commission on Osteopathic College Accreditation (COCA). The new target for all COM graduates to match is indicative of the ambitious nature of the new mission fulfillment goals and will be monitored.

Table 21 PNWU COM match rate for graduates eligible and seeking a year-one residency by match year

COM Residency Match Year	Residency Match Rate (among those eligible and seeking a match)
2022	98.7%
2021	97.1%

Target 3.E.2: All MAMS graduates progress to graduate health care professional programs or field related employment.

The PNWU Master of Art in Medical Science (MAMS) program is successfully strengthening applications and demonstrating student readiness for health professional schools or health related jobs. Since the program’s inception in 2012 at Heritage University, 100 percent of students have graduated, over 47 percent of students have been minorities, and nearly 93 percent of graduates have gained admission into a health professional school or job of their choice. Nearly 250 MAMS students have been admitted to medical, dental, optometry, podiatry, pharmacy, nurse practitioner, and physician assistant schools.

In fall 2020, PNWU received authorization from the Washington Student Achievement Council to grant the MAMS degree and received approval from NWCCU to offer the program. Heritage University then ended their MAMS program. PNWU had previously partnered with Heritage University on the program.

The 2021-2022 PNWU-MAMS cohort continued the historical track record of success as 100 percent of students graduated. Ninety percent or 36 out 40 MAMS graduates have currently gained admission into a health professional school or health related job with more anticipated as reapplications occur in the 2022-2023 cycle. As this is a new target, it will be monitored.

Table 22 PNWU MAMS Placement Rate by academic year

Cohort Academic Year	Percent of graduates that upon application gain admission to health professional school or health related job
2021-2022	90.0%
2012-2021 (cumulative)	93.3%

Definitions

One must define in order to measure. The definitions for the terms below were developed and adopted as part of PNWU’s participation in the inaugural NWCCU Mission Fulfillment Fellowship and the resulting Institutional Effectiveness project developed by Dr. Lori Fulton and Angie Girard (Mission Fulfillment fellows 2019-2020). They are used in this report and elsewhere for consistency in understanding and measuring outcomes.

Term	Operational Definition	Conceptual Source(s)
Student academic achievement	Proven proficiency of learning objectives that result in collegiate-level degrees, certificates, recognition, or credentials and includes designators consistent with program content in recognized fields of study	Primarily from NWCCU standard 1.C.1, “. . . result in collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study” Oxford Bibliographies, Encyclopedia of School Psychology,
Student learning	The acquisition of skills or knowledge typically guided by student learning outcomes and measured through assessment. Student learning is the path that leads to academic achievement (the destination)	Jean Piaget, “. . . learning is the active construction of a new sense of reality.” American Psychological Association, NWCCU presentation March 4, 2020
Student Success	Desirable outcomes in student learning, academic achievement, and student wellbeing with a focus on equity and closure of achievement gaps.	NWCCU, Economic Policy Institute, Higher Learning Advocates, National Postsecondary Education Cooperative
Benchmarking	To evaluate or check in comparison with a standard or similar measurements of peers to determine what and where improvements are called for	Xerox (literally invented benchmarking) National Academies of Sciences, Engineers, and Medicine Merriam-Webster
Achievement gap	Any significant and persistent disparity in academic performance or educational attainment between different groups of students, such as white students and minorities or students from higher-income and lower-	Glossary of Education Reform

	income households. Typically viewed as an output.	
Opportunity gap	The unequal or inequitable distribution of resources and opportunities. Typically viewed as an input.	Glossary of Education Reform
Equity	Meeting particular and specific needs through a range of different or more flexible ways in order to ensure genuine equality of access or opportunity for groups and individual who approach those services from a position of persistent and longstanding disadvantage.	PNWU Diversity, Equity, and Inclusion Policy
Inclusion	The active, intentional, and ongoing engagement with diversity in the curriculum, co-curriculum, and communities (intellectual, social, cultural, geographical) with which individuals might connect.	PNWU Diversity, Equity, and Inclusion Policy
Diversity	Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).	PNWU Diversity, Equity, and Inclusion Policy
Medical Professional	Any person licensed or certified to provide health care services to natural persons, including but not limited to, a physician, dentist, nurse, chiropractor, optometrist, physical or occupational therapist, social worker, clinical dietitian, clinical psychologist, licensed professional counselor, licensed marriage and family	https://www.lawinsider.com/dictionary/medical-professional

	therapist, pharmacist, or speech therapist.	
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