

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**

2020-21

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2020-21 PNWU Mission Fulfillment Goals Report

Introduction

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:

1. NWCCU webinar Aug. 21, *Rising Up Together to the Equity Challenge: NWCCU Support and Resources and the 2020 Standards for Accreditation*
2. Beacon Award, est. Aug. 2019, awarded to institutions in recognition of institutional or programmatic accomplishments in student achievement and success
3. NWCCU 2019 Annual Conference—Value Proposition: Student Success
4. NWCCU 2020 Annual Conference—Promoting Economic and Social Mobility
5. 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'Être 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*

Not to mention NWCCU President Ramaswamy's email signature box 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 then approved by the President's Advisory Council in March 2021.

As with the core themes, mission is at 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:

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

Each goal 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, monitor, or recommendation. Achieved is self-evident. The designation of monitor is assigned if a target is not met for the current year or for two consecutive years. A recommendation is written if the target is not met for three consecutive years or 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.

Fulfilling mission is more than a quantitative endeavor. The Mission Fulfillment Goals Objective Targets Summary Table below provides a broad, overarching view that shows over 70 percent of the targets are achieved or being monitored. However, 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.

2021 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	Monitor
1.C.1	Monitor	2.A.3	Recommendation	3.A.3	Monitor

1.D.1	Monitor	2.B.1	Achieved	3.B.1	Monitor
1.D.2	Monitor	2.B.2	Monitor	3.C.1	Achieved
1.E.1	Monitor	2.C.1	Achieved	3.D.1	Achieved
1.E.2	Recommendation	2.C.2	Achieved	3.E.1	Monitor
1.E.3	Monitor	2.C.3	Achieved		
		2.C.4	Recommendation		
		2.C.5	Recommendation		
		2.D.1	Achieved		
		2.D.2	Achieved		
		2.D.3	Achieved		

Executive Summary

This first annual Mission Fulfillment Goals Report is a culmination of over two years of work and engagement from every corner of the institution. It is hoped that the results will guide decision making and verify our commitment to mission perhaps even more so than the results from the Annual Core Themes Report.

Of note in this first report is commitment to student demographics that reflect the populations of PNWU's service area. PNWU has always focused on recruiting from rural, medically underserved, and northwest locations. Those efforts are now measures for mission fulfillment. In addition, two new measures will help guide student recruitment and admissions practices: (1) the student race/ethnicity measure, 1.D.2, which for this report is equal to that of peer institutions and a bit below the PNWU five-state average and (2) 1.D.1, measuring the percentage of students who were former Pell Grant recipients to ensure an equitable socioeconomic student body.

Another first is the focus on student wellbeing. Developing the objectives, measure, and targets proved to be much more difficult than anticipated. The results, though, provide fertile soil from which to grow. This first set of data for several student support services and structures were primarily student satisfaction survey results. To no surprise, the Library, academic support/tutoring, the variety of student clubs, Security, Technology Services, and Facilities all fared quite well. Those student support services that did not achieve the target are already actively pursuing strategies and practices that should address the deficits.

This report also carries forward much of what has been the mainstay for mission fulfillment as reflected in the previous core themes: COM student match rates; student scholarly activity; licensure exam results; graduation rates; and of course, graduates' first practice locations in rural, medically underserved, and Northwest areas. Some of these have new targets to incorporate the addition of new academic programs and/or to incorporate better comparative data but all continue to be sources of pride.

As with the first Core Theme Results Report in 2014, this 2021 Mission Fulfillment Goals Report is a starting point and each year the objectives, targets, and results will be scrutinized to lend themselves to continuous improvement. To carry forward that practice, each target is affiliated with a unit (office, department, committee or other named subset of the University or it's colleges/schools/academic programs). Members of those units work collaboratively with representatives from the University

Accreditation Committee to imbed in their plans and work the collection of data and any activities that support or advance the target’s objective. Below are the targets with the associated unit.

2021 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	Scholarly Activity
1.B.1	Admissions/ Recruitment	2.A.2	Student Affairs	3.A.2	Scholarly Activity
1.C.1	Admissions/ Recruitment	2.A.3	Student Affairs	3.A.3	Scholarly Activity
1.D.1	Admissions/ Recruitment	2.B.1	Student Affairs	3.B.1	Academic Program dean/dir.
1.D.2	Admissions/ Recruitment	2.B.2	Student Affairs	3.C.1	Academic Program dean/dir.
1.E.1	Student Affairs	2.C.1	Security	3.D.1	Academic Program dean/dir.
1.E.2	Student Affairs	2.C.2	Tech Services	3.E.1	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		

2020-21 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

PNWU recruits from and provides educational experience in rural, medically underserved, and Northwest 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.

Data on matriculants from rural areas has been collected for years but an official target had not been set. The target of 21.3 percent was derived from the 2010 Census data (see Table 1) and was achieved. For the 2021 academic year, 32.6 percent of all matriculants were from a rural area. 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.

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%

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.

Like objective 1.A, the data regarding students matriculating from MUAs have not previously had a target. The MUA target (see Table 2) are 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. For academic year 2021, 35.9 percent of student matriculants were from an MUA, surpassing the target of 31 percent.

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>

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%

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%

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.

Since the founding of PNWU (2005), Western University of Health Sciences opened a branch campus osteopathic medical school in Lebanon, OR in 2011; Washington State University established the Elson Floyd School of Medicine in 2015; the Idaho College of Osteopathic Medicine received its inaugural class in 2018; two osteopathic medical schools are proposed in Montana (Billings and Great Falls); and an allopathic medical school is under development through the University of Alaska Fairbanks. As well, there has been an increase in the number of other graduate health profession programs (e.g., occupational therapy, physical therapy) over this same timeframe in the Northwest. Competition for NW students has and will continue to increase. As an aside, prior to PNWU’s college of osteopathic medicine, there had not been a new medical school in the Northwest in over 60 years. Perhaps PNWU spurred the growth of health care profession education programs in the Northwest and as such, PNWU’s difficulty in achieving its NW matriculants target in PNWU’s five-state region is a problem of which the University can be proud.

For the 2021 academic year, 69.6 percent of student matriculants were from the Northwest. Although the new target was not met as shown, the data for 2021 included students from the Master of Arts in Medical Science (MAMS) program, most of whom are from the NW, which provided a small uptick from 2020. The MAMS program sat its first class in 2021. Student recruitment for the Doctor of Physical Therapy (DPT) program is proving to garner majority students from the NW and the same is expected for the master’s level occupational therapy program. Because PNWU is in a transitional phase, from one academic program to many, the data, the measure, and the target will be reviewed following matriculation of the inaugural class of physical therapy students (fall 2022) before making any changes.

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

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.

For this first year of data collection specific to former Pell Grant recipients (academic year 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. The targets for this measure, 39.8 for doctoral matriculants and 46.2 percent for master's matriculants, are from a 2018 report published by the Council of Graduate Schools⁵.

As this is a new measure, it will be monitored for at least two more years.

Target 1.D.2: Annually, PNWU matriculants whose race/ethnicity is underrepresented in their health care fields 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.

For 2021, 13 percent of the PNWU matriculants were of race/ethnicity that is underrepresented. PNWU has two targets for this measure. The first is in comparison to peer institutions as necessitated by [NWCCU Accreditation Standard 1.D.2](#) (purely coincidental that this target and the standard are

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>

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>

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. PNWU is comparatively the same as its peer institutions and although the target is not met compared to the percentage in PNWU’s five-state region, the gap is not insurmountable. Because this is a new measure and because PNWU is adding student recruitment events tailored to underrepresented racial and ethnic groups, the objective measure will be monitored. Should a trend arise, three years below the target, a recommendation will be written.

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.

The data reported by Student Affairs are the first confirmed practice locations for graduates in the year Student Affairs collects the information—it is not by graduation cohort. For example, the 21.2 percent shown for 2018 outcome indicates that of the COM graduates for whom Student Affairs first confirmed practice information in 2018, 21.2 percent of the reported practice locations were in an area designated as rural. Because length of residencies varies, some of these graduates were from the class of 2014, some 2013, etc.

Practice location data were provided in the previous core themes. The rural target was 25 percent. A new target of 21.3 percent, based on US Census data is applied going forward (see Table 1). As shown in Figure 1, the most recent year was below the new target. As with all targets, it will be reviewed for subsequent reporting and if a downward trend continues, efforts will be made to address the trend.

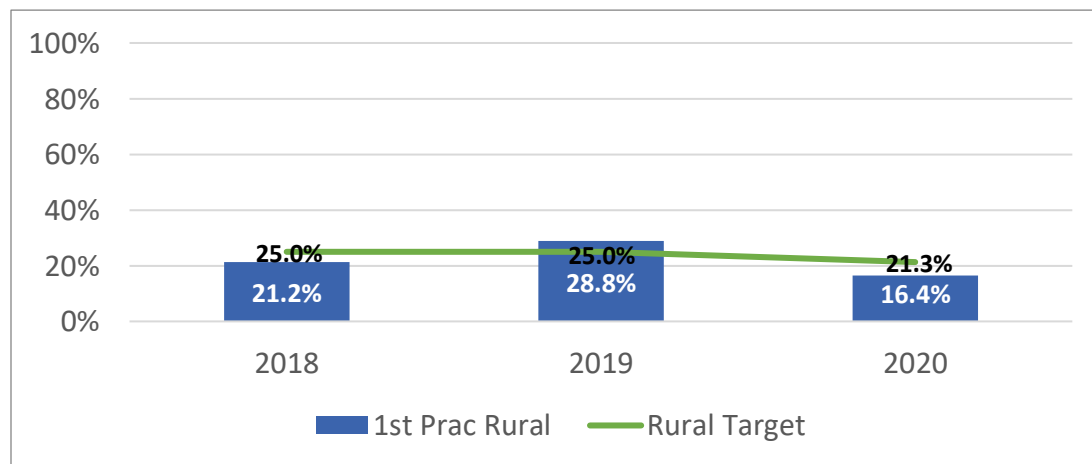


Figure 1 Percentage of rural first practice locations for graduates by calendar year compared to target

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

The data reported by Student Affairs are the first confirmed practice location for graduates in the year Student Affairs collects the information—it is not by graduation cohort. For example, the 23 percent shown for 2020 outcome indicates that of the COM graduates for whom Student Affairs first confirmed practice information in 2020, 23 percent of the reported practice locations were in an area designated as medically underserved. Because length of residencies varies, some of these graduates were from the class of 2016, some 2015, etc.

Practice location data were provided in the previous core themes. The MUA target was 25 percent. The new target is derived from the estimated percent of medically underserved area population in PNWU's five-state NW region (see Table 2). Regardless, the targets have not been met for three years. It is recommended the target be review as well as the measure to be sure it is appropriate for and inclusive of physical therapy and occupational therapy first practice locations.

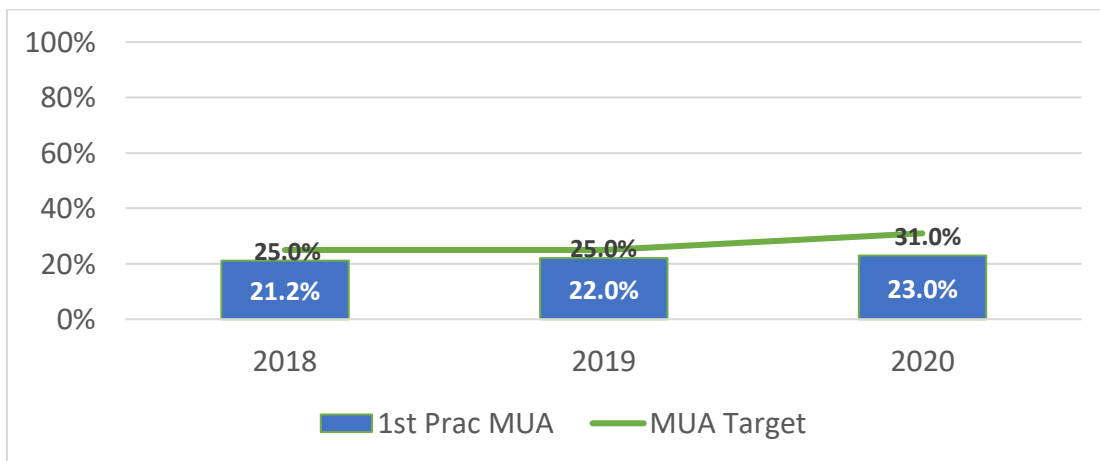


Figure 2 Percentage of medically underserved area (MUA) first practice locations for graduates by academic year compared to target

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, although not met for 2020 (Figure 3), reflects that desire.

⁷ See Table 2 for US Census target data

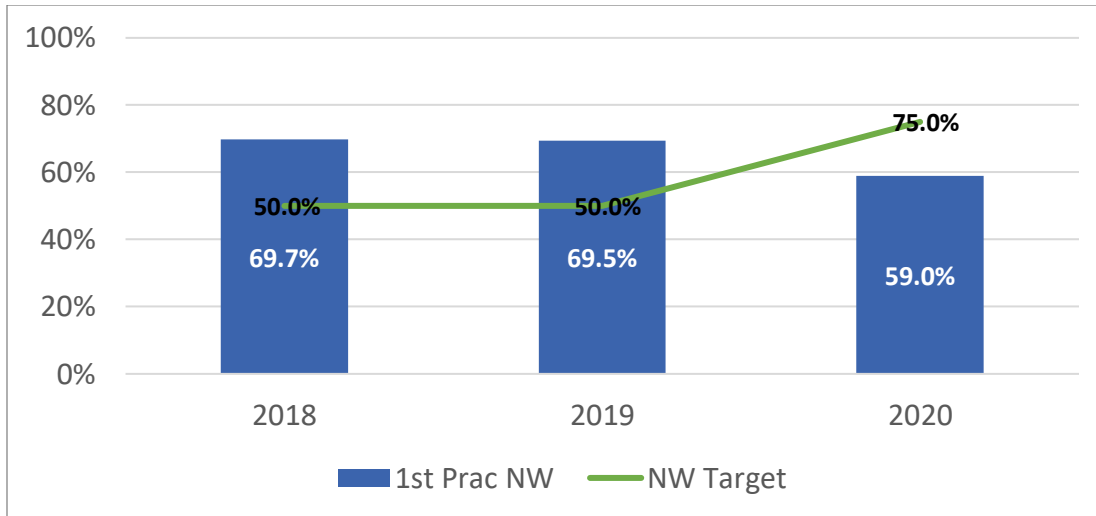


Figure 3 Percentage of Northwest first practice locations for graduates by academic year compared to target

In response to not meeting this target and in consideration of the other targets for objective 1.E, Dr. Russell Maier, Associate Dean for Graduate Medical Education and LeAnn Hunter, Assistant Provost Enrollment Management and Registrar, contracted with the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) Rural Health Research Center to analyze PNWU graduate demographic data. The initial actions from those results are for more targeted recruitment—both events and marketing materials—in the areas of rural, MUA, and NW (see also recruitment efforts in target 1.D.2); and review of differing or additional criteria for admissions that is more likely to lead to students practicing in rural, MUA, and NW areas.

Further, PNWU has expanded its work with multiple healthcare systems to increase the number of residencies offered in the Northwest and is working to increase WA state legislative funding for family medicine residencies. More NW residencies will likely lead to more DO graduates practicing in the NW. PNWU is also working on a system whereby various healthcare partners can announce enhanced employment opportunities for PNWU graduates. This target will be monitored.

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

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: Many measures for Mission Fulfillment Goal 2 are survey data. Over the next few years, more objective data will be added or will replace survey results, 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 services⁸

Table 3 shows this target was exceeded 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 Annual Student Satisfaction Survey by year regarding Library services. Survey not conducted in 2020 due to Covid.

	% 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%

⁸ [Student Satisfaction Survey Results Report 2021](#)

Target 2.A.2: Of students who received academic support/tutoring and responded, 80 percent are mostly or completely satisfied²

As shown in Table 4, students who receive academic support/tutoring and who responded are satisfied.

Table 4 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding academic support/tutoring services. Survey not conducted in 2020 due to Covid.

	% 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 received⁹

There was a small increase in satisfaction regarding residency and career planning services received in 2021 but not enough to meet the target (see Table 5).

With addition of health care profession education programs, support for residency/career choices is being reimagined as an integration between curriculum and student support services. It is recommended that student support services work closely with academic programs to define the scope and responsibilities for career planning and placement. If Student Satisfaction Survey data are used in subsequent reports, the survey question and target will be revised to include the needs and requirements of the new academic programs. 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 Student Satisfaction Survey by year regarding residency and career planning services. Survey not conducted in 2020 due to Covid.

	% Positive Responses	
	2021	2019
Please indicate your level of satisfaction with the quality of residency and career planning support you received:	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 interests²

Student Affairs has consistently worked with PNWU’s Student Government Association (SGA) to ensure the interest of the students are addressed (see Table 6).

⁹ [Graduate Exit Survey Results Report 2021](#)

Table 6 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding variety of student clubs. Survey not conducted in 2020 due to Covid.

	% 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 service³

As shown in Table 7, the target was not met. Covid significantly curtailed traditional volunteer and services opportunities and those that were virtual were extremely limited. This target will be monitored, and other metrics considered.

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

	% Positive Responses	
	2021	2019
PNWU has an environment that both provides and promotes volunteer service and opportunities	67%	80%

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 services²

Target Met:

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.

Table 8 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding University Security services. Survey not conducted in 2020 due to Covid.

	% 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 services²

As shown in Table 9, students are overall satisfied with Technology Services.

Table 9 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding University Technology services. Survey not conducted in 2020 due to Covid.

	% 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 services²

As shown in Table 10, students are overall satisfied with Facility Services. This has always been a source of pride for PNWU.

Table 10 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding University Facilities. Survey not conducted in 2020 due to Covid.

	% 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 needs²

Graduate health care professional education programs are difficult enough and with the added stress and uncertainty of Covid, students needed more mental health support over the last two years. The results in Table 11 may be reflective of that reality. However, the results of the student satisfaction survey seem best to be a starting point to better understand the types of services students need regarding mental health counseling and how better to measure success in this area. With that in mind, Student Affairs has already begun a review of additional, new providers.

It is recommended that once Student Affairs decides on a more optimal provision of mental health counseling services, they then determine whether the current measure yields useful data and/or if there are additional measures required to ensure student needs are met.

Table 11 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding University provided mental health services. Survey not conducted in 2020 due to Covid.

	% 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

The fact that the positive response rate is so low (see Table 12) prompts additional questions about student satisfaction regarding access to health care providers. With new academic programs bringing 30 to 50 additional students to campus beginning fall 2022, it is recommended Student Affairs work with stakeholders, including representation from the new academic programs, to conduct a needs assessment and address the results. The subsequent measure(s) and target(s) will reflect the outcome of that work.

Table 12 Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding access to physical health services. Survey not conducted in 2020 due to Covid.

	% 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.

Figure 4 shows that PNWU COM stays within the mid-range as compared with all other private colleges/schools of osteopathic medicine, thus meeting this target. Mid-range is defined as +-5 percent of all private COM’s median as published by AACOM. Comparisons like this for PNWU’s other graduate programs will be included in subsequent reports as those programs matriculate students.

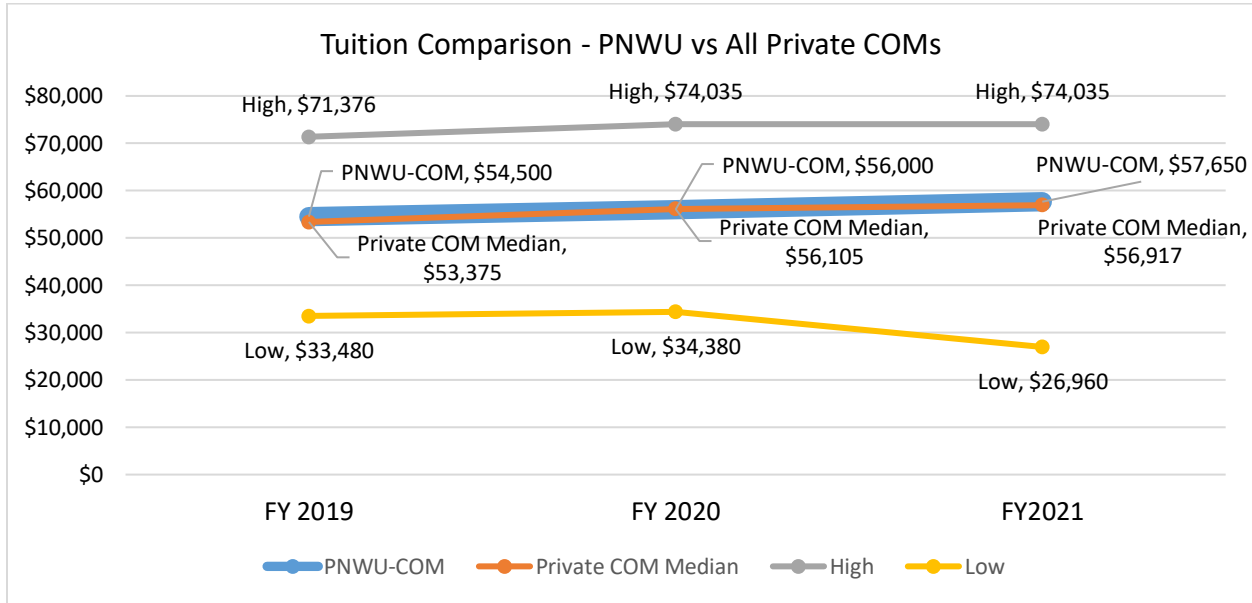


Figure 4 PNWU COM tuition as compared to tuition of all private colleges/schools of osteopathic medicine by fiscal year

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

Almost twice the amount of scholarship dollars was awarded for the 2021-22 academic year than the year before as shown in Table 13.

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

*First year MAMS program included in data collection

Target 2.D.3: Eighty percent of students responding to survey agree or completely agree that PNWU provides adequate access to financial aid services²

As shown, students remain 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.

Table 14 *Percent of positive responses (mostly and completely satisfied responses) from students who participated in the Annual Student Satisfaction Survey by year regarding access to financial aid services. Survey not conducted in 2020 due to Covid.*

	% 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. Student success, as noted earlier, includes student learning and academic achievement. 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 earning institution.

Objective 3.A: Students produce or participate in scholarship or research

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

The Doctor of Osteopathic Medicine (DO) program prepares students for life-long learning and evidence-based practice through instruction in the scientific method and the basic principles of clinical and translational research at appropriate intervals throughout the four-year curriculum.

Formal instruction during the preclinical curriculum occurs primarily in Art of Clinical Practice coursework (FM501, FM502, FM601, FM602). Osteopathic medical students in year one (OMS1) are introduced to fundamental concepts in clinical study design, data collection, biostatistics, epidemiology, and preventative medicine through didactic presentations, followed by practical application of concepts during interactive sessions. OMS2 students build on their knowledge and skills with a deeper dive into evidence-based practice concepts through literature review and quantitative exercises. Knowledge attainment is assessed via pretest vs. posttests and summative exams. Students also learn to critically evaluate medical literature through journal article reviews and presentations, which are evaluated by peers and faculty through rubric-based assessment.

Instruction is less formal but continuous throughout clinical education, years three and four. Students apply evidence-based principles to the selection of common diagnostic and screening tests and prescriptions. They further develop skills in identifying key clinical questions and evidence retrieval, critique, and applicability to patient encounters. They must demonstrate the ability to evaluate practices, scientific evidence, and bias in relation to optimization of patient care. Students are evaluated for evidence-based practice skills through formal preceptor evaluations, case presentations and logs, and when applicable, COMAT exams. Students can build additional skills through elective rotations which emphasize scholarly work and productivity including but not limited to RSRCH701 (Research), ELEC703 (Global Health), ELEC704 (Bioethics), and ELEC705 (Health Advocacy).

With the Master of Arts in Medical Sciences (MAMS) program beginning in AY '22, a similar narrative from that program will be provided. In AY '23 the same will occur for the Doctor of Physical Therapy (DPT) program.

Target 3.A.2: Before graduating, 75 percent of students participated in scholarly activity projects or activities

Only 40 percent of the class of 2021 participated in scholarly activity projects/activities falling short of the 75 percent target. For this report, only DO students were included in the calculation. The Doctor of Osteopathic Medicine program does not require participation in scholarly projects as a graduation requirement. However, the new programs (MAMS, DPT, PPOTD, MSOT) do have a scholarly activity requirement. With the addition of these students the target should be met in subsequent years. This target will be monitored.

Target 3.A.3: Before graduation, 50 percent of students produced and disseminated results of scholarly activity

For the class of 2021, 33 percent disseminated results of scholarly activity which does not meet the goal of 50 percent. For this report, only DO students were included in the calculation. The Doctor of Osteopathic Medicine program does not require dissemination of scholarly projects as a graduation requirement. However, the new programs (MAMS, DPT, PPOTD, MSOT) do have a scholarly dissemination requirement. With the addition of these students the target should be met in subsequent years. This target will be monitored.

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

Although the percentage of PNWU COM students who passed the COMLEX-USA Level 2 CE on their first attempt exceeded the national average in the last cycle, this was not the case for COMLEX-USA Level 1 or 3. COMLEX results are already imbedded in the course and program review model at PNWU COM. The scores will continue to be monitored and a formal recommendation written should another year of data be below the national average for level 1 and/or 3.

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 15 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
5/1/2019 – 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 16 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
6/1/2019 – 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 17 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
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 18 displays the data for the first year 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 18 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 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 19. Again, this is the first year of data for this objective and target.

Table 19 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 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, most years achieving 100 percent match. For the most recent match year, 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 previous two years' match rate are provided as a historical perspective. 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 20 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)
2021	97.1%
2020	100%
2019	98.5%

Similar targets for PNWU's additional programs will be established in the graduation year for the inaugural class of each program. The results will be reported in the subsequent Mission Fulfillment Goals Report.

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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