



CALIFORNIA
NORTHSTATE
UNIVERSITY

Institutional Report
for
Reaffirmation of Accreditation

from
California Northstate University
to
Western Association of Schools and Colleges
Senior College and University Commission

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One: Introduction to the Institutional Report

Overview of the University: California Northstate University (CNU) is an institution of higher education dedicated to educating, training, and developing individuals to provide competent, patient-centered healthcare. The University consists of three colleges: the College of Pharmacy (COP), the College of Medicine (COM), and the College of Health Sciences (CHS). The COP and COM offer a Pharm D degree and an MD degree respectively, whereas the CHS offers a B.S. degree in Health Sciences.

Mission: The Mission of CNU is to advance the art and science of healthcare. CNU's Vision is to provide innovative education and healthcare delivery systems. The institution's Core Values include working as a team, embracing diversity and workplace excellence, caring about our students (who are also our colleagues), our staff, our faculty, and our profession, advancing our university, our goals, and our discipline, responding to challenges that may impede mission, and enhancing communication and partnership.

Student Learning Outcomes: As discussed in detail in Component Three, CNU graduates demonstrate learning outcomes that are based on—among others that are specific to each degree and/or degree level—the following themes that are vital to promoting healthcare and advancing the healthcare professions: social accountability and community service, personal and professional development, and working knowledge of healthcare delivery systems.

CNU graduates demonstrate following the Institutional Learning Outcomes (ILOs), which are the WSCUC's Core Competencies: critical thinking, oral and written communication skills, information literacy, quantitative reasoning, and professionalism. Further, students participate in community service. In the undergraduate program, service learning activities at CNU provide a framework in which students gain exposure to various community-identified needs and develop and demonstrate cultural sensitivity and cultural competence, social justice awareness, social and emotional intelligence, communication skills, and advocacy. Each college within the university has developed expected Co-Curricular Learning Outcomes (CoCuLOs) that are appropriate to their discipline and to the experiences deemed valuable for practitioners

in the field. Graduates possess the expected Student Learning Outcomes (SLOs) at the desired performance levels and have high board pass rates. Refer to Component Three for further information regarding the Meaning, Quality, and Integrity of degrees.

Commitment to Diversity: CNU embraces diversity, and the commitment to diversity begins with the university's newly updated Diversity Policy and is embodied in myriad policies, procedures, and actions—from recruiting of students and employees, to hiring of employees, to accommodations and student services, to the university's culture and clubs, to components of the curriculum and co-curriculum, to the commitment to academic freedom, to activities for employees and students that increase awareness and appreciation for diversity. (Please refer to Component Two.) One example, in Spring 2016, is that the CHS hosted an Intercultural Communication Simulation for Pre-Medical, Post-Baccalaureate (PMPB) students but also for faculty and staff participants. This simulation activity/game was developed to increase our intercultural awareness in various contexts. It has been used in educational, non-profit and corporate settings. On the 2016 student survey, over 84% of students reported that CNUCOP was welcoming to students of diverse backgrounds.

CNU's Beginning and Growth: CNU was founded in 2006 with the College of Pharmacy (COP). A group of pharmacists, physicians, and other healthcare professionals in Northern California were concerned with the shortage of pharmacists and the relative lack of educational opportunities for students in health sciences in the local area. CNU established a COP based on the principles of educational excellence and innovative pedagogies. CNU's COP welcomed its inaugural class in the fall of 2008; CNU was granted WASC accreditation in June 2012.

The success of the pharmacy program led to plans to establish of a College of Medicine (COM). Given disparities in access to healthcare services in the US and the entry of more patients into the healthcare system with the introduction of the Affordable Care Act, there is a widely recognized need for more physicians. A distinguished group of medical school faculty were brought together to design the curriculum and take the institution through the LCME accreditation process. CNU added the COM doctoral

program via the WSCUC substantive change process. The COM program received WSCUC approval in June 2013 and enrolled its first class in the fall of 2015.

Strong local demand for undergraduate education in health sciences by California high school students prompted the university to develop an undergraduate program in health sciences. CNU's College of Health Sciences (CHS) Bachelor of Science degree program aligns with CNU's mission, purpose and strategic intent, which is "To advance the art and science of healthcare." The program was added via the WSCUC substantive change process in May of 2015 and enrolled its first class in fall of 2015.

CNU's Infrastructure: The CNU campus encompasses more than 200,000 square feet and includes the Elk Grove Facility and the Rancho Cordova Facility. The Elk Grove Academic Center houses the College of Medicine and the College of Pharmacy, including five large classrooms, eight laboratories (Anatomy, Medicine Basic Sciences, Pharmacy Basic Science, Pharmacy Practice, Intravenous Compounding, Interdisciplinary, Objective Structured Clinical Examination, and Simulation), a library, 16 study rooms, a cafeteria, and various offices and resources, such as Human Resources, Institutional Effectiveness, Continuing Education, Admissions, Financial Aid, Student Affairs, Alumni Relations, and IT.

The Rancho Cordova Academic Center houses the CHS and includes seven large classrooms and seven laboratories (Anatomy, Biology, Biotechnology, Chemistry, Organic Chemistry, Research). In addition, the college includes a technology-focused library, Computer Lab, a Writing Lab, and a Career Services Lab as well as academic faculty and administrative space.

CNU's extensive IT infrastructure includes fully networked classrooms that allow professors and students to use the latest instructional technologies as part of the learning process. The design is flexible enough so that new technologies can be incorporated as they develop. Each classroom has data and power ports and many of the labs are outfitted with individual workstations. A state-of-the-art media center sends and receives signals throughout the campus. Despite the technological infrastructure that is in place, CNU does not currently offer distance education; all programs are offered on-ground at CNU's main campus (located at 9700 West Taron Drive in Elk Grove, California) and undergraduate campus (located at the

Rancho Cordova campus located at 2910 Prospect Park Drive, Rancho Cordova, California). However, CNU is in the planning stages to pilot an online course in the CHS.

CNU is committed to advancing the science of healthcare, and thus each campus has dedicated laboratory spaces, serving various functions inside the spectrum of research and training. The COM has approximately 2,100 square feet of dedicated research space. Equipment includes advanced imaging systems, cryogenic storage units, environmental/growth chambers, water purification systems, and separation science technologies. This space is allocated for benchtop research applications for faculty teaching in the COM and their student mentees. In addition, the COM possesses a 619 square feet simulation lab composed of two digital manikins, PC read outs and emergency response equipment (crash carts, blood pressure cuffs, pseudo-meds, etc.). This space is allocated for simulated emergency room, trauma applications and ultrasound equipment. The manikins are highly interactive and give the students the opportunity to practice their clinical skills without the guilt or stress of potentially injuring a live patient.

The COM has dedicated over 2,500 square feet of space for the Objective Structured Clinical Examination (OSCE) center. This facility has been allotted to the COM for the development of patient interaction skills. The center is comprised of ten examination rooms averaging 118 square feet per unit, a command observation room of approximately 193 square feet, and a mock triage room of approximately 217 square feet. In this controlled environment, students have the opportunity to perform mock examinations and collect medical histories via tailored interactions with actors trained to mimic patients who are experiencing various symptoms and health problems. This gives the health practitioner students the chance to hone their information gathering skills and bedside manner techniques. Interactions are recorded for training purposes and feedback is provided to students for positive efforts and any necessary improvements.

CNU's anatomy lab is a state-of-the-art facility, providing a profound and intimate space for hands-on learning about the human body. Through the use of human cadavers, high-quality models, and a variety of media platforms, the anatomy lab serves as a cornerstone for the medical education provided at the

COM. During their first two years of study, students utilize the anatomy lab to dissect their own cadavers and learn the basic anatomy of all the major systems of the human body. In addition, the anatomy lab also provides an opportunity for students to learn specialized surgical skills from guest surgeons through the Advanced Surgical Anatomy and Teaching Assistantship.

The COM also has a 1,575 square-foot Interdisciplinary Laboratory (IDL), where students can practice a variety of skills including simulated blood/urine analysis, suturing, and microscope/microbial work. Moreover, this particular space is unique in that shared activities between the COM and COP unite the Pharmacy and Medical students in team-oriented projects, Interprofessional Education (IPE), and clinical case modeling. The lab is set up in an open air/multipurpose format and is ready to accommodate a variety of student groups and task-specific settings.

The COP has approximately 2,100 square feet of dedicated research space. The equipment includes advanced imaging systems, cryogenics storage units, environmental/growth chambers, and separation science technologies. This space is allocated for benchtop research applications for faculty teaching inside the COP and their student mentorships. In addition, the COP possesses a mock pharmacy lab comprised of 857 square feet dedicated to training students in mock drug consultations, vaccination programs, and community healthcare outreach efforts. Like the IDL center, it too is set up in an open air/multipurpose format and can be accessed for a variety of training opportunities, including summer camp sessions for pre-collegiate students. There is also an exam room for both the COP and the COM that is used for IPE training.

The COP also has 669 square feet of dedicated space for their new sterile compounding laboratory. This space is allotted to train students in the art of preparing sterile medicines for intravenous applications, and is split into two distinct areas. The antechamber is set up to observe students donning their gowns and how they scrub down prior to entering the preparation area. The main chamber is composed of simulated hoods and is the focal point of activity for the preparation of pseudo-medications.

The CHS has seven new laboratory spaces, and a preparatory lab space is being constructed with a completion date scheduled for mid-September 2016. The average footprint of each space is approximately 1,200 square feet, with as much as 1,500 square feet reserved for their future organic chemistry lab. Each of these spaces is dedicated to training undergraduate students on the fundamentals of laboratory science and general safety parameters. Similar to its predecessors in the professional schools, each lab will be outfitted with fume hoods, biological safety cabinets, purified water stations, safety equipment, and a plethora of basic science gear (pipettors, weigh boats, well plates, tubes, flasks, etc).

Since the last accreditation review, the institution has added two programs; therefore, there has been a change in student demographics, with the addition of the undergraduate degree program in Health Sciences. Undergraduate students require support services and assistance in helping promote their social-emotional growth (and creating positive social support networks), helping them forge a successful pathway from high school into college, and providing assistance in transitioning to living away from home.

CNU's staff and faculty are attuned to the needs of undergraduate students and have put in many support structures to help students maneuver college for the first time. Regular advisory meetings with faculty are mandatory for all students; advisors ensure that students are progressing well academically, address any issues, and promote successful practices with the students. Additionally, CNUCHS is developing an advising portal, which will allow advisors to interact with students' teachers to contribute to a comprehensive, holistic advising approach. CNUCHS's Career Center features a full array of healthcare career options beyond the scope of the MD and PharmD options at CNU.

The planned expansion of the university includes an increase in physical space. In 2014, CNU acquired use of an additional building, located at 9650 West Taron Drive. This building provides an additional 15,000 square feet and was acquired for the purpose of increasing space for students to study, relax, enjoy recreational activities, and to provide a venue (with a movable stage) for hosting major events. Furthermore, the new building allows for the addition of seven private student study rooms (for five students per room), four semi-private study rooms (for five to six students per room), and eight individual

study carrels. There is a large open study lounge that can accommodate up to 400 students. There are also changing rooms, a workout center, a recreation center, a preparation kitchen, and an audio-visual control room.

CNU's Commitment to the Public Good: CNU is committed to contributing to the public good, as evidenced by its achievement of its mission to advance the art and science of healthcare. Part of CNU's achievement of the mission includes students' and faculty's participation in a multitude of community public health events. From its inception, CNUCOP has promoted civic and professional responsibilities, and students participate in Legislative Day activities and other types of advocacy activities to advance the profession and improve the healthcare of citizens. CNU students participated in more than 80 public health-related events in the academic year 2015-2016. Further evidence of CNU's contribution to the public good is CNUCOP's winning of the 2016 National US Public Health Award. This prestigious award was presented to CNU by the Assistant to the Surgeon General Office, Rear Admiral Dr. Pamela Schweitzer, head of the Public Health Service and CMS. In addition to presenting CNUCOP with the award, Dr. Schweitzer served as CNUCOP's keynote speaker. ([National U.S. Public Health Award Letter](#))

The CHS contributes to the public good in a variety of ways. The academic program is designed to fulfill not only the WSCUC Core Competencies, but also it includes a series of community service learning activities and scholarly research. These experiences help student build Cultural Literacy and Social Intelligence as well as Scientific Inquiry and Quantitative Reasoning learning outcomes.

In addition, CNU is responsive to helping students complete their education more efficiently and in ways that reduce their debt and time to degree. CNU offers combined programs, which provide focused educational pathways for students seeking entry into medical or pharmacy school. CNUCHS provides pathways that allow top-performing students to progress through the B.S. curriculum in a sequence that saves tuition cost and time. CNU's two professional schools have worked closely with the undergraduate program through articulation documents to ensure that the education CNU provides to undergraduate students will prepare them (in terms of rigor, content, prerequisites, learning outcomes, numbers of units,

types of general education) for entry into the professional schools (should they meet all admissions standards, including GPAs, MCAT results, and successful interview). These academic tracks place early and focused effort in facilitating the accomplished learners to realize their full potential in pursuing professional degree programs. These students are all subject to the progression policy of the undergraduate program and the professional program's policy for admission to professional degree programs. Additionally, specifically designed coursework can be taken by students who have already earned a Bachelor's degree to bolster their applications for professional schools.

In addition, CNU's undergraduate students participate in a Service Learning Program, which consists of a two-course sequence that integrates learning and action through an experiential classroom pedagogy that trains students for their service at a local community agency. The first course includes topics such as professionalism, values and communication styles across cultures, team building, appreciation of diversity, social justice, and power and privilege. During the second course, students work with a CNU community partner to apply what they learned. CNUCHS partners with the Sacramento Food Bank and the International Rescue Committee to fill community-identified needs relating to health, healthcare, or social determinants of health, and to help students develop the following competencies: cultural competence, compassion, intercultural communication, social accountability, and empathy. Activities focus on critical thinking about healthcare disparities, cultural competence, real-life work experience, and leadership skills. CNUCHS faculty conducted a Service Learning Workshop based on best practices at the WSCUC ARC this year with Concordia University; the workshop was well attended and well received. (CFR 2.11— [Service Learning Presentation](#); [Service Learning Syllabus](#))

CNUCOP's and CNUCOM's co-curricular programs center on healthcare awareness, leadership, advocacy, and public health. Students participate in health education (medication management, CPR training), public health events (blood pressure screenings, flu vaccine clinics, drug abuse education, multicultural health fairs), leadership activities (serving as a Student Ambassador for a semester, serving as a student organization officer), and advocacy activities (participate in Legislative Day, meet with

government officials to promote a current Rx bill, register voters on campus and inform voters of current Rx focus pros and cons, shadow a state or national professional association executive member). These events are organized through the Office of Student Affairs in collaboration with the Curriculum and Assessment Committees. (CFR 2.11—[Co-Curricular Learning Outcomes for All Colleges; Student Events and Organizations](#))

CNUCOM educates and trains future primary care physicians, who are greatly needed in California and beyond. Social awareness and accountability are important aspects of medical education. Through community involvement, students gain an understanding of community issues, community assets, and community processes for making positive change happen. Students engage in real-world issues and social problems, working with community organizations to become part of the solution. A student serving in a community develops a relationship with community members and a deeper understanding of the root causes and broader social issues that contribute to community problems. In all of these ways, service learning is intended to help students develop the skills and attitudes to become multicultural community builders in our rapidly changing, diverse world. Students also participate in many public health events, including health fairs, clinics, advocacy projects (e.g., the Diabetes walk), and outreach activities and pipeline programs (such as the Summer Science Camp). Additionally, CNUCOM provides continuing medical education opportunities for local Physicians. ([Continuing Education Participation](#))

WSCUC Recommendations

WSCUC Recommendations from May 2015 Action Letter and Corresponding Team Report: *In its most recent (May 8, 2015) action letter from WSCUC, the Structural Change panel referred to the Executive Committee of the Commission its recommendation that the Bachelor of Science in Health Science program be approved with the following cautions: “The Commission encourages CNU to approach its enrollment projections in a conservative manner, placing emphasis on how best to differentiate the BSHS degree from the rising number of baccalaureate programs already in the marketplace, as well as those that are rapidly entering the academic health education space. It is recommended that CNU continues to address faculty involvement through shared governance, particularly in the development of curriculum and innovation in learning and practice to distinguish the BSHS in the pursuit of CNU’s stated purposes.”*

CNU Response: Currently, there is a ratio of 2:1 faculty to students in the CHS for the undergraduate B.S. in Health Sciences’ program. In the fall of 2016, the program plans to expand from just

a few students to approximately 50-60. In the fall of 2017, CNUCHS plans for an enrollment of 100-125. This conservative, deliberate expansion of the program will allow CNUCHS to build its infrastructure and secure appropriate resources prior to there being a large number of undergraduate students. To ensure the sufficiency of faculty, CNU plans to maintain a faculty/student ratio of no more than 1:25.

As the university has expanded, the university established a Faculty Senate from the individual councils that previously existed for each college. Now each college has several representatives who serve on the Faculty Senate. Having a Faculty Senate allows faculty to discuss issues germane to all faculty, and the Faculty Senate President holds a seat on the President's Executive Council, which allows for the University's Executive Leadership team to hear directly from a faculty representative and to request faculty input prior to decisions being made that impact faculty (and this is an area from the most recent satisfaction survey which the administration is seeking to address). ([President's Executive Council Minutes](#))

Over the last year, the Senate has been working toward creating a unified structure that coordinates and represents a University-wide faculty body that acts to advise the college and university administration in the following areas: rank, promotion, and well-being of faculty; admission, progression, and graduation requirements; and curriculum and pedagogical approach. Most topics covered in Senate this past year relate to the following areas: revising Senate Bylaws to represent the University structure; multi-year contract policy (used by COP policy, but now must include information and the plan for the CHS and COM); post-Baccalaureate program's implementation and structure. Senate members coordinated efforts, collected data from similar programs across the nation, collected survey information from CNU faculty and PMPB students, and drafted a document to advise administration on future plans and development of a high functioning, efficient and successful PMPB program); several of the recommended changes were implemented in the current version of the PMPB program; Employee Handbook and Intellectual Property discussions; and the drafting of a document to define the process of action within the Senate. ([Faculty Senate Meeting Minutes](#))

CNU faculty have ownership of the curriculum and are committed to excellence in teaching and learning, as evidenced by student learning outcomes and an assessment cycle leading to improvement and student success. Faculty utilize active learning strategies, such as Team-Based Learning, Case Studies, and a flipped classroom format and approach. Faculty contribute to the research by publishing best practices. ([Pharmacy Education](#); [Journal of Educational Evaluation for Health Professions](#))

WSCUC Recommendations from July 11, 2012, Action Letter: *The July 11, 2012 Commission action letter indicated that the November 2013 Interim Report would focus on: a) the completion of institutional policies and their integration and harmonization with all institutional publications and other forms of communication; b) formalizing a policy on academic freedom; and, c) continuing to build a solid and effective academic infrastructure. The panel urged CNU to remain focused on this work and sustain progress towards full policy implementation and on-going evaluation and analysis:*

Continuing policy development. *The panel found that CNU complied with the Commission's expectations on policy development. The University has processes in place to guide new policy creation and facilitate evaluation of existing policies. CNU needs to use these processes to shift from development to assessment and improvement. The panel recommends that CNU focus on ways to make new policies meaningful for faculty and staff, and identify strategies to introduce new personnel to existing policies. Expanding orientation approaches and taking advantage of your multi-faceted communication system will be key. The panel urges CNU to use these processes to analyze policy effectiveness and report on how you have used lessons learned to improve implementation in your comprehensive review institutional report. The panel recommends that the evaluator team review a finalized version of the Faculty Handbook and assess CNU's effectiveness to "close the loop" on policy development.*

Formalizing a policy on academic freedom. *The panel commends the University for putting an academic freedom policy in place, consistent with the American Association of University Professors (AAUP) definitions. It was clear to the panel that the University engaged the faculty and board in the creation of the policy and has structures in place for dissemination of and feedback about implementation.*

Building academic infrastructure. *The panel noted that CNU has grown rapidly in the past few years and with the addition of a medical school will continue this rapid growth pattern in the near future. The panel commends CNU for your comprehensive and regular assessment of student learning outcomes. The panel recommends that the comprehensive review evaluator team assess the University's continued progress to integrate assessment into existing and planned academic programs. The team should evaluate the links between student learning outcome assessment results and larger institutional planning efforts, e.g. the strategic plan. Finally, the panel recommends that the comprehensive review evaluator team assess how institutional research data is being used to "guide the on-going development of the University."*

CNU Response, Continued Policy Development: CNU has continued its policy development over the years, as well as its review of existing policies per its planned review cycle. CNU is making strides to make policies meaningful for faculty and staff by adding policy discussion to the Orientation for all employees, and updated policies are now reflected in the Employee Handbook and the Faculty

Handbook, whereas at the time of the last review, there were inconsistencies between the handbook and the Policy and Procedures folder on the internal drive. ([Policy and Procedure Approval and Review Plan](#))

Despite significant progress CNU has made in this area, CNU's self-study process revealed that there were still areas needing improvement; namely, with the increase in programs from one to three, there was a need to adopt a university-wide numbering system (and university-level policies) to ensure consistency across colleges for college-level policies, a need for ownership of each category of policy to ensure that old policies are appropriately archived and new policies are taken through the University's Policy Approval Process, and a need to create policy folders on the University drive, rather than simply policy folders for each individual college. In this way, all policies would be housed in one place to enhance understanding and improve compliance. ([Policy and Procedure Approval and Review Plan](#))

To remedy the situation, a university ad-hoc committee for Policy Development was convened. This committee consisted of representatives for each college. The Associate Dean for Academic Affairs for the COP took the original numbering system from the COP's policies and adapted it to suit a university numbering system for policies; this numbering system was presented to the committee, discussed, and modified based on feedback from committee members, and it was presented to the President's Executive Council-and, later, the BOT for approval. ([CNU Policy and Procedure Structure](#))

Once the university agreed on adopting the common numbering system, specific policy categories were assigned to designated personnel for oversight and management (including policy review, approvals, and dissemination); this designation will increase accountability. Additionally, these key personnel ensure that new policies are added as needed (particularly at the institutional level) to outline institutional expectations for processes, procedures, and practices impacting all constituencies. Folders for each college's policies were created on the University drive so that policies would not be

published only on the college drives; the creation of such a folder is hoped to increase transparency, increase employees' ability to locate policies, and improve compliance.

This process is ongoing, and a reassessment of the new process and procedures will occur in spring of 2017. Thus far, CNU has planned for improvements in policy development and approval processes and for improvements in transparency of and communication about policies and will continue to focus on these goals through the reassessment cycle and beyond. For instance, the institution plans to update employees on new policies at the Town Hall meetings and make policy communication part of the faculty and staff meetings. ([Town Hall Meeting Agenda](#))

WSCUC Recommendations from July 11, 2012, Action Letter: *The University should continue to make sure it retains capable leadership and sufficient faculty and staff.*

Building academic infrastructure: Over the past few years, CNU has expanded to a university multi-college system that includes a College of Medicine and a College of Health Sciences. To ensure the success, governance, and oversight of the colleges, CNU moved from an organizational structure that includes administrators at only the single-college level to its current organization structure, which includes college administration at all three colleges but also adds a layer of university administration. To accomplish this task, the BOT tasked the President with establishing a Vice President reporting hierarchy that includes six Vice Presidents in the areas of University Operations, Faculty Programs and Development; Finance; Academic Affairs; Institutional Research, Quality & Assessment; Admissions and Student Affairs; Research; and Biotechnology. The plan for establishing the Vice President positions occurred over a period of two years, with the last of the Vice Presidents (a Vice President of Biotechnology and Dean of Graduate Programs) starting on July 1, 2016. CNU will assess how well the new structure works in order to make any needed changes and improvements. ([CNU Organizational Chart](#))

CNU conducts regular analyses of sufficiency of faculty and staff and makes additions and/or adjustments as needed through hiring plans that are then incorporated into the budgets of each college. Additionally, CNU is focused on faculty recruitment and retention. The university is currently implementing

its newly updated Recruitment and Retention Plan to recruit high-quality faculty and entice current faculty to stay at the university. Please refer to Component Two, “Areas of Focus and Plans for Improvement.”

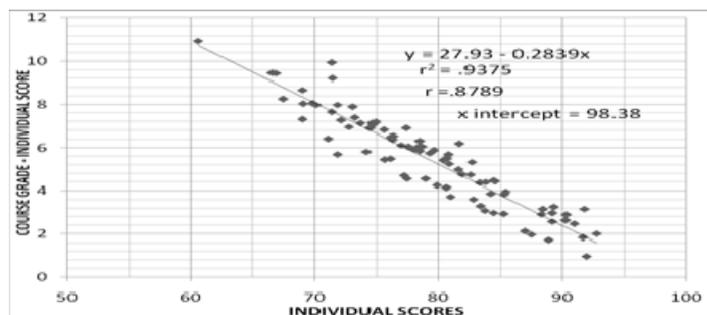
([Faculty Recruitment and Retention Plan 2016](#))

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Each of CNU’s programs undergo a comprehensive program review process, which includes a self-study, analyses of statistical data summaries and learning outcomes’ results, feedback from students and course evaluations, a program review report, and an external review. ([Program Review Policy](#)) The results of the program review process are used to make improvements in teaching, learning, resources, and support services. The Office of Institutional Effectiveness works collaboratively with faculty, the Assessment Committees, Directors of Assessment, and Student Affairs to guide the faculty through the process of program review.

An example of how assessment results from the 2011-2012 program review process led to curricular and pedagogical changes and changes in the Assessment Plan is the assessment of the results of the Team-Based Learning (TBL). Samples of individual student work and standardized test results revealed that some students were not achieving course learning outcomes (CLOs) but were relying on the CLO achievement of their teams to make up for areas in which students were weak; this meant that course grades did not accurately reflect individual student learning. Data obtained from two courses (PHAR 725 and PHAR 752) indicated that individual scores on exams and IRATs were highly correlated with final course grades. The data also show that the final course grades of students with the lowest individual exam and IRAT scores were boosted by team scores by approximately 10%.

Effect of Team Scores on Final Course Grades for PHAR 725, Spring Semester, 2010



Analysis of this phenomenon led faculty to revisit individual versus team achievement and performance. While teamwork is the learning mechanism and an important component of the TBL learning style, students must demonstrate individual achievement of Course Learning Outcomes (CLOs) at least 70%, or passing, performance rate. The faculty therefore raised the standard for individual achievement of CLOs based on assessment results of students' academic performance after the initial piloting; all courses now reflect this expectation for student achievement. Through assessment and analysis of students' achievement of CLOs, CNUCOP moved from the following grading practices: 50 percent individual learning and 50 percent team learning to 60 percent/40 percent in the second round of the assessment loop (the second semester) to 70 percent/30 percent on the third round (the third semester).

CNUCOP is slated for its next program review in the 2016-2017 academic year. CNUCOP utilizes a Program Review Plan, which details which PLOs and ILOs are to be validated in which academic year, in an assessment event, which CNU calls its LO Palooza—an annual faculty-driven and hosted event in which faculty undergo a norming session, followed by the cross-college validation of learning outcomes through the rubric-based assessment of de-identified student artifacts from signature assignments and assessments that are embedded at critical points late in the curriculum. In addition to the comprehensive program review process, each program utilizes an annual curricular review process, in which course and faculty evaluations, student survey results, and student learning outcomes are compiled each year in the Assessment Report and are used to make improvements in courses and in teaching and learning. ([Learning Outcomes Palooza Results](#); [Assessment Report](#))

WSCUC Recommendations from July 11, 2012, Action Letter: *Finally, the panel recommends that the comprehensive review evaluator team assess how institutional research data is being used to “guide the on-going development of the University.”*

CNU is committed to data-driven decision-making. The Office of Institutional Effectiveness (OIE) collects key data and provides analyses and statistical data summaries needed to support institutional decision making and program review processes, to provide data for all constituencies of the university, and to provide key data required by the Department of Education; the regional accreditor, WSCUC; and the programmatic accreditors. CNU utilizes a purposeful set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, program review, assessment of student learning, and other forms of ongoing evaluation. These processes include collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

(<http://www.cnsu.edu/about/institutional-effectiveness/institutional-effectiveness>)

CNU regularly uses Institutional Research (IR) data to “guide the on-going development of the university.” One way that IR data is used is to maximize student success. For instance, students’ admissions data (e.g., science GPA, math GPA, overall GPA) is used to correlate student preparedness at admissions with student success in the first year of the program. This IR data is used to inform admissions requirements for each college. For example, due to institutional research into graduates’ undergraduate academic preparation, CNUCOP no longer requires students to possess a B.S. degree prior to admission into the PharmD program. Another example is that because mathematical ability has been shown to be an early indicator of success in the Pharmacy program, students’ math GPAs have been given more weight in the rubric assessing student preparedness as part of the admissions’ process. Further, students’ writing ability remains an important component in assessing students’ preparedness for success in the first year of the pharmacy curriculum. Yet another study, which led to a poster presentation in 2013 at AACP, examined the correlation between the COP’s admissions writing prompt scores of candidates with their first-year GPAs;

findings of this study were that there was no significant difference between the first-year pharmacy GPAs of ESL students versus those of non-ESL students. ([AACP Poster Presentation](#))

CNU also uses IR to investigate issues impacting student performance as students progress through their programs. In 2016 it was reported to the Admissions Committee that for the class of 2019, the number of academic alerts were significantly higher during students' first year than has been recorded in previous years for former graduating classes. Investigation of the reasons for the greater number of alerts led to the discovery that students were participating in a greater number of student organizations than had students from other classes. The concern was that the number of hours students were devoting to these student organizations was quite high, and that this allocation of time might be impeding their academic performance. The results of this study suggest the need for further studies as well as a possible need to create a mechanism to guide first-year students in balancing academic and organizational commitments.

Another way that IR data guides planning and development is in terms of the functioning and effectiveness of each office and service area of the university. IR ensures that each university-level office (e.g., IT, library, financial aid, accounting, registrar) assesses effectiveness in providing appropriate services to the students—and IR ensures each office develops actionable plans for continuous improvement and that all services provided to students are in support of the university's mission, vision, goals, and values. ([Service Area Outcomes' Rubrics](#))

A change based on Service Area Outcomes (SAOs) results occurred within support services offered by the Information Technology Office. In a 2014 self-evaluation conducted within the IT office, the Director of IT noted that training provided to faculty and staff on university applications (e.g., CANVAS, Examsoft, Mediasite) was not at the "proficient" level. A reason for this rating was feedback from the internal faculty and staff satisfaction surveys in 2014, in which staff and faculty reported that they would like more training in the university applications. In response, the Director of IT prioritized faculty and staff training sessions on university applications during the following academic cycle and offered a series of training events. Additionally, the Director of IT ensured that a software programs specialist was available to provide

continuous assistance to faculty and staff in their use of the university applications. These actions resulted in significantly improved results, with faculty and staff reporting increased confidence in their abilities to use university applications, which was evidenced in the satisfaction surveys results in 2015. In a recent example, new security protocols were found to hinder faculty's ability to access documents, which led to IT's implementation of a plan that uses cloud-based technology to provide easy remote access.

A key component of IR includes collecting and analyzing information about the institution's climate in order to make improvements. An example of this IR function is the OIE's proactive administration of satisfaction surveys to faculty, staff, students, and administrators in each college and surveys to university administrators. An analysis of the survey results for each college yields key areas of strengths and weaknesses, which are then reported to each of the college's Deans and other key personnel to create and implement plans of action for improving identified areas for improvement.

Climate survey results from student surveys over the past few years have led to an increased number of projection screens in the classrooms, a complete remodel of the library, an increase in the number of hours that the library and campus are open, additional study spaces, the addition of an on-campus café, and (from this recent feedback) increases in the café's food selections. Additionally, disaggregation of climate survey data has allowed the university to uncover issues that smaller groups of students might be experiencing—i.e., issues that would never make it to the level of trends. CNU is responsive to all concerns voiced by students, and is quick to conduct focus groups with impacted groups of students to discuss issues in greater detail or hold meetings with members of the university or college administration and impacted students to provide information and help resolve perceived problems.

In the most recent student survey, respondents generally report a high level of satisfaction, with a general agreement of approximately 80% or higher, in the areas of interprofessional education and professional competencies, outcomes, and curriculum, which include foundational knowledge, essentials for practice, approach to practice and care, personal and professional development. Respondents reported general satisfaction with the varied experiences offered in the introductory pharmacy practice experiences

with at least 73% agreement (e.g., students gained involvement in direct patient responsibilities in community and institutional settings) and advanced pharmacy practice experiences with at least 80% agreement (e.g., students engaged in direct patient care in a community, ambulatory care, hospital or health-system pharmacy, and inpatient/ acute care settings).

An area for commendation is that respondents reported their pharmacy practice experiences allowed them direct interaction with diverse patient populations (94.8% agreement) and allowed them to collaborate with healthcare professionals (94.7% agreement).

In the area of student services, respondents reported that the school provided limited career planning guidance and financial aid advising. Plans to add additional financial aid advising sessions are underway; this past year, financial aid met with each cohort and worked with each student who expressed a desire for assistance. In general, respondents noted that the school's communication about events and timely address of student concerns is an area that can be improved. Plans for improvement of communication across the university are already underway, including the creation of a policy for the timely and appropriate dissemination of information from the BOT and PEC to constituencies.

Respondents reported that the school was supportive of students' professional organizations (89.5% agreement) and students' participation in regional, state, or national pharmacy meetings (78.9% agreement). An additional component of students' positive educational experience was that preceptors modeled professional attributes and behaviors (81.6% agreement) and preceptors provided students with individualized instruction, guidance, and evaluation (84.2% agreement).

In the 2014 satisfaction survey, staff reported they felt information technology resources have increased since the previous year, helping them better perform their jobs. Faculty reported that a more balanced workload was necessary, which the college took seriously to investigate by conducting detailed workload analysis of all faculty and adopting a policy to repeat these analyses regularly. In the 2015 faculty and staff satisfaction survey, an area of concern from the previous year was retention. Faculty also expressed the need for stronger mentorship in their positions so that they may better serve the students

and the college. These areas of concern have been actively addressed with more robust faculty and staff retention plans and a more well-defined and established mentorship program for new and current faculty. Finally, staff and faculty report that communication across the university requires improvement (2016 satisfaction survey: 74% of staff and 61% of faculty). CNU is focusing on operationalizing and enhancing existing mechanisms for communication across the university ([Workload Analysis Policy](#))

Areas of high satisfaction on the most recent (2016) satisfaction survey include the following: faculty report that the university is fulfilling its educational and service goals (more than 85% of respondents), that they are satisfied with their area(s) of service (more than 90% of respondents), and that they are satisfied with the topics they are teaching (100% of respondents—and this survey had a 74% response rate). Staff report that their work is respected and valued by colleagues (more than 80% of respondents), that they have had opportunities at work to learn and grow (more than 80%), that they have sufficient flexibility in scheduling (more than 83% of respondents), and that they are satisfied with the type of service that I am involved in (more than 83% of respondents—and this survey had and 87% response rate).

Yet another way that IR data steers the university's planning processes is in regard to the university's and college's mission and strategic plan. Each of the professional colleges and the university regularly reviews, evaluates, and updates its strategic plan to assess achievement of strategic goals and initiatives. Each program conducts its own program review, using data and including an external review component. ([Board of Trustees' Powerpoint](#); [University Strategic Plan](#))

WSCUC Recommendations from August 6, 2013, Action Letter: *The Structural Change panel referred to the full Commission its recommendation that the Doctor of Medicine program be approved. This recommendation was ratified by the Commission as further described below: This review should address the issues identified by the Substantive Change Committee and its visiting team and include a review of the status of funded research for medical school faculty as well as outcomes of the first group or groups of graduates from the program.*

CNU Response: During the initial years of a new college, faculty devoted most of their time to curriculum development, teaching, setting up the lab, and developing research directions. The research

progress was primarily on establishing a coherent research plan (the centers of Research), building the infra-structure, creating the Office of Research, and forming research groups with various faculty members sharing similar interests. The research lab is now fully equipped and research activities are on-going. Nevertheless, the basic science faculty led by Dr. Hugo Arias has published over 15 research papers (<http://medicine.cnsu.edu/research/overview/scholarly-activities>). A total of seven outcome research articles have been published by Drs. Joe Martel, MD and Jim Martel, MD on their ophthalmology research since the approval of the COM. Additionally, COM faculty have obtained two grants, written twenty-eight peer-reviewed manuscripts for publication, written two book chapters and reviews, written two editorials, received two awards, and been granted two patents.

(<http://medicine.cnsu.edu/research/overview/scholarly-activities>)

Preparation and Process for the Review

CNU began its Comprehensive Review for Reaffirmation of Accreditation on March 10, 2015, with a visit from Dr. Maureen Maloney, CNU's WSCUC's Liaison. Dr. Maloney presented an informational session on WSCUC's new review process for reaffirmation of accreditation to CNU's Steering Committee, which was comprised of key institutional leaders from each college and from university administration. Following the presentation and day with Dr. Maloney, the Steering Committee was convened regularly to plan for and execute the thorough institutional self-study process. ([Steering Committee Meeting Minutes](#); [MQID Meeting Documentation](#); [MQID Minutes](#))

The Steering Committee was chaired by CNU's ALO/Vice President for IR, Quality & Assessment and was organized around each of the four WSCUC Standards. Each Standard Committee was comprised of faculty, staff, students, and Board members, who engaged in a guided process of information gathering, review, analysis and reflection, rating, and creation of action plans that were presented to the Steering Committee as a whole. Regular meetings ensured progress in reviewing, assessing, and making plans for improvement. Each Standard's Committee Chair presented progress at each meeting so that everyone was informed and lines of communication were open.

An ad-hoc committee that arose from the Steering Committee was the MQID Committee, which was chaired by a faculty member from the COM and populated by faculty from each college, with student involvement as well. MQID Committee members obtained feedback from their college's various constituencies, and feedback was incorporated into the document. Once the committee agreed on definitions of meaning of degrees at various levels and ensured they articulated how CNU ensures integrity, the document went back to the Office of Institutional Effectiveness for assistance from the VP of IR, Quality & Assessment and CNU's IR Coordinator, who incorporated the metrics that each college uses to determine quality and ensure that student learning outcomes are achieved at the appropriate levels (as published in each handbook). Then, the document was circulated to the BOT, who approved it, and then each college reviewed the document for final comment and feedback on document clarity and content, including feedback from the COM students who had not had the opportunity to be involved in the process a year earlier due to the start of their program.

Current Strengths, Challenges, and Priorities

Student Success: A strength of the university is student success. CNUCOP graduates demonstrate student learning outcomes (skills, knowledge, values, attitudes, and competencies) appropriate for entry into the field and practice of pharmacy. Graduates demonstrate the Institutional Learning Outcomes (ILOs) expected of CNU graduates. Graduates have consistently achieved high board pass rates for licensing. (<http://pharmacy.cnsu.edu/shareddocs/DisclosureDataTables.pdf>)

CNU is, therefore, most concerned with its main priority of student success and student outcomes. While graduates are currently achieving student outcomes in terms of learning outcomes, graduation rate, and board pass rates, CNU recognizes that it must continue IR efforts to identify indicators of student success or struggle and to continue measuring student learning at the course level as well as the program and institutional levels in order to address at the early stages any areas in which students will need supplemental resources or instruction. (<http://pharmacy.cnsu.edu/shareddocs/DisclosureDataTables.pdf>; [Academic Alert Form](#); [COP Students' Achievement of Program Learning Outcomes across Classes](#))

CNU faculty are committed to student learning and to making improvements in curriculum and pedagogical approach. For instance, the COP recently rolled out its enhanced “Curriculum 3.0,” based on students’ and graduates’ feedback and the results of course evaluations and learning outcomes, which includes didactic delivery and outcomes’ assessment on topics such as professionalism, Interprofessional Education (IPE) and Co-Curricular activities.

Infrastructure: In addition to student success, the university is focused on continuing to build its infrastructure and to assess the effectiveness of the new organizational structure and the new physical space (including the new research labs, the new buildings, the new study and recreational space, etc.). With three colleges in operation, CNU is challenged to ensure that its infrastructure and all institutional supports (resources, processes, policies, and procedures) are sufficient to meet the needs of growing numbers of students, faculty, and staff.

Community Relationships: Besides a focus on student success and infrastructure, CNU considers it a priority to keep its focus on building local relationships with the city of Elk Grove and surrounding community and with other complementary health-centered educational programs in the area that might provide additional IPE opportunities. These relationships provide sites for rotations for CNU students, as well as support for healthcare providers and the community at large. CNUCOP has sufficient rotation sites (many in the greater Sacramento area) for students throughout the Introductory Pharmacy Practice Experiences (IPPE) and Advanced Pharmacy Practice Experiences (APPE) experiential education components of the curriculum ([ACPE Capacity Chart](#)). CNUCOP’s and CNUCOM’s students and faculty participate in health fairs to provide care, education, and immunization for the citizens in the community. CNUCOP’s faculty and administrators are voted in important roles to serve on the Boards of the major state professional associations such as CPhA and CSHP. Additionally, Elk Grove’s city officials participate in university events such as the White Coat ceremony and Graduation.

Communication: Further, CNU is committed to enhancing communication between and among various constituencies. Pathways for communication among various constituencies are a focus of the

improvements. These pathways can improve understanding and ensure the closing of loops across the institution. Please refer to Component Two, “Areas of Focus and Plans for Improvement.” ([Communication Policy](#))

Two: Compliance with Standards

California Northstate University (CNU) conducted a full self-study by a team of faculty, staff, Board of Trustees and students via WSCUS's Review under the WSCUS Standards and thereby systematically reviewed the institution's compliance with each of WSCUC's Standards and CFRs. This review, which included participants from each of the constituencies of the institution, allowed for the contribution and inclusion of multiple perspectives and interpretations. This inclusivity also provided a mechanism for increasing understanding of university processes, common goals, and federal and regional accreditation requirements and increased engagement in the self-study process across all constituencies of the institution. ([Review under WSCUC Standards and Compliance with Federal Requirements Worksheet](#))

Each Standard had two Co-Chairs from different constituencies; each Standard had its own committee. Co-Chairs completed the self-inventory with the help and evidence provided by members of their committee. Some Chairs did more of the work themselves while others delegated each CFR to different committee members. Each committee was managed by the Co-Chairs in ways that worked most effectively for those involved in the process. For instance, in the Standard One Committee, it was important for students to evaluate the institution's publishing of policies that impact students, so students played a major role in reviewing the website and other institutional documents. CNU determined that the institution is in compliance with each Standard and CFR. ([Standard One Committee Meeting Minutes](#))

Review under the WSCUC Standards

With respect to Standard One, CNU regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, board pass rates, and evidence of student learning outcomes; CNU is committed to academic freedom and to diversity, as evidenced by policies and procedures. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid (CFR 1.7—Policy docs). The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of

appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas (CFR 1.7--docs). The institution's finances are regularly audited by qualified independent auditors ([Academic Freedom Policy](#); [Communication Policy](#); [Academic Program Review Policy](#))

CNU concluded that the most important issues that emerged in its review of its own compliance with and embracing of Standard One CFRs are that the institution needs to continue to maintain its focus on educational effectiveness and student outcomes and continue to focus on promoting the public good through community service. CNU determined its institutional strengths to be its educational outcomes, which are consistent with CNU's mission and purpose. CNU concluded that the university needs to work on publicizing policies and would like to develop an internal data analytics system.

With respect to Standard Two, CNU found itself in compliance with each standard, CFR, and guideline. CNU's educational programs are appropriate in content, performance standards, and rigor. They are appropriately staffed by faculty who are qualified to teach the type and level of curriculum that is offered (in fact, 100% of faculty respondents in the 2016 satisfaction survey report that they are satisfied with the topics they are teaching). Program content, length, and standards meet with recognized disciplinary and professional standards and are subject to peer review. (CFR 2.1).

All of CNU's degrees are clearly defined with entry-level requirements and student achievement levels necessary for graduation articulated. Each program at CNU has clear, measurable, and appropriate learning outcomes at the course, programmatic, and institutional levels (PLO, CLO, and ILO docs). Each of CNU's professional doctoral programs complies with standards established by their professional accreditors, ACPE and LCME. These bodies oversee and set standards for curriculum content, standards of student performance, rigor, and required nomenclature. The programs successfully meet the approval of the designated professional accrediting body. (Please refer to Component Three.) (CFR 2.2—[Alignment of Program Learning Outcomes to Standards](#)).

The institution clearly defines expectations for research, scholarship, and creative activity for its students. In the COM, students participate in a self-directed scholarly project. In the College of Pharmacy, students participate in scholarly activities, create scientific posters, participate in research, participate in the CNUCOP Summer Research Fellowship Program, and receive travel assistance to represent the college at professional organization conferences. Degree-seeking CHS students complete a scholarly project, which includes a two-course series, one of which focuses on research methods and the other which serves as a research practicum.

CNU clearly defines its research, scholarship, and creative activity expectations for each classification of the faculty of each program. CNU values and promotes scientific research, as well as scholarship in teaching and learning. Several initiatives have been implemented to promote scholarship such as Intramural Seed Grants, establishment of the Office of Research, University IRB and IACUC, invited speakers, science seminar series, and CE training educational workshops. (CFR 2.8-2.9)

(<http://www.cnsu.edu/about/office-of-research/office-of-research>; [COP Comprehensive Faculty Annual Review Form](#))

CNU has a dedicated faculty development fund to promote scholarship. Scholarship of CNU's faculty is relevant to CNU's mission, purposes, and educational philosophy (Pharmacy education, Medical education, active learning, flipped classroom, simulations, TBL, curriculum mapping, etc.). A list of achievements is maintained by Assistant Dean of Research and published online. (CFR 2.8-2.9)

(<http://medicine.cnsu.edu/research/overview/scholarly-activities>; <http://pharmacy.cnsu.edu/publications>)

The COP has the following research centers: Drug Solubility (focusing on improving the solubility of poorly soluble small molecules using solid and lipid dosage forms), Basic Science Research (including sphingolipid signaling pathway in cardiac fibrosis and remodeling, transdermal and unguinal drug delivery, and cell signaling pathways), Clinical Sciences Research (including clinical research projects and teaching scholarship, which includes Team-Based Learning scholarship). COP faculty have numerous publications covering a multitude of basic, clinical, and social science topics. (CFR 2.8-2.9)

The COM has a Center for Research in Medical Education and a Center for Research in Molecular Biology. COM faculty, in just the latter part of 2015 and 2016, have over 27 publications, eight presentations, two patents, two awards, two submitted grants, two active grants, two editorials, and two book chapters. (<http://medicine.cnsu.edu/research/medical-education-center/center-for-research-in-medical-education>; <http://medicine.cnsu.edu/research/molecular-pharmacology-center/center-for-research-in-molecular-pharmacology>)

CNU recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. Each college of the university allots a percentage of faculty's time for pursuit of research and/or scholarly activities. Criteria for promotion include the expectations for scholarship and scholarly activity for each classification of faculty at each college. The COP's faculty evaluation includes, in addition to their teaching ability, an assessment of faculty's clinical practice (if applicable, including clinical competence, certifications and trainings, and professional in-services) and research and scholarship (including grants, peer reviewed and non-peer reviewed publications, scholarly presentations, and awards). In the most recent satisfaction survey, more than 90% of faculty respondents report they are satisfied with the areas of service with which they are involved (CFR 2.8—[CNU Faculty Satisfaction Survey Summary 2016](#); [COP Comprehensive Faculty Annual Review Form](#))

CNU provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, and career counseling. Individual and group tutoring services are available to students who have been placed on academic alert, and there is also a Teaching Assistant Program (TAP) geared to providing additional tutoring to students. Additionally, CNU offers supplemental instruction; supplemental instruction leaders read seminal articles in the scholarly literature on supplemental instruction (SI), team-based learning (TBL), tutoring, active learning, and learning and memory. These programs have been successful in improving the students' academic performances. The traditional tutoring program was successful in that all but one student out of 35 students who worked with a tutor in the Spring 2016 semester achieved a passing Grade of C, or a B in the course(s) for which they

were tutored. ([Student Tutoring Results](#)) (CFR 2.13—SI docs) The COM has College Masters (academic advisors), a Student Tutoring Program, and all faculty who generally serve as tutors and advisors.

(<http://medicine.cnsu.edu/students-com/tutoring>)

Financial aid counseling is provided by the FA Office, and information is available on the website. Disability assistance is available for students through the Office of Student Affairs. Career counseling and placement are also available for students; information is located on the web site and in the catalog (on page 119). Services for Maternity, Childbirth/Adoption, Mental Health Counseling Referral, Alumni, and IT are outlined in the catalogs (<http://www.cnsu.edu/shareddocs/GeneralCatalog2015-2016.pdf>). (CFR 2.13—Career docs)

For the undergraduate students, the Student Affairs staff helps students locate housing. Additionally, CNU has created a Student Community Assistant (SCA) position, which will be overseen by the Director of Student Life and Community Service Learning, to facilitate the social, academic, and personal adjustment of students to living away from home and University. (CFR-2.13)

(<http://healthsciences.cnsu.edu/undergrad/undergrad-financial-aid>)

CNU concluded that the most important issues that emerged from its review of its own compliance with and embracing of Standard Two CFRs are that the institution needs to better publicize its policies and procedures, continue to centralize offices, and improve communication among all stakeholders. CNU determined its institutional strengths to be its student learning outcomes and assessment practices.

With respect to Standard Three, CNU has an independent Board of Trustees (BOT) that exercises oversight over institutional integrity, policies, and ongoing operations. CNU's BOT consists of thirteen members, who represent various sectors. Among the Trustees are a retired cardiologist, a former member of the Board of Supervisors, a Director of Pharmacy & Medication Safety, a former member of the Commission of Accreditation Council for Pharmacy Education (ACPE), a regional VP of Pharmacy, a retired Dean, and a retired Vice Chancellor. (CFR 3.9) ([Board of Trustees Biography Chart](#))

Every quarter key university personnel provide presentations to the BOT on a variety of topics important to the effectiveness of the university. Deans, VPs, HR, IT and other offices provide updates that help the BOT govern the university. CNU's full BOT group meets four times per year to provide oversight of the university and hold the institution accountable for key performance criteria and accomplishment of and progress towards achieving the mission and strategic plan. In addition to the 360s conducted for other leadership positions, the President undergoes a 360 evaluation process; results are used by the BOT to set goals and ensure accountability.

[\(University President 360 Evaluation; Board of Trustees Meeting Minutes\)](#)

CNU's BOT receives periodic training from consultants who specialize in Board trainings. CNU's BOT has received multiple training sessions. Last year Dr. Betty Sundberg conducted a BOT training session as well as a gap analysis of Board materials. She identified several areas for improvement in the handbook that provide improved clarity, and she suggested revisions to Board committees that have led to improvements in their functioning. The BOT has also received training about data-driven decision-making and informatics from an IR Consultant, Dr. Chris Cullander. The BOT regularly assesses its own effectiveness each year and makes changes based on its own assessment, including changes to data it requests from the university.

The University employs a sufficient number of staff to support the administration, faculty and students. The employment of staff has increased considerably the past several years to support the addition of two new colleges and their students. The institution plans for hiring needs and for growth. When gaps are identified, hiring plans are adjusted to reflect identified needs so that these hiring needs can be factored into the budgeting process. (CFR 3.1) A majority of the staff have degrees, advanced training, or experience in the area they support. (CFR 3.1) In addition to diversity in subject matter areas and areas of skill and expertise, CNU's faculty and staff are diverse ethnically, which contributes to multiple perspectives and an enriched learning environment that is reflective of Sacramento and society at large.

[\(CFR 3.2\) \(College of Health Sciences Hiring Plan; Faculty-to-Student Ratios\)](#)

CNU provides the following resources for staff: support from administration for development activities, release time away from certain responsibilities, and funds for developmental activities consistent with the University's budget. Responsibility for the Staff Development Program is shared between the University administration and the individual staff member's supervisor.

The institution uses the outcomes of workload analyses, employee and student satisfaction surveys, and other assessment tools to realign institutional work needs and employees. Deficiencies are brought to the attention of management for future personnel planning consideration. Workload analyses used to be conducted only for faculty, but in 2016, the Human Resources Director created a schedule for workload analyses of all offices and units. To date, three service areas have undergone a workload analysis, and each has had modifications to work assignments, job descriptions, and/or numbers and/or types of positions as a result. ([Workload Analysis Schedule](#))

Workload analyses for faculty have been conducted in 2014-2015 and 2015-2016. Results of these analyses have allowed the college to make changes/improvements, recommendations, adjustments to workload of faculty in certain departments, and future plans. One such change was reducing the number of service hours some faculty members were investing in university and/or college service (as faculty in the most recent satisfaction survey reported not having enough time for research due to service and/or teaching commitments, yet more than 90% of faculty respondents report that they are satisfied with the area of service with which they are involved). CNU has since created a policy that ensures the university and each college continues to conduct workload analyses on a regular basis. ([Workload Analysis Policy](#))

CNU provides appropriate and sufficient faculty and staff development activities that support improvements in teaching, learning, and assessment of student learning outcomes. In addition to each college's regular development seminars and activities, the university has a VP of Faculty Development and Operations, who provides myriad development opportunities for faculty and staff. Faculty development activities include, but are not limited to, a variety of in-house training sessions. For example, COP faculty were provided training in areas related to research and teaching. Development in areas of research

included training sessions in writing manuscripts for publication, obtaining grant funding for research projects, and using software programs (e.g., Prism) to present research data. Development in areas of teaching included training sessions in designing instructional materials and learning outcomes that effectively reflect program curriculum, using best assessment practices to document and measure student learning, utilizing assessment software to (e.g., Examssoft) to assess student performance, using novel strategies to enhance student learning, and using team-based learning strategies to effectively deliver curriculum. (CFR 3.3- 3.4) ([Faculty Development Opportunities](#); [Faculty Scholarly Activities](#))

CNU fully implements practices characterized by integrity, high performance, and accountability. Such practices are most apparent in the university's performance evaluation system of its leadership team, including the President, Vice Presidents, Deans, and Associate Deans. Each institutional leader is evaluated annually against performance measures that are consistent with the university's mission, vision, and goals. Such an evaluative system helps the university ensure that members of its leadership team are acting in accordance with and toward shared, common goals of the university. (CFR 3.6)

In addition to individual evaluation of each institutional leader, members in such positions are also evaluated using a 360-evaluation process where the member's superior, subordinate, and peer may provide feedback. (The 360-evaluation process is conducted by the Office of Institutional Effectiveness, an office independent of the member being evaluated.) In sum, institutional integrity is maintained by the university's comprehensive performance evaluation process that ensures each of its leaders is functioning within the scope, rigor, and demands of the position that appropriately supports the university. ([University President 360 Evaluation](#))

CNU provides a mechanism to help leadership communicate and weigh in on matters impacting the institution. The President holds two President's Executive Councils (one consisting of all the VPs and Deans and another consisting of only the VPs) twice monthly. The full PEC meeting includes a Faculty Senate representative. These meetings help leadership make decisions that are based on shared data and the

recommendations of key university leaders from a variety of constituencies. ([President's Executive Council Minutes](#))

The institutional and academic leadership of CNU receive trainings on issues such as communication skills, FERPA, harassment prevention, systemic thinking, and inspirational leadership. The new VP organizational structure is designed to ensure accountability of each major area of responsibility: student affairs, academic affairs, program and faculty and staff development, operations, finances, and institutional research and quality improvement. ([FERPA Training Announcement](#); [Harassment Training Message to CNU Employees](#); [CNU Code of Confidentiality](#))

In addition to review processes for its academic programs, CNU has formal review processes for each of its nonacademic service areas, including Admissions, Library, Registrar, Business Office, Student Affairs Office, Career Services, Financial Aid, IT, and the Office of IE. Each service area has Service Area Outcomes, which are regularly assessed via feedback from impacted constituencies as well as an internal review mechanism and associated data points. Some service areas also have learning outcomes associated with the services that they provide. For instance, Financial Aid helps students develop fiscal literacy, and the Library helps students develop information literacy. ([Service Area Outcomes Rubrics](#))

With respect to Standard Three, CNU concluded that the most important issues that emerged are that the institution needs to continue to provide sufficient resources across the university while developing them for its growth (for instance, the university is looking forward to new cloud-based technology as well as additional study and recreation space in the upcoming year). CNU found that the Faculty Handbook requires a new version; this was recently accomplished. CNU further determined that it needs to conduct additional faculty and staff workload analyses, which are currently underway. Additionally, while each college maintains an appropriate number of faculty in each area of specialization, this has proven challenging. The COP has approximately 975 preceptors and regarding faculty advisor/student advisees, the ratio is 321/25 or 13:1. The faculty-to-student ratio in the COM is 1:2.85 for this year, and it is anticipated to be approximately 1:6.6 next year.

With respect to Standard Four, appropriate stakeholders, including alumni, employers, practitioners, and students are regularly involved in the assessment and alignment of educational programs. Preceptors play a role in the regular evaluation of students, alumni provide key insight and feedback, and students regularly evaluate courses and faculty. Beyond the cyclic assessment activities of the institution, which are used to make changes and improvements in the curriculum of each program, the institution employs a rigorous program review process, which also includes feedback from each of the constituencies of the university. (CFR 4.5) ([Course and Faculty Survey](#))

One example of the feedback that alumni have provided that played a role in curricular revision and improvement is the alumni feedback between the 2013-2014 and 2014-2015 academic year that there were not enough choices and ranges of topics in the electives. With only three topics offered in the electives in both the Fall and Spring semesters of the 2013-2014 academic year (clinical/behavioral topics in the Fall, and science topics in the Spring), in Fall 2014 the third-year (P3) students were offered a choice of seven electives (one was offered on-line, and one was delivered in the week before the semester started), and they included a range of advanced clinical topics, as well as topics from the behavioral sciences. In the Spring 2015 semester, five electives were offered--one from the clinical department and four from the sciences department.

CNU periodically engages its multiple constituencies, including the BOT, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence through the institution's core functions, such as program review, survey utilization, compilation of service area outcomes, assessment of student learning, strategic planning, and the meetings of the BOT. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. The university regularly reviews and updates its Strategic Plan, with assistance and input from each of its colleges and the BOT. (CFR 4.6) ([University Strategic Plan](#); [Strategic Planning Retreat](#))

Within the context of CNU's mission, the institution considers current and anticipated changes within both the institution and higher education environment as part of its planning, new program development, and resource allocation. For instance, the university created an undergraduate program in health sciences to meet the needs of students seeking a quality pathway into professional doctoral programs in health-related fields. The university created its MD program after studying the severity of the shortage of MDs and the viability and sustainability of such a program in the Sacramento area.

With respect to Standard Four, CNU concluded that the most important issues that emerged are that the institution needs to continue to provide training in best practices in assessment and use of assessment systems across programs of the university and to collect data on the new Co-Curricular Learning Outcomes. In response to this finding, the VP of IR, Quality & Assessment conducted an assessment training for faculty, and the Assessment Committee Chair for the COP conducted a training on how to build a rubric in ExamSoft. CNU found that its quality assurance processes are generally strong and that there are systems in place for regular review of academics and also service areas of the institution. CNU determined that the university needs to identify and market its competitive advantage and educate students and faculty more about financial aid options. ([Faculty Training on Learning Outcomes Assessment](#); [Faculty Training on Core Competencies](#))

Overall, CNU found that its strengths lie in its assessment of student learning and student success, its strong curricula, its self-reflection and quality assurance measures, its qualified faculty, its scholarship, and its community service. The university will continue to work on policy development, centralization and universal numbering system of policies on the internal drive and communication of policies to all constituencies. Additionally, the university will work on faculty recruitment and retention, updating its recruitment and retention plan (based on results of additional assessments, focus groups, exit interviews, surveys). Finally, CNU will work on communication across the university through operationalizing policies and procedures designed to ensure appropriate communication between and

among constituencies. ([Review under WSCUC Standards and Compliance with Federal Requirements Worksheet](#))

Inventory of Educational Effectiveness Indicators (IEEI)

Completing and updating CNU's IEEI was a straightforward exercise, as CNU has built each of its programs on the foundation of learning outcomes and what is needed to help students build and achieve these outcomes and what is needed to assess them appropriately. While the review under the standards document was completed by the members of the Steering Committee, the Vice President for Institutional Research, Quality & Assessment and the Institutional Research Coordinator completed the IEEI worksheet, as they both work closely with each college to ensure that learning outcomes are embedded within the curriculum for each college and are keenly aware of the assessment process of each college for which they provide support and training. The IEEI was distributed to each college to ensure accuracy and to increase understanding of how CNU's assessment processes at the college level contribute to the learning outcomes and the success of graduates.

CNU's process of self-study was highly beneficial and informative. CNU has used the results of this process to inform institutional planning efforts for quality improvement. While the process affirmed strengths that the institution already knew it possessed, the self-study helped the institution uncover some areas for which further attention will strengthen the university. ([Inventory of Educational Effectiveness Indicators 2016](#))

Institutional Strengths

Student Learning Outcomes (SLOs): One area of strength is the institution's system for the assessment of student learning. Since its inception, CNU has embraced the assessment process and has built on a solid foundation and continued to revisit standards of performance and learning outcomes, making changes as needed and basing learning outcomes for professional programs on the expectations of professional accreditors and the professional field of practice. CNU measures student learning at appropriate points across its curricula and uses the assessment results to make changes in curriculum and

pedagogy. CNU has received the Assessment Award from AACP in 2014, and CNU's assessment process was featured in the March-April issue of Assessment Update. ([Assessment Update](#); [CNUCOP Course-to-PLO Map](#); [General Education Learning Outcomes Map](#))

Student Success: Another strength of the university is student outcomes: board pass rates and entry into the profession. Since its first graduating class in 2012, CNUCOP graduates have performed at high levels on the board exam and have gone on to employment in pharmacy-related professions as well as fellowships and other educational endeavors. CNUCOP attributes the success of graduates to a strong curriculum, Team-Based Learning pedagogy, and faculty who are talented and committed to student learning. (<http://pharmacy.cnsu.edu/shareddocs/DisclosureDataTables.pdf>)

Achievement of the Mission: Yet another strength of the university is its achievements in advancing the art and science of healthcare. CNU employs well-qualified and diverse faculty and staff. Faculty are highly engaged in scholarship regarding the art and science of pharmacy, medicine, and teaching and learning. In 2014-2015, CNUCOP faculty submitted 14 grants, were awarded 8 grants and 8 patents, published 56 peer-reviewed articles, delivered 66 podium/poster presentations, wrote 2 book chapters and reviews, wrote 2 editorials, and earned 36 notable awards, certificates, and/ or recognitions. In addition, CNUCOP's students had 16 presentations at various institutions and conferences, and three students in the COM had peer-reviewed publications. ([Evaluation of Mission: CNU](#))

CNU has consistently met and exceeded its research and scholarship goals. (Please refer to "Review under the Standards" for more detailed information.) Part of achievement of the mission includes students' and faculty's participation in a multitude of community public health events. The CNUCOP also promotes civic and professional responsibilities, and students participate in Legislative Day activities and other types of advocacy activities to advance the profession and improve the healthcare of citizens. CNUCOP students and faculty participated in 73 healthcare-related community service events in the academic year 2015-2016. ([Evaluation of Mission: CNU](#))

Stakeholder involvement: The Institution has strong and appropriate stakeholder involvement, particularly from local community (Elk Grove) and employers (preceptors, local hospitals and community pharmacy organizations). These relationships provide sites for rotations for CNU students, as well as support for healthcare providers and the community at large. CNUCOP's and CNUCOM's students and faculty participate in health fairs to provide care, education, and immunization for the citizens in the community. CNU is honored that Elk Grove's city officials participate in University events such as the White Coat ceremony and Graduation. ([Student Health Events](#))

Areas of Focus and Plans for Improvement

In addition to highlighting strengths, this self-study process helped CNU identify areas for focused attention and continued improvement. CNU's growth over the past few years means that the institution must continue to focus on further developing its infrastructure and must continually assess its progress and the sufficiency of resources and support structures.

Policies and Procedures: One area of focus for CNU is the continuation of the institution's plans regarding the centralization and ongoing review of policies. (Please refer to Component One.)

Human Resources' Development: Another area in which the university is investing in and focusing on is Human Resources. The institution's Human Resources Director has implemented and continues to incorporate many effective support structures for employees, including revised employee handbooks, workload analyses, additions to benefits, enhanced feedback mechanisms, enhanced human resources training for managers, revisions to evaluation tools and processes (including 360 evaluations), and continued and increased use of multi-year contracts for faculty.

([Workload Analysis Policy](#); [Benefits Overview 2016](#))

Retention: Another area of focus for the university is faculty retention. While each college maintains appropriate numbers of faculty in specialized subject areas that are needed to deliver programs (based on analyses of needs, calculations of faculty-to-student ratios, and hiring plans), this has been difficult for each college. Despite knowing that some degree of faculty attrition will occur naturally

(particularly in the medical and pharmacy fields, where industry and the opportunity to practice lure faculty away from the classroom), CNU is working on plans that have already resulted in improvements in retention. The university is currently implementing its newly updated Recruitment and Retention Plan to recruit high-quality faculty who are focused on student success and entice faculty to stay at the university. ([Faculty Recruitment and Retention Plan 2016](#))

CNU's retention plan includes a training program for department chairs, the creation of policies to ensure regular analysis of compensation packages, the implementation of a higher pay scale for the COP, a more competitive benefits package with options for long-term care, a new 401K plan, the implementation of a long-term mentoring program, increased use of multi-year contracts and timeliness of contract renewals, performance metrics for all levels of university management that include retention as a goal, and an increase in the already large number of faculty development opportunities.

([Faculty Recruitment and Retention Plan 2016](#))

CNU's actions to improve retention have thus far resulted in significant improvements, with the number of faculty departures currently half that of the previous year's. The CHS has retained all faculty hired since the program's inception and continues to recruit talented faculty to the university with ease while the professional schools have experienced greater difficulty. This disparity between the professional colleges' faculty retention rates and the undergraduate program's faculty retention rates illustrates the struggles with which the professional colleges contend on a regular basis.

CNUCOP has been aggressively addressing the issue of faculty retention (consequently, the COP has made significant improvement in this year's retention over last year's). The institution recognizes that some turnover is inevitable (with some of CNUCOP's losses due to the success of COP faculty moving on to college administrative positions), some is desirable and beneficial to the healthy functioning of the college, and some is due to faculty going into practice or industry or moving to newly opened Colleges of Pharmacy, and some is due to a change in Dean, which often happens when a change in leadership occurs. The institution prides itself on the high caliber of its faculty and seeks to attract and retain excellent faculty who

are focused on cultivating best practices in teaching and learning; hiring committees are working with Human Resources to incorporate behavioral interviewing techniques to improve vetting for strength of faculty commitment to student success. The university is working to remain competitive and responsive to faculty's needs.

Despite a competitive market and the lure of full-time practice, the COM is currently retaining faculty very well, despite a large number of losses in 2015. To make this significant improvement in retention in the COM, CNU utilized information gained through multiple assessments (exit interviews, climate surveys, 360 evaluations, etc.) to make improvements that were considered to be the most meaningful to faculty, including changes in the organizational structure of the COM, as well as changes in reporting lines, personnel, and support systems. The university's commitment to retaining faculty in the COM has built additional goodwill among constituencies, and the university is confident that these changes will continue to result in the retention of faculty within the COM. CNU is implementing its new recruitment and retention plans, which are based on feedback from faculty and staff.

Communication: Another area for planned improvement is communication across the university—particularly between different levels (college to university, university to college, university to student, college to student, etc.). CNU understands that until the university more fully operationalizes its planned improved communication processes, some misunderstandings between and among different constituencies will occur. An area for improvement related to the larger communication issues is the need to continue focusing on closing communication loops. In the academic arena, CNU does this very well. However, when it comes to other issues concerning the university, the results of these discussions and decisions are not always communicated to faculty, staff, and/or students within the colleges in a timely fashion.

To strengthen communication, the university has continued to offer regular Town Hall meetings and has created a university magazine called *CNU Scope*, featuring activities and events occurring across campus among faculty, staff, and students of all colleges. Furthermore, communication to faculty, staff, and/or students from the PEC and BOT is targeted for improvement due to the creation of new policies and

procedures for appropriately disseminating information to various constituencies. Additionally, CNU has made significant improvements to its website, which has made it easier for all constituencies to navigate the site and locate desired information. ([Communication Policy](#))

Training of Executive Management: Another change that has been implemented is the training of the VPs, Deans, and President of the university on issues such as communication, managing people in ways that inspire excellence, and systemic thinking. These habits of mind and ways of interacting with others create possibilities for positive change that can help a growing university to thrive.

([Senior Executive Retreat Program](#); [Executive Management Workshop Schedule 2015-2016](#))

Three: Degree Programs: Meaning, Quality, and Integrity of Degrees (MQID) at CNU

In the summer of 2015, the ad-hoc MQID Committee was formed to develop CNU's MQID Statement. Committee members met as a full group in September of 2015 to create the MQID document and went to the WSCUC MQID workshop at Mills College in Oakland on October 9, 2015. Committee members were assigned from all three colleges of the university to review the MQID documents and materials provided by WSCUC and to discuss the MQID at CNU. Committee members attended a WSCUC MQID workshop and held rich discussions, leading to a draft document in the fall of 2015, which was reviewed by committee members, administration, and students. Additions were made to the document between late fall and early 2016 by the Office of Institutional Effectiveness, which incorporated the metrics determined by faculty within the colleges by which the meaning, quality, and integrity are measured. ([MQID Minutes](#); [MQID Meeting Documentation](#))

In the spring of 2016, the Board of Trustees (BOT) reviewed and approved the MQID Statement, with the provision that additions could be made, as needed. In the spring of 2016, the document was updated to include more levels of learning outcomes, as well as the revised outcome statements for the Co-Curricular Learning Outcomes (CoCuLOs) from each college. Also in May and June of 2016, the College of Medicine (COM) students were included in both the WSCUC self-study process and the MQID committee work. These students reviewed and commented on the MQID Statement in June of 2016; in July the Statement was finalized and disseminated to the faculty, the students, the President's Executive Council, and the BOT.

Meaning of the Degrees at CNU

The meaning of CNU degrees (the professional doctoral degrees and the baccalaureate degree) is defined by clearly articulated sets of expected Student Learning Outcomes (SLOs) at the Institutional, Programmatic, and General Education levels that are embedded in degree curricula and co-curricular activities. All CNU graduates demonstrate learning outcomes that are based on—among others that are specific to each degree and/or degree level—the following themes that are vital to promoting healthcare

and advancing the healthcare professions: social accountability and community service, personal and professional development, and working knowledge of healthcare delivery systems. All CNU graduates demonstrate the Institutional Learning Outcomes (ILOs), which are the WSCUC's Core Competencies. All CNU graduates to date have demonstrated achievement of the ILOs at the institution's expected level of performance. (http://www.cnsu.edu/shareddocs/CNU_MQID.pdf)

The meaning of CNU degrees is further defined by the knowledge, skills, values, and attitudes that students are expected to achieve through co-curricular activities and service learning opportunities. These opportunities enable students to apply what they have learned in their classroom. Service learning activities at CNU provide a framework in which students gain exposure to various community-identified needs and develop and demonstrate cultural sensitivity and competence, social justice awareness, social and emotional intelligence, communication skills, and advocacy.

Baccalaureate Degrees: Undergraduate degrees at CNU are designed to build the foundational skills, knowledge, values, and attitudes needed for students to work at the entry level in healthcare positions as well as to prepare them for admission to professional healthcare programs. In addition to the Core Competencies, graduates earning an undergraduate degree demonstrate cultural and social intelligence; competence in the core sciences and mathematics; understanding of how arts and humanities enhance health, well-being, and healthcare practice and delivery; and professional interactions needed for employment in the healthcare professions.

Professional Doctoral Degrees: The professional doctoral graduate degrees at CNU are designed to build the professional skills, knowledge, values, and attitudes that prepare graduates to become qualified doctors and pharmacists who are committed to providing outstanding patient care and who are innovative leaders in their professions.

Doctor of Pharmacy: In addition to the Core Competencies and learning outcomes that all graduates of CNU demonstrate, graduates of the PharmD program demonstrate the following Program Learning Outcomes (PLOs): knowledge of the foundational sciences; the knowledge, skills, abilities,

behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care; the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally; the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation, entrepreneurship, and professionalism; the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate appropriate values and ethics, roles and responsibilities, communication, and teamwork for collaborative practice.

Doctor of Medicine: In addition to the Core Competencies and learning outcomes that all graduates of CNU demonstrate, graduates of the MD program demonstrate the following PLOs: the ability to deliver competent patient care, medical and scientific knowledge, communication and interpersonal skills, professionalism, working knowledge of healthcare systems, and reflective practice and personal development. For more detailed information regarding the meaning of each of the degrees (PharmD, MD, and BS), please refer to the MQID document. (http://www.cnsu.edu/shareddocs/CNU_MQID.pdf)

Quality of the Degrees at CNU

The Learning Outcomes statements define the knowledge, skills, values, and attitudes that students are expected to demonstrate by the end of each degree program. Summative assignments and assessments are designed to measure students' performance and level of proficiency for each Learning Outcome at the end of courses and program. Student performance in assessment and course evaluation results are used to refine the delivery of content and learning activities, pedagogical methods, and assignments and assessments; results are monitored on an annual basis. For instance, based on the results of learning outcomes' assessment and student and preceptor feedback, a series of longitudinal practicums were added to the COP curriculum.

As an institution, CNU also conducts a cyclical review of assessment data to ensure that student learning outcomes for each degree program meet institutional standards for student performance, which include student achievement of learning outcomes at the “Developed” level for all PLOs and ILOs (Core Competencies). For the COP, all classes of graduates have demonstrated achievement of the PLOs at the “Developed” or higher level. ([COP Students’ Achievement of Program Learning Outcomes across Classes](#))

The quality of degrees conferred by CNU is a result of the institution’s commitment to top-notch curricula and experiential pedagogies that create opportunities for student-teacher interactions through associated learning technologies and educational resources to facilitate coherent, subject matter content delivery. All CNU courses are designed to develop students’ achievement of the course and relevant Program and Institutional Learning Outcomes (PLOs and ILOs). Courses are designed with the degree of depth, breadth, and rigor most appropriate for the program of study and degree level.

Both professional doctoral programs contain components of didactic and experiential education, which are of the appropriate depth, breath, and nature expected by the professional accrediting bodies, Accrediting Council for Pharmacy Education (ACPE) and Liaison Committee for Medical Education (LCME). Courses are of the appropriate duration, contact hours, and credits that are expected by the professional and regional accreditors and the Department of Education. Student achievement is measured not only at the end of courses and programs but also at designated points within the curriculum via internal milestone exams and external exams, such as the United States Medical Licensing Exam (USMLE) and the Pharmacy Curriculum Outcomes Assessment (PCOA).

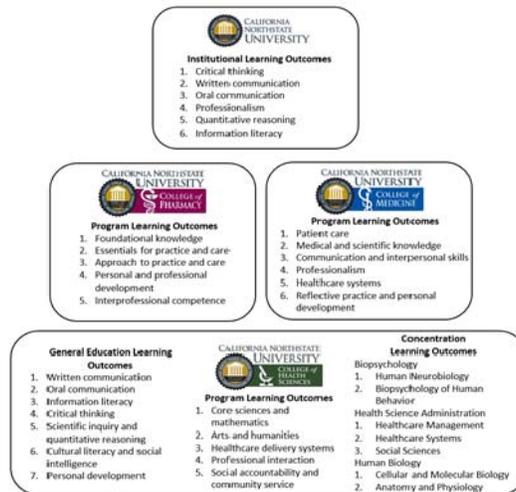
(http://www.cnsu.edu/shareddocs/CNU_MQID.pdf; [Review under WSCUC Standards and Compliance with Federal Requirements Worksheet](#))

Quality is measured by the assessment of student learning outcomes at the course, programmatic, institutional (core competencies), general education, concentration, and co-curricular levels; assessment of student artifacts and scholarly projects; community service performance; performance on standardized tests; acceptance into professional schools and graduate programs; board pass rates; and an intensive

program review process, which includes a self-study and analyses of pertinent statistical data summaries and a component of external program review.

Integrity of Degrees at CNU

All degrees offered by CNU are characterized by the alignment of learning outcomes at all relevant levels and with the expectations of the professional accrediting bodies and associations (for those programs that are overseen by professional accreditors). The overarching domains of learning with delineated levels of proficiency are closely linked to the higher-level mission, vision, and values of CNU and its colleges, as described for each college in the following sections. The Learning Outcomes are summarized in the following diagram:



The integrity of CNU degrees is maintained by the adherence to appropriately rigorous standards for admission and graduation for each degree program. Further, students must maintain satisfactory academic progress (SAP), as outlined in the SAP Policy for each college, in order to progress. Students take the designated benchmark assessments, such as the Milestone exam and the PCOA in the College of Pharmacy and the National Board of Medical Examiners (NBME) Customized Assessment Services (CAS) and USMLE (steps 1 and 2) for the College of Medicine. Further, faculty, student, and preceptor feedback informs the review of curriculum in the annual and as well as full program review cycle, and preceptors assess student achievement of the PLOs. Degree integrity is supported by a comprehensive program of

learning outcomes' assessment at multiples levels across the institution as also described in the above diagram. Further, CNU engages in a comprehensive program review process, which includes a self-study, analyses of statistical data summaries, learning outcomes' results, a program review report, and an external review. ([Student Academic Progression Policy](#))

CNU's MQID document (Appendix 3.1) discusses the educational philosophy, pedagogical approach, and learning outcomes of each degree at CNU as well as additional measures of the quality, educational resources, and indicators of student success. Additionally, the MQID document discusses how CNU ensures the integrity of each degree and provides the metrics by which the institution measures its success.

Four: Educational Quality: Student Learning, Core Competencies, and Standards of Performance

CNU has a learning outcomes structure for each of its programs that extends from the course and co-curricular levels to the programmatic and institutional levels. For example, CNU's College of Health Sciences (CHS) has a learning outcome structure that covers expectations of student performance at the course level, the General Education program, concentration, BS in HS Program, and Institution. For the CHS, the WSCUC Core Competencies, which CNU has adopted as Institutional Learning Outcomes (ILOs), align with the General Education Learning Outcomes (GELOs).

[\(General Education Learning Outcomes Rubrics\)](#)

The learning outcomes are embedded within the curriculum for each program, and each learning outcome is developed and refined within the curriculum and co-curriculum and assessed late in students' program of study at points designated for mastery of the learning outcomes. For the Core Competencies/ILOs, each learning outcome is focused on the essential knowledge, skills, attitudes, and values needed for student success in the particular health-related field of study. Therefore, the Core Competencies/ILOs for the PharmD program are designed to produce outcomes needed for graduates to become successful pharmacists while the Core Competencies/ILOs for the MD program are designed to produce outcomes needed for graduates to become successful doctors. The Core Competencies/ILOs for the BS in Health Sciences program are designed to produce outcomes needed for students to be accepted into professional healthcare-related doctoral programs and for entry-level work in a healthcare-related field. [\(Institutional Learning Outcomes Rubrics\)](#)

Each learning outcome has a corresponding rubric that identifies key indicators of achievement of the outcomes and varying levels of student performance. The learning outcomes for the Institution (the ILOs/Core Competencies), BS Program, and General Education Program are published on the website. Additionally, faculty are required to list all appropriate learning outcomes on their syllabi. Each college utilizes a standardized syllabus that includes all pertinent college policies in addition to course specific/instructor specific policies. Learning and library resources are also listed in the syllabi. The University and

all of its programs use CANVAS as their learning management system. Many student resources are developed and housed within this system to which all students have access. (CFR 2.3)

The CHS has two major “out-of-class learning experience” courses: service learning and scholarly research. For the service learning component, CNUCHS has Memoranda of Understanding with selected local agencies and organizations that provide meaningful community service opportunities to CHS students. CNUCHS has targeted a diverse group of organizations relevant to all aspects of health, such as free or low-cost health and dental clinics, participation in health outreach and education programs, suicide prevention, domestic violence prevention, drug abuse prevention, healthy eating, child and infant care, and senior care. (CFR 2.3—[MOU Food Bank](#))

CNUCHS is committed to fostering long-lasting relationships with these community organizations so that students learn first-hand about diverse communities’ needs and barriers to healthcare. As part of this experience, students complete a report that serves as a self-reflection and description of the concrete skills and knowledge gained. This experience also includes an assessment by the students of the community partner, which in turn includes an evaluation by the supervisor of each student’s performance that includes feedback on strengths as well as areas of growth. Each community partner has the opportunity to assess the program in its entirety, which also encompasses the curriculum for the service learning classes. This ensures a holistic, cyclical approach to assessment and evaluation of the program. (CFR 2.3—[Service Learning Presentation](#); [Service Learning Syllabus](#))

The scholarly research component of the undergraduate curriculum includes two courses taken in sequence. The first course, Scholarly Project/Research Methods, focuses on the language, ethics, approaches, and challenges of the research process. This is a deep-dive into exemplary research processes, with students critically reviewing relevant literature and developing a research question that may lead into the Scholarly Project II course, which is structured as an independent research experience. Students attend a weekly seminar and chose from several options, including the following: Apprenticeship with a faculty

research mentor, or a CURE (Course-Based Undergraduate Research Experience) with themes, topics, and techniques varying by semester and faculty disciplines. (CFR 2.3)

All of CNU's programs have expected Co-Curricular Learning Outcomes (CoCuLOs). Each out-of-class activity is designed to promote the development of the Co-Curricular Learning Outcomes, and there are assessments at the appropriate points in the co-curriculum. Students are assessed by faculty who use CoCuLO assessment rubrics that are designed to measure student achievement of the CoCuLOs. (Refer to Component Three for further information and to view the CoCuLOs.) (CFR 2.3—[Co-Curricular Learning Outcomes for All Colleges](#))

CNUCOP faculty collectively developed the learning outcomes for the pharmacy program and the institution; the CNUCOP's PLOs are based on both the Accrediting Council for Pharmacy Education (ACPE) standard and the American Association of Colleges of Pharmacy (AAP) CAPE educational outcomes. The CNUCOM faculty collectively developed the learning outcomes for the medical education program; CNUCOM's Program Learning Outcomes (PLOs) are clearly articulated and are adopted from the Accreditation Council for Graduate Medical Education's (ACGME) six domains of outcome, and they are well aligned with the institutional outcomes. ([Alignment of Program Learning Outcomes to Standards](#))

CNUCHS faculty collectively developed the learning outcomes for the general education program, the concentrations, and the BS degree program after researching similar programs' curriculum and learning outcomes. Working together, the faculty identified key indicators of learning outcomes' achievement and developed rubrics to establish standards of student performance for each learning outcome. Faculty use the learning outcomes as guides for developing their course learning outcomes as well as use the standard rubrics when building the assessments and when assessing student learning and conducting program reviews. (CFR 2.4—[CHS Program Learning Outcomes Rubrics](#))

The Course Learning Outcomes (CLOs)—as well as the corresponding rubrics—are published in course syllabi. The PLOs are published in the catalog, on the syllabi, and printed on posters in the classrooms. The PLO results for each class are published on the website. (CFR 2.4—

Service Learning Syllabus; <http://pharmacy.cnsu.edu/shareddocs/StudentLearningOutcomes.pdf>)

CNUCOP's Team-Based Learning (TBL) format places all students in learning teams; this format is conducive to individual and team formative and summative assessments, as each individual student is ultimately responsible for learning and this responsibility is reflected in the total performance of the team. The TBL focus further allows students to work on their communication and professionalism, individually and as a team. (CFR 2.5—<http://pharmacy.cnsu.edu/shareddocs/StudentHandbook.pdf>) Daily formative assessments provide feedback needed to make improvements in teaching and learning. Individual-Based Application Tests (IBATs) and Team-Based Application Tests (TBATs) provide feedback for students on their ability to apply what they have learned. Additional formative assessments include the Individual Readiness Assurance Tests (IRATs) and the Team Readiness Assurance Tests (TRATs). Students also obtain feedback through the Individual Cumulative Assessment Tests (ICATs) and Team Cumulative Assessment Tests (TCATs). This method of assessing students' course concepts' learning reinforces their learning at a deeper level. (CFR 2.5)

Embedded summative assignments and assessments determine students' achievement of Course Learning Outcomes (CLOs). These assessments include posters, papers, presentations, performances, course exams, and Milestone Exams. Expectations for achievement are defined and articulated to students through assessment rubrics, and student learning is assessed using these rubrics. (CFR 2.5—[Course Learning Outcomes Report Sample](#))

CNUCHS students are given pre-assessments to determine prior knowledge as this helps the instructor design and implement their active learning activities. While teaching the students about plant biology, faculty found that students had little to no previous knowledge on the subject, so they were able to adapt the curriculum to meet students' level of readiness. Faculty conduct formative assessments of student learning in order to provide feedback that students need to enhance learning and improve performance. (CFR 2.5)

CNUCHS's labs are generally inquiry-based, in which students learn about a topic, form a hypothesis, set up an experiment with controls, and generate data and form conclusions. For example, chemistry labs allow students to plan how to set up their experiments in order to get the information they desire. Many of the undergraduate courses are designed in the flipped classroom format so that maximum time in class can be active learning for the students. Many problem-solving activities are incorporated into classes. (CFR 2.5)

CNUCHS regularly challenges students to meet high standards of performance and to come to sessions prepared to ask questions. CNUCHS offers opportunities for students to practice, generalize, and apply what they have learned. Faculty offer office hours every week, exam study guides, and review sessions before each major examination; examinations are geared to testing students' critical thinking skills as well as their knowledge. Component Six outlines in detail the processes, support structure, etc. that CNU utilizes for its assessment processes and practices.

CLO data is compiled each term, and results are presented in CLO reports, which help inform the annual curricular review cycle. Student learning outcomes' results are collected longitudinally to monitor student progression. Course evaluation data are analyzed and discussed after each course and the follow-up action and action plan is decided in the faculty meeting. (CFR 2.7)

As outlined in Components Six and Two, CNU has a formal program review process (as well as a cyclic review process) for each academic program. These processes include assessment of learning outcomes, as well as collection and interpretation of data, tracking of learning outcomes over time, use of comparative external data, and a cycle of improvement for processes, structures, services, curricula, pedagogical approach, and learning outcomes results.

The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and use the results for improvement of student learning and success; this process is detailed in Component Six. The findings from the program review process lead to changes and improvement in design and quality of curricula, pedagogical approach, and assessment data. Each

academic year a review of students' progression is conducted, which sometimes leads to changes in pedagogical approach, practice opportunities, or curriculum. For example, in the COP, an analysis for student preparedness for the IPPEs led to the creation of a series of longitudinal labs.

The CHS started its program with only a small number of students; all have progressed, and more than 70% of the Post-Bachelorette students have been accepted into professional doctoral programs. In the COM's Class of 2019, all 60 students have been admitted, and all have progressed to the next academic year. In the COP's class of 2017, 2018, and 2019 the retention rate is 90.4%, 97.5%, and 98.5%, respectively. COP's class of 2016 has a 91.1% retention rate and an 81.1% graduation rate.

Learning-centeredness is deeply embedded across the institution, as evidenced by a cycle of continuous improvement that has led to curricular changes that have positively impacted student learning. The COP has historically regularly assessed student learning and has consistently made changes based on assessment results such that 100% of CNUCOP graduates for the Classes of 2012-2015 have demonstrated attainment of the PLOs at the "Developed" level (or higher), and the Classes of 2012 (98.7%), 2013 (89.9%), 2014 (91.0%), and 2015 (97.7%) have passed the board exam (NAPLEX).

Five: Student Success: Student Learning, Retention, and Graduation

CNU ensures a high-quality education that leads to student success. In the most basic sense, success is defined by results: students persist in their programs, graduate within the established timeline, and achieve high board pass rates or admission into a professional program, and employment in a healthcare related field. (<http://pharmacy.cnsu.edu/shareddocs/DisclosureDataTables.pdf>)

A metric for measuring student success is WSCUC's Graduation Rate Dashboard (GRD), which estimates the institution's absolute graduation rate over time. CNU's retention rates for each program are high, and graduation rates for the only program with graduates (the PharmD program) are consistently high. Important to the retention and graduation rates are also the time-to-degree measure and the progression policies of each program of the university. CNU students achieve graduation within the established timeline, as evidenced by SAP and retention results. ([Student Academic Progression Policy](#))

CNU's progression policies ensure that students meet the appropriate academic standards for progression. Additionally, CNU utilizes internal benchmarks, milestones, and capstones to track student progress and make improvements in teaching and learning that positively impact student achievement by program's end. ([Capstone Results and Report](#); [Milestone Exam Summary](#))

In addition to retention, graduation, and board pass rates, students graduate with the Student Learning Outcomes (at various levels, including programmatic, institutional, etc.) that are desired for graduates of each program at the appropriate performance level desired. ([COP Students' Achievement of Program Learning Outcomes across Classes](#); <http://pharmacy.cnsu.edu/shareddocs/GraduationRetentionData.pdf>)

CNU also promotes civic and professional responsibilities, and students participate in Legislative Day activities and other types of advocacy activities to advance the profession and improve the healthcare of citizens. CNUCOP's and CNUCOM's co-curricular programs center on healthcare awareness, leadership, advocacy, and public health. Students participate in health education (medication management, CPR training), public health events (blood pressure screenings, flu vaccine clinics, drug abuse education,

multicultural health fairs), leadership activities (serving as a Student Ambassador for a semester, serving as a student organization officer), and advocacy activities (participate in Legislative Day, meet with government officials to promote a current Rx bill, register voters on campus and inform voters of current Rx focus pros and cons, shadow a state or national professional association executive member). These events are organized through the Office of Student Affairs in collaboration with the Curriculum and Assessment Committees. (CFR 2.11—[Co-Curricular Learning Outcomes for All Colleges](#); [Student Health Events](#))

CNU conducts institutional research to learn more about its student population and to better serve the needs of its students. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and program. CNU tracks achievement, satisfaction, and the extent to which the campus climate supports student success. CNU identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement. For example, CNU utilizes the data it collects to determine what schools students previously attended, their GPAs in certain courses and groups of courses, the extent to which they have had previous healthcare work experience, and the extent to which they have participated in extra-curricular activities (CFR 2.10)

CNU disaggregates data by program to determine indicators of student success as well. For example, regression analyses were conducted to determine which variables best indicate student success in achieving a strong GPA in the pharmacy program: overall undergraduate GPA, undergraduate math GPA, undergraduate science GPA, undergraduate biochemistry course GPA, undergraduate biological life sciences course GPA, and undergraduate organic chemistry course GPA. These variables were selected for study based on recommendations from the Admissions Committee. Results from analysis of the Class of 2017 suggest that the undergraduate math GPA, and possibly the undergraduate inorganic chemistry course GPA, are predictive of students' cumulative pharmacy GPA. Results of regression analysis were interpreted using a 95% confidence interval. Results from analysis of the Class of 2018 suggest that the undergraduate math GPA and undergraduate biochemistry course GPA are predictive of students' cumulative pharmacy GPA. Population characteristics of the Classes of 2017 and 2018 may not necessarily

reflect characteristics of all pharmacy students, yet undergraduate math GPA appears to be the common variable across both classes that best predict students' cumulative pharmacy GPA in the first two years of the program. CNU will conduct further IR studies to verify the early findings.

In addition to the institutional research conducted with respect to identifying indicators of student success and difficulty, CNU tracks success by individual student, from the beginning to the end of each student's program. The university compiles learning outcomes' data for all students in each course in each program. These data include CLO results, PLO results, ILO/Core Competency results, CoCuLO results, and GELO and ConCeLO results (if applicable). These data provide useful information regarding themes and issues that may be impacting student learning or progression. The information is used to make improvements in teaching and learning through curricular changes, additions, support and other means.

CNU has a strong assessment infrastructure to ensure that the assessment of student learning is embedded within the university culture and within each program. ([Assessment Update](#)) LOs at all levels are assessed regularly. Each college has its own Assessment Committee to measure student learning and to analyze results, which are passed on to faculty and to the Curriculum Committee to make any needed changes to the curriculum.

Student success is published on the website via PLO results/APPE results, board pass rates and pass rates on the North American Pharmacists Licensure Examination and California Pharmacist Jurisprudence Examination, graduation rates, and cohort's employment rate in various areas of pharmacy.

(<http://pharmacy.cnsu.edu/shareddocs/StudentLearningOutcomes.pdf>;

<http://pharmacy.cnsu.edu/shareddocs/GraduationRetentionData.pdf>;

<http://pharmacy.cnsu.edu/shareddocs/DisclosureDataTables.pdf>)

Six: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

Quality Assurance, Educational Effectiveness, and Student Success

CNU and each of its academic programs are committed to quality improvement (QI) and student success. Quality improvement tools at CNU include program review, assessment of student learning outcomes, and data collection and analyses; QI processes lead to cycles of improvement, as well as cycles of improving tools and processes. Each of the programs has processes in place for quality improvement activities. Assessment processes allow the college to obtain data necessary for making regular improvements in teaching and learning. ([COP Assessment Plan](#))

Institutional Standards for Quality Improvement and Program Review: CNU's institutional standards and guidelines for the program review process are outlined in the Program Review Handbook ([Program Review Report Fall 2011](#)). Additionally, CNU has created an Assessment Handbook to aid colleges in assessing student learning. Beyond faculty's use of the handbooks, the Office of Institutional and Educational Effectiveness provides guidance and support for each college. The VP for IR, Quality & Assessment provides assessment mentoring to Assessment Committee Chairs and Directors of Assessment and Accreditation.

Each of CNU's academic programs undergoes a comprehensive program review process, which includes a self-study, analyses of statistical data summaries and learning outcomes' results, feedback from students and course evaluations, a program review report, and an external review. The results of the program review process are used to make improvements in teaching, learning, resources, and support services. The Office of Institutional Effectiveness works collaboratively with the faculty, the Assessment Committee, Directors of Assessment, and Student Affairs to guide the faculty through the process of program review. ([Statistical Data](#))

Program review begins with institutional research – seeking answers to questions about the institution's purpose, teaching, learning, creativity, scholarship, support services, faculty, staff, educational technology, and strategic planning. Institutional research and assessment lead to institutional

improvement. CNU is engaged in continuous assessment of the critical elements of the institution-- from assessing how well the college achieves its mission to assessing how effective the institution's strategic thinking and planning advance the institutional mission, vision, values, and goals. Assessment drives programmatic improvements, which are subsequently incorporated into the institution's strategic planning and budgeting process. ([Program Review Report Fall 2011](#))

In addition to the comprehensive program review process, each program utilizes an annual curricular review process, in which course and faculty evaluations, student survey results, and student learning outcomes are compiled each year in the Assessment Report and are used to make improvements in courses, teaching, and learning. ([Assessment Report](#))

CNU regularly collects and reviews the evidence needed to evaluate its operations and programs and implements changes based on this evidence. The Assessment Plans provide detailed information regarding all assessment activities of the college, including timelines, parties responsible for generating and receiving data, and completion and results information. Each college has its own Assessment Committee to assess student learning and carry out the Assessment Plan for the college. The Office of Institutional Effectiveness also follows an Institutional Assessment Plan, which includes faculty, staff, and student satisfaction, 360 evaluations for key positions within the university, and many IR related reports for decision making and institutional improvement.

Resources for Quality Improvement: The Office of Institutional Effectiveness ensures that faculty receive appropriate training in the assessment of student learning, and the Vice President of Institutional Research, Quality & Assessment serves as an Ex-Officio member of the COM's Assessment Committee. The Vice President of University Operations, Faculty and Program Development ensures that faculty receive appropriate faculty development.

Additionally, each college has an Assessment Committee Chair and an assessment team consisting of two administrative individuals (one for each department) who provide additional administrative support for each department's assessment activities. The assessment team supports the assessment process by

working with the Assessment Committee Chair to ensure that learning objective and resulting outcomes are compiled in the assessment management system and documented regularly.

[\(Examsoft Sample Report\)](#)

The Assessment Committee analyzes assessment results and works with the Curriculum Committee on plans for changes and improvements. Each college utilizes an assessment of student learning software system to capture assessment results. CNU utilizes ExamSoft and E-Value to link summative student performance of the LOs; these systems help the institution document and capture evidence of student learning. Canvas is utilized to track formative student performance. Further, the student learning outcomes' results are reported by individual student and aggregated by cohort. Students who are not achieving at the appropriate level of learning are issued academic alerts to notify them of any deficiencies; students then work with faculty to remediate deficiencies as needed.

When QI involves the need for additional resources, each program utilizes a Dean's Advisory Council that makes recommendations that are passed on to the President's Executive Council for approval and budgetary resolutions.

Data-Driven Decision-Making: CNU is committed to data-driven decision-making. The Office of Institutional Effectiveness collects key data and provides analyses and statistical data summaries needed to support institutional decision making and program review processes, to provide data for all constituencies of the university, and to provide key data required by the Department of Education and the regional accreditor, WSCUC. [\(Program Review Report Fall 2011\)](#)

As evidence of a commitment to data driven decision making, CNU has recently hired a computer programmer to help the institution build a platform for predictive analytics, based on an analytics cube created by CNU's President. CNU has been working to build its capacity for institutional research for the past several years, and the new predictive analytics cube will allow for easier and more meaningful institutional research due to an abundance of potential points of inquiry available within a few keystrokes.

Plans for the analytics cube are underway, and it is anticipated that a model will be developed by the end of 2016.

Assessment of the Assessment Process: CNU assessed its program review process and made changes based on its assessment. For instance, in the first program review, it was determined by faculty that some of the data summaries were not necessary for a thorough review of the pharmacy program. Additionally, the institution determined that greater numbers of faculty needed assessment training in creating meaningful assignments and assessments that measure student learning. Another change made to the program review process since the time of the initial accreditation is that instead of utilizing only academic pharmacy faculty and administration to conduct the external review, CNU would use preceptors as well. Also, it was determined that the process itself could be streamlined in that with only three colleges in the university, there did not need to be additional levels of approval regarding action plans, as the university already has in place an effective and responsive Off-Cycle Budget Request process.

CNU had to build its program review process as the institution grew from a single college to multiple colleges. Rather than validating learning outcomes all at one time, the institution changed its process to include a thoughtfully planned Program Review Plan for each college that is based on the timelines of the professional accrediting bodies. Therefore, rather than multiple reviews, a singular process is utilized that incorporates best practices in assessment, WASC standards for program review, and each of the professional accreditors standards. In this way, the results are richer and more meaningful.

In addition to the process outlined in the Program Review Handbook, the institution encourages each college to identify themes of their own IR efforts, results, or inquiries. In this way, colleges pursue answers to questions they have based on their own intuitions and expertise as well as questions arising from needs identified in the curricular review and assessment of student learning process. For instance, the COP investigated how prepared students are for their experiential education courses and added longitudinal practicums to the curriculum based on feedback from students as well as learning outcomes' results. Each college also engages in an annual review of Assessment Plans, which typically results in

changes to the plan itself. For example, in the COP, the Assessment Committee devised an improved plan for collecting data from various campus groups. Another specific change made to the Assessment Plan was that each person on the committee acts as a liaison between the committee and the constituencies. ([COP Assessment Plan](#))

Presentation and Use of Data: CNU presents data in ways that allow for meaningful discussions and plans for improvement. One example of this is the way in which the student learning outcomes' results have been presented to faculty, administrators, and students. Learning outcomes' results have been presented in a Student Learning Assessment Dashboard, which has allowed faculty to view outcomes results which are presented in color-coded performance levels for easy understanding and comparison across all levels of assessment for individual students, cohort, courses, program, and institutional levels. ([Student Learning Assessment Dashboard](#))

Additionally, learning outcomes' results for each course are posted on the faculty drive each semester so that faculty can see how well their students have learned in each course—what is working and what aspects of curriculum or pedagogy require adjustments or improvements. In this way, changes to courses can be made to impact student learning in a timely fashion so that learning outcomes improve and so that students can attain the program learning outcomes at the expected performance levels. In addition to the Assessment Reports, the PLO results are posted on the website so that all constituencies can view these results. (<http://pharmacy.cnsu.edu/shareddocs/StudentLearningOutcomes.pdf>)

Closing the Assessment Loop: Each college and program utilizes an annual curricular and assessment of learning outcomes' review. For instance, in the COP, during the syllabi review prior to the start of each semester, Course Coordinators are required to submit their updated syllabi along with the "Plan of Action" to the Curriculum Committee. The plan of action is based on students' feedbacks on Faculty and Course evaluation as well as learning outcomes' results. Examples which are specific to each course include reducing the volume of pre-class reading assignments, posting class materials early, asking

that faculty to speak more slowly or explain the key concepts more clearly, and other similar information to positively impact students' learning.

In addition to programmatic feedback obtained from the full program review, the annual curricular review process includes external review by preceptors as well. The feedback from preceptors indicated that some students lack the desired degree of hands-on experience and are less prepared for APPE rotations than others. The revised curriculum "Curriculum 3.0" includes a longitudinal practicum every semester to ensure consistent training to enhance hands on experiences such as including calculations, IPE, Simulation, leadership, professionalism and so on so forth. A new aseptic lab was built to enhance their experience. ([Curriculum 3.0](#))

Over the past several years students and course coordinators' feedback indicated the perception that the therapeutic courses are too long (8 units + 10contact hours) and do not give students enough study time. The therapeutic courses are now 6 units, and activities such as IPE, OSCE and Simulation have been removed from the courses and placed in the longitudinal practicums so that the course contents remain intact.

Other changes include the revising of the program learning outcomes for the pharmacy program in the summer of 2015 to align with the new standards of the professional accreditor. Prior to this, the PLOs were generated by faculty and, as such, were more loosely based on the professional accreditation standards. Having the PLOs align directly ensures that all learning in all courses in the program directly builds to the PLO level in a way that allows for improved feedback at earlier points in the curriculum and all assessments directly support the PLOs.

In CNU's self-study process, the institution assessed its own IR capacity and determined that the university could further enhance its IR function through technological support. As stated earlier, CNU is working to enhance its capacity for institutional research with the creation of the predictive analytics cube, which will provide analytics to help the university make informed decisions.

Seven: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

California Northstate University (CNU), since its inception as a College of Pharmacy, has over the last nine years grown into its current state as a health sciences institution focusing on educating future generations of healthcare professionals by adding the College of Medicine and the undergraduate College of Health Sciences in the summer of 2015. CNU has received great support from the professional healthcare community in terms of resources, commitment, and goodwill because of the university's significant role in being part of the education infrastructure to address the issues of shortage in healthcare professionals, diversity, and high cost of education. CNU continues to grow and expand its trajectory with the evolving needs of its learners in terms of the pedagogy of the digital era and the need for affordability and effectiveness of education while maintaining the institution's financial sustainability.

The financial position of CNU is strong and has maintained positive earnings before interest, tax, depreciation and appreciation (EBITDA) in the last three years with appropriate cash and cash equivalent balances at the end of the fiscal year, December 31, 2015. CNU follows the normal revenue projection cycle relative to the newly established Colleges (Medicine and College of Health Sciences). The anticipated net operating income for fiscal year 2016 is illustrated in ([Financial Position of All Entities](#)).

CNU has sufficient cash and cash equivalent in reserve to maintain sustainability and viability. The EBITDA of CNU was at its lowest point during the academic year 2014-2015. With the enrollment of the College of Medicine in academic year 2015-2016, the EBITDA has begun to rise in the fiscal year 2016. It is anticipated that all three colleges will produce a positive combined margin that ultimately will build up the capital reserve to a much higher figure within two academic years. CNU's current financial position is strong, sufficient, and sustainable to fulfill its education mission within the horizon of the next ten years. ([Financial Position of All Entities](#))

CNU has maintained a relevant connectivity between institutional strategic priorities and resources allocation. From a macro-level, CNU aligns its resources allocation with its priorities diligently and deliberately. Over 80% of its operating dollars in budget items is directly linked to its strategic goal #1

(Student Success and Educational Effectiveness) and Goal #5 (Infrastructure). Personnel budget for faculty and staff is the largest financial commitment at 58% of the total budget to ensure this resource is sufficient to promote student success. Teaching and learning facilities and information technology constitute the second largest resource category for education infrastructure, totaling 32.9% of the overall expenditures.

[\(Strategic Goals and Budget Alignment\)](#)

In December of 2015, the institution acquired a 45,000 square feet building for the College of Health Sciences, instead of continuing to lease the space from the California State University, Sacramento. In the summer of 2014, the institution initiated the replacement of its learning management system with a more advanced and versatile new software program with a 100% acceptance rate by the faculty. In January of 2016, the University, with the approval from the Board of Trustees during the previous summer, has successfully expanded the leadership structure to enrich service support to academic officials, i.e. faculty development, continuing education programs for faculty, student services, and admission coordination and support services, and research and grant writing support (Strategic goal 2.1) .

Seven months after the creation of the Office of the Research and the hiring of the Vice President of Research, CNU has received over \$500,000 in grants for cancer research and diversity out-reach activities (Strategic goal 2.2). The Vice President of Faculty and Program Development and University Operations has established a monthly continuing education program for faculty (Strategic goal 1.1). CNU's Office of Continuing Education was approved on June 30 to offer ACPE accredited continuing education. On June 21 the Accreditation Council for Continuing Medical Education (ACCME) pre-application was approved, and on March 21, 2017, ACCME initial application is due. While applying for ACPE and ACCME, CNU has been using Simply Speaking of offer faculty Continuing Medical Education (CME) and Continuing Pharmacy Education (CPE) credits over the past two years. ([NIH NCI](#); [CalPOST-BAC Awardee](#))

In the fall of 2014, the Trustees approved the mid-cycle funding request to renovate the College of Pharmacy's Sterile Compounding Simulation Laboratory for updating our teaching facility in anticipation of the implementation of USP 800 Standards requirement for pharmacy practice by July 1, 2018, across all

licensed sterile compounding pharmacies (Strategic goal 5.2). The IT Department has received additional funding to upgrade its servers and security protocol in the budget cycle for 2015 (strategic goal 5.3).

In 2014, the variable interest entity of the College of Pharmacy purchased the adjacent building resulting in additional annual gross income (Strategic Goal 6). Under the sustained research support, two faculty members at CNU received two patent approvals from the U.S. Patent Office in 2015. (Strategic goal 6.3) CNU appropriates financial support to student organizations for community service. CNU has budgeted resources for “Spirit and Fun Committee” in promoting workplace excellence. Additionally, CNU also provided tuition support to selected employees who wish to advance their career at CNU in job position(s) with greater responsibilities.

CNU appreciates the changes within the social, economic, and political environment in which higher education functions and the corresponding need to refine its vision in 21st century higher education beyond the traditionally recognized mission of preparing the population for humanity, democracy, citizenship, and job skills. CNU has, with the Board of Trustees’ approval, reorganized its leadership and management structure to address the relevant focus of gainful employment, student success, and the affordability and effectiveness of education within the context of applying resources and organizational structures to ensure sustainability. ([CNU Organizational Chart](#))

CNU ensures student learning and success through assessment, program review, and a participatory budgeting process that is focused on resources needed for educational effectiveness. The budgetary process involves an annual budget town hall meeting, budgeting instruction, and budget request timeline such that participation of resources allocation by faculty and staff is the key feature of resources appropriation. The assessment is designed to inform improvement activities and ensure education effectiveness by utilizing embedded processes for data yield and faculty involvement.

([Budget Process Policy](#))

CNU ensures that the institution has resources in support of assessment and quality improvement, and assessment practices are deeply embedded within the university’s culture. The Office of Institutional

Effectiveness ensures that faculty receive appropriate training in the assessment of student learning, and the Vice President of Institutional Research, Quality & Assessment serves as an Ex-Officio member of the COM's Assessment Committee. The Vice President of University Operations, Faculty and Program Development ensures that faculty receive appropriate faculty development.

Additionally, each college has an Assessment Committee Chair and an assessment team consisting of two administrative individuals (one for each department) who provide additional administrative support for each department's assessment activities. The assessment teams support the assessment process by working with the Assessment Committee Chair to ensure that learning objective and resulting outcomes are compiled in the assessment management system and documented regularly. ([Examssoft Sample Report](#))

The programs maintain their quality and competency standards through program reviews and the integration of relevant healthcare professional societies' current and up-to-date practice standards into the curriculum. The College of Medicine utilizes its Clinical Governance Committee (CGC) to provide an additional dimension of enhancement of the quality and competencies for students. The CGC membership consists of the physician leaders of health systems in the community, Clerkship Directors, and Senior Associate Dean of Clinical Medicine, Chairs of various medical services in physician practice groups.

CNU conducts surveys and maintains records pertaining to alumni as they advance through their careers and employment status. The University continues to develop and nurture alumni relations through supporting the Alumni Association functions. The members of the alumni have been an invaluable data source for the institutional improvement cycle. Administrators, faculty and staff are all members of the CNU learning community for improvement by utilizing the information derived from assessment or program review activities. Respectively, they participate in certain continuing development activities through conferences, seminars, and volunteering work at the committee level of various professional societies of their disciplines. ([CNUSCOPE Issue 1](#))

Looking ahead, CNU strongly believes that to stay relevant and viable, it should guide its operations and programs offering with the following principles: (1) The educational program(s) must be in demand by

the general public, (2) The program(s) must lead to gainful employment while serving humanity or society's needs, (3) The program(s) must be affordable, (4) The program(s) must be deliverable by multiple learning modalities/media and able to reach learners of the future, and (5) CNU must continue to address diversity and access issues in education.

Nine: Conclusion: Reflection and Plans for Improvement

CNU's process of self-study was highly beneficial and informative. While the process affirmed strengths that the institution already knew it possessed, the self-study helped the institution to uncover some areas where further require attention will strengthen the university.

What were previously considered strengths of the institution were verified. One such strength is the assessment of student learning. Since its inception, CNU has embraced the assessment process, has built on a solid foundation, and has continued to revisit standards of performance and learning outcomes, making changes as needed and basing learning outcomes for professional programs on the expectations of professional accreditors and the professional field of practice. CNU measures student learning at appropriate points across its curricula and uses the assessment results to make changes in curriculum and pedagogy.

Another strength of the university is student outcomes: both learning outcomes and student outcomes such as board pass rates, licensure, and employment in the desired field. Since its first graduating class in 2012, CNUCOP's graduates have performed at high levels on the board exam and have gone on to employment in pharmacy-related professions as well as fellowships and other educational endeavors. (<http://pharmacy.cnsu.edu/shareddocs/DisclosureDataTables.pdf>)

Yet another strength of the university is its achievements in advancing the art and science of healthcare (CNU's mission). In 2014-2015, CNUCOP faculty submitted 14 grants, were awarded 8 grants and 8 patents, published 56 peer-reviewed articles, delivered 66 podium/poster presentations, wrote two book chapters and reviews, wrote 2 editorials, and earned 36 notable awards, certificates, and/ or recognitions. CNU has consistently met and exceeded its research and scholarship goals.

In addition, the COP's students made 16 presentations at various institutions and conferences, and three students in the COM had peer-reviewed publications. Additionally, students and faculty participate in a multitude of healthcare-related community service events each year. In fact, the COP students

participated in 58 health fairs, health education and related health events from July of 2015 to July of 2016.
(COP Evaluation of Mission)

CNU takes seriously its areas for focused attention and action. One of these areas has been an area of concentrated effort and planning for some time: faculty recruitment and retention. While CNU maintains appropriate numbers of faculty, this process has proven challenging. While improvement from last year to this year is noteworthy, CNU recognizes that concentrated efforts and meaningful actions in this area will likely help the university retain faculty. (Refer to Component Two, “Areas of Focus and Plans for Improvement” for detailed plans and discussion.)

Another area which CNU has targeted for plans for improvement is communication across the university—particularly between different levels (college to university and vice versa). CNU understands that complete operationalization its planned improved communication process will help minimize miscommunication between and among different constituencies. (Refer to Component Two, “Areas of Focus and Plans for Improvement” for detailed plans and discussion.)

Another change that has been implemented is the training of the VPs, Deans, and President of the university on issues such as communication, managing people in ways that inspire excellence, and systemic thinking. These habits of mind and ways of interacting with others create possibilities for positive change that can help a growing university to thrive.

Additional plans include the following: further development of CNU’s alumni program, with dedicated resources including a VP in place to help the university achieve this goal; resources to support an enhanced marketing strategy which highlights assets that make CNU’s educational programs special and unique: TBL and other active learning pedagogies, horizontally and vertically integrated medical curriculum based on clinical case presentations, a strong service learning program and robust co-curricular activities and learning outcomes, a focus on advancing the art and science of healthcare (as demonstrated by faculty and student scholarship), and outstanding student outcomes; an assessment of the new university structure to ensure sufficiency of resources and effectiveness of structure; continued focus on assessment

and the sharing of best practices across the university. It is hoped that through the university-wide embedded processes of strategic planning and assessment of plans and processes that CNU will continue to make improvements that will strengthen all aspects of the university.

Commitment to CNU's Values: Despite CNU's plans which were designed to support growth, CNU has experienced some degree of growing pains as it has grown from a single college to a university. For instance, communication mechanisms within a single college are not as complex as they must be within a university, and adding layers of positions to an organizational chart with designated reporting lines does not mean that those reporting lines always work well for the university; they may require refinement or additional changes. It is important for the university to assess the effectiveness of each new resource and level of support.

The process of self-study has allowed CNU to view its structures and practices from a broader, more encompassing perspective. From this perspective, areas of excellence shine brightly and missteps form a path in a divergent direction, allowing the university to make shifts and redirect efforts and energy. Through this process of self-reflection that has been informed by multiple viewpoints of all constituencies and has involved taking a deeper look at its accomplishments and shortcomings, CNU has rededicated itself to the values that created the university: WE CARE. In the most recent satisfaction survey, 91% of faculty and more than 80% of staff report that their work is respected and valued. Through leadership, faculty, and staff committed to excellence and student success, CNU will maintain its strengths while making changes and improvements that will benefit the university and all its constituencies.

Appendices

Note: The appendices in the accompanying document appear in the order listed below.

AACP Poster Presentation
Academic Alert Form 2016
Academic Freedom Policy
Academic Program Review Policy
ACPE Capacity Chart
Alignment of Program Learning Outcomes to Standards
Assessment Report
Assessment Update
Benefit Overview 2016
Board of Trustees' Powerpoint
Budget Process Policy
CalPOST-BAC Awardee
Capstone Results and Report
CHS Hiring Plan 2016-2020
CHS Program Learning Outcomes Rubric
CNU Code of Confidentiality
CNU Faculty Satisfaction Survey Summary 2016
CNU Organizational Chart
CNU Policy and Procedure Structure
CNU Staff Satisfaction Survey Summary 2016
CNUCOM Strategic Plan 2014-2017
CNUCOP Course-to-PLO Map
CNUSCOPE Issue 1
Co-Curricular Learning Outcomes for all Colleges
Communication Policy
Continuing Education Participation
COP Assessment Plan
COP Comprehensive Faculty Annual Review Form
COP Evaluation of Mission
COP Students' Achievement of Program Learning Outcomes across Classes
Course and Faculty Survey
Course Learning Outcomes' Report Sample
CNUCOP Curriculum 3.0
CNU Evaluation of Mission
Examsoft Sample Reports
Executive Management Workshop Schedule 2016
Faculty Development Opportunities
Faculty Recruitment and Retention Plan 2016
Faculty Scholarly Activities 2015-2016
Faculty Senate Minutes
Faculty Training on Core Competencies
Faculty Training on Learning Outcomes Assessment
Faculty-to-Student Ratios

FERPA Training Announcement
General Education Learning Outcomes Map
General Education Learning Outcomes Rubric
Harassment Training Message to CNU Employees
Institutional Learning Outcomes Rubric
Inventory of Educational Effectiveness Indicators 2016
Journal of Educational Evaluation for Health Professions
Learning Outcomes Palooza Results
Milestone Exam Summary
MOU Food Bank
MQID Meeting Documentation
MQID Minutes
National U.S. Public Health Award Letter
NIH NCI
Pharmacy Education
Policy and Procedure Approval and Review Policy
Policy Review Plan
Program Review Policy
Program Review Report Fall 2011
Review under WSCUC Standards and Compliance with Federal Requirements Worksheet
Service Area Outcomes Rubrics
Senior Executive Retreat Program
Service Learning Presentation
Service Learning Syllabus
Standard One Committee Meeting Minutes
Statistical Data
Steering Committee Meeting Minutes
Strategic Planning Retreat
Student Academic Progression Policy
Student Events and Organizations
Student Health Events
Student Learning Assessment Dashboard
Student Tutoring Results, Spring 2016
Townhall Agenda, August 2016
University President 360 Evaluation Rubric for Faculty and Staff
University Strategic Plan
Workload Analysis Policy
Workload Analysis Schedule