



CALIFORNIA
NORTHSTATE
UNIVERSITY

WSCUC INTERIM REPORT
CALIFORNIA NORTHSTATE
UNIVERSITY
NOVEMBER 21, 2021

Interim Report Form

Name of Institution: California Northstate University

Person Submitting the Report: Linda Buckley, PhD

Report Submission Date: November 21, 2021

Under the leadership, guidance, and coordination of the Accreditation Liaison Officer of California Northstate University (CNU), the narrative of this Interim Report is a result of collaborative insight from various University constituents. A final and thorough review of this report included participation from CNU's Faculty Senate, Board of Trustees, President, and senior leadership team, comprised of Vice Presidents, Deans, and General Counsel.

Interim Report Steering Committee

- Alvin Cheung, PharmD, MHSA, President and Chief Executive Officer
- Linda Buckley, PhD, Vice President for Educational Effectiveness and Accreditation
- Xiaodong Feng, PharmD, PhD, Vice President for Student Affairs
- Natalie Vachalek, MHA, Director of University Operations
- Shoua Xiong, DBA, Vice President for Finance
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Consultants to Interim Report

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- Juan Urbano Jr., PhD, Director for Assessment and Evaluation, College of Medicine
- May Yang, M.Ed, Director of Office of Medical Education, College of Medicine

List of Topics Address in the Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

The July 15, 2017 WSCUC Action letter sited three issues to be addressed in this Interim Report.

Appendix 1.2 – WSCUC Reaccreditation Action Letter

Item 1:

Program Review: provide evidence to completed program reviews, including retention and graduation data, for the newly implemented programs in the College of Medicine, and the College of Health Science. These programs include the four-year BS, the non-degree 30-unit postbaccalaureate program, and the accelerated professional tracks leading to the MD and PharmD.

Item 2:

An updated review of the recently created senior administrative positions and how each position functions effectively in relation to the overall mission of the university.

Item 3:

An update on steps taken by CNU to ensure long-term stability through the retention of administrators, faculty, and staff.

Each of these topics resulted from the continued evolution of the university’s programs and infrastructure. At the time of the 2017 Reaccreditation Visit, the College of Pharmacy had completed its first program review. However, the MD and BSHS programs had only existed for two years and were not yet scheduled for review. Similarly, at the time of the Reaccreditation Review, CNU was still in the process of fully developing its organizational structure. The review team was interested in learning, at the midpoint of the accreditation cycle, how the process has proceeded, how this structure advances the university’s mission, and how associated efforts are designed to retain faculty, staff, and administration. The following sections of this report will focus specifically on these three topics.

Institutional Context

Briefly describe the Institution’s background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

California Northstate University consists of six colleges, each offering unique programs of study at the following degree levels:

College of Pharmacy (COP)	Doctor of Pharmacy (PharmD)
College of Medicine (COM)	Doctor of Medicine (MD)
College of Psychology (CPSY)	Doctor of Psychology (PsyD)
College of Graduate Studies (CGS)	Master of Pharmaceutical Sciences (MPS)
	Master of Healthcare Administration (MHA)
College of Dental Medicine (CDM)	Doctor of Dental Medicine (DMD)
College of Health Sciences (CHS)	Bachelor of Science in Health Science (BS)
	Pre-Medical Post-Baccalaureate non-degree program

CNU is a for-profit, mission-driven institution founded in 2006 by a visionary group of pharmacists, physicians, and other healthcare professionals in Northern California, who were concerned with the shortage of healthcare professionals and the relative lack of educational opportunities for students in health sciences in the local area.

CNU Mission: *Advance the art and science of healthcare*

Vision: *Provide innovative education and healthcare delivery systems.*

Core Values: *Teamwork
Embracing diversity and workplace excellence,
Caring about our students, our staff, our faculty, and our profession
Advancing our university, our goals, and our discipline,
Responding to challenges that may impede mission
Enhancing communication and partnership.*

CNU established its first program, the College of Pharmacy (COP), in the fall of 2008 and was granted WSCUC accreditation in June 2012, graduating its first class that year. CNUCOP is based on the principles of educational excellence, evidence-based healthcare and innovative pedagogies.

Building on the success of the College of Pharmacy, the College of Medicine, offering the MD degree, was added through the WSCUC's substantive change process in August 2013 and accepted its first class in fall of 2015. CNU's MD program is dedicated to educating students to become competent, patient-centered healthcare professionals. Education is provided using an integrated, system-based curriculum, founded upon the principles and practices of service, scholarship, and social accountability.

An undergraduate Bachelor of Science in Health Sciences was added in 2015, fulfilling the institutional vision of undergraduate-to-professional graduate education focusing on healthcare and healthcare delivery. This unique program fully prepares graduates for doctoral programs in the scientific fields of Pharmacy, Medicine, Dentistry, and related medical programs. By completing the curriculum and embedded experiences, students are able to meet the requirements for admission to most health professions programs.

Institutional Growth Following the 2017 Reaccreditation

The PsyD program was developed in 2017 to further CNU's mission and vision by addressing the overwhelming need--in California and beyond--for mental health professionals. This program was added through the Substantive Change approval in the spring of 2018 with a small class starting in September of that year. The PsyD program teaches science-based interventions to treat diverse and complex mental health issues and provides hands-on clinical experience for students to work in private practice and within multidisciplinary treatment teams.

In 2018 the Master of Science in Pharmaceutical Sciences program (MPS) was added. The establishment of a graduate, research-focused program in health sciences created an opportunity for CNU to expand its range of scholarly activities, providing development opportunities for existing faculty from other colleges to contribute their expertise. The program further prepares a new workforce for the fast-evolving healthcare sector, specifically in the areas of pharmaceutical discovery and development.

In 2019 CNU added a program in dental medicine (DMD), the healthcare profession that is currently in the highest demand. This program provides a venue for integrating oral health into human health science education and practice. Dental medicine will assist the other health professional programs in developing oral health as integral to primary care medicine, pharmacy practice and behavioral health. It further helps the university expand and advance research opportunities. Due to the COVID-19 pandemic, the final visit from the dental professional accreditor, Commission on Dental Accreditation (CODA), was delayed until March 2021. CNU received final approval for Initial Accreditation from CODA in August of 2021. The program expects to enroll its first class in January 2022.

In 2020, CNU added a Masters' degree in Healthcare Administration. The Master of Healthcare Administration (MHA) program supports the institution's mission by *advancing the art and science of healthcare management* and will provide an additional inter-professional education opportunity for CNU students. Presently, the Sacramento region is underserved in this area as no other comparable programs exist in an in-person modality. The program began in March 2021.

Finally, CNU is currently in the initial stages of developing a teaching hospital, which will be located in the Natomas Area of Sacramento. The hospital is designed as a 250-bed facility covering 475,000 square

feet. The hospital will serve the Greater Sacramento community while training future generations of physicians and pharmacists and delivering state-of-the-art medical care. By utilizing a collaborative approach to health care and education, the teaching hospital will optimize patient care and improve health outcomes.

Geographic Locations

CNU has programs located in Elk Grove, Sacramento, and Rancho Cordova. The Doctor of Pharmacy, Doctor of Dental Medicine, Doctor of Medicine, and Master of Pharmaceutical Sciences programs are offered at the Elk Grove campus. The site for a dental clinic has been acquired in downtown Sacramento and is currently being renovated. The Doctor of Psychology, Master of Healthcare Administration, Bachelor of Health Science, and Pre-Medical Post-Baccalaureate programs are offered at the Rancho Cordova campus. The hospital will be built in the Natomas area of Sacramento at the site of the former Sacramento Kings Sleep Train stadium.

Issues Addressed in this Interim Report

This main section of the report should address the issues identified by the Commission in its action letter as topics for the Interim Report. Each topic identified in the action letter should be addressed.

Item One from WSCUC June 30, 2017, Action Letter:

Program reviews: provide evidence to completed program reviews, including retention and graduation data, for the newly implemented programs in the College of Medicine and the College of Health Science. These programs include the four-year BS, the non-degree 30-unit post-baccalaureate program, and the accelerated professional tracks leading to the MD and PharmD.

2.0 Completed Program Reviews since Reaffirmation

California Northstate University (CNU) has completed three program reviews since the time of the last reaffirmation of WSCUC accreditation: Doctor of Medicine (MD), Bachelor of Science in Health Sciences (BSHS), including each of its accelerated pathways and non-degree post baccalaureate program, and most recently, Master of Pharmaceutical Science (MPS).

CNU's Program Review Process

California Northstate University's (CNU) program review process is aligned with the following WSCUC Senior Colleges and Universities Commission (WSCUC) Criteria for Review (CFRs) from the 2013 Handbook of Accreditation (Standards 2 and 4): CFR 2.7, CFR 4.1, CFR 4.3, CFR 4.4, and CFR 4.6. These requirements address the overall process and place it within the larger context of CNU's ongoing, comprehensive quality assurance and improvement systems. CNU has been especially cognizant of describing our data-driven analyses, decision-making, assessments of our student learning outcomes, and evidence of institutional quality.

Planning for the program reviews began prior to program implementation with the mapping of learning outcomes and the identification of points within the curriculum in which each PLO was to be mastered at

desired performance levels. With the assistance of the Office of Institutional Effectiveness, each program developed and refined its assessment plan and its PLO and ILO Assessment Plan (which later became the Educational Effectiveness Plan) from 2014-2019.

While assessment of student learning and educational effectiveness plans were developed and refined over the course of the programs, the formal process of evaluating the results and effectiveness of the programs began in June 2019. At that time, CNU's Office of Institutional Effectiveness (OIE) conducted a kickoff meeting on June 19, 2019, to begin the formal program review process for the BSHS and the MD programs so that all parties would receive an overview of the entire process and come to understand the various required components and stages as well as their expected level of participation. All programs were supplied with training materials in the form of the institution's Program Review Handbook, the Assessment Handbook, and some samples of reviews conducted by other programs.

[Program Review Handbook](#)
[Assessment Handbook](#)

The Office for Institutional Effectiveness (OIE), working with the Office of the Registrar, provided specific student data summaries (including student success data such as retention and graduation rates, as well as demographic data) to program faculty and administration, and the Assessment Directors for each program compiled and analyzed additional learning outcomes, admissions data, programmatic data, and student services data. In addition, external consultants, who were invited to evaluate the programs, were provided with the WSCUC Rubric [Assessing the Integration of Student Learning Assessment into the Review](#), which they used in their analyses.

MD Program Review (2019-2020)

Due to the timing of the WSCUC Interim Report, the 2019-2020 CNUCOM program review took place at the same time the college was developing its comprehensive self-study for the Licensure Commission for Medical Education (LCME), the professional medical accrediting body. The MD program embraced the program evaluation tenets and requirements of their professional accreditor—adding direct assessment of student learning as well as an external review beyond what is provided by the accreditation site visitors (such that the process of program review, its outcomes, and areas for improvement and growth could extend beyond meeting the particular accreditation standards). The combination of WSCUC's good practices with rigorous professional accreditation standards and expectations made for a comprehensive review of the medical program.

In Fall 2019, The Associate Dean of Medical Education appointed six faculty members to comprise the program review committee. The CNUCOM Director of Assessment and Evaluation coordinated data for faculty to conduct a departmental self-study. Faculty oversaw the evaluative aspect of the review, which were consolidated into the report by the Program Review Committee. After the self-study was finalized, two education consultants were recruited to conduct an external review, including a review of all materials and interviews with students, faculty, staff, and administration and a written report with observations and recommendations. A final concluding report on findings and recommendations was forwarded to the dean for integration into college planning and budgeting.

[COM Program Review Self Study](#)

Appendix 2.1 COM Program Review Table of Contents

Appendix 2.2 and 2.3 External Reports

Major findings and results of the COM MD program review:

1. Student Learning: CNUCOM MD graduates achieved all Program Learning Outcomes at the "Developed" level, which is the desired performance level. Through outcomes-aligned embedded

assignments and assessment throughout the curriculum at designated points of development, student learning was directly assessed.

Appendix 2.4 Assessment Results Mapped to Program Learning Outcomes Summary Table

2. National Ranking. CNU's COM MD inaugural graduating classes have performed above national averages in assessments and residency placement ("match"). Particularly, USMLE Step 1 mean scores would rank CNUCOM within the **Top 20** among nationally accredited medical schools. In addition, the inaugural classes of 2019 and 2020 have had increasingly impressive match rates at **96.3%** and **98.9%**, respectively. These match rates are well above the national averages of 79.6% in 2019 and 80.8% in 2020, according to the National Residency Matching Program. Maintaining these scores and high performance is key to establishment as a national leader in medical education. Understanding why the MD program has had these successes (if they are attributed to individual high-performing students, faculty teaching and effectiveness, clinical experiences, and/or a combination of factors) will aid the college in replicating and improving on these successes.

Appendix 2.5 National Rankings

Appendix 2.6 Evidence of Program Viability and Sustainability

Appendix 2.7 COM Program Quality Indicators

3. Student Satisfaction. The inaugural class of 2019 has also provided CNUCOM with its first data set from the American Association of Medical College's Medical School Graduation Questionnaire (AAMCMGQ). CNUCOM graduates' overall response rate (100%) exceeded the national average. Based on external and internal surveys and student feedback, the MD program has adapted to student learning needs while simultaneously increasing overall student performance. In response to the prompt, "Overall, I am satisfied with the quality of my medical education," **91.9%** of CNUCOM graduates agreed or strongly agreed compared to a national average of 89.2%. While satisfaction with the campus/learning environment is high overall, course satisfaction varies between courses, an area that the college has noted for research and improvement.

Appendix 2.8 Student Satisfaction Data

The concluding findings and recommendations letter to the dean contains an extensive list of action items for follow up based on the reviews of the external consultants. It would benefit the college for those action items to be prioritized and integrated into the college and university strategic plans to ensure that appropriate resources are allocated and actions are taken.

Appendix 2.9 Concluding Findings and Recommendations

Health Sciences, BS degree program review (2019-2020)

The Health Sciences BS program review was completed in four phases: 1) formation of the program review committee, 2) the self-study process, 3) external review, and 4) creation of action plans based on internal and external feedback. The program review committee initiated the self-study process by devising an extensive list of guiding questions in the areas of curriculum, student learning and success, faculty affairs and staff affairs, admissions and enrollment, marketing and recruitment, and institutional affairs. The self-study report was organized into narrative sections on each of these areas with multiple appendices documenting details of efforts relative to CHS and the BSHS.

[*CHS Self-study](#)

Appendix 2.10 Program Review Summary

Appendix 2.11 Program Review Self-Study Table of Contents

The BSHS program review committee employed a holistic approach utilizing direct and indirect measures of success and working with selected students, faculty, department chairs, and administrators to develop

the self-study. Because of the breadth of the guiding questions, and the extensive research required, the review committee found it difficult to coordinate schedules and timelines with faculty. Despite the challenges, the effort resulted in a thorough and meaningful self-study, which was followed by an external review from two qualified education advisors between June 17th and 21st 2020. The internal and external reviews and analyses led to the creation of recommendations for improvement for each section of the self-study, which were developed by program faculty working with their Assessment Director and program administrators. A final action plan with budgetary implications was factored into the college budget process and the institution's budget cycle and were approved and aligned with strategic priorities.

Appendix 2.12 and 2.13 External Review Reports

Major Findings for the CHS BSHS program review:

1. Learning Outcomes and Assessment: Learning outcomes are mapped to the curriculum and are assessed at all levels using rubrics. Signature assignments have been identified that represent each outcome, ensuring that all outcomes are assessed. This includes outcomes at all levels, including course, program, institutional and general education. General education outcomes are systematically integrated into well-designed signature assignments such as the embedded research projects that develop various skills such as scientific reasoning with English composition. All graduates achieved the CHS benchmark of “Developed” for all Program and Institutional Learning Outcomes. The learning outcomes are a part of a pervasive culture of assessment, which includes regular faculty training on assessment principles and tools and has led to faculty actively seeking assessment data to gain insights on student learning and effective pedagogy.

Appendix 2.14 CHS Student Learning Outcomes Summary

2. Student Academic Support Services: The College documented attrition and progression to address early identification and remediation related to academic underperformance. The attention to detail and sensitivity of the needs of enrolled students is particularly impressive. Examples include in-time remediation, early evaluation of academic support (Peer Assistant Learners) instructor implemented problem-solving activities and strategies, and documented change in student passing grades.

Appendix 2.15 Academic Alerts and Student Support

3. Graduation and Progression in the Pathway Programs: The 2+4 BS to MD program has had a higher acceptance into the professional programs than expected, while fewer students than expected matriculated from the 3+4 BS to MD and PharmD programs. At this point, the data are limited. However, taken as a whole, the progression of students is extremely positive. Out of 41 students who graduated during 2019 and 2020, 37 have earned acceptance to professional or graduate programs, a 90% progression rate that includes enrollment in MD, PharD, DMD, PsyD and DO programs. The college will continue to collect longitudinal data.

Appendix 2.16 Graduation and Progression for Pathway Programs

4. Marketing/Enrollment – Although enrollment has increased each year, the college has missed its enrollment target every year. The college has developed a comprehensive marketing plan to gain broader awareness of the college and identify target areas for recruitment within and outside of California.

Appendix 2.17 - CHS Marketing Plan

Appendix 2.18 – Program Viability and Sustainability

5. Faculty Development: Faculty are encouraged to participate in professional development programs, but participation has been low. Moreover, as a relatively new institution with a large number of junior

faculty, there is some urgency for faculty development. As a result of the program review, a formal faculty development plan is being developed. (See Action Plan)

Appendix 2.19 CHS Program Review Action Plan

With the completion of the first program review, the College of Health Sciences has set goals for the next program review: to obtain additional comparison and benchmarking with similar programs, to obtain prospective students' perspectives on the academic program and institution, to conduct comparisons of applicants to national averages, and to obtain feedback from professional schools and employers regarding CHS students and alumni.

Master of Pharmaceutical Science (MPS) Program Review (2020-2021)

The MPS Program Review process began in June of 2020 when the Office of Institutional Effectiveness established the timeline for review and provided institutional assistance to build a data dashboard and data management plan that collected, verified, and analyzed the CNUMPS data. In Fall of 2020 the Dean appointed seven faculty members to comprise the MPS program review committee. Faculty have overseen the evaluative aspects of this program review and consolidated them into the self-study, which included narrative analysis of the curriculum, faculty, student outcomes analysis, and related program success data. After the report was finalized, two education consultants were invited to conduct an external review of the program. The program submitted substantial documents to the reviewers, including the self-study and multiple appendices documenting data and details of the program. After reviewing the documents, the consultants interviewed faculty, students, and administration, and each created a written concluding report with recommendations for future action. At the time of this Interim Report, the College had recently received one of the external consultants' report. The faculty, in conjunction with the dean, will develop an action plan based on the findings and the recommendations from the external evaluators.

[MPS Self-Study](#)

Appendix 2.20 MPS Self Study Table of Contents

Appendix 2.21 MPS External Reviewer Report – Jonnalagadda

Major Findings and Results from the MPS Program Review

1. Student Success – The MPS program has had two graduating classes. All students in the 2020 cohort graduated on time, and 96.4% (27 out of 28) of the 2021 class graduated on time. Students have been highly successful in post MPS graduate careers.

Appendix 2.23 Post Graduate Success

2. Faculty – In order to establish and develop the MPS program, much faculty effort has been dedicated to course and program development, as well as service. With the strong emphasis that the program places on research for both faculty and students, leadership will need to attend to balancing faculty workload going forward. This will include attention to assigned time for faculty research efforts and possible credit for thesis and capstone project supervision.

3. Student Recruitment and Enrollment – As the data indicate, the program has been extremely successful in increasing the number of enrolled students. However, the numbers are still relatively small. Going forward, the program plans to expand its recruitment efforts by implementing a marketing and recruitment plan.

Appendix 2.24 Evidence of Program Viability and Sustainability

The MPS program has had impressive results with post-graduation success. With only two graduating classes, the program is still in the nascent stages of developing its learning outcomes assessment and evaluation processes within the program. As the program matures, more outcomes assessment data will provide the opportunity for greater analysis of student learning. Moreover, as the program faculty evaluate more student theses and capstone projects, they will have a larger body of evidence for analyzing the capstone experience.

Reflection on this cycle of CNU Program Review

The three program reviews completed since the 2017 WSCUC Reaccreditation visit have given CNU the opportunity to codify the process and to reflect on our successes, as well as identify areas where the institution can grow and improve. The active participation of faculty, staff, and administration in conducting these reviews reflects the collective commitment to the mission and values. As we continue to grow, understanding the changing needs of our students remains a priority. Creating a strong foundation for continuous program review support while adhering to the highest standards of health care education will be crucial to our continued success.

Appendix 2.25 Program Review and Accreditation Schedule

Issue Two from WSCUC June 30, 2019, Action Letter:

An updated review of the recently created senior administrative positions and how each office functions effectively in relation to the overall mission of the university.

3.0 New Senior Administrative Positions (CFR 3.1, 3.2, 3.3)

Since the 2017 Reaccreditation report, five senior administrative positions have been added and three offices have been restructured. Among the five senior administrative positions, three are deans of the new colleges. These deans and their senior staff are providing the administrative foundation for the new colleges. The other two positions are within the College of Medicine and provide further structure for the college. The restructured offices are collaborating to provide enhanced data collection and reporting. The changes have added to the depth and breadth of CNU's infrastructure and the capacity to deliver quality educational experiences in healthcare professions.

Appendix 3.1 CNU Organizational Charts.

3.1 Additional Deans and Colleges

As noted in the introduction, three colleges have been added since the last review, each with its own dean. The PsyD program began in 2017 with a small cohort of five students, steadily increasing each year to a current total enrollment of 52 students. The program addresses the critical need for mental health professionals in the region and nationally, along with the Psychiatry faculty in COM and the Pharmacy faculty in COP who specialize in psychiatric drug therapy. These resources provide rich opportunities for interprofessional activities across the colleges. The dean is supported by an Assistant Dean of Clinical Training, an Assistant Dean of Student Affairs and Admissions, and an Assistant Dean of Research and Academics. The College received APA contingent accreditation from April 2021 until April 2026, when the program will undergo a comprehensive review from APA.

Appendix 3.2 Position Description for COPsy Dean

The College of Graduate Studies (CGS) has two masters' programs, the Master of Pharmaceutical Sciences (MPS) and the Master of Healthcare Administration (MHA). The MPS program matriculated its first cohort of students in 2018 and recently underwent program review. (See Section 1.0 for program details). This program focuses on pharmaceutical research and shares faculty with the College of Pharmacy. Plans are currently underway to expand with a PhD program. The Master of Healthcare Administration (MHA) began six months ago in March 2021. The dean of CGS is supported by a director for each master's program. While the MPS program is a natural extension and augmentation to the PharmD program, the MHA adds a new area of health care that has no comparable counterpart in northern California- both contribute in significant but different ways to the mission of CNU. While all other colleges train practicing health care professionals, the College of Graduate Studies will contribute to the mission by providing enterprise research and educational opportunities in areas that support and contribute to healthcare.

Appendix 3.3 Position Description for CGS Dean

The College of Dental Medicine (CDM) is currently in development as noted in the introduction. The program received initial accreditation from its accrediting body, the Commission on Dental Accreditation (CODA), in August 2021 and plans to enroll its first class in January 2022. The dean is currently supported by an Associate Dean of Academic Affairs, an Associate Dean for Clinical Affairs, and an Interim Associate Dean of Admissions and Student Affairs. In 2017, The New Dental School Task Force concluded that the college would address a critical societal need for dental healthcare professionals in the Sacramento area, which is particularly felt among the special needs population. In addition, CDM will enhance the opportunities for interprofessional activities with other colleges, making it an ideal fit for the mission of California Northstate University.

Appendix 3.4 Position Description for CDM Dean

In addition to the new colleges and their respective deans, the university's infrastructure has also been augmented within the initial colleges (i.e., CHS, COM, COP). President Cheung directed those colleges to build out their executive staffs to support the work of their programs. As a result, each of these colleges now has a Dean of Academic Affairs to oversee the academic program, a Dean or Director of Student Affairs to foster the student experience, and a Dean or Director of Research to support faculty development and contributions to the discipline, as well as additional administrative positions unique to the context of each college. The college deans have their own executive councils, and the deans, senior vice presidents, and General Counsel meet regularly as the President's Executive Council to advise the President and communicate college level activities

College of Medicine Vice Presidents

Since the last accreditation review, the College of Medicine has added the much-needed Vice President of Medical Affairs, who coordinates and integrates curriculum work, recruitment, committee work, accreditation and college budgets. In addition the Vice President of Clinical Practice was added to the College of Medicine to oversee all clinical services and operations as well as partnerships. This Office is also accountable for legal and regulatory requirements, policies, and clinical processes and procedures in settings ranging from one-on-one sessions to group facilitation. Both new positions and offices provide critical leadership and coordination to the College of Medicine and thus promote the CNU mission.

Appendix 3.5 Position Description for VP of Medical Affairs

Appendix 3.6 Position Description for VP of Clinical Practice

3.2 Restructured Offices

Three offices in central administration have been reorganized and/or renamed to better serve the needs of the institution.

Office of Research and Sponsored Programs

At the time of the last accreditation review the Office of Research was an independent office reporting directly to the President. As the university has grown, this area has required more direct oversight, development and centralization at the university level. As a result, the Office has been renamed to the Office of Research and Sponsored Programs (ORSP) to cover all facets of research, including research administration and fiscal compliance, and has moved under the purview of the Vice President for Academic Affairs. In addition, a highly qualified research administration specialist has been hired to serve as director for this office. Each college now has an appointed research division leader, each of which are highly qualified executive-level incumbents, such as Assistant Deans of Research or similar, who oversee research development for their college. The ORSP Director has formed an advisory committee among the divisional research leaders who meet bi-monthly to strategize and provide support and expertise across the colleges. The synergy created under this organizational structure has resulted in an increase in research collaboration initiatives, expanded extramural funding opportunities, internal workflows, policies and processes. One of the recent projects of the research advisory committee has been the commencement of planning for the University's Research Day Symposium. The College of Pharmacy initiated the Symposium five years ago as a college event. With the recent collaboration across colleges, the symposium has evolved into a university-wide event with increased presentations and workshops as well as attendees. https://pharmacy.cnsu.edu/PDFs/research/201_Annual_CNU%20Research_Sumposium_Proceeding_Final.pdf The ORSP Director is responsible for the overall advancement, direction, execution and compliance of the University's research endeavors. (Appendix 3.7 Position Description for Director of Research and Sponsored Programs)

As a relatively new university, institutional efforts during the first phase of CNU's lifecycle have focused on teaching excellence. CNU is and will always be a teaching university, and the intentional focus on teaching has yielded a student-centered institution with a mature culture of assessment across the colleges. This focus addresses the institution's mission of a commitment to *the art of health care*. Going forward, President Cheung has identified research as an institutional priority in the next phase of the university's evolution, addressing the mission of a commitment to *the science of healthcare*. This new direction is reflected in the director's work in bringing the colleges together as a collective group.

Much work lies ahead. While the institution has begun the work of negotiating its indirect cost rate for federal grants and contracts, finalizing this rate will ensure the ongoing support needed to advance and sustain the University's research enterprise. Moreover, faculty training in grant development is currently provided by the Institute for Teaching and Learning Excellence, ITLE (See Section 4.0), now in conjunction with the Office of Research and Sponsored Programs. In 2020, ITLE sponsored a university wide conference on grant training, and in addition, has sponsored monthly lunch-time symposiums on specific faculty research projects. In the future, as the research enterprise develops, CNU will work to build a robust support structure similar to ITLE in order to increase capacity in the area of research.

Vice President and Office of University Operation (UOP)

The changes to the Office of University Operations represent a change of focus rather than a restructuring of personnel. At the time of the last accreditation review, this office and the Vice President focused on the day-to-day functions of IT and facilities. As the university has grown, the coordination of the support systems under the purview of UOP has become an additional strategic priority. Prior to this initiative, data was not only located in the university's student information system, but also was distributed across the colleges and units in individually maintained spreadsheets and databases. The work of the newly appointed Vice President of University Operations will standardize and streamline institutional data reporting, as well as create a data warehouse to be used for developing a data dashboard and a variety of regular data reports. Moving beyond day-to-day functions, UOP is now in the process of planning,

implementing, and integrating a technology platform to facilitate the collection of data across the administrative functional divisions, including Admissions, the Registrar's Office, the Business and Finance systems, and Student and Academic Affairs offices across the university.

Appendix 3.10 VP for University Operations

Office of Institutional Effectiveness and Accreditation (OIEA)

The OIEA is now collaborating with the Office of University Operations as part of the strategic priority on data collection and delivery. Under the direction of the Vice President of Institutional Effectiveness and Accreditation, a newly appointed Director of Institutional Research is working closely with University Operations to design the database that will serve the needs of all academic departments. The IR director, along with IT personnel, are currently meeting with admissions and academic affairs personnel in the colleges to determine their reporting needs as they integrate the databases and build the data warehouse. These efforts will streamline the work required for accreditation, as well as state and federal reporting. In addition, it will provide departments with tools for analyzing academic alerts, the effectiveness of tutoring, progression and graduation trends and other analyses related to student success.

Appendix 3.9 Position Description for Director of Institutional Research

California Northstate University began in 2008 with a single college, the College of Pharmacy. One by one, five other colleges have been added. In addition to the three new colleges and their deans, much administrative depth has been added to all colleges over the past four years as the university developed from the ground up. In the other senior administrative areas, the vertical growth across divisions represents a maturing of central administrative processes. In particular, the work of the Office of Research and the collaborative work of University Operations and OIEA have given faculty and staff an opportunity to work together toward common interests. This shared work not only promotes the stability of the university, it represents a cultural change as faculty and staff collaborate together as members of a unified institution rather than a collection of distinct colleges. The challenge ahead will be to clarify the responsibilities of central administration as the institution delineates the work that lies properly within the colleges and the work that is best handled centrally such as policy development, promotion practices, institutional research, and human resource procedures.

Issue Three for WSCUC June 30, 2017 Action Letter

An update on steps taken by CNU to ensure long-term stability through the retention of administrators, faculty, and staff.

4.0. CNU Hiring and Retaining Qualified Faculty, Staff and Administration (CFR 3.1, 3.2, 3.3, 4.1, 4.2, 4.3)

CNU currently employs 91 full-time faculty and 70 part-time faculty, as well as 180 full-time staff and 73 part-time staff. As the data (**Appendix 4.1 Attrition Data**) indicates, retention has been relatively stable for both faculty and staff across the colleges. CNU recognizes that some turnover is inevitable and occasional turnover is desirable and beneficial to the healthy functioning, infusion of new thought and creativity to the University. Although tracking the reasons for departures has been uneven, conversations with the colleges indicate that people leave for a variety of reasons. Some have departed to accept promotions and higher-ranking positions at other institutions. Others have left for medical or family reasons and a few have retired. The College of Health Sciences has recently experienced an increase in

staff attrition as personnel are drawn away by vastly increased salary offerings post-COVID. This trend has not yet impacted the other colleges.

Actions aimed at ensuring retention have thus far resulted in a stable workforce. The University prides itself on attracting and retaining excellent faculty and staff who are focused on cultivating best practices in teaching, learning, management, and administration. Faculty and staff search committees work with Human Resources to incorporate the best practices in recruiting a mixture of senior faculty and staff with leadership proficiency and mentoring experience to enhance a supportive environment for new junior employees to succeed in the university's mission.

The institution has worked at both the college and university level to ensure long-term stability through a variety of policies, practices, and support structures to ensure the well-being and professional development of all employees at CNU. Some examples of university-level support efforts are noted below.

4.1 Policies that Support and Protect Faculty and Staff

Recruitment and Retention Plan

The University has implemented an updated Recruitment and Retention Plan, which includes a training program for department chairs. Recent changes include the creation of policies to ensure regular analysis of compensation packages, the implementation of a higher pay scale and a more competitive benefits package with options for long-term care. A new 401K plan has also been added as well as 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 are now in place, and an increase in the number of faculty and staff development opportunities have been added at both the university and college level.

Tuition Remission Policy

The Faculty and Staff Retention Initiative Policy and Procedures provides a benefit seldom seen in colleges and universities today. This policy offers a generous \$60,000 total package of tuition subsidy for any full-time CNU employee to pursue an advanced degree. In addition, the policy also offers a tuition discount of up to 50% for the children of full-time CNU employees and a "second look" for employees or their children who wish to enroll at CNU. To date, two CNU employees have used the discount for their children's education, and six employees have completed master's, doctoral, or PhD degrees.

Appendix 4.2 Recruitment and Retention Policy

Diversity and Inclusion Policy

CNU has adopted a Diversity and Inclusion Policy to reify its commitment to recruiting and retaining a diverse student body, faculty, staff, and administration within an inclusive environment. The policy calls for the creation of a university-wide Diversity and Inclusion Committee with representation from each college. Moreover, the policy establishes guidelines for admissions, faculty search committees, staff and administration hiring. It also charges HR to develop educational and training sessions for all stakeholders, not only to protect the interests of all employees, but also to ensure cultural competence across the institution. The policy and committee have now been implemented. In addition to this university-level committee, colleges now have their own diversity and inclusion committees. The College of Medicine has promoted faculty and staff into leadership positions including the Assistant Dean of Diversity and Inclusion, as well as the Director of Diversity, Inclusion and Pipeline Programming. **Appendix 4.3 Diversity and Inclusion Policy**

Multi-Year Appointment Policy and Procedures

Although CNU does not offer tenure to its faculty, it has established a process for the multi-year reappointment of eligible and qualified full-time faculty. Contracts are dependent on the recommendation

of the dean and can range from one to five years based on university service credit. Currently approximately 30% of CHS faculty and 78% of COP faculty have multi-year contracts. As the institution matures an increasing number of full-time faculty will qualify for this opportunity.

Appendix 4.4 – Multi-Year Appointment Policy from Faculty Handbook

4.2 Institutional Support Structures for Faculty and Staff

In addition to policy development, several practices and support structures exist at the university level.

Institute for Teaching and Learning Excellence (ITLE). <https://www.cnsu.edu/academic-affairs/itle>
Created in 2019 and situated in the Office of Academic Affairs, ITLE studies and supports evidence-based approaches to teaching, with the goal of maximizing student engagement, critical thinking, and information retention. In three short years, ITLE has become a central support for faculty development by sponsoring university-wide learning communities, faculty development workshops, writing support, Scholarship of Teaching and Learning Seed grants, and annual retreats. In addition, ITLE led the effort to prepare for online delivery during the pandemic. Based on this project, ITLE developed a faculty certificate in Distance Education to ensure the integrity and quality of online and hybrid classes.

Office of Continuing Education (OCE) <https://www.cnsu.edu/academic-affairs/ce/index.php>

The Office of Continuing Education provides professional development training programs in collaboration with accrediting agencies and CE events offered by other institutions. These resources provide a critical platform to facilitate accreditation training and reporting and a rich source of professional development in emerging areas of health care. For example, faculty and administrators in all the colleges have utilized online videos and website documentation to support their specialized accreditation reporting processes. Continuing Education activities from other institutions include Race and Medicine, a 4-part series offered through UCSF; Medicine and Cannabis Update from Sutter Hospital; Physician-Patient Communication through Stanford University; Diversity, Equity and Inclusion through Stanford University; and Atrial Fibrillation Ablation through Sutter Hospital webinars.

Harvard Macy Institute for Health Professions

The Harvard Macy Institute brings together health care professionals, educators, and leaders to discuss the critical challenges of the day and design innovative solutions that have a lasting impact on the way healthcare is practiced and students are educated. Every year for the past four years California Northstate has sent a cohort of faculty to the internationally renowned institute, with a total of 17 participants. With unparalleled access to leading scholars and practitioners in the field, the faculty from CNU have developed innovative projects that have changed the university. For example, the CNU Institute for Teaching and Learning Excellence, which has been transformational for the institution, began as a project at the institute. The President recently announced that he will continue to support participation in the institute because of the tangible impact it has made.

Appendix 4.6 Harvard Macy Institute 2021

Office of Operations

The Office of Operations provides on-going social activities for all employees throughout the year. Monthly birthday celebrations, the Employee Appreciation Brunch, Thanksgiving and Winter Holiday parties, and the summer BBQ are examples of these gatherings. In addition, Employee of the Quarter awards are presented four times a year. All colleges arrange similar activities within the college as noted below.

Employee Wellness

The CNU Wellness Committee is situated in the College of Medicine and organizes a variety of activities for CNU faculty and staff with the intention of promoting physical and mental well-being. Every Wednesday the entire university community receives a “Wellness Wednesday” email that provides information regarding social and health-related activities offered within the university and throughout the community. The committee also sponsors yoga classes, Wellness Day, Care Packages for students, and Therapy Dog Day. Because health care professionals experience a great deal of emotional stress in their work, wellness is an important issue for the institution to inculcate in both its employees and students. <http://medicine.cnsu.edu/students>

Animal Research Facility

CNU is in the process of building an animal facility to further support faculty research. At present, CNU faculty conduct animal experiments through an agreement with Antibodies, Inc., an external animal facility located approximately 40 miles from the CNU Elk Grove campus. The CNU animal facility will be closer to the Elk Grove campus, available to faculty 24/7, and more importantly will dramatically reduce the cost of conducting animal experiments. The reduced cost and increased access will make animal research feasible for more of our CNU faculty, thereby enhancing the recruitment and retention of research-focused faculty.

Appendix 4.5 Animal Research Facility Description

4.3 College Level Retention Efforts

In addition to the university-level support structures for faculty and staff, the colleges have their own set of faculties, staff development and support practices. A large variety of support structures exist and are particularly well-developed in the older colleges.

College of Medicine

The College of Medicine offers a variety of professional development support for both faculty and staff. The college has created a mentorship program that focuses on scholarly mentorship for junior faculty, as well as annual mini-grants to support the development of faculty research programs. Regular workshops are offered on grant writing and faculty promotion dossier development. The College also provides support for attending national leadership conferences and medical education opportunities such as American Association of Medical Colleges and the Harvard Macy Institute for Healthcare Innovation and Education. According to the Dean of Medical Education, COM offered 237 Faculty Development Activities between 2016 and 2019. The College has supported the Women’s Leadership Conference for both staff and faculty, and they have provided resources to support diversity and inclusion summer camps co-sponsored by faculty, students, and staff in collaboration with the Intel Corporation. The staff have been supported in travel for conferences, meetings and outside venues related to professional or educational development. Annual performance reviews for staff have focused on guiding staff toward progress to promotion after three years in their current position.

College of Health Sciences

California Northstate University, College of Health Sciences has invested in several mechanisms to provide guidance, training, and support to faculty/staff to promote overall retention. Training and faculty development workshops are offered bi-monthly throughout the year, ranging from innovative teaching

technologies to utilizing research-based teaching pedagogies. This is supported by a centralized CANVAS page for faculty development that archives all trainings sessions and additional materials, which includes online resources, academic forms, and information on rank and promotion. In addition, the college facilitates and supports faculty to attend and present at external professional development conferences and workshops. The college has also implemented an informal teaching community activity known as “teaching squares” where four faculty observe each other and provide feedback. The College is currently working on updating its mentoring program, which is faculty-driven using feedback regarding experiences with the current process.. Appreciation for faculty/staff is promoted through monthly appreciation treats and birthday parties, an annual Teacher/ Staff Member of the Year award, and an Employee of the Quarter award. In addition, staff within the College of Health Sciences are provided with opportunities for training workshops within the college, university, and externally within their areas of responsibilities. Annual performance reviews of staff have focused on guiding them toward improving in their current position and possible promotion in the future.

College of Pharmacy

Faculty and staff development, as well as retention is one of the seven COP strategic priorities and much attention has focused on this area over the past several years. The College Promotions Committee is in the process of revising the COP Promotions Policy and the Committee in conjunction with the dean, have held training sessions for faculty who are coming up for promotion. Six faculty members have been promoted within the last two years. In addition, the College in collaboration with the university promotions committee, has developed an electronic dossier repository for faculty to build and maintain their professional portfolios. The faculty mentoring process has been strengthened and tailored to the needs of each faculty in teaching, research and services. In addition, a staff mentoring process has been developed through the Faculty/Staff Development Committee and the career advancement system has been reevaluated and implemented to make it more consistent for each new faculty and staff member. Faculty are also provided with an annual faculty development fund which provides travel funds for conferences and other professional development efforts. In addition, the College holds monthly All Faculty and Staff meetings where information is shared across the College. New faculty attend a 3-day New Faculty Orientation and new faculty and staff are welcomed at receptions. Akin to those being welcomed, those who are leaving are celebrated and honored for their contributions. Faculty and staff appreciation lunches are held each semester, and an annual celebration for Teacher of the Year and Staff Member of the Year are held in the spring. Faculty and staff’s achievements are also promoted in newsletters, the school website and social media.

Other Colleges

The College of Psychology and the College of Graduate Studies are still in the initial years of their first cohorts, so their retention practices are just taking shape. They both provide support for faculty travel to conferences and they both have begun mentoring programs, despite the faculties being small and still developing. Each college has implemented a peer observation program, and they both host monthly faculty meetings. The College of Dental Medicine has not yet enrolled its first class so retention structures and practices are in development and will begin after the faculty is hired and students are enrolled.

CNU has invested much effort to ensure that employees develop a sense of belonging, build and purpose, a clear understanding of how they contribute to the institution, and the sense that they are supported in that work. These efforts have been initiated at both the college and university level through policies, practices, and support structures that have evolved over time and continue to develop.

Identification of Other Changes and Issues Currently Facing the Institution

This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

- Creation of new programs – As noted earlier, the addition of the College of Graduate Studies, the College of Psychology, and the College of Dental Medicine have all been added since the last accreditation review. The College of Graduate Studies and the College of Psychology are in operation and are running smoothly. The College of Psychology has received initial accreditation from APA. The College of Dental Medicine is expecting to enroll its first class in January, so a great deal of development is currently focused on building the curriculum and processes that will support the faculty and students in the program. In addition, considerable attention has focused on developing the facilities needed for this program. For the initial semester, the first cohort will be housed in the Event Center on the Elk Grove campus while permanent facilities are being renovated on an adjacent building, and the dental clinic is being renovated in a recently acquired building in downtown Sacramento.
- CNU Teaching Hospital – CNU originally planned to build the teaching hospital on land adjacent to the Elk Grove campus. After many years of planning, the Elk Grove City Council did not approve moving forward with these plans due to objections from a residential housing advocacy group. Following this decision, the University was approached by several Sacramento area communities who were interested in the project and welcomed the prospect of a new hospital in their area. After extensive discussion and negotiation with the interested parties, CNU entered an agreement with the Sacramento Kings Basketball organization to acquire an area in the Natomas suburb that had previously housed the basketball arena for the location of the hospital. Extensive planning is currently underway and the University expects to break ground in 2022 with the expected completion of the first phase of the development in 2025. A great deal of the institution's energy and resources will focus on this project over the next five years.

Conclusion

Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

The issues raised by the Commission for the Interim Report have provided a compass for institutional development and reflection. The program review process, at the time of the reaccreditation visit, was just beginning. After three completed reviews however, the process is in place, building on a strong

culture of assessment that has continued since the last review. Moving forward, we will continue to develop the nascent practice of integrating program review recommendations into strategic planning and budgets. By doing so, we are ensuring the growth and quality of our academic programs, and thereby continuing their relevance to the CNU mission and the needs of the community

The newly added senior administrative positions have not only increased organizational depth, but also facilitated a maturing central administrative function that operates across the various colleges and divisions. This can be seen in the work of the Office of Research and Sponsored Projects, as well as the collaboration between University Operations and the Office of Institutional Effectiveness and Accreditation. The shift from a college-centric mindset to an institutional focus is still a work in progress, but the additional administrative offices are providing pathways for further collaboration. Moving forward, we will need to differentiate the policies and practices that should remain at the level of the colleges from those issues that are best handled centrally.

The Interim Report has also prompted CNU to reflect on the policies and structures needed to create long-term stability for the institution. At the university level, HR and the Business Office have created policies, guidelines and benefits to ensure employee confidence in the institution's investment in their careers. The Office of Academic Affairs and the work within the colleges have created a variety of support for effective teaching, successful research efforts, and professional development training for all employees. As a whole, this work provides a solid foundation of support that will sustain us into the future. At the same time, the report has illuminated the need to improve on our collection of data. This issue was particularly evident in the program review self-studies and the analysis of hiring/attrition where obtaining the needed data required extensive research within the colleges. The current joint project between University Operations and Institutional Effectiveness promises to bring some resolution to this issue.

While the Interim Report has given us the opportunity to discuss and reflect on the required structural issues, several additional changes are a source of pride, which we would like to bring to the attention of the Commission. The pandemic challenged the institution, as it did with all institutions, and higher ed in general. Nonetheless, it provided us with opportunities for growth. The old adage, "Never waste a crisis," succinctly characterizes CNU's response to COVID. (CFR 4.6, 4.7)

Prior to the pandemic, the university had begun plans for offering distance learning with a few colleges offering a limited number of online classes. The pandemic led to the university's engagement in critical strategic planning that included academic and operational planning for the immediate infrastructure needs to respond to the challenges at hand that threatened meaningful teaching and learning. As a result of crisis response and longer-term strategic planning, CNU created needed infrastructure in conjunction with educational support enhancements to all programs being offered in distance learning formats. At the university level, new positions were added in several offices across the university (IT, library, Academic Affairs, Institute for Teaching and Learning Excellence) and IT hardware and software were purchased.

At the college level, each college provided its faculty and staff with online delivery training and assistance to preserve interactive teaching approaches. By doing so, the University employed best practices for online delivery. At the end of the 2020 AY each college conducted qualitative and quantitative assessments of student learning over the lockdown, and changes were made for the 2021 AY in response to the findings. CNU is now stronger pedagogically because of our response to the challenges of COVID-19. As mentioned earlier, this effort also led to the development of a Distance Education Certificate program developed by ITLE to sustain faculty development in quality delivery of hybrid and online classes. The CNU report on distance education, which will be submitted to WSCUC

on November 15, 2021, will provide extensive detail on the university's comprehensive development in the area of distance delivery.

As a healthcare institution the pandemic presented CNU with the unique opportunity of participating as front-line healthcare workers in providing a university-sponsored free vaccination clinic open to the public. Between February and April of 2021, doctors, pharmacists, students and staff worked hand-in-hand after classes and late into the evenings to stage a vaccination clinic that administered 35,000 doses of COVID vaccine to the Elk Grove community. It is difficult to represent how deeply this experience impacted the professional identity development of our students and the pride it instilled in the faculty and staff.

Working together to actively carry out the mission, vision, and goals of the university was a unifying experience that is continuing with the COVID Booster program. This commitment to teamwork, collaboration, community, and a devotion to first-rate healthcare delivery promises to continue with President Cheung's leadership in developing the CNU teaching hospital. Enthusiastically supported by the Sacramento and Natomas City Councils and scheduled to break ground in 2022, the hospital will provide a teaching hub for interprofessional education for all our programs. Moreover, as a Trauma 2 medical center, the CNU hospital will greatly benefit the Sacramento community and will be a living symbol of our mission, vision, and values. We eagerly look forward to the next chapter of California Northstate University, and we are grateful to WSCUC for guiding us in directions that will ensure our quality, integrity, and relevance to the greater good of our students and people we serve.