

**REPORT OF THE WSCUC VISITING TEAM
SEEKING ACCREDITATION VISIT 1**

**For Institutions Seeking Candidacy or Initial Accreditation
To
California Health Sciences University**

March 17-20, 2015

Team Roster

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. If the institution is granted candidacy or initial accreditation by the Commission, this report and the Commission action letter will be made available to the public by publication on the WSCUC website.

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SECTION 1: OVERVIEW AND CONTEXT

A. Description of Institution and Visit

California Health Sciences University (CHSU) was founded in March 2012 by the Assemi family as an opportunity to begin addressing the shortage of health care professionals in the San Joaquin Valley and its unusually high unemployment and poverty rates. Currently located in Clovis, CA in a 32,000 square foot facility, the College of Pharmacy was selected as the first school to open based on a U.S. Bureau of Labor Statistic that estimates the employment of pharmacists will increase by 14% over the next 10 years. While this national figure shows this employment rate increase is the same for all other occupations, it's important to note that the Central Valley has a greater need for pharmacists.

CHSU has embraced accreditation, embarking on its path with vigor, including:

- Granted eligibility by WSCUC on May 14, 2013,
- Enrolled its first class of 76 pharmacy students August 2014,
- Approved to operate as an institution non-accredited by the Bureau for Private Postsecondary Education (BPPE) on April 10, 2014,
- Granted pre-candidate accreditation status from the Accreditation Council for Pharmacy Education (ACPE) on January 15-19, 2014.
- CHSU's College of Pharmacy will be eligible to receive full accreditation from ACPE after being granted Initial Accreditation from WSCUC.

CHSU has 16 full-time faculty members and one part-time faculty member in its College of Pharmacy with plans to increase the faculty number to 32 by 2017 so as to

maintain a student to faculty ratio of 10:1. The pharmacy curriculum has been designed in a team-based learning format as a means of engaging students in active learning, and all four years of courses are taught on its campus with the exception of the student rotations which are taught in pharmacy and clinical rotations; these make up well under 25 percent of the curriculum.

In addition to the faculty, there are 13 full-time staff members working within the university in different capacities; these include a full-time Chief Executive Officer (CEO)/President, Vice-President for Student Affairs and Development, Vice-President for Academic Affairs, and a part-time Chief Financial Officer (a full-time Chief Financial Officer (CFO) is in the process of being hired, as is a new Vice President for Academic Affairs/Provost), and personnel in student affairs, admissions, operations, instructional technology, experiential education, communications and marketing, and administrative assistance.

CHSU has purchased a 179 acre lot in northern Fresno on which it plans to build the permanent campus to accommodate four additional schools for health professional education.

B. The Institution's Seeking Accreditation Visit 1 Report: Alignment with the Letter of Intent and Quality and Rigor of the Review and Report

The team found overall consistency between CHSU's Letter of Intent and the approach adopted for this review. The report was thorough and direct, describing strengths and areas requiring continued effort.

California Health Sciences University Initial Accreditation Report was prepared

as a collaborative effort among all faculty and staff and student representatives. Dr. David Hawkins, CHSU's Accreditation Liaison Officer (ALO) and Dean of the College of Pharmacy, oversaw the creation of the report through the coordination of four committees made up of the university's faculty leadership, students, and key staff.

The ALO and four committee chairs served as the steering committee. The individual committee reports were reviewed and edited by the steering committee on multiple occasions. The final report was sent to the president and members of the Board of Trustees for their review and comment.

It was clear that this was an "all hands on deck" effort, and that faculty, staff, and administration embraced the WSCUC process.

The committee did an admirable job in preparing the report given that the Seeking Accreditation Visit (SAV) process is new, and that they are a new university. The report was both accurate and informative, and addressed in a self-reflective manner. CHSU was very responsive to requests for additional information and clarification of evidence presented. This was indicative of their respect for and engagement in the accreditation process.

C. Response to Issues Raised in the Eligibility Review Committee Letter

CHSU met all 23 WSCUC Eligibility Criteria by the WSCUC Eligibility Review Committee on May 1, 2013. Of these, there was only one area in which the team found that CHSU has not made the expected progress, that of Institution Evaluation / Assessment of Learning (Criteria 21); the institution is aware of what it needs to do and is taking the necessary steps to make expected progress.

SECTION II. EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC'S STANDARDS

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes

California Health Sciences University (CHSU) was founded to address the shortage of health care professionals in the San Joaquin Valley and the high unemployment and poverty rate in the region. The mission of the university is “to improve healthcare outcomes of people living in Central California by providing highly trained, compassionate healthcare professionals and by conducting high-impact basic and clinical research.” Its vision is “to be the health sciences educator of choice in Central California.” The university values are: integrity, excellence, collaboration, diversity, innovation, and stewardship. The mission and vision statements clearly and appropriately reflect CHSU's aims and values. The team was able to ascertain that the university's mission is widely supported by the various stakeholders, including its Board of Trustees, administration, faculty, and students. (CFR 1.1)

The College of Pharmacy is CHSU’s first college to be opened, offering a 4 year post-baccalaureate Doctor of Pharmacy degree (PharmD). The university would like to open four other colleges, including nursing, medical, and physical therapy schools.

The College of Pharmacy prepares graduates to work in teams in patient-centered medical facilities. Its vision, “to improve the access, delivery, and outcomes of primary care in Central California,” and mission, “to teach, to explore, to serve, and to transform pharmacy into a primary care profession,” guide the curriculum, instruction and assessment processes, as applied by administration, faculty, and students. CHSU

student learning outcomes are divided into four levels: Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and Extracurricular Learning Outcomes (ELOs). CHSU uses the Critical Thinking Assessment Test (CAT) to evaluate students' critical thinking skills when they enter the program, and then at the end of the third and fourth years of the program. "Excellent critical thinking skills" is one of the institution's ILOs. It is intended that the PLOs will be assessed using rubrics midway and at the end of the program, prior to graduation. CLOs are mapped to PLOs. ELOs will be assessed using student portfolios.

While the first PharmD class just started in fall 2014, and therefore most data on student learning and success are yet to be produced, the team ascertained that the university is already genuinely focused on student learning, success, and experience. The CAT has been administered for the inaugural class of 2014, and student satisfaction surveys and feedback acquired through the Small Group Instructional Diagnosis forum (SGID) are already being used for improvement. (CFR 1.2, 2.6, 4.3, 4.4)

Whereas faculty members are fully engaged in course-level assessment, there is less understanding and planning for programmatic and institutional assessment. The PLOs of the PharmD program are imprecisely referenced in multiple places as the PLOs of the college. A more focused and systematic approach to assessing learning outcomes is recommended, including ensuring that all PLOs are measurable. (CFR 1.2)

It will benefit the university to further refine its ILOs as it adds colleges and academic programs, to better align with its purpose and mission, and to describe the knowledge and skills representing mastery of outcomes. Per the university's own assessment, its ILOs do not directly relate to the university's mission. It will also benefit

the institution to develop avenues by which the research component of the mission will be achieved, and to include this component in its strategic plan. An enhancement of the institutional research capacity will further strengthen evidence-based decision-making and planning. (CFR 1.1, 1.2, 4.2)

Integrity and Transparency

The CHSU's understanding of academic freedom for faculty is consistent with the definition contained in the Statement of Principles on Academic Freedom formulated in 1940 by the Association of American Colleges and the American Association of University Professors and is included in the Faculty Handbook. There are academic freedom policies for both students and faculty. (CFR 1.3)

The institution's website defines diversity as recognizing and appreciating the variety of human characteristics that make each individual at CHSU unique, with the purpose of eliminating discrimination, marginalization, and exclusion based on race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin, and military status. Diversity policies are included in the employee, faculty, and student handbooks. The College of Pharmacy has developed a diversity pipeline for recruiting students who represent minority populations, especially Hispanic and African-American students. A Diversity Committee was appointed, including faculty, staff, and students. Its activity has just begun and it will include reviewing and recommending changes to the university's diversity efforts, facilitating the implementation of diversity strategies, programs, and initiatives, developing and promoting off-campus outreach efforts, fostering a climate that

promotes understanding and appreciation of diversity, developing programs that promote mutual respect, valuing of differences, and cross-cultural understanding, as well as preparing students for leadership roles in a competitive global community. (CFR 1.4)

The inaugural class includes 5.5 % African-American, 6.8% Hispanic, 21.9% Caucasian, 61.6% Asian and 4.1% other students. CHSU performed an analysis on how these entry-level students tested out for critical thinking skills as measured by the CAT, relates to student demographics, and an inverse relationship was found between the CAT and English as a Second Language (ESL). It will benefit CHSU to assess the potential causes of this relationship and to develop specialized interventions for the ESL student population. (CFR 1.4, 2.10)

CHSU is governed by a Limited Liability Company (California Health Sciences University, LLC) and a Board of Trustees (BOT). The company primarily exercises control over the ownership and disposition of property, was responsible for appointing the initial BOT, and has the right to appoint up to 49% of the members on an on-going basis. The BOT has authority over all the university's academic affairs including hiring and evaluating the president, evaluating and approving all institutional policies and procedures, approving the university mission, vision, strategic plan, and annual budget, and conferring degrees upon the recommendation of the faculty. Although the BOT's bylaws state that up to 49% of the members can have a financial interest in the Company, only two members of the BOT have a financial interest in the Company at this time. (CFR 1.5, 3.9)

The team was able to ascertain independent decision-making by CHSU's faculty

and administrators, as well as a strong focus on student learning and success. An area of concern was noted in relation to staff members whose primary employment is with entities other than CHSU (e.g., the CFO, who is full time with the Assemi family and part time with the university). Even when covered by services agreements, such arrangements can pose problems when the affiliation is with entities that hold a financial interest in CHSU, in the absence of formal evaluation of these services by CHSU, and when other staff members report to employees whose primary engagement is elsewhere. (CFR1.5, 3.7, 3.8)

Program characteristics, services, and costs of attendance are included on the website and are clearly presented to potential students. The university uses the Pharmacy College Application Service (PharmCAS), a centralized service for application to professional PharmD programs and graduate programs in the pharmaceutical sciences. CHSU provides the appropriate disclosures related to its accreditation status on the website and in its marketing materials. The academic goals of the institution, services, programs and costs are readily available on the CHSU website, in the CHSU College of Pharmacy General Catalog, and in the Student Handbook. Information on confidentiality of student records, as well as policies and procedures on student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid, are also included in the Student Handbook. Refunds are prorated per time attended. Students with disabilities are provided reasonable accommodations as was observed by the team through policy, practice, and student and faculty reporting. Admission requirements are included on the website and in the catalog. Graduation requirements are clearly presented in the catalog, together

with information on licensure as a California Intern Pharmacist and on eligibility for becoming a California Pharmacist. CHSU also has readily accessible policies and procedures pertaining to grading, academic performance, the grade appeal process, academic probation, suspension, academic honors, academic alert, and course remediation. No formal student complaints have been submitted since CHSU's inception. However, it is recommended that CHSU evaluate how it categorizes formal and informal complaints to further ensure proper response and tracking. (CFR 1.6)

CHSU utilizes sound policies and procedures for its academic and operational units. The board acts as an independent body and has bylaws that guide its conduct. Faculty members have a voice and the team was impressed with CHSU's commitment to shared governance. The university also seems committed to incorporating the students' input in the educational process, including having student membership on a number of its committees. (CFR 1.7)

The CHSU Board of Trustees has formally adopted a policy ensuring compliance with Commission Standards, policies, and procedures. The ALO has been keeping WSCUC informed of all relevant matters, including those related to the university's relationship with the Accreditation Council for Pharmacy Education. (CFR 1.8)

Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning

The PharmD program is explicitly designed to meet the standards and learning outcomes required for accreditation by the ACPE to enable students to succeed in the professional pharmacy license exam. These standards are published in multiple places such as the catalogue, website, and in course materials. (CFRs 2.2b, 3.1)

The program comprises 3 years (6 semesters) of didactic coursework and 1 year of experiential supervised practice for a total of 144.5 semester units which corresponds to ACPE requirements and is appropriate for the professional practice doctorate. The program has been awarded “Pre-candidate Status” with ACPE.

Students are admitted after completing a bachelor’s degree and eleven pre-requisite courses required by ACPE with a minimum undergraduate Grade Point Average (GPA) of 2.7 in science classes and a 2.0 overall GPA. Entry and graduation requirements are stated on CHSU’s website. Students receive clear guidance regarding expectations for performance in every aspect of the program, including the rubrics for assessing achievement. A transfer of credit policy is in place and is described in the catalog. The Curriculum Committee reviews applications for transfer of credits. (CFR 2.2, 2.12)

The range of entering GPAs for the inaugural class was 2.7-3.01, and 20% of students have English as a second language. Scores for the incoming class showed deficiencies in several areas of critical thinking skills, especially in the category “alternative explanations.” It will be important for CHSU to carefully track how well the different elements of the curriculum work to develop higher order competencies for all students. (CFR 2.2b)

The College of Pharmacy uses Team Based Learning (TBL), a structured pedagogy, in all classes. The administration, faculty, and students are enthusiastic about this pedagogy, reporting that studies have shown it to increase student engagement and lead to greater success in achieving CLOs than other pedagogies. In the view of the dean and faculty, TBL “promotes judgment, mastery of content, communication, teamwork, problem-solving, and critical thinking.” Observations of students in class and interviews with a selected group of students suggested that they find the TBL process “more interesting” and more “demanding” than previous experiences, and it “forces them to be prepared for each class.” The TBL process is designed to provide immediate direct measures of student mastery of required content. The application exercises and team collaboration help students learn critical thinking and problem-solving. The faculty members are confident that this process will lead to improved learning outcomes at course and program levels, though at this early stage we were not able to review outcome data beyond the level of single courses. (CFR 2.5, 2.12)

Some faculty expressed a concern that the exclusive use of TBL, with its reliance on multiple choice exams and team application, might not be adequate to deliver necessary learning outcomes for all kinds of course content. Consequently, they are supplementing the TBL format (e.g., students in one class write a research paper in which professional level critical analysis and writing is required and improvements in higher order skills will be assessed).

While the curriculum is aligned with ACPE standards, it was not entirely clear how higher order learning characteristic of graduate education such as independent, creative, and analytic thought; the ability to formulate and follow individual lines of inquiry, conduct

analyses, and synthesize emerging scientific questions; and the ability to construct evidence based arguments and present them cogently to professional peers, will be developed as CHSU expands its program offerings. CHSU should give attention during its next review that attention to the above issues. (CFR 2.2b)

CHSU has assembled an accomplished and diverse founding faculty body with 16 full time faculty for the 73 students in the inaugural class, which permits a close relationship between students and faculty. There is one adjunct faculty member who is integrally involved. All faculty members have terminal degrees in a discipline related to the PharmD curriculum. At present this number is sufficient to meet the teaching needs of the initial classes, but the demands of the multiple committees in addition to developing intended research programs may become unsustainable. A faculty hiring plan is in place with a target of 32 in order to maintain a student-faculty ratio of 10:1. (CFR 2.1, 2.5, 3.1)

The team was impressed with the investment by the CHSU leadership in getting ready for its first class which was admitted in fall 2014. CHSU has a policy of hiring new faculty 12 months in advance of their beginning teaching, which provides a substantial amount of time to create teaching materials for TBL classes, develop competence in TBL, set up research, build experiential education components, establish networks within the local education and medical communities, and become adjusted to the CHSU system. The faculty interviewed were satisfied with the support they had received, and with the level of collegiality. (CFR 3.2)

Faculty responsibility for curriculum, student learning outcomes, academic standards of performance, and assessment is divided between administration and faculty. This is reflective of CHSU's short history and the fact that it is in transition from planning to implementation.

Student learning outcome targets, PLOs, curriculum, and academic standards are designed to meet ACPE standards. (CFR 2.3, 2.4)

The ACPE expectations offer a template for a systematic process of evaluation of student learning that, once implemented, will provide comprehensive information, but it is not evident that CHSU has the internal capacity to fully benefit from such an ambitious assessment plan. (CFR 2.7) The plan calls for assessment data to be distributed to the Assessment and Curriculum Committees and academic administration for analysis. At this early stage little actual data derived from review of student outcomes is available. The team heard anecdotal testimony that changes have been made based on information derived from first semester courses generated through small group discussions, scores on TBL tests, and student feedback.

Faculty members understand the need to take collective responsibility for program development and for making evidence-based decisions, and to this end, an all-faculty curriculum retreat was to be held the Monday following the team's departure to further study early feedback and consider possible changes to the curriculum. Going forward, the primary responsibility to develop and institutionalize collective expectations for program content and quality, to define standards, and to improve the curriculum based on evidence will reside with faculty. (CFR 2.4, 4.3, 4.4)

Planning and institutional preparation for clinical practice training with patients and colleagues in other health care professions is well along. The office of Experiential Education works with the department of Clinical and Administrative Sciences to design and oversee the Introductory and Advanced Practice Experiences (IPPEs, and APPEs), and a medication management clinic has been developed and equipped to deliver experiential and simulation training for students in collaboration with area health care providers to support

the learning environment. An electronic platform, E*Value[®], is in place for collecting, collating, and analyzing experiential education data. Preceptors at practice sites will be appointed as adjunct professors of CHSU and trained to assess student performance according to rubrics for knowledge, competency, skills attitudes, ethics, and professionalism. (CFR 2.2b, 2.5)

Scholarship and Creative Activity

CHSU does not award tenure, and faculty are initially appointed for one year renewable terms. A comprehensive annual faculty review will be used for reappointment and promotion decisions. Incoming faculty receive start-up allowances for research. The university has provided substantial funding to set up a functional research lab. A faculty development allowance is available to support attendance at conferences and other developmental activities and an Associate Dean for Faculty Development has been hired. The Promotion Committee evaluates faculty performance in three required categories: teaching, research and scholarship, and service. Faculty are encouraged to take adjunct positions at other institutions to facilitate active scholarship. A partnership with California State University, Fresno (Fresno State) has been developed that allows CHSU faculty to supervise student research at CSU and for CSU students to participate in CHSU faculty-sponsored research. The team sees promise in this partnership as an innovative way to satisfy scholarship expectations. The team appreciated the faculty performance review process that recognizes and promotes linkages among scholarship, teaching, assessment, student learning, and service. (CFR 2.8, 2.9, 3.2)

Student Learning and Success

An institutional review process is planned that will produce a comprehensive set of relevant data on student academic progress which can be disaggregated based on gender, demographics, age, economic status, ability. An early example of this approach was seen in efforts to correlate demographics and scores on admission interviews of the entering class with skills in critical thinking measured by the use of the CAT. Students receive guidance and advisement from faculty advisers, who track their progress and meet with each student personally twice per year. (CFR 2.10, 2.12, 4.1)

The Assessment Committee conducts student satisfaction surveys, the results of which are relayed to the Office of Student Affairs and the Office of Academic Affairs. In addition, survey results are shared with the Curriculum and Admissions Committees for actions on curricular issues and evaluation of admissions issues. Feedback from students is also gathered through the SGID (Small Group Instructional Diagnosis) forums. These focus group sessions provide holistic data on student progress, complaints or suggestions for improvement. Data generated through TBL scores will be used to flag students who are struggling.

An Academic Alert system exists to alert the Associate Dean for Academic Affairs and department chairs when a student falls below the minimum accepted standard of 70% cumulative score on all individual work. The faculty member submits an Academic Alert which goes to the ADAA and prompts meetings with the Course Director to develop remediation plans. Additionally, the student's advisor receives notification of the Academic Alert as an additional resource for the student to speak to for support and advice. Preceptors provide feedback regarding preparedness of students

for clinical work. (CFR 2.10, 2.12)

Co-curricular activities are required of students, and are considered a distinct category for review as a subsection of learning outcomes (ELOs). For example, students are encouraged to join faculty government and relevant professional and fraternal organizations and participate in community events such as health fairs, and outside speakers are invited to campus to expand intellectual horizons to introduce diverse perspectives on health care. Assessment criteria of these co-curricular activities exist, and records of activities are kept on E*Value[®]. Staff reported that so far participation has been low and incentives are being considered. (CFR 2.11)

The administration and faculty understand the importance of student services beyond the classroom. A Diversity Committee consisting of faculty, students and staff has been created. Necessary policies and procedures for compliance with the Americans with Disabilities Act (ADA), Title IX, and sexual assault requirements have been developed. The Office of Student Affairs (OSA) handles housing referrals, honor code violations, appeals, and will oversee student tutoring services. Students who require specialist services such as those with learning disabilities or mental health problems are referred to local professionals. These policies are described in the catalog, in the Student Handbook, and during the student orientation process. Tutoring services organized through the Academic Alert system provide mandated or requested remedial tutoring to students who fail to meet required scores in the TBL process. Some tutoring is done on a volunteer basis by faculty—either course faculty or those acting as academic advisers. Going forward, the plan is for a small group of senior students to receive a stipend to offer tutoring. The OSA offices support student wellbeing and health through workshops, health fairs, career days, and financial management. (CFR 2.13)

CHSU's financial aid office provides assistance to those students who are experiencing difficulties in securing loans, as well as financial management workshops, in addition to personal meetings, to help students with financial planning. (CFR 2.13)

Additional academic support is provided by the Library and Learning Resources Center located in the library. Experienced leadership is in place to build the necessary collections, academic support services and materials. Currently, the library provides textbooks and digital materials for remedial resources for struggling students, and in the future, students will receive assistance in study skills and time management. The Library and Learning Resources Center is involved in the delivery of an Evidence-Based Medicine (EBM) course teaching students in the class to search the literature for recent findings on treatment of patients. CHSU provides students a Fresno State library card which gives them access to California State University library resources. (CFR 3.5)

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

Faculty and Staff

California Health Sciences University (CHSU) has sufficient qualified faculty and staff to support the initial phases of curriculum implementation and co-curricular program activities. They have outlined a hiring plan that will support student education, research, and co-curricular programs in order to achieve a 10:1 student to faculty ratio. In this early stage, CHSU has achieved significant diversity in both the administration, faculty and support staff.

Faculty and staff recruitment and evaluation is well coordinated and inclusive of both faculty and administration, helping to ensure that a collegial environment is maintained. The top candidates from phone interviews are invited to a formal in-person interview with the Search Committee and faculty. After the formal in-person interviews are conducted, the Search Committee recommends to the appropriate department chair the individual most qualified. The department chair discusses the candidate with the dean and a joint decision is made. (CFR 2.1, 3.1, 3.2)

The orientation process is standard including familiarity with the *Faculty Handbook* or *Employee Handbook*. One area of concern is that annual training does not necessarily get done until the entire institution updates *Family Educational Rights and Privacy Act (FERPA)* and other required annual training. (CFR 3.2)

CHSU offers its faculty and staff medical, dental, vision, long-term care disability, and voluntary life insurance. Vacation time is on an accrual basis and varies between faculty and staff. After one year in service to CHSU, faculty are eligible to enroll in a 100% vested 401k plan in which CHSU matches up to 4% of the member's

contribution per year. Tenure is not utilized at CHSU so the issue of long-term contracts has arisen. Although faculty long-term contracts are not yet in place, the team reviewed a template for the anticipated offering of contracts ranging from 1-3 years. (CFR 3.1, 3.2)

Faculty and staff are reviewed annually. At the beginning of each academic year, each faculty member is expected to develop specific goals for the academic year. The goals should be related to stated goals and current objectives of the College of Pharmacy and are considered in determining salary and promotion. Each faculty member discusses and documents achievement of goals for the previous academic year, as well as projected goals for the current academic year in an evaluation conference with the department chair during the fall semester. Peer review is being initiated in the form of observation and real time feedback in the team-based classroom instruction. Skilled faculty are coaching and advising new faculty and budget lines exist for faculty travel and educational seminars. (CFR 2.1, 3.2, 3.3 4.4).

Staff members receive periodic performance reviews. The frequencies of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems. Generally, an evaluation is completed following the initial first six months of employment, and then on the employee's anniversary date annually. (CFR 3.2)

CHSU is in the early stages of engaging its full- and part-time faculty members in such processes as assessment, program review and faculty development. The president and dean understand that faculty development is an ongoing process designed to enhance the teaching and research skills of academics throughout their careers. The

goal is to increase both teaching effectiveness and scholarly productivity. They are making good strides at this; for example, CHSU has supported its Team Based Learning (TBL) culture by providing multiple training sessions for faculty and students, with plans for adding additional sessions through the spring 2015 semester, then, continuing faculty and student development on an annual basis. However, the success of the program is highly dependent on the sustained commitment of the administration to provide the appropriate space and resources and the faculty's commitment to continuous development of their skills. The basic resources identified by CHSU's leadership needed for a successful faculty development program include:

1. Initial orientation to faculty policies and procedures, instructional technologies, and equipment and software used in teaching, research, and administrative activities;
2. Encouragement and support from administration for developmental activities;
3. Release time away from certain faculty and patient care responsibilities;
4. Funds for travel, research expenses, and equipment; and
5. Appropriate space and routine equipment to conduct research.

Early implementation of the five items has been initiated, but being a new faculty in the first year of curricular implementation has created a conundrum of priorities. The faculty and staff have been multitasked and understand that the curriculum must be their priority, as well as office hours and student support. Consequently, the above noted items are high priority but not necessarily accomplished to the level of desirability. One example is the schedule for future faculty development

was not apparent, nor was line item budgeting apparent to support these activities. (CFR 2.1, 3.3, 3.5, 4.4)

The university has not as yet conducted a climate survey, and it is recommended that this be done as the organization grows. (CFR 2.10, 3.2, 4.3)

Fiscal, Physical and Information Resources

CHSU is considered to be financially stable by its independent external auditors who have reported an unqualified opinion every audit year since inception. The university has sufficient debt and equity financial resources consisting of private invested capital, a loan commitment from the founding family to fund working capital needs, and an unsecured working capital operating line of credit from which it can draw if needed. CHSU has also received cash donations and pledges to fund student scholarships.

A 7-year pro-forma financial statement was provided, showing a positive cash flow by Academic Year 2016-2017. Reviewing the pro-forma and budget projections the need for this addition funding does not appear to be necessary after 2017. (CFR1.7, 3.4)

The team noted the strong desire of the founding family to continue to support CHSU in the years to come, particularly in the context of planning to open additional schools. The team also expressed support for the potential formulation of a long-term, more formal commitment from the founding family so as to strengthen CHSU's assurance of sustainability.

The President and CFO assess the financial resources to ensure funds are

available to support the annual budget proposed by the dean. The board has final authority to approve the budget or require a revised submission. Assessment involves analysis of cash flow projections, unencumbered investment fund balances, revenues, investment income, available lines of credit and other capital resources. (CFR 2.2, 3.4, 4.6)

The primary source of operational support is tuition and application fees. The budget for library-learning resources is flat after 2015 in part due to a resource sharing agreement with Fresno State. Additionally, research startup-funding decreases in future years but support for capital equipment is adequate, as is the resource sharing agreement with Fresno State for research collaboration. The cost of student rotations (i.e., practical training assessed by ELOs) in the third and fourth academic years is not addressed because of agreements to provide the service without compensation. The institution should be aware of the changing dynamics seen nationally in this regard. The mention of a grant for standardized patient encounters and inter-professional education is not supported by anticipated cost of operations in the pro-forma. (CFR 3.4)

The creation of a student scholarship fund with the Fresno Regional Foundation, a local non-profit foundation, to provide scholarships to students who meet various criteria has been very successful. The scholarship fund has received support in the form of cash donations and pledges from the local community, board members, faculty, staff, and business leaders who are avid supporters of the university and its mission. For the Academic Year 2014-2015, \$235,000 was awarded in scholarships ranging from \$2500 to \$10,000 each. The current scholarship fund balance, including cash and pledges, exceeds \$1.1 million. (CFR 3.4, 3.5)

The board's assessment and planning process is being integrated and aligned with the strategic planning process so that resources (academic, personnel, fiscal, physical, and technological) can be better anticipated to assure the implementation of the CHSU Mission. It is recommend that the Board complete the University Strategic Plan as soon as possible in order to integrate and coordinated the academic and operation's plans at the programmatic level. (CFR 3.4, 4.6, 4.7)

Grant funding has been received from multiple local business concerns to support program development and facility enhancements. Additional grant and research funding is expected to increase as the university has partnered with a local non-profit foundation to aid in the submission and securing of funding by faculty. (CFR 3.3, 3.5)

CHSU currently has facility to support its first two cohorts. Plans and budget for additional space were reviewed. Two options are currently being considered, renting and improving space at a nearby facility consisting of approximately 25,000 square feet, or constructing an additional facility to meet these needs on the same or adjacent parcel as the current facility. This plan is considered sufficient to support enrollment and instruction until the university's permanent campus is available. (CFR 3.4, 3.5, 4.6)

Organization Structures and Decision-Making Processes

Each academic administrator has clearly defined roles and responsibilities. The president is evaluated and accountable to the Board of Trustees, BOT. The two vice presidents are evaluated by and accountable to the president. The associate deans and department chairs are evaluated and accountable to the dean. Faculty and staff participate in the annual evaluation of the College of Pharmacy academic

administrators. The instrument used by faculty and staff to evaluate College of Pharmacy academic administrators was reviewed as was the performance evaluation used by the president and dean to evaluate academic administrators. (CFR 3.6, 3.7)

CHSU's leadership showed commitment, integrity, understanding of responsibility and accountability in interviews with team members. The leadership is poised for high performance through their planning process, vision and mission. The team commends CHSU for assembling a diverse and experienced BOT centered around a visionary founding family's belief in its responsibility for enhancing the quality of life in Central California. The president is a highly qualified and experienced leader from the business community with strong family ties to pharmacy education and the banking community. A review of her job description was found to be inadequate and in need of updating. (CFR 3.6, 3.7, 3.9)

It is recommended that the institution rapidly move away from their Administrative Service Agreement and employ CHSU personnel full time in administration, finance and human resources (e.g., CFO, Director of HR) to increase their presence on campus and mitigate risk. (CFR 3.6, 3.8)

The BOT consists of 11 members who have voting privileges and the university president, who serves ex-officio, non-voting capacity. The current BOT chair is president emeritus of California State University, Fresno. In addition to the BOT members, a certified public accountant serves in an advisory capacity to the board. (CFR 3.9)

The BOT has complete authority over all university academic affairs, including hiring and evaluating the president/chief executive officer, evaluating and approving all

institutional policies and procedures, approving the university mission, vision, strategic plan, and annual budget, and conferring degrees upon the recommendation of the faculty. (CFR 1.5, 1.7, 3.9)

CHSU clearly defines the governance roles, rights and responsibilities of all categories of its full- and part-time faculty members. Consequently, faculty members are involved in the policy and decision-making processes through their participation in faculty meetings, through shared governance on the Faculty Council, and their active involvement and leadership on various committees. The shared governance policy is covered under Article V of the Faculty Bylaws. Committees are comprised of faculty, staff, students, and preceptors. A concern arises as to the ability of the limited faculty size to effectively conduct the basic mission of education and fulfill the necessary work as outlined by the numerous committees, but it is expected that this issue will be resolved as the hiring plan moves forward with the additional matriculation of future pharmacy classes. (CFR 2.1, 2.4, 2.5, 3.10, 4.3, 4.4)

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Quality Assurance Processes

The faculty of CHSU have developed an ambitious assessment plan that focuses on evaluating and improving student learning, teaching effectiveness, faculty research and scholarship, community service, innovations in higher learning, and overall institutional effectiveness. The Assessment and Curriculum Committees are actively engaged in planning and assessing these activities so as to use the outcomes to plan, budget, and improve the quality and effectiveness of the institution. However, these processes are not yet fully in place; CHSU's assessment plan is ambitious, and faculty members' understanding of SLO achievement is uneven and their understanding of PLO and ILO assessment is in the early stages. (CFR 4.1)

CHSU has established an Office of Institutional Research (IR) using a part-time consultant. Whereas this is a viable strategy, there is an advantage to the university of having someone internal to oversee and build the institutional research capacity, including establishing the systems necessary to assess ILOs, PLOs, and other IR functions; execution of the Assessment Plan; and the revision and implementation of a program review process. (CFR 4.1, 4.2) Additionally, timeliness in this is important, as having someone onboard after the institution grows in size and complexity could have the consequence that the development of the institutional research function would be much more difficult to implement. (CFR 4.1, 4.2, 4.7)

The College of Pharmacy is advanced in its use of formative and normative assessment strategies. It is too early in CHSU's growth cycle to assess how it uses summative assessment data, nor could the team examine graduating student or alumni

data as the university has not had graduates. (CFR 2.6)

As part of its establishing a solid IR and program review functions, it is recommended that the university benchmark their efforts against other WSCUC accredited universities of a similar size and nature. (CFR 4.1)

Institutional Learning and Improvement

CHSU leadership and faculty, with the assistance of the Assessment and Curriculum Committees, are committed to creating a culture of assessment for planning purposes and to improve quality and effectiveness. Steps continue to be put in place to assess student learning, student services, teaching, and research and scholarship, as is to use assessment results for planning and improvement.

CHSU has begun to establish a culture of assessment within its faculty, including actively engaged faculty-led Assessment and Curriculum Committees that are focused on curricular improvement. The Assessment Committee has developed an ambitious assessment plan for the university, one that aspires to link all action plans to the academic and operational strategic plans. However, faculty's understanding of levels of mastery of outcomes across the curriculum and of assessment at programmatic and institutional levels varies. It is recommended that CHSU harness the existing emphasis on assessment to create a more focused, systematic, and planned approach to assessing program and institutional learning outcomes. (CFR 1.2, 2.3, 2.6, 4.3, 4.2)

CHSU's commitment to institutional learning and improvement is evident in its assessment plan that focuses on student learning and assessment. Assessments have been conducted as scheduled, and faculty, administrators, and students are all involved

in the assessment process. The team was impressed that the university, even in its early years, has taken the advanced step to include students on its Curriculum and Assessment Committees. (CFR 4.3, 4.5)

CHSU has invested in technological tools such as TurningPoint® (audience response system) and ExamSoft® (as a paperless electronic exam tool) in support of assessing student learning and institutional improvement, and the TBL process itself allows faculty to continuously evaluate student comprehension and learning using in-class assessments and exams administered throughout and the end of each course. However, given the relative youth of the organization, many components of the university's assessment plan are not yet in place. For example, student performance reports from ExamSoft® will be reviewed by the Assessment Committee and recommendations will be made to course directors and the Curriculum Committee for course improvement, but this is not in place as yet. (CFR 4.3, 4.4, 4.6)

Plans are in place for CHSU to assess faculty achievement in research, scholarship, and service through annual evaluation by department chairs using the same criteria used for faculty promotion, and to develop a set of faculty performance goals for the coming year. Preceptors and rotation sites will be assessed through student evaluations and visitations of sites by representatives of the Office of Experiential Education. (CFR 4.3)

Ongoing inquiry into effectiveness of teaching and learning occurs through the Associate Dean of Academic Affairs and Assessment (ADAA), the Academic Alert Form, and the activity of the Academic Performance and Standards Committee. For example, the ADAA conducts reviews at regular intervals of student scores in the

gradebook and specific exam scores recorded and stored in ExamSoft® to ensure individual student achievement of course learning outcomes. (CFR 4.4)

For the experiential education component of the curriculum, it is planned that faculty will gather data through evaluations and surveys that will be used to assess and make improvements to teaching and learning effectiveness. This data will be evaluated and assessed in the next assessment cycle, and once evaluated, changes will be made to positively impact the curriculum. This continuous cycle will take place at the end of each course, as well as yearly, so that the effectiveness of the curriculum continuously evolves to improve student learning. CFR 4.4)

The university intends to make use of several other assessments to measure faculty achievement in the area of teaching, including peer evaluations, and once those processes are in place, results of the student survey and peer evaluations will be shared with the faculty members' department chairs. This is something that future teams should examine. (CFR 4.4)

The passion with which CHSU has embraced Team Based Learning and a mission-driven university is impressive, and it is expected that this same passion will carry over into assessment and use of data.

Stakeholder involvement in the assessment and alignment of CHSU's educational programs include community practitioners, area health care professionals, and students. Since this is a new program, CHSU does not have any alumni to involve in program review, however, it is planned that they will be incorporated after graduation of the first class in 2018. (CFR 4.5)

As part of the institutional reflection and planning process of CHSU and the

College of Pharmacy, the Board of Trustees developed the University Mission, Vision, Values, and Goals statements which were presented in a university-wide town hall meeting including faculty, staff, and students. Some minor revisions were recommended, and an advisory committee comprised of the president, two board members, the Vice President for Academic Affairs and Dean of Pharmacy, two faculty, the Director of Communications, and one student refined the statements for the board's approval. (CFR 4.6)

The College of Pharmacy has developed an academic strategic plan with corresponding vision, mission, values, and goals statements that align with the university vision, mission, and values. The process for developing the plan included not only the dean and department chairs, but also ad hoc faculty committees who developed strategic initiatives based on college goals. (CFR 1.1, 4.7)

CHSU is developing its university strategic plan, which should be completed before the end of 2015, the institution is encouraged to expedite this process. (CFR 1.1, 4.6, 4.7) It was recommended that the board establish a strategy and risk committee to anticipate changes in the education environment that can inform its planning, new program development, and resource allocations, especially in light of CHSU's plans for building a new campus and establishing four new programs over the four to five years. (CFR 1.1, 4.6, 4.7)

SECTION III. PREPARATION FOR ACCREDITATION UNDER THE 2013

HANDBOOK OF ACCREDITATION

The team was in agreement with the self-assessment conducted by CHSU; the team found the assessment was accurate and that CHSU are on the right path in all areas. The commendations and recommendations in Section V address these areas more explicitly.

The team discovered sufficient evidence of understanding of the principles and intentions for each CFR that supports their continued development. CFRs are understood at the highest levels, and administration is doing a good job in spreading the knowledge throughout the organization as evidenced by the broad group of people who put together this report.

At the same time, CHSU should focus its attention on the recommendations of the team.

SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS

INDICATORS

Section II of this report includes the team's perspectives on where the institution resides with respect to the Inventory of Education Effectiveness Indicators..

The team recommends the institution have a discussion around the utility of this document to help organize information and advance efforts around student learning at CHSU.

SECTION V. FINDINGS AND RECOMMENDATIONS

The following commendations and recommendations are noted.

Commendations:

- The team commends CHSU for the creation of compelling mission and vision statements that clearly reflect its aims and values, are widely supported by its stakeholders, and clearly guide the development of its structures, systems, and processes.
- The team commends CHSU for assembling a diverse and experienced Board of Trustees centered around a visionary founding family's belief in its responsibility for enhancing the quality of life in Central California.
- The team commends the institution for assembling an accomplished group of founding faculty who are aligned to the vision and mission of the university and the College of Pharmacy and are building a collaborative and collegial culture within the College
- The team commends the College of Pharmacy for its use of the Team Based Learning model and its commitment to ensuring faculty and students are trained in its use. The team witnessed in every interview its being embraced by faculty and students, leading to a high degree of passion and coherence in the educational process.
- The team commends CSHU for its commitment to shared governance, including its having a Faculty Council and faculty standing committees on Curriculum, Assessment, Academic Performance and Standards, and Experiential Education, which are actively engaged in the creation of a culture of academic excellence.

- The team commends CHSU for its strong commitment to further strengthening the pharmacy curriculum and the student experience, including actively involving students in the process of continuous improvement.

Recommendations

- The team recommends that CHSU maintain its thoughtful approach to the development of a university strategic plan that includes actionable strategies, in light of its plans to build a new campus and four additional health professional colleges. (CFR 3.4, 4.6)
- The team recommends that CHSU's administration move quickly to further develop its institutional research capacity by providing strong, experienced leadership capable of designing systems for the collection, analysis, interpretation, and dissemination of data to inform evidence-based decision-making and planning. (CFR 4.1, 4.2)
- The team recommends that CHSU continue to enhance its expertise in key administrative, financial and human resources functions by continuing its efforts to transition from using an Administrative Services Agreement to full-time employees of CHSU. (CFR 3.8)
- The team recommends that CHSU develops a comprehensive plan for assessing and mitigating risk to the institution, including financial sustainability and compliance with federal regulations. (CFR 3.4, 4.1)
- The Team recommends that CHSU harness the existing emphasis on assessment to create a more focused, systematic, and planned approach to assessing program and institutional learning outcomes. (CFR 1.2, 2.3, 2.6, 4.2)

APPENDICES

FEDERAL COMPLIANCE FORMS

OVERVIEW

There are four forms that WSCUC uses to address institutional compliance with some of the federal regulations affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Form
- 2 – Marketing and Recruitment Review Form
- 3 – Student Complaints Form
- 4 – Transfer Credit Policy Form

During the Accreditation Visit, teams complete these four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of the matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEWFORM

Under federal regulations, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

- (1) The accrediting agency meets this requirement if-
 - (i) It reviews the institution's-
 - (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
 - (B) The application of the institution's policies and procedures to its programs and coursework;and
 - (ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.
- (2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

Rev 12/2014

1 - Credit Hour and Program Length Review Form

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)	Verified
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Yes
	Where is the policy located? Catalog and website and Institutional Policies Notebook	
	Comments:	
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Yes
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Yes
	Comments: Conducted by Curriculum Committee and academic dean. Performed at start of each semester.	
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Yes
	Comments: CHSU course management system and course schedules show number of credit hours for each course and the number of hours each class meets is emailed to faculty and students.	
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? One	
	What kind of courses (online or hybrid or both)? On site	
	What degree level(s)? Professional Doctorate	
	What discipline(s)? Pharmacy	
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
	Comments: One syllabus was reviewed and deemed to be adequate for the awarding of credit.	
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated)	How many syllabi were reviewed? Not implemented yet.	
	What kinds of courses? Professional clinical practice	
	What degree level(s)? Doctorate	
	What discipline(s)? Pharmacy	
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	

<i>Please review at least 1 - 2 from each degree level.</i>	Comments: Students will perform clinical practicum classes. Required number of hours are completed that are equivalent to required onsite credit hours. .	
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? One	Yes
	What kinds of programs were reviewed? Professional degree	Yes
	What degree level(s)? Doctorate	Yes
	What discipline(s)? Pharmacy	Yes
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	Yes
	Comments: CHSU offers only one program—Pharmacy Doctorate. Credit hours comply with those required by the Accreditation Council for Pharmacy Education and are published in the Institution’s catalog and.	

Review Completed By: Dr. Maureen O’Hara
Date: 3.19.2015

2 - Marketing and Recruitment Review Form

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.	Verified Yes/No
**Federal regulations	Does the institution follow federal regulations on recruiting students?	Yes
	Comments: No incentive compensation is offered to students enrolling in the Doctor of Pharmacy Program at California Health Sciences University, nor are admissions paid commissions for the students they recruit.	
Degree completion and cost	Does the institution provide accurate information about the typical length of time to degree?	Yes
	Does the institution provide accurate information about the overall cost of the degree?	Yes
	Comments: The student enrollment agreement clearly indicates that the length of the program is 8 semesters and provides the overall cost of the degree including institutional charges and non-institutional costs.	
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable?	Yes
	Does the institution provide information about the employment of its graduates, as applicable?	No applicable – see below
Comments: Students are kept informed of job offers in both the community and hospital pharmacy settings throughout Central California. Because the first class has not graduated from CHSU, information about employment of its graduates is not available yet.		

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Dr. Drumm McNaughton, Assistant Chair, WASC Accreditation Team
Date: March 20, 2015

3 - Student Complaints Review Form

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints?	Yes
	Is the policy or procedure easily accessible? Where?	Yes
	Comments: The Student Complaints and Grievances Policy is included in the Student Handbook.	
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? Please describe briefly:	Yes
	Does the institution adhere to this procedure?	Yes
	Comments: Non-academic complaints are reviewed by the Office of Student Affairs; academic complaints are reviewed by the Associate Dean for Academic Affairs and Assessment. Procedural steps, resolution, and recording information are included in the handbook. Both informal and formal resolution processes are presented. Only informal complaints have been submitted to date.	
Records	Does the institution maintain records of student complaints? Where?	Yes
	Does the institution have an effective way of tracking and monitoring student complaints over time? Please describe briefly:	Yes
	Comments: CHSU plans to maintain and track records of all formal complaints in the office of Academic Affairs (for academic complaints) and the Office of Student Affairs (for non-academic complaints). An annual review is planned.	

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: Dr. Drumm McNaughton, Assistant Chair, WASC Accreditation Team

Date: March 20, 2015

4 – Transfer Credit Review Form

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit?	Yes
	Is the policy publically available? If so, where?	Yes
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education?	Yes
	Comments: A "Transfer Students" policy is included in the general catalog. The evaluation of credit is under the purview of the Curriculum Committee.	

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Dr. Drumm McNaughton, Assistant Chair, WASC Accreditation Team
Date: March 20, 2015