



TOURO UNIVERSITY CALIFORNIA
WITH BRANCH CAMPUS TOURO UNIVERSITY NEVADA

INSTITUTIONAL REPORT

August 31, 2017

Submitted for reaffirmation of accreditation to
WASC Senior College and University Commission



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**“Instead of focusing on the quantity of my studying,
I now focus on the quality of my learning”**

-- Roman Roque, TUCOM Class of 2020



Touro University California



Touro University Nevada

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PREFACE

Institutional History and Context

Established in 1997, Touro University California (TUC) offers graduate degrees in osteopathic medicine, pharmacy, physician assistant studies, nursing, public health, and education. In 2004, the Touro College & University System (TCUS) created Touro University Nevada (TUN) as a branch campus of TUC based on the success of the main campus, and in response to workforce shortages in medical and health care professions in Nevada that [continue to the present](#). TUN currently offers graduate degrees in osteopathic medicine, physician assistant studies, nursing, occupational therapy, physical therapy, medical health sciences, education, and camp administration and leadership. TUN also offers a baccalaureate degree option for returning Registered Nurses. Together, TUC and TUN comprise the [Touro University Western Division](#) (TWD) of the TCUS.

Chartered in 1970 as Touro College, TCUS is a Jewish-sponsored nonprofit system of undergraduate and graduate professional educational institutions, with the primary mission to enrich the Jewish heritage and to serve the larger American community. TCUS is headquartered in New York with 30 campus locations including sites in Berlin, Israel, and Moscow, serving approximately 18,000 students enrolled in its various schools and divisions. The academic and co-curricular programs of both TUC and TUN draw on the Judaic commitment to social justice, intellectual pursuit and service to humanity. Their institutional missions articulate a commitment to creating exceptional learning communities, which prepare graduates who use their disciplinary knowledge and skills to benefit others.

The mission of TUC is:

To provide graduate and professional educational excellence in the fields of Health Sciences, Public Health, and Education. The TUC learning experience is student-centered, enriched by focused research and scholarship, and prepares professionals for rewarding lives in service to others both locally and around the globe.

The mission of TUN is:

To provide quality educational programs in the fields of health care and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

Institutional Student Learning Outcomes (ISLOs) for both TUC and TUN stem from the Judaic values of social justice, intellectual pursuit and service to humanity (CFR 1.1). They are: 1) Use knowledge, skills and effective communication to benefit diverse communities; 2) Collaborate across disciplines toward a common goal; 3) Think critically to make evidence-informed decisions and evaluate conclusions in a real world context; and 4) Act in a professional and ethical manner.

Accreditation Background

When originally founded, TUC received regional accreditation from Middle States Association of Colleges and Schools (MSACS), which accredited the Touro College parent organization. In 2005, the accreditation was transferred to WASC Senior College and University Commission (WSCUC). Following the transfer of its institutional accreditation, TUC and its branch campus TUN, underwent a series of accreditation reviews: in October 2006, an *Institutional Accreditation Proposal* was submitted and approved; in November 2008, an *Onsite Capacity and Preparatory Review* (CPR) was completed; and in March 2010, an *Onsite Educational Effectiveness Review* (EER) was completed. After the EER review in 2010, in its [Commission Letter](#), WSCUC granted TUC an eight year accreditation, with a request for an

[Interim Report](#) in 2014 to respond to five recommendations in Clinical Education, Institutional Outcomes, Program Review, Relationship with the Touro System, and Faculty Development. The TUC report containing the responses to the five recommendations received a positive [Interim Report Panel Review](#). Further progress in these areas is discussed on page 11.

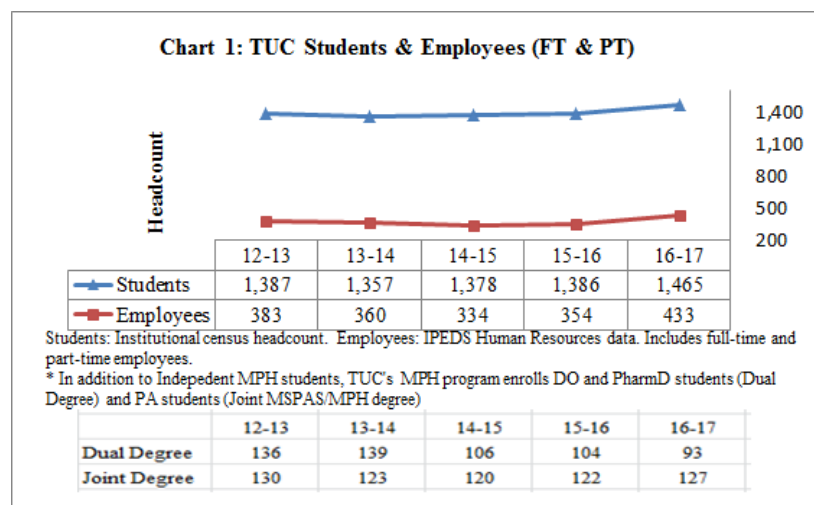
Component 1: Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions (CFR 1.1, 1.8)

Institutional Context

The Touro Western Division campuses are exciting, dynamic institutions with bright futures. Marking its 20th anniversary celebration in July 2017, **TUC** has evolved from a single college in osteopathic medicine to an institution focused on educating the next generation of health care professionals, educators and public health professionals. As this report will demonstrate, the university is flourishing and growing to meet the needs of its community on a local, national, and global level. TUC strives to provide students with high quality education and professional preparation, as well as memorable social experiences on a welcoming and healthy campus (CFR 1.2). As TUC addresses its strengths and challenges in this report, it is mindful of its responsibility to be a positive force and economic engine for the local community as well as a robust and contributing member of the TCUS.

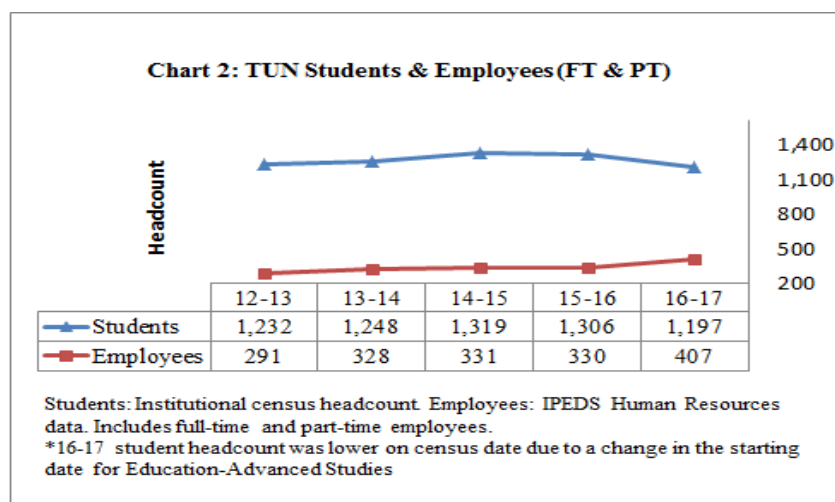
TUC began as the Touro University College of Osteopathic Medicine (TUCOM) in 1997, with an inaugural class of 65 students located in San Francisco. In May 1999, TUCOM moved to its present location on historic Mare Island, Vallejo, California, and grew to its current status of three colleges: College of Osteopathic Medicine (TUCOM), College of Pharmacy (COP), and College of Education & Health Sciences (CEHS). TUC occupies seven renovated buildings on a

44-acre owned property and rents two additional facilities on Mare Island. In fall 2016, 1,465 students enrolled in eight academic programs. The university is supported by 270 full-time and 163 part-time employees and awarded 465 professional and graduate degrees in 2016. By spring 2017, TUC had awarded more than 4,000 master's and doctoral degrees to graduates entering highly employable fields in health care, public health and education. The [Student Fact Book](#) provides a detailed student demographic profile for each academic program. A five-year enrollment and employee trend is presented in Chart 1 below.

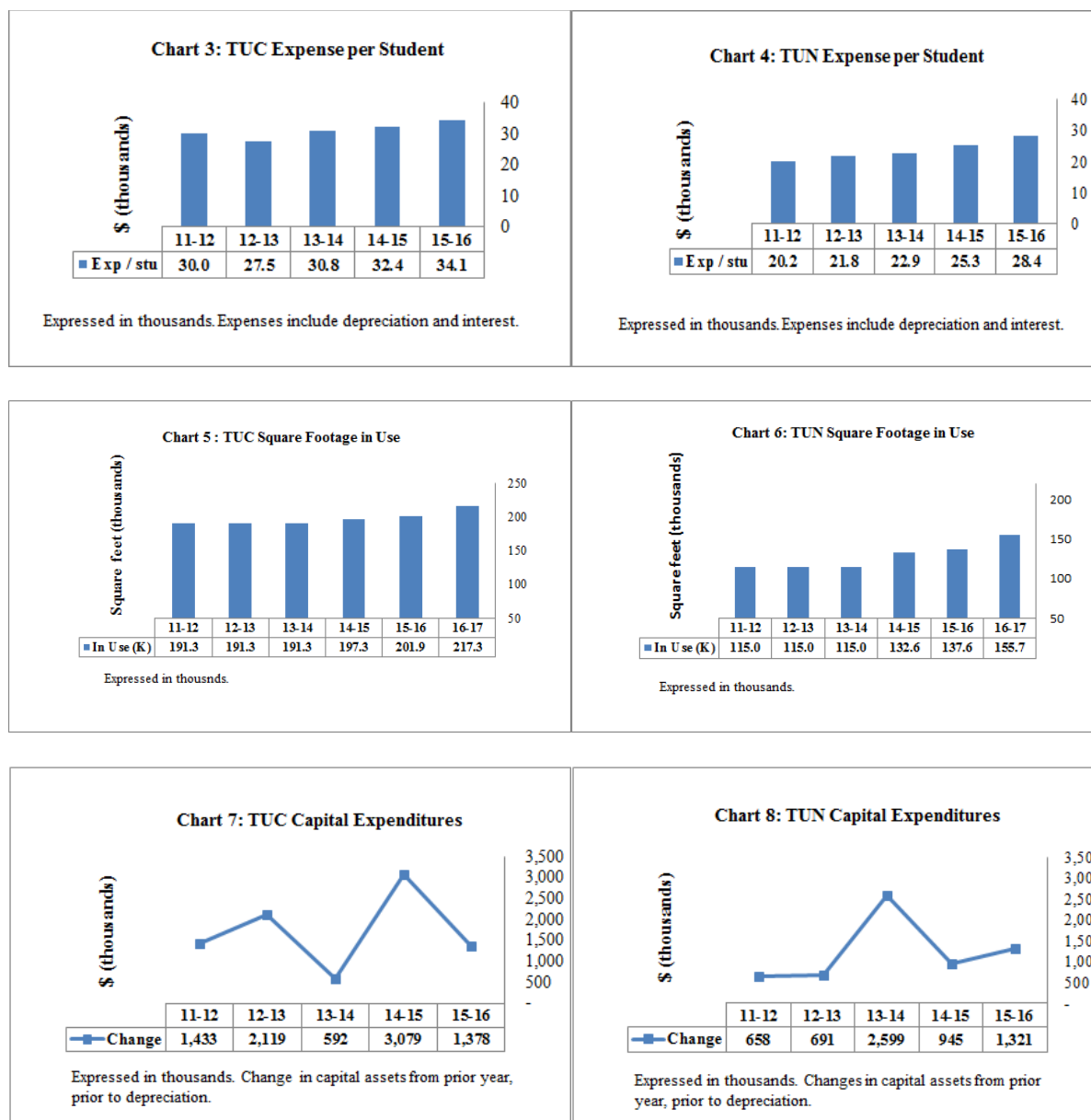


TUN was established as a branch campus of TUC to serve the medical, health care, and educational needs of Nevada, one of the least medically-served states in the country in terms of [medical and health care providers per capita](#) (CFR 1.1, 1.4). TUN has two colleges: College of Osteopathic Medicine (TUNCOM) and College of Health and Human Services (CHHS). The CHHS is comprised of five schools: School of Nursing (SoN), School of Occupational Therapy (SOT), School of Physical Therapy (SPT), School of Physician Assistant Studies (SPAS), and School of Education (SoE). The colleges and schools offer 10 graduate and one undergraduate [degree programs through a number of learning modalities](#). Starting in 2004

with a first class of 78 osteopathic medicine students, TUN has matured to become a [vibrant professional graduate university](#) with [230 full-time and 177 part-time employees](#) and an [enrollment](#) of over 1,300 students. Chart 2 below provides a five-year student enrollment and employee trend.



In financial terms, over the past few years, TUC and TUN have significantly increased the investment made in each student. At TUC, campus expenses per student increased from \$27,540 in 2012-13 to \$34,100 in 2015-16, a 24% increase (Chart 3). At TUN, campus expenses per student increased from \$21,770 in 2012-13 to \$28,440 in 2015-16, a 31% increase (Chart 4). At the same time, square footage in use at TUC was increased by over 10% (Chart 5), representing part of the average annual capital expenditure of about \$1.8M (Chart 7). At TUN, space in use has increased by over 33% (Chart 6) and average annual capital expenditures have been nearly \$1.25M (Chart 8).



Contribution to Public Good (CFR 1.7)

TUC contributes to the public good both locally and globally as it prepares graduates to fill critical workforce needs in diverse and increasingly challenged communities (CFR 1.1). Examples of how the university responded to this challenge include: 1) Developing a unique [joint physician assistant/public health program](#) with a focus on service to underserved, rural communities; 2) Providing a curricular option for medical and pharmacy students to pursue a

[dual degree in public health](#); 3) Developing a [master's degree program](#) for local registered nurses who struggled to find work during the Recession; and 4) Developing an online graduate degree for local educators with an emphasis on [innovative learning](#).

Engagement in community and service to others is emphasized in all academic programs and modeled by faculty and staff. The [university mission, vision and value statements](#) clearly articulate a mandate to prepare graduates for rewarding lives in service to others and there are many examples of how this is actualized. A Student-Run Free Clinic (SRFC) provides pro-bono health care and education to uninsured Vallejo residents. A Diabetes Prevention Program and Mobile Diabetic Education vehicle help screen for the disease and support lifestyle changes that can improve health of community residents. The university has partnered with the Solano County Board of Supervisors to staff a free dental care clinic for the uninsured, support a Food Oasis event to draw attention to “food deserts” in the community, and staff Solano County Health Department primary care clinics. In addition, more than 80 student clubs and organizations participate in [service projects](#) each year ranging from health fairs and youth mentoring to blood drives, planting community gardens, and fundraising to support local charities. Globally, the Master of Public Health (MPH) and osteopathic medicine students have traveled to different countries to gain hands-on experiences and respond to health care needs ranging from neonatal resuscitation training, to infectious disease control, and health education outreach.

TUN's [mission, values and vision statements](#), like TUC's, stem from the Judaic commitment to social justice, intellectual pursuit and service to humanity, and are focused on the fields of health care and education (CFR 1.1). TUN strategically contributes to the public good through initiatives that respond to rapid population growth and demographic changes in Nevada and the Southwestern region of the United States. Academic programming is routinely assessed

and programs are added, modified or eliminated in response to the educational demands in the local and regional marketplaces, detailed on page 64. TUN has developed partnerships to meet the health care needs of local residents who are geographically and demographically underserved. These important initiatives align with the institutional [strategic plan goals and objectives](#), and advance the TUN mission, vision and core values. For example, through these partnerships, a TUN mobile healthcare clinic provides health care services to location-bound individuals such as the homeless, low-income veterans groups, and women and children who are victims of domestic abuse. A second mobile clinic allows TUN faculty and students to provide health care services to clientele and employees at five sites of *Opportunity Village*, a local nonprofit organization that supports intellectually disabled adults. A synergistic partnership between TUN and Southern Nevada Health District provides health care, health education, and clinical rotations for TUN students, while serving the medically underserved populations of the region. Additionally, the TUN School of Education works closely with the Clark County School District, the fifth largest school district in the country, to provide professional development and graduate degree programs for public school teachers, counselors, and administrators. The [TUN strategic plan and strategic budgeting update](#) provides positive [outcomes for all strategic initiatives](#).

Changes and Improvements since Last Accreditation Review

Important and relevant developments have unfolded on both campuses since the last accreditation visit in 2010. At **TUC**, with an average annual capital expenditure of about \$1.8 million over the past few years, a number of capital projects have transformed areas of the campus and improved services to students, consistent with goal one in the [2015-2020 Strategic](#)

[Action Plan](#): Improve and further develop the TUC physical campus. A campus stairway was constructed linking buildings on the lower and upper campus, and the Farragut Inn was completely renovated to create a vibrant location for student study, food service, campus events and classes, as well as a state-of-the-art video-conference room. Square footage in use was increased by over 10%. The Office of Sponsored Programs moved into its own space in Lander Hall, and a Pharmacy Practice Center, two new classrooms, four study rooms, and new IT offices and a workroom were built in the Library Annex. Benches and tables were installed to encourage outdoor seating. Electronic signs in campus buildings, the implementation of social media, and a new electronic newsletter, *The Record*, improved internal communication. In 2015, besides launching a new Strategic Action Plan, TUC opened a [Metabolic Research Center](#) and a new Student Health Center in a renovated Building 89. Student Affairs departments moved to new expanded space in rented offices on Walnut Avenue where a new Academic Support Center, staffed by two Learning Specialists and a Career Counselor, could better serve students. Additionally, the Finance and Human Resources departments also relocated to Walnut Avenue, allowing the Graduate School of Education and College of Education and Health Sciences leadership team to move to new space in Wilderman Hall. Their vacated space in Lander Hall was then assigned to the College of Osteopathic Medicine for faculty and research staff offices, as well as to the creation of an ultrasound simulation lab and a green room to support recording for flipped teaching. Capital funds also provided for improved exterior lighting on the campus, installation of Blue Light emergency phone stations, painting of two classroom buildings and two office buildings, and greatly needed upgrades to the campus wireless system. Other improvements included formalizing expanded roles for institutional assessment and program

review committees, creating a university safety committee, redesigning the campus website and implementing an emergency notification system.

Capital and other improvements at TUN are guided by the [2015-2018 Strategic Plan](#). At TUN, annual capital expenditures have been nearly \$1.25 million, and space in use has increased by over 33%. Teaching spaces and other areas throughout the main building have been renovated. The IT and wireless infrastructure is routinely upgraded. Extensive rooftop solar panels have been installed to provide for TUN's growing power needs. Energy-efficient LED lights have been installed on the exterior, and an additional parking lot has been added. Outreach spaces have been renovated, including the Stallman Touro Health Clinic at The Shade Tree Shelter, and the Center for Autism and Developmental Disabilities (CADD) and the Active Aging Center, both on campus. TUN launched a second Mobile Health Clinic and is in the process of developing a third.

Since the EER visit in 2010, TUC has grown from six to nine academic programs: the COP added a Master of Sciences in Medical Health Sciences with a research emphasis (MSMHS-COP) in 2012; the CEHS founded a School of Nursing (SON) in 2014 with a Master of Science in Nursing (MSN) program and in 2017 added a Doctor of Nursing Practice/Nurse Practitioner program (DNP/NP). Student enrollment has been relatively steady, from around 1,400 to a little over 1,450 in 2016.

A number of administrative leadership changes have occurred at TUC since the 2014 interim report (CFR 3.8). The former senior provost/CEO retired in 2013 and a new [CEO/senior provost](#) was hired to lead TUC and TUN. With this change came a new Touro Western Division (TWD) organizational structure, which more formally connected the California and Nevada campuses and provided a shared leadership structure. A [Western Division Vice President for](#)

[Administration and Chief Financial Officer \(VPA/CFO\) position](#) was created and subsequently filled by the TUN Vice President for Finance and Administration. A [Western Division CIO position](#) was created and the TUN CIO was appointed to fill that role upon the departure of the TUC director of IT. These three personnel, together with a [Western Division Senior Projects Manager](#), divide their time between the California and Nevada campuses and work closely with the provost of each campus. The TUC provost/COO of seven-plus years announced her plan to retire. A national search for a provost/CAO is in progress at the time of submission of this report. The university [organizational chart](#) illustrates the campus leadership.

Changes at TUN since submission of the 2014 interim report include launching a doctorate in occupational therapy program in 2017 and discontinuing the entry-level baccalaureate nursing program as of November 2017. Important personnel appointments include: provost, dean and associate dean of clinical education at TUNCOM, director of SPAS, director of SoN and associate vice president of institutional effectiveness. These individuals brought extensive experience from other institutions and integrated new ideas into the advancement of the TUN strategic plan. Campus leadership is displayed in the university [organizational chart](#).

In addition to the changes and improvements summarized here, TUC and TUN have continued to focus attention and quality improvement efforts upon the five recommendations noted in the [2010 Commission Letter](#) (CFR 1.8), as shown in the following sections.

Re: Clinical Education

In a context of increasing competition for appropriate clinical training sites for medical students, it is critical that Touro University continue its diligent efforts to secure clinical settings for its students that are adequate in numbers, appreciative of the osteopathic tradition, and convenient to students. While this appears more critical for the California campus than for Nevada, both campuses also will need to press their endeavors to ensure that clinical Preceptors are appropriately trained for their educative functions. This would include both assessing and expanding Preceptors' ability to participate in assessment of their students' clinical

competencies and, subsequently, to submit achievement data for use in program review. Efforts currently underway to align clinical education outcomes with those expected for the COMLEX should be continued. Additional staffing in support of clinical rotations, as is being implemented at the Nevada campus, may be a model for the California campus as well. (CFRs 3. 1, 3.2 and Guideline, 3.3)

At both TUC and TUN, osteopathic medical students spend the first two years predominately on campus and begin rotating at assigned core sites during their third year. There are sufficient clinical rotation sites to accommodate TUC and TUN students. Since the last WSCUC visit, there have never been any circumstances where a TUCOM student has needed placement outside the core sites due to inadequate capacity. The number of rotation sites increased from 268 in 2014 to 353 in 2017. The development and maintenance of rotation sites is the responsibility of the senior associate dean and the associate dean of clinical education. They communicate regularly with the college dean and faculty as to the availability of qualified learning placements. Concerns related to securing rotation sites, funding escalating rotation expenses, or personnel needs are shared with the provost/COO and VPA/CFO who work closely with the CEO/senior provost and TCUS president to secure needed resources for the two campuses. Since the last accreditation visit, four additional positions have been funded at TUC to support clinical education and student rotation experiences. Considerable progress has been made to increase local rotations and students no longer need to rotate at inconvenient core sites outside of California. Currently, 96% of the class rotates entirely in California with 65% of these in Northern California, in comparison to 2009 when less than 45% of students rotated in Northern California. On average, only five students per year choose to rotate at the core site in Far Rockaway, New York. In Nevada, TUN has developed extensive [clinical rotations](#) that address both current and anticipated needs. TUN has also obtained [authorization from 40 states](#) for out-of-state rotations for students who request them. In addition, TUN has created [clinical](#)

[evaluation documents](#) to inform preceptors about TUN's expectations for student learning during clerkships, comprehensive student assessment templates for use by preceptors in assessing students during their clerkships, as well as forms for use by students in assessing the quality of their clerkship experiences.

Data from different sources are analyzed to enhance clinical placements and support student success on the national Comprehensive Osteopathic Medical Licensing Examination Cognitive Evaluation and Performance Evaluation exams (COMLEX CE and PE). At the end of each rotation, students are asked to evaluate their rotation experiences and their preceptors. Data are reviewed with the core sites during the annual site visits. The identified gaps in faculty educational skills inform future faculty development initiatives. For example, analysis of the COMLEX outcome data demonstrated a need for a greater on-campus faculty-student interaction during the third and fourth clinical years as well as student freedom to explore greater mastery of any particular clinical subject. As a result, a Clinical Distinction Program was developed at TUC for the third year students where students are given eight weeks to distinguish themselves by mastering one or more Entrustable Professional Activities with faculty supervision. This new program was recognized nationally with an innovation award from the American Association of Colleges of Osteopathic Medicine (AACOM). It is currently in its first year and outcomes data are being tracked for future assessment and improvement. Performance outcomes analysis amongst all clinical sites shows that students' academic ability rather than clinical sites account for the difference on student COMLEX performance outcomes. Based on this, TUCOM decided to provide additional support for students with academic concerns and to support all the clinical sites in a similar manner. Similarly, at TUNCOM, students in the clinical phase, with an appropriate GPA and approval of a track director, can enter one of several specialized rotation

tracks that provide increased time and a more focused experience in their desired areas of specialization. A study rotation track has been created to allow some students additional time to focus on rotation content and preparation for the COMLEX exams.

Re: Institutional Outcomes

The initiative being pursued at the time of the visit to establish and assess institution level learning outcomes holds promise to solidify the mission and image of Touro University at both locations and to frame higher level collaborations between the campuses. Building on lessons learned from the assessment of the first two outcomes, the institution should continue these efforts with the remaining outcomes, ensuring that the results are used to enhance effectiveness. Student affairs personnel should participate, as appropriate, in defining and assessing these overarching outcomes. (CFRs 2.3, 2.6, 2.10)

Assessment of student learning outcomes has significantly improved on both campuses since the last WSCUC visit. Academic programs and student affairs were engaged in scheduled assessments of eight Institutional Student Learning Outcomes (ISLOs). Assessment reports are collected by the Offices of Institutional Effectiveness (OIE) and stored in the institutional assessment tool, ComplianceAssist. Institutional Assessment Committees review reports using a predefined [ISLOs assessment report review rubric](#) at TUC and a [review form](#) at TUN. Review results are shared with campus communities. In 2015 after a [comprehensive review](#) of the eight ISLOs, TUC and TUN decided to consolidate the number of ISLOs from eight to four to facilitate greater depth in data analysis and more meaningful connections between collected data and actions to improve educational effectiveness.

In 2015, TUC academic programs aligned [Program Student Learning Outcomes](#) (PSLOs) with the new set of four ISLOs and updated [curriculum mapping](#). The TUC Student Affairs division has participated in measuring the “old” eight ISLOs since 2010. In 2016-2017, the division explored options for measuring the new set of four ISLOs. Department level SLOs were

revised and [aligned](#) with the four ISLOs. Measures were identified to utilize data that is regularly collected to measure student learning and student satisfaction.

TUN assesses the university ISLOs using a similar process. Academic programs have been assessing ISLOs on an annual rotating basis since 2010, joined in 2014 by the Office of Student Involvement and the Office of Academic Support and Institutional Services (OASIS). Programs identify existing measures wherever possible and evaluate student learning at two stages of the degree: early-in-program for formative assessment and late-in-program for summative assessment.

Re: Program Review

While the institution has been able to leverage quite effectively the benefits of professional accreditation toward its WASC reviews, the parallels are not always explicit with the expected outcomes from well-planned program review. The Commission urges the institution to build on the substantial groundwork that has been done for staging its program reviews by extending them to all degree programs. Plans to draw on multiple sources of data for these reviews, including from student affairs endeavors, should be diligently pursued. The expanding role of the Institutional Research offices on both campuses should be brought in more fully to support program review. As appropriate, results from program reviews should be linked to strategic planning and budgeting. (CFRs 2.6, 2.7, 2.11, 4.4, 4.5, 4.6, 4.8)

Since the 2010 EER visit and the 2014 interim report, the institutional research functions at both campuses have grown with the support of the TCUS. In July 2014, an administrative coordinator was hired at TUC to support institutional research and assessment activities. In 2015, the name of the TUC Institutional Research office was changed to [Office of Institutional Effectiveness](#) (OIE) and in 2017 the title for the director was changed to associate vice president for institutional effectiveness (AVP of IE), ensuring consistency with the TUN OIE office. At TUN, the [OIE](#) was expanded from two to four positions when the position of director of institutional research and assessment (2015) and the data and research analyst position (2017)

were created and filled. On both campuses, the OIE leads student learning outcomes assessment and program review (CFR 4.2).

The mission of the TUC Program Review Committee (PRC) is to provide systematic reviews designed to evaluate and enhance the quality of academic programs through a focus on student learning outcomes, evidence-based decisions, and integration with institutional planning. Besides reviewing existing academic programs, the PRC is responsible for reviewing new program proposals. All TUC academic programs are subject to a systematic program review in a [seven-year cycle](#). Robust [program review guidelines](#) were developed in 2011, fully implemented in 2012-2013 and have proven to be an effective means to ensure program excellence. The results from program reviews are linked to TUC strategic planning priorities and budgeting as appropriate. Programs are asked to provide brief status updates each year before the next full program review. An example of a data-driven response from a recently reviewed program is provided on page 53. Program review has helped the university focus on assessment of student learning outcomes and the responsibility of faculty to participate in evidence-based decision making. A review of the PRC bylaws and program review guidelines is being conducted in 2017 to ensure committee responsibilities and effectiveness of the program review process.

The TUN Program Review Committee (PRC) has a similar mission statement and purview, overseeing institutional program review, new program proposals, and outcomes assessment. The review [process and guidelines](#) are very similar to those of TUC, including the completion of a [self-study form](#) with program data and the input of an external reviewer. TUN offers a “wraparound” program review process that begins a year prior to a scheduled professional accreditation site visit to provide program faculty the opportunity to receive feedback before finalizing their professional accreditation self-study. Programs can use the

PRC's preliminary report on findings and recommendations to make improvements in the program and the self-study. The PRC then offers support during the accreditation process if desired, and finally revisits its preliminary report along with the accrediting agency's determination to produce a final report and an MOU for institutional action. TUN programs are [scheduled for review](#) at least every five years.

Re: Relationships with the Touro System

The Commission acknowledges the progress that has been made in establishing greater operational autonomy for the California and Nevada campuses in relation to the Touro College central offices in New York, while still preserving the many sponsoring benefits enjoyed through this relationship. Given the effectiveness of the operations of the two campuses, the Commission urges that further steps be taken to delegate more authority to the TUC leadership, particularly in relation to budget and policy matters. Processes that more readily facilitate decisions and actions at the campus level should also be explored. (CFRs 1.3, 1.6, 3.8, 4.6)

TUC and TUN are two important economic components for the TCUS. The TCUS has taken seriously the WSCUC recommendation to explore ways to delegate more authority to TUC and TUN leadership, particularly in relation to budget and policy development. Since 2015, the budgeting process has evolved such that the budgets for TUC and TUN are now worked out directly with the TCUS president by the Western Division CEO/senior provost, the VPA/CFO, and campus provosts, rather than through the TCUS system budget committee. In addition, the CEO/senior provost and TUC provost/COO were appointed as members of TCUS budget committee and continue to serve in that capacity to review budget proposals from other Touro sites. This representation by TWD leaders has provided an important opportunity to network with the larger Touro leadership team across campuses and understand the broader academic and administrative context in which the TCUS campuses operate. In 2017, the signing authority of TWD CEO/senior provost was increased from \$49,999 to \$99,999. This change facilitates more

timely processing of contracts and payments for vendors. In addition, the CEO/senior provost now has the direct authority to fill vacant faculty and staff positions on both campuses.

TWD administrative leaders have increasingly been included in TCUS technical, planning, and policy committees that affect TWD campuses. In addition, the TCUS board has focused on gaining a deeper understanding of the TWD campuses. The CEO/senior provost has developed positive relationships with board members and has worked with the president to strengthen formal and informal communications between the TCUS leadership and the Western Division. In 2016, the annual board meeting and academic leadership retreat were held at TUN, and in 2017 the board meeting was held at TUC (CFR 3.7).

Re: Faculty Development

Touro University has been able to recruit qualified faculty with commendable commitments to student learning. The Commission recommends that the institution expand its efforts around faculty development, including greater opportunities for faculty research, focused support for enhanced pedagogical skills, and more refined policies related to review and advancement, workload balances, and incentives. For clinical faculty, opportunities for participating in practice plans should be explored. (CFRs 3.2, 3.3, 3.4)

Since 2010, TUC has worked to develop an infrastructure to support faculty research. An Office of Sponsored Programs (OSP) was created and staffed with a director, an administrative assistant, and an experienced grant manager. These three people provide both pre-award and post-award support to investigators with great success. The 2016-2017 academic year generated \$3.3 million in [funded grants](#), bringing the total generated grants since opening the campus to \$15 million. Currently TUC has two R01 grants, three R21 grants, one R18 grant, one HRSA grant, three state and city grants, four foundation grants, two NSF grants and four clinical trials. The opening of the Metabolic Research Center in Building 89 has provided essential new space

to support clinical research. Bench research space in Lander Hall remains constricted, but securing funding for renovation of the building is targeted in the strategic plan.

TUN has provided enhanced support for faculty and faculty-student research by engaging a research consultant to [evaluate TUN's strengths, challenges and opportunities](#) in helping to develop research strategies; by hiring consulting firms that specialize in developing competitive proposals for national and regional research grants; by realigning faculty workload expectations to explicitly include research productivity, and by hiring a data and research analyst who is developing TUN faculty research capacity through training and direct support for study design, grant proposal and publication strategy, research supervision, and statistical analysis. Since arriving in March 2017, the data and research analyst has advised the design of eight new research projects, provided analysis for eight existing data sets, and is currently working with two faculty and one student to prepare three separate manuscripts for publication in peer-reviewed journals. TUN has recently been awarded a sizable HRSA grant to develop innovative models of instruction and clinical exposure that integrate primary care for the underserved throughout the PA curriculum.

Support for faculty to develop pedagogical skills has increased on both campuses since the 2010 EER visit. Numerous workshops and activities have been provided at [TUC](#) and [TUN](#) to enhance the teaching-learning process, create an inviting learning community, and explore expansion of hybrid and online course offerings. Faculty are using more digital technology, active learning techniques, and problem-based teaching models to enhance learning. In fall 2016, the TUC CEHS hired a faculty member who is an expert in online learning, blended learning and instructional design to help expand development of blended and online courses. An innovative online program in invitational education is being piloted with school teachers in Hong Kong, and

online delivery of TUC public health courses to TUN is being explored as a dual degree option for medical students. In January 2018, a Center for Innovative Learning and Teaching will be launched to serve both TUC and TUN. The [TUN Strategic Plan](#) contains specific goals for faculty development in pedagogy and research (Goals 1a1 and 1b3, respectively), which have supported the creation of new professional development opportunities for faculty and staff.

TUC and TUN have clear policies related to faculty evaluation and promotion reviews, and have college specific approaches for workload assignment and professional incentives. At TUC, the Rank and Promotions Committee worked with the Faculty Senate to update [guidelines for faculty rank determination and promotion reviews](#). Budget allocations support salary increases of \$5,000 with promotion from assistant to associate professor and \$8,000 with promotion from associate to full professor. Physician faculty can earn a stipend and bonus for working in the Solano County Clinic. Pharmacy, physician assistant and nursing faculty have the option to work one day a week for outside pay in an approved clinical position. TUN provides the option of one day a week outside clinical work for occupational therapy, physical therapy and physician assistant faculty, as well as clinical work at the on-campus Touro Health Clinic or at local clinical sites for physician faculty.

TUC and TUN participated in developing and comply with the [TCUS system-wide faculty development and evaluation policy](#). College deans, in consultations with the campus provosts, have the responsibility for defining appropriate faculty workload within their colleges. While teaching is the predominant component of faculty workload, it is expected that full-time faculty engage in service to the institution, professional discipline and/or community, and have some type of scholarly activity (CFR 1.3).

Institutional Report Process and Communications with WSCUC (CFR 1.8)

The TUC provost/COO, who also serves as the WSCUC ALO, selected the AVP of IE (chair) and dean of student affairs (vice chair) to lead the reaffirmation of accreditation process on the TUC campus. The TUN provost and the AVP of IE led the process on the TUN campus. In summer 2016, [WSCUC steering committees](#) were formed and component chairs were appointed on both campuses to lead small groups charged with drafting component sections of the institutional report. Both campuses involved the [larger campus community](#) in self review of the WSCUC standards and development of the institutional report.

In October 2015, TUN received a [letter from its WSCUC liaison](#) expressing concerns that TUN may have evolved into a separately accreditable institution outside of the geographic scope of authority of WSCUC. In response to these concerns, TUN developed a two-part strategy. The Western Division and TUN leadership made [administrative changes and commitments](#) that [successfully addressed the concerns of WSCUC](#). At the same time, TUN, TUC, and TCUS leaderships have initiated exploratory conversations with other accrediting bodies and will keep WSCUC apprised of any changes contemplated (CFR 1.5, 1.8).

Component 2: Compliance with Standards: Review under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators

WSCUC Standards, Federal Requirements and IEEI Review Process

Both TUC and TUN formed [teams](#) to review the compliance under WSCUC standards and involved the large [campus community](#) in conducting the *Review under WSCUC Standards and Compliance with Federal Requirements* to guide preparations for the institutional report. Areas of strength as well as areas needing attention were identified and locations of resource

documents were determined. For example, TUN developed an institutional [diversity policy](#) and a more detailed [credit hour policy](#) to differentiate between labs, lectures, internships, and other unique education offerings as a result of the self-review. A *self-review sheet under each standard and compliance with federal requirements* was produced by [TUC](#) and [TUN](#). Completing and updating the [Inventory of Educational Effectiveness Indicators](#) (IEEI) was a straightforward exercise, as both TUC and TUN assess educational effectiveness on a regular basis.

Major Findings from the Review under WSCUC standards

A broad array of faculty, staff and administrators participated in the review on each campus with a high degree of consensus about institutional strengths and areas requiring improvement.

Institutional Strengths

At **TUC**, the review of WSCUC Standards and related CFRs indicated that TUC is a mission-driven institution, which contributes demonstrably to the public good. It has a strong commitment to providing exceptional educational programs in the health care professions and teacher education in concert with the Judaic values of social justice, pursuit of knowledge, and service to humanity. Signature distinctive strengths for TUC include: 1) A well-developed vision for the future that stems from an ambitious strategic plan (CFR 1.2, 4.6, 4.7); 2) High quality academic programs with innovative degree combinations and strong student success (CFR 1.3, 2.2, 2.5, 3.10); 3) A strong quality assurance system that produces well-prepared and highly qualified professionals (CFR 2.3, 2.4, 2.6, 2.7, 4.2, 4.3, 4.4, 4.5); 4) A vibrant faculty research program (CFR 2.8, 2.9); and 5) An institutional commitment to serve underserved communities locally and globally (CFR 1.1, 1.2).

In 2015, the TUC community worked together and created a dynamic strategic plan to guide the future development of the university. The 18-person strategic planning committee represented faculty, administrators, staff, students, alumni, and the university advisory board. The five-year plan (2015-2020), titled “[A Crossroads to Opportunities](#),” provides a vivid roadmap for educating health care professionals and educators so they have fulfilling professional careers in service to the public. The plan identifies seven strategic goals to reach by 2020: 1) Improve and further develop the TUC physical campus; 2) Promote student and employee achievement and excellence; 3) Adapt academic programs by enhancing and expanding current programs and selectively adding new disciplines; 4) Advance learning via innovative teaching and instructional technology; 5) Integrate Interprofessional Education (IPE) in the TUC curriculum utilizing community and global partnerships; 6) Expand scholarship and focused research on campus and through key partnerships; and 7) Foster a welcoming university culture that promotes health and wellness. Managing financial resources has required the TUC campus to prioritize goals and action steps and work with the president and board to ensure appropriate support.

High quality academic programs with innovative degree combinations and strong student success outcomes were identified as additional strengths. To highlight the importance of public health, the Doctor of Osteopathic Medicine (DO) and Doctor of Pharmacy (PharmD) students have the option to earn an MPH dual degree while concurrently enrolled in their primary academic programs. The physician assistants educated at TUC enter an innovative joint degree program that requires them to earn both Master of Science in Physician Assistant Studies (MSPAS) and MPH degrees in a 33 month period. Given the complexity of providing health care, TUC focuses on developing communication, teamwork, and collaboration skills among the

professions through Interprofessional Education (IPE). Every year, beginning at the university student [orientation](#), the institution IPE committee organizes events and activities to engage students in interprofessional team learning activities. TUC has a very strong [graduation rate](#) and students perform with high passing rates on [national board exams and professional licensure exams](#), indicating that TUC graduates are achieving defined learning outcomes and standards of performance.

The systems of quality assurance, strategic planning, and data informed decision making ensure that TUC graduates are well prepared to lead and serve their communities and professions. The university has an effective student learning outcomes (SLOs) assessment and program review infrastructure. SLOs are defined, mapped and regularly assessed in the institutional, programmatic and course levels using multiple measures, including course assignments, capstone projects, portfolios, objective structured clinical examinations (OSCEs), and professional board/licensure exams. Remediation plans are utilized effectively to promote student success. For example, in fall 2016 the first cohort of the Master of Nursing (MSN) students had a disappointing 65% pass rate on the Clinical Nurse Leader Examination (CNL). A prompt response by nursing faculty resulted in an analysis of all exam scores generated from three test periods reported nationally by the Commission on Nurse Certification. A performance goal of 80% pass rate was established. Further, the university funded a CNL Self-Assessment Exam for all students to ensure better preparations for the test. CNL certification standards were integrated into the curriculum. Weekly review sessions over video conferencing were scheduled, and a resource website was developed. These actions resulted in an 82% pass rate in the February 2017 exam.

A growing faculty research program has developed in each of the three academic colleges. Over time, there has been increasing success securing [extramural funding](#) and effective partnerships with other organizations to support faculty scholarly work. Of particular emphasis is scholarship linked to responding to local and global community health problems. A campus [metabolic research center](#) supports both bench and clinical research related to diabetes and obesity prevention. Community action-oriented research has a local impact through partnerships with the area school districts and an international impact through investigations of public health interventions in third world environments. Established partnerships with regional academic institutions and industry have provided faculty with additional opportunities to engage in research. Partners include University of California Davis, Hebrew University in Jerusalem, Tokyo Medical Center in Japan, Showa University, and Buck Institute, as well as the American Osteopathic Association and pharmaceutical firms supporting clinical trials. In addition, the TCUS has funded both seed and bridge grants for TUC faculty investigators and academic deans have designated modest resources in their operating budgets to support the scholarship activity of their faculty.

For TUC, the mission of service to others remains a distinctive strength for its programs and graduates. TUC has developed a strong presence in local and global underserved communities in the health care and teaching professions. Specific examples are included on page 41.

In a little over a dozen years, **TUN** has matured from a start-up institution to a branch campus university with a highly experienced leadership team, an evolving culture of shared governance (CFR1.3, 1.7, 3.7, 3.10), and a complement of programs relevant to the needs of Nevada, the region and the country (CFR1.1, 1.4). The campus is a welcoming academic

learning community where faculty and staff work well with each other in teaching, service and scholarship. A faculty open door policy promotes close mentoring of students and facilitates collaboration with peers. This maturation process has created a number of strengths: 1) A strong campus-wide planning process that resulted in a [strategic plan](#) that aligns with its mission, vision, and values and its ISLOs (CFR 1.1, 1.2); 2) Service to medically underserved communities, helping to address health care disparities of the region (CFR 1.1, 1.4); 3) Collaborations with medical, health care, educational and philanthropic organizations in Nevada to provide students with excellent “hands-on” learning experiences while serving the overall medical, health care, and educational needs of the State (CFR 1.1, 1.4); 4) Incorporation of [Integrated Engaged Learning \(IEL\) and Interprofessional Education \(IPE\)](#) into student learning experiences, which produces well rounded and successful graduates (CFR 2.5); and 5) Nationally competitive and highly selective programs produce predictable enrollments, and help to ensure long term financial stability and viability (CFR 3.4).

The strength that is of greatest importance to TUN is its commitment to student success. As a result of the academic, clinical, co-curricular, outreach, and student support programs, students do well in their programs, attain ISLOs (CFR 2.6) and have high [retention and graduation rates](#) (CFR 2.1). Rigorous academic programs, the commitment of TUN faculty to teaching and mentoring, academic support/supplemental instruction opportunities, and the continuing development of distinctive, hands-on, service-based IEL and IPE educational experiences all result in high pass rates on national [boards and licensure exams](#) and make TUN graduates very competitive for [graduate medical education \(GME\) placement](#) or professional employment (CFR 2.7). Additionally, TUN programs are in good standing with specialized accreditation agencies. All professional programs have been awarded re-accreditation with

maximum review cycle times, or are in candidacy with expected progress. The TUN MSMHS degree program is the only TUN program that does not have a specialized accrediting commission and/or licensing board available.

Institutional Challenges

TUC and TUN are proud of the improvements and progress made since the last WSCUC review, yet realize there are areas that need to be addressed for continuing growth and further development of excellence (CFR 1.8). During the self-review process, the campus communities identified these areas as needing attention to support the growth and development of the university:

Resources and Competitiveness (CFR 3.4): TUC generates enough income to support its educational programs, administrative functions, and student support services, while also contributing to major TCUS initiatives. Since inception, TUC has had only five years of operational deficits with the last one being the fiscal year ending June 30, 2008. Since that date, TUC has had no operational deficits and has received only unqualified opinions from independent auditors on financial statements. The university has generated significant [revenue and net income](#) over time. Revenue increased from \$39,044,000 in 2009 to \$59,889,000 in 2016, while net income after depreciation and interest rose from \$1,198,000 to \$11,766,000 those same years. However, net income does not include central administrative expenses which fund such things as information systems, financial aid, legal services and capital expenditures. Once considered, TUC still remains profitable and has been able to increase expenditures per student over time. The university continues to work with the TCUS to secure additional financial resources to develop the physical campus, including demolishing historic, yet uninhabitable buildings and continuing to add new classrooms, research labs, offices and student housing to

support current needs and future growth. Confidential audited financial statements submitted to WSCUC with the annual report provide details related to system institutional support.

As with TUC, TUN has a record of generating [significant revenue](#) to support its academic, clinical, and service programs, its student and academic support services, and its institutional support services, while contributing to major TCUS initiatives. TUN and TUC face many of the same long term resource challenges regarding facilities development, achievement of competitive employee salaries, and of retaining adequate resources to support operational enhancements and growth of competitive academic programs. New professional medical and health care programs are developing in the region and have created greater competition for TUN academic programs for: recruiting and retaining students, faculty and staff; securing clinical rotation sites; securing resources from donors; and placing TUN graduates in residencies and fellowships. In response, TUN is focusing on developing a distinctive institutional and academic brand based on service to the community and is significantly [expanding clinical rotation site affiliations](#) with hospitals, clinics and health systems within NV and [throughout the country](#). In light of the increasing competition, [a salary study in 2015](#) and the resulting salary adjustments in FY 16-17 brought the minimum salaries of all faculty and staff to the top of the first quartile of salaries of employees in similar disciplines, roles, and ranks from peer and aspirational peer institutions (Goal 2a of the strategic plan). Additionally, TUN began paying 75% of health insurance benefits for employees and their dependents. Nonetheless, developing and maintaining competitive salaries is an ongoing resource need in order to reach its long-term goal of approaching median salaries of employees at peer institutions, as is developing new facilities to enhance and grow competitive programs. The TCUS president has indicated that considerations will be given to TWD in the future regarding retention of significant portions of new net

revenues, as well as significant participation in next TCUS capital bonds, in order to help address these issues (CFRs 3.6, 3.7, 3.8, 3.9).

Autonomy (CFR 1.5, 3.7, 3.8, 3.9): In the 2010 WSCUC team report, the team recommended that “... there is a need for development of a clear and effective organizational plan that creates appropriate operational autonomy between New York administration and the separately accreditable entity of Touro California.” With the hiring of the new CEO/senior provost in 2013, TCUS put in place a Western Division structure that unites the TUC and TUN campuses under a Western Division leadership team. The CEO/senior provost has proven to be a highly articulate, respected, and effective advocate within TCUS.

While significant progress has been made in securing greater institutional autonomy of the TWD campuses from TCUS since the 2014 interim report, TUC and TUN will continue to work with TWD leadership to seek more predictable, streamlined processes for allocating and managing fiscal resources to support key institutional priorities and growth and enhancement of academic programs. Additionally, TWD administrative leaders and staff will continue to participate in TCUS policy, operations, and technology committees and initiatives at every opportunity to ensure institutional needs are met. In summary, the TWD will continue to work with TCUS leadership to insure appropriate campus autonomy (CFR 1.5).

Data Access (CFR 2.10, 3.5, 3.7, 4.1): Until 2014, the TCUS had a dated student data management system (Jenzabar) and utilized JD Edwards software for financial and human resource data needs. Since then, the TCUS recently migrated to a Banner Enterprise Resource Planning (ERP) software system, TouroOne. Primarily due to certain modules not functioning as promised, the implementation of this system has created challenges across the Touro system, particularly dealing with data reporting. The expedited implementation of TouroOne created a

number of unintended challenges that have produced stresses and demands on staff time. As a result, TouroOne has only just begun to produce the data analytical reporting capabilities of a true relational data warehouse. Efforts to standardize policies and operational processes to accommodate this centralized system have sought to recognize the unique needs of TWD and include campus representatives on implementation and operations committees (CFR 1.7).

Research infrastructure (CFR 2.8, 2.9): TUN needs to address space and resource constraints to develop research infrastructure and personnel to fulfill scholarship expectations in various professional programs. A research consultant visited TUN in late 2016 and produced a [report](#) with recommendations that are being pursued.

Component 3: Meaning, Quality and Integrity of Degrees (CFRs 1.2, 2.2-4, 2.6, 2.7, 4.3)

Meaning of Degrees at TUC and TUN

All degree programs at TUC and TUN are defined by their alignment with the values of social justice, service to humanity and intellectual pursuit that are integrated throughout academic programs, co-curricular activities, service learning opportunities, and professional experiential learning experiences (CFR 1.1, 1.2). Both TUC and TUN are focused on producing caring, compassionate, ethical, collaborative, and highly qualified health care and education professionals. The degree programs are rigorous, academically strong, competitive, and offer distinctive educational experiences that are based upon the institutional missions. With the exception of the MSMHS degree programs, for which no specialized accrediting body exists, all of the degree programs are subjected to the standards of specialized accreditation at [TUC](#) and [TUN](#) and/or state education agencies, and all programs are in good standing with these

organizations. Thus, the degree programs provide students with educational experiences that not only allow them to achieve the student learning outcomes of the degree programs and the [ISLOs](#), but also prepare them to meet the professional standards required by the specialized accreditation organizations. Graduates with a Touro degree have a reputation in the community and workforce as having had a high-quality education and are highly competent in their professions.

Additionally, both institutions focus on providing students with extensive professional experiential learning opportunities in serving underserved populations and in learning teamwork, leadership, and interactional expertise provided by IPE experiences. As a result of the professional knowledge, competencies, values, and attitudes acquired by the students, the degree programs at both institutions produce a high level of student success as detailed in Component 5. The exhibit file describes the [meaning of each offered degree](#) at TUC and TUN (CFR 2.2-4, 2.6, 4.3).

Quality and Integrity of Degrees Assurance

Both institutions have structured assessment systems to ensure that students attain ISLOs and program learning outcomes and that programs are evaluated for continuous quality improvement as stated in Component 6 (CFR 2.6, 2.7). The degree programs annually submit reports to document how the specific ISLO that is the focus of that year is being addressed: e.g. alignment of program-specific outcomes with the ISLO; multiple measures of student performance and standards of success for the ISLO; analysis of the results of the internal assessment; and plans for formative changes to the program resulting from the internal assessment. The annual ISLO reports are reviewed by the institutional assessment committees according to a standardized [rubric](#) at TUC and TUN [assessment guidelines](#). Programs are

provided formative assessment summaries by the institutional assessment committees. Taking the assessment of ISLO1 in 2015-16 as an example, [an institution-level summary report](#) with campus-wide recommendations is produced at TUN and [a score and comment summary sheet](#) is provided to each program at TUC to be utilized for future assessment improvement.

The professional integrity and external recognition of the degrees on both campuses are ensured by the specialized accreditation processes. Each program with a specialized accreditation completes routine assessments concerning whether standards are being met and students are attaining professional technical standards. To aid programs in preparing for these assessments, the institutional program review committees conduct an internal review of programs in concert with the professional reaccreditation. Additionally, performance of students and graduates on national boards or licensing exams provide measures to ensure that program integrity and external recognition are maintained. Programs assess the board/licensure pass rates, as well as performance of students on specific topics in these standardized examinations for formative feedback for curricular improvement (CFR 2.5). As a result of the focus on internal and external assessments, student success indicators at [TUC](#) and [TUN](#) are competitive with national benchmarks and show increasing trends.

Component 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation (CFRs 2.2, 2.4, 2.6, 2.7, 4.3)

Students' core competencies are evaluated during the [TUC](#) and [TUN](#) admissions process and afterward throughout their educational experiences (CFR 1.6). Limited transfer coursework and credits are reviewed by the Promotions Committee and/or program directors to determine the compatibility with the curriculum (CFR 2.14). TUC and TUN focus student learning outcomes

on the development of essential higher order professional competencies required in health professions and education. Students are held to the highest professional and ethical standards for verbal and written communication, critical thinking, quantitative reasoning and information technology (CFR 2.2, 2.2b, 2.5). The evidence for this higher order learning is especially clear in the clinical, field placement, and capstone experiences.

The ISLOs and standards of performance were formulated to ensure graduating strong health care professionals and educators who will serve their communities. The PSLOs and professional core competencies are defined based on the academic program national professional standards and competencies. External standards of performance are set by professional accreditation and/or regulatory agencies. These standards are communicated through the catalog and syllabi, are measured through formative and summative assessments developed by faculty, and ultimately are demonstrated through the success of graduates on licensure, board exams, residency matches and in the workplace, which are addressed in more detail in Component 5 (CFR 2.2-2.6, 4.3).

TWD's only undergraduate program (RN-BSN) requires matriculants to the program to have completed 60 college credits, which must include all general education requirements. During the RN-BSN program, which is delivered at TUN, students are assessed on the five competencies through [specific program learning outcomes and assignments in the curriculum](#) to ensure mastery in each area (CFR 2.2, 2.2a). The program outcomes are mapped to each course and are listed in each syllabus. A standardized rubric for group discussion questions throughout the program and specific rubrics for each individual assignment have been developed to ensure objective measurement of student performance with each assignment.

Student-Centered Learning and Quality Assurance

TUC approaches student-centered learning through innovative teaching methods, following a solid curricular development and evaluation process. Student learning is one of the primary outcomes reflecting the mission of TUC and its individual programs. Each of TUC's programs offers unique approaches to designing, delivering and assessing student learning, guided by the ISLOs. This inclusive process is finally translated into syllabi that are developed by faculty and reviewed, approved and evaluated by Curriculum Committees with input from faculty and students as well as external stakeholders (CFR 2.4).

Curricular review, development and assessment are conducted on an ongoing basis by all colleges. The process starts with the university-wide ISLOs that are aligned downstream with each college's professional accreditation curricular standards and/or PSLOs. Other university-wide and intercollegiate curricular initiatives are underway, such as the annual university Research Day, IPE team-building at new student orientation, and development of interprofessional elective courses. Additionally, each college may impart their own curricular identity in alignment with their mission. Competencies are communicated to students through different means and media and measured through formative and summative assessments.

Student-centered learning contributes to educational quality and is central to the TUC holistic learning experience supported by academic programs, student affairs, library, and IT (CFR 2.3). At TUC, learning is enhanced with innovative instructional approaches, solid curriculum development, comprehensive assessment processes which focus on expected standards of performance, and solicited feedback from stakeholders like students, faculty, alumni and employers. The focus on learning is deeply embedded within the institution, as evidenced by

a cycle of continuing assessment followed by curricular change and re-evaluation of learning (CFR 2.5).

As an example of creating a student-centered learning environment, the DO program revamped its curriculum and added innovative learning strategies to develop unique and distinctive skills in its graduates. In recent years, faculty developed new learning experiences: at the Solano County Health Department; with the Diabetes Prevention Program; and in the Metabolic Research Center. They expanded use of MediaSite for recording lectures, developed a Green Room to record lectures for flipped teaching, and developed an ultrasound simulation lab to support learning with the revised curriculum. Student-centered learning is assured through a mentoring program and careful monitoring by a student promotion committee which has an early intervention protocol for struggling students (CFR 2.3). Implementation of the early intervention has resulted in improved board exam performance, for example, COMLEX 2PE passing rate increased from 92.1% in 2014-15 to 97.7% in 2015-16. In addition, consistent with osteopathic tenets and in response to growing burnout amongst health care providers, the program launched the [WARM](#) (Wellness, Academic Achievement, Resilience and Mindfulness) project. Funds were raised to create a meditation garden on campus and efforts are being undertaken to create an outside exercise venue and additional wellness initiatives suggested by students.

Another example of student-centered learning is from the COP which has worked to align core competencies with new ACPE education standards. Assessments of the didactic curriculum and experiential portion of the PharmD program led to the development of a new curricular track (Pharmacy Practice Experiences) to improve clinical skills and critical thinking before students rotate into the Advanced Pharmacy Practice Experience. The construction of the Pharmacy

Practice Center in the Library Annex provided an ideal simulation environment for this new track (CFR 2.6).

TUN degree programs establish and maintain educational quality and effectiveness through multiple review processes. All programs follow similar, rigorous algorithms for internal program review. Programs deploy [end-of-course student evaluations](#), which are standardized across TUN. [Clinical courses are evaluated](#) in multiple ways: students' course evaluations, preceptors' evaluation on student performance, and clinical coordinators' evaluation of preceptors and clinical sites. Student learning is assessed through end-of-rotation exams. Results from all of these assessments are shared with instructors, course directors, department chairs, and program directors. Course directors, in tandem with appropriate faculty, will formulate a plan to address tangible issues that students have raised. Department chairs and program directors address persistent issues with the involved course directors and teaching faculty. All programs have a Curriculum Committee or equivalent (e.g. Graduate Affairs Committee for the MHS program) that meets regularly. They assess and evaluate curriculum and approve proposed changes to courses or curricular design within the context of the TUN mission and best practices (CFR 2.3).

Faculty retreats are a vital part of TUN program assessment. Each program has at least one faculty retreat annually where the faculty and administration review the past year, discuss what was effective and what could be improved, and plan for the upcoming year. Retreats also typically include discussions of student performance in coursework, clerkships, licensing exams and faculty development activities (CFR 2.4).

Programs triangulate their data by drawing on satisfaction surveys that are routinely administered to TUN's continuing students, graduating students, and alumni. Some programs

(e.g., DO, DNP, DPT, BSN, MSOT) also administer their own surveys to their graduating students, alumni and local employers. Survey results provide an added perspective on the perceived quality of a TUN degree. Directors and faculty use results, such as students' academic experiences, graduates' assessment of how well TUN's programs prepared them for professional practice, and employers' assessments of the quality of TUN graduates, to evaluate and improve their programs (CFR 2.7).

Programs take a [systematic approach to educational effectiveness](#). Program goals/objectives and student learning outcomes are developed by the faculty in each program to reflect the intellectual and practical competencies expected in the discipline and meet the expectations of the professional accreditation body, where relevant. Goals and outcomes are aligned with the mission of the institution and the ISLOs are linked to curricula. Standards of performance during and at the completion of a degree program are set by program faculty and reflect the requirements of professional accreditation and/or regulatory agencies (CFR 2.4). Standards are communicated through the catalog, student handbooks, and syllabi, and are validated in part through the success of students on board exams and in the workplace (CFR 2.12). Evidence that key learning outcomes are being met at graduation include: 1) Board pass rates for the various professions; 2) Measurement of ISLO outcomes by each program; 3) Results of assessment of clinical/internship experiences; and 4) Results of assessment of terminal projects/research.

Each program includes a spectrum of assessments from low-stakes quizzes and discussions, to high-stakes gate exams that students must pass to be allowed to advance. Students are required to self-assess periodically leading up to board exams. Students are prepared to take and pass professional board examinations that will allow them to become

licensed in their chosen profession. Each of the academic programs at TUN utilizes some or all of these various types of assessments throughout the curriculum to assess student learning, including 1) Written and oral assessments; 2) Practical/practice based assessments; 3) Behavioral assessments; 4) Interpersonal and communication assessments; 5) Cultural competency assessments; 6) Internship/clinical assessments through observation; 7) Critical/clinical reasoning assessments; 8) Professional board preparation assessments; 9) Objective Clinical Skills Evaluations (OSCEs); 10) Assessment of interactions with standardized patients; 11) Individual and group capstone projects; and 12) National standardized exams. Each TUN program utilizes some or all of these various types of assessments throughout the curriculum (CFR 2.6).

[Internal program review processes](#) identify achievement gaps (CFR 2.7). When these are identified, program faculty determine where the gaps are and why they have developed, and implement corrective changes in the curriculum and instruction. Subsequently, the assessment process can help discover if the changes have positively influenced student performance. Additionally, each program in the university goes through the institutional program review process on a rotating [schedule](#), at intervals of no more than five years. For programs with professional accreditation, the institutional review is typically scheduled for the year prior to a professional accreditation site visit to help the program prepare for the institutional report and visit. Programs without professional accreditation go through the review process every five years (CFR 2.7).

Focused Research and Scholarship

[Research and scholarship](#) are important components of **TUC**'s mission, and contribute to its ensured educational quality. TUC has nurtured a strong research program on campus considering the limited research bench space and has had increasing success with extramural funding. TUC creates an environment which values and nurtures intellectual curiosity and the development of new knowledge contributing to professional practice. The Metabolic Research Center opened in January 2016 and provides students and faculty with enhanced opportunities to conduct more clinically focused research. Student involvement in faculty research and publications, and culminating program requirements like special projects and portfolios, provide opportunities to assess the five core competences at a graduate level (CFR 2.8, 2.9). TUC's annual [Research Day](#) provides an opportunity for students, faculty and staff to showcase their most recent research efforts. Student research posters increased from 29 in 2013 to 45 in 2017. In addition to clinical research, the master's programs in TUCOM and COP offer students opportunities to analyze research in respective fields and develop research expertise. The COP master's program provides a unique research intensive, hands-on training approach to student learning. The program is designed to provide students with knowledge and tools needed to become effective scientific or clinical investigators. Students work closely with pharmacy faculty researchers and often gain research experiences in laboratories of partner institutions, such as the Buck Institute.

Intellectual pursuit is the third aspect of the **TUN** mission, and is an important component of each degree program. TUN supports research for both faculty and students with annual in-house research grants designed to support pilot projects that can lead to extramural funding, and mentored student research grants providing resources for students to do research projects with

faculty advisors. In 2016, a TUN faculty member in collaboration with a colleague from New York Medical College, also part of the TCUS, was awarded a TCUS Seed Funding Grant.

[Research Day](#) is an annual event at TUN that features posters and platform presentations from students and faculty across all programs. This year's keynote speaker was an expert in interprofessional education, a topic of current interest at TUN. Some programs have additional research-focused events for their students such as the Occupational Therapy Systematic Review Research Day and the [MHS student thesis oral presentations](#). TUN encourages faculty and students to present at professional conferences and provides funding to attend national and regional conferences. The Institutional Review Board (IRB) offers review for any TUN-affiliated researcher at no charge. The research committee offers faculty and staff monthly seminars where notable external researchers discuss their research.

A unique aspect of the TUN research program is that many of the projects are designed to have a direct and immediate impact on the Southern Nevada community. For example, recent research studies to promote a healthy lifestyle in elementary-aged children, reduce falls in the elderly, provide mentoring for at-risk youth, educate a population about a health condition, improve state policies on marijuana DUI testing, and analyze the incidence of strokes in Southern Nevada are just a small sample that illustrate the diverse research TUN supports.

The TUN focus on intellectual pursuit extends beyond basic science and clinical research. A number of faculty members across all programs are members of national committees for their professions, contribute questions for national licensing exams, and participate as professional accreditation site visitors. These professional service activities keep faculty keenly aware of the latest trends in their profession, which ultimately benefits the students. Students also serve in national professional organizations.

Service to Others both Locally and Around the Globe

TUC is committed to educating health care providers, public health practitioners, and educators who can have a lasting impact on their discipline and geographic community. This commitment provides opportunities for students to meet the ISLO “Use knowledge, skills and effective communication to benefit diverse communities”. TUC outreach to the community has grown in various and meaningful ways.

After reviewing local community needs, TUCOM leadership noted that Solano County had the second highest rate of diabetes in hospitalized patients in the state of California. In 2014, 36% of Solano County hospitalized patients had diabetes. That one issue increased the cost of hospitalization by nearly \$18 million. It has been estimated that there are at least 110,000 obese adults and at least 22,000 people with diabetes in this county. To respond to this emergency, in early 2017 TUC, collaborating with Sutter Health and Solano Public Health department, created the [Mobile Diabetes Education Center \(MOBEC\)](#) to provide direct diabetes prevention programs and diabetes education services for people in Solano County. The MOBEC travels into the community and provides a safe and reliable space for community members to participate in the Diabetes Prevention Program. Provided services include: Tips on Diabetes Prevention & Management, Observe a Cooking Demonstration, Get Moving with the Dia-BEAT-it Exercise Class, Be Screened-Diabetes and Pre-Diabetes, and Discover Current Diabetes Research.

The implementation of the Student-Run Free Clinic (SRFC) seven years ago has offered unique, interprofessional services to low income families in the city of Vallejo. Every Thursday, students and supervising faculty provide free clinic services to local patients on a walk-in basis. Examples of services include physical exams, osteopathic manipulative medicine, health

education, medication review, blood pressure checks, and immunizations. In the past year, the SRFC saw 420 patients and logged 530 preceptor hours and 1,300 student volunteer hours.

In the Graduate School of Education (GSOE), student class assignments and master's degree thesis projects are used in the surrounding school districts as the foundation for ongoing research and for professional development activities. For example, the students in the Introductory Teacher Education Literacy class are required to tutor students in afterschool programs. The school has developed a distinctive relationship with the non-profit agency, [NapaLearns](#), which, through the Fellows Program, has paid 116 Napa County School District teachers to attend the GSOE and 80 have graduated in the six years of partnership. These educators learn the latest practices related to project-based learning, personalized digital curriculum, assessment, and use of digital tools and resources. They complete a capstone project based on applied research in their schools and share their results with fellow educators.

Besides services to local communities, MPH students and graduates are dedicated to reducing health disparities in global communities. The program mission is to promote health and well-being through education, service, and research with a focus on underserved populations. In the last decade, 314 MPH students traveled to Bolivia, Ethiopia, Tanzania, Taiwan and Mexico to gain hands-on experience and respond to the urgent health care needs in those countries. They studied [topics](#) ranging from child malnutrition and neonatal care to health literacy, medication inventory management and research ethics. TUCOM's [Global Health Program](#) offers osteopathic medicine students an opportunity to learn, do research and serve in international environments. Students and faculty travel to Ethiopia, Israel, Mexico, Taiwan and Tanzania for summer internships, public health study, research and clinical rotations. In 2014, TUCOM students rotating in Tanzania and Ethiopia became certified trainers in the Helping Babies Breathe

program and trained a total of 168 nurses in those countries. Additionally, faculty from the School of Nursing (SON) [traveled to Kenya](#) in May 2016 to develop an educational partnership with a nursing school and reduce preventable deaths in children.

Each TUN program integrates into degree requirements and activities the three pillars of TUN's mission of social justice, service to humanity, and intellectual pursuit, as noted earlier in this report. Considered together, the first two pillars are important elements of courses across programs, and are the specific focus of several required courses. The Occupational Therapy (OT) program has a required course, Social Justice and Occupational Therapy, in which students participate in community social justice projects such as preparing meals at the Three Square Food Bank. Students are asked to learn more about the lived experience of an individual from a marginalized population of their choosing and report back to classmates to build a greater understanding and empathy for individuals from diverse backgrounds who are often stigmatized. The OT students are required to provide evidence of social justice activities in each of their first five semesters of the program. These activities are selected by the students and have included a diverse array of volunteer experiences.

A number of additional activities that target social justice and service to humanity are done outside the framework of specific courses. One of the longest-running community partnership programs that illustrate TUN's service to humanity is the Stallman Touro Health Clinic at the Shade Tree shelter for women and children who are victims of domestic abuse. The clinic, in operation at the shelter since 2009, is overseen by members of the TUN Physician Assistant (PA) program and staffed by volunteer PA students. PA and DO students also staff two Mobile Health Clinics that serve local residents who are homeless or have intellectual disabilities.

Other TUN projects involve interprofessional collaborations to engage students across programs in activities that address social justice and service to humanity. TUN holds a monthly Easter Seals Nevada Mobility Clinic, a free service for people with chronic conditions who are not currently receiving therapy. This collaborative effort involves students and faculty from both the Physical Therapy (PT) and OT programs.

Component 5: Student Success: Student Learning, Retention, and Graduation (CFRs 1.2, 2.7, 2.13)

TUC and TUN are primarily graduate institutions with carefully planned learning experiences leading to programmatic and institutional competencies in health care and education. Important measures of student success include retention and graduation rates, time to degree, participation and contributions in community service and social justice learning experiences, performance on nationally normed examinations, superior practice ready professional preparation, and alumni contributions to the profession and community (CFR1.1, 1.2, 1.6).

Retention, Graduation Rate, and Time to Degree

At **TUC**, [graduation rates](#) are consistently high for all programs (CFR 2.1, 2.10). In the last three years, the program graduation rates ranged from 79% to 100%. These rates reflect a student body with a strong entering academic profile, careful admissions processes emphasizing fit with institutional mission and values, and effective instructional and academic support services. For programs with professional accreditation (DO, PharmD, PA, MSN and DNP), the time to degree and graduate rate are calculated using the definition for the professional field. The graduation rates for other master's degree programs are calculated based on the program length

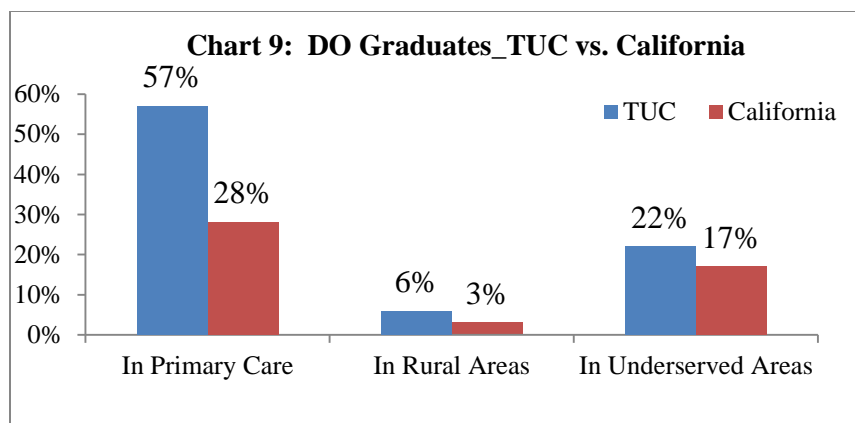
except for the GSOE because 75% of the GSOE students choose to attend part-time. The self-review process highlighted the need to continue to refine the GSOE graduation rate definition.

At TUN, students demonstrate [strong retention and graduation rates](#). Year-over-year retention ranges between 76% to 100%, and graduation rates are between 74% to 94%. These high rates reflect the fact that TUN admits students who are academically well-prepared and [supports them academically and personally](#) through a rigorous course of study.

Professional Preparation

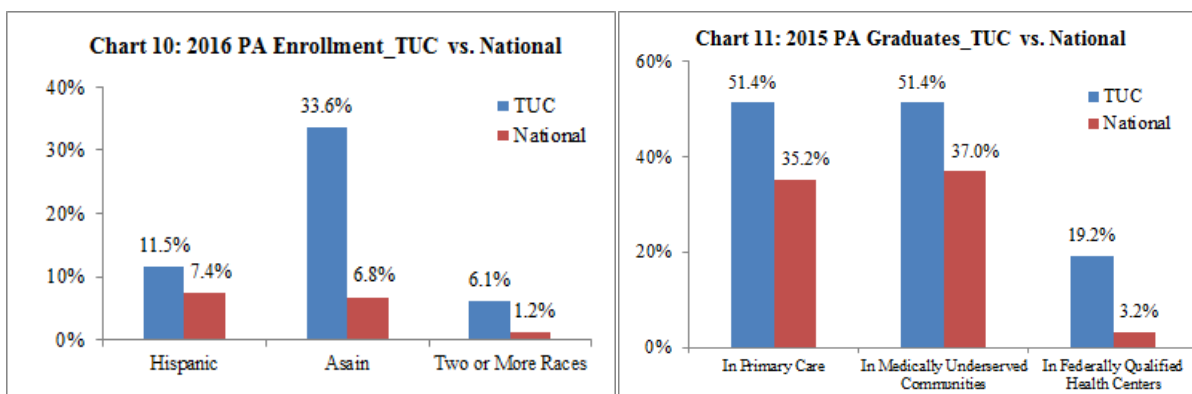
TUC and TUN utilize multiple measures to assure that graduates are practice-ready for their professions. These include assessment of student learning outcomes at the course, program and institutional level, as well as assessments conducted during program reviews and during professional accreditation processes (CFR 2.3, 2.4, 2.6. 4.3). These will be discussed more in Component 6.

An example of student success in the TUC DO program is the degree of professional practice that exemplifies the core mission to educate primary care physicians and physicians who practice in rural or underserved areas. For six consecutive years, the DO program has been ranked in the top 10-15 programs nationally by *U.S. News and World Report* for its graduates matching in primary care residencies. In 2012, the program received the HERO Award from the California Primary Care Association for being the institution that produces the most primary care clinicians in California. In 2017, the National Center for the Analysis of Healthcare Data (NCAHD) found 50% of TUC DO alumni (831/1,374) [practicing in California](#) and was ranked number one in the state with the highest percentage of alumni serving in primary care, in rural care and in underserved areas (Chart 9).



In addition to encouraging and supporting primary care practice, the TUC DO program assures the excellence of graduates' preparation by assessing student progress on key indicators of professional fulfillment and program distinction. The DO program assesses student achievement in many diverse areas and pathways to excellence, including proficiency in global health, research, obesity awareness, osteopathic principles and practices, ultrasound point of care service, public health, interprofessionalism, and empathy, the latter which is believed to be distinctive in the curriculum. This multi-faceted assessment is retrospective in its results and is published as a series of manuscripts in a special feature in the [*Journal of the American Osteopathic Association*](#) in August 2017. Going forward, the program will establish career markers that can track through alumni databases, surveys, and third-party data gatherers (such as NCAHD).

Another example of how a program fulfills its mission and prepares students to serve their communities is the joint MSPAS/MPH program. The program has intentionally enrolled a more diverse student body than national norms (Chart 10). Graduates in the joint program are highly competent physician assistants who integrate the principles of public health upon graduation while working in primary care and medically underserved communities where the need for quality health care is the greatest (Chart 11).



Students at **TUN** are evaluated not only by meeting various academic and scholastic milestones, graduation rates, and board/licensure examinations, but also in how they mature as professionals. They are measured in the didactic and clinical phases of degree programs. All students are expected to demonstrate personal responsibility and professionalism. These competencies are measured in part through simulation and clinical evaluations, ISLO assessments, and completion of program requirements. TUN graduates are encouraged to exemplify key aspects of TUN's mission of social justice, service to humanity and intellectual pursuit.

Support for Student Learning and Personal Development

Support from Student Affairs: The **TUC** Student Affairs together with the library and IT services support student learning, retention and success across all programs. Seasoned administrative leaders provide students with engaging co-curricular programs and responsive administrative services. Admissions, Registrar, Bursar, and Financial Aid services are staffed with talented administrators who serve students by providing accurate, timely and consistent information about their student records. Academic Support, Career and Professional Development, Counseling and the Student Health Center [are regularly assessed](#) for student learning and satisfaction. The Student Activities office provides support to student government

as well as major student events such as the annual basketball and volleyball tournaments with TUN, the winter gala, and numerous events throughout the academic year (CFR 2.11, 2.12, 2.13). Students are increasingly engaged in [service to the community](#) and with university life as evidenced by the substantial growth of student organizations over the past five years from 40 to 80.

TUC student affairs administrators serve with faculty on the student promotions committees, and provide leadership on a variety of campus initiatives, such as university orientation, commencement, and implementation of regulatory and compliance requirements. In response to students' request to support diversity, Student Affairs will be hiring a director of student diversity recruitment & academic support in spring 2018 (CFR 1.4).

The TUC library serves as the heart of the university for students as it addresses not only their scholarly activities, but also provides a space for study and gathering. The library offers access to required and recommended textbooks and resources as well as extensive online resources. [Students](#) and [employees](#) have consistently ranked the library and librarian services with the highest satisfaction ratings (CFR2.3). However, in the same surveys, adequate space for individual study and group study in the library received low rating. While students have appreciated the efforts to entice them to the Farragut Inn and Wilderman Great Room for study nights, there is still a need for more TUC campus study space.

At TUN, students are supported in their development by a strong Division of Student Affairs (DOSA) infrastructure that conducts assessment and self-review, and participates in institutional student learning outcome assessment. Major events and ceremonies are evaluated by quick turnaround feedback surveys that are scrutinized by student affairs staff and used to make improvements. DOSA includes a Student Involvement office that supports student organizations,

student government and student activities, and provides wellness services such as free student counseling and a student health center. Student services offices (Admissions, Registrar, Financial Aid, and Bursar offices) focus on providing consistent, accurate, timely and responsive services to students. They monitor student satisfaction with ongoing surveys and use the results to improve services.

Student wellness services include an on-campus Student Health Clinic, operated in partnership with the Southern Nevada Health District, free use of campus exercise facilities such as an equipped fitness room and basketball court, and regular workshops on health and wellness topics. All TUN students have access to counseling sessions with a licensed psychologist, on campus and free of charge. Counseling services are evaluated with student feedback surveys.

Academic Performance and Support: Students at both **TUC** and **TUN** are supported in their academic success by frequent ongoing performance review, by intrusive advising and remediation initiatives, and by academic support services such as tutoring. Programs closely watch student progress and provide several “safety nets” for students who may be struggling academically, socially, or personally. Each program has a Student Progress Committee or equivalent to monitor the advancement of struggling students through program milestones. Struggling students have many opportunities for support, such as faculty advisors, student advocate committee and institutional resources (CFR 2.13).

At **TUC**, there is a planned and purposeful focus on supporting student success through coordinated services of academic support, counseling, student health, and the newest service of career and professional development. As TUC has grown, and the number of programs has increased, student academic and mental health support services have increased to better support student success. In 2008, student health services changed its mission from simply collecting

health and immunization data to providing ambulatory health care services. In 2016, student health moved with counseling services into new space with dedicated offices and exam rooms to better serve students. Student mental health counseling services have grown in the past five years from one full time therapist to two full time therapists and a live person 24/7 crisis response telephone service. In recent assessments of students who had direct contact with counseling services, about 80% reported their interactions with counseling staff had a positive impact on their emotional health. Academic support has grown from one learning specialist to a director and a learning specialist, and has moved to larger space to provide students with an opportunity to study and meet. Students reported that contact with academic support staff enhanced their study, concentration and time management skills. After a year of carefully studying student needs, career and professional development was added as a new service in fall 2017. It is anticipated that this service will support students as they seek to secure their next professional opportunities and will actively engage students with alumni.

At TUN, when students fall below a certain threshold, they are referred to faculty advisors, peer tutoring through OASIS, or other forms of program-based support. The [exact steps vary across programs](#), but generally academic support is progressive. Students who continue to struggle get increasingly intensive interventions and remediation. For example, at weekly faculty meetings, OT faculty discuss student issues and develop strategies to support struggling students, ranging from initial OASIS referrals and practice exam sessions to remediation or perhaps delay in their cohort progression.

TUN's key institutional academic support resource, OASIS, has significantly expanded in recent years from one staff member to four learning assistants and specialists, including an online learning specialist. One-on-one meetings with students increased 28% from 2013-14 to

2015-16. OASIS staff monitors tutor and tutee experiences through ongoing surveys and use the results to improve services. In fall 2015, 93% of respondents were satisfied with tutoring. OASIS staff is involved in program-based student progress committees and supports testing accommodations for students with documented disabilities.

Community Engagement: Students at both **TUC** and **TUN** are supported in their learning and personal development by an intentionally student-centered and supportive community. From admissions and orientation to academic advising, every stage of the student life-cycle is marked by efforts to increase engagement and support student success. Both campuses emphasize student support through an open door policy that promotes individual engagement between faculty/staff and students, and encourages students to ask questions and seek help. Students experience the culture of engagement through interactions with their faculty that they describe as faculty invested in their success. Students praise the feeling of community and close connections with fellow students, staff and faculty. Alumni note the importance of their supportive faculty. When asked to state what they think makes Touro education distinctive, faculty, staff and advisory board members mention the feeling of community and the sense of belonging to a family. Programs are actively working to address student anecdotal concerns about maintaining the same type of connections during their clinical educational experiences.

In celebration of Touro's distinctive identity as a Jewish-sponsored institution, a full time Rabbi at TUC and a part-time Rabbi at TUN work closely with student affairs staff to support students pastorally, organize cultural events, and provide opportunities for Jewish holiday celebrations. The TUC Rabbi provides administrative support such as consultation on academic calendars and instructs the interested campus community on Kosher food observance.

TUN students and employees can learn about Jewish traditions and holidays through “Lunch with the Rabbi” events.

Component 6: Quality Assurance and Improvement: Program Review; Assessment; use of Data and Evidence (CFRs 2.4, 2.6, 2.7, 2.10, 4.1-4.7)

Program Review

Program review was an area of focus in the 2010 WSCUC commission letter. The history and progress of institutional program review at both campuses were discussed in detail in the [2014 Interim Report](#). The interim report demonstrated that both campuses have developed an effective process that is well-supported by campus faculty and administration. The robust process of institutional program review has continued since 2014.

TUC’s [Program Review Committee \(PRC\)](#) conducts systematic, comprehensive reviews designed to evaluate and enhance academic quality. The PRC is comprised of faculty members representing each academic program and is chaired by the AVP of IE. Program reviews are typically scheduled every seven years, but attempts are made to integrate review years with [professional accreditation cycles](#). Established [program review guidelines](#) details three components to the process: a program self-study, an external review, and a provost Memorandum of Understanding (MOU). After reviewing the self-study and external reviewer report, the PRC provides a Formal Finding and Recommendations document to the reviewed program and the provost (CFR 2.7). As of summer 2017, six of TUC’s nine academic programs have been reviewed under the current review infrastructure. The [MSMHS-COM program review](#) provides an example of the complete process for the programs without professional accreditation

and the [DO program review](#) provides an example for the programs with professional accreditation.

Programs use recommendations from the PRC and subsequent provost MOU to inform decision making and improve program quality. Requests for additional resources will be included in the university/TWD budget process. For example, in reviewing the MSMHS-COM program in 2012-2013, the PRC recommended the program implement measures to recruit more underrepresented students and thereby increase the pool of diverse applicants that might apply subsequently to the DO program. The program responded with a variety of actions as stated in the 2016 program review annual update. The program worked with the admissions office to identify California feeder schools with diverse student bodies and insure the campus actively recruit at these sites. The program application form was modified to provide additional options for applicants to self-identify their race/ethnicity. In 2016-17, TUC increased the size of the MSMHS-COM program from 15 to 63 students to provide opportunities for larger numbers of diverse students (CFR 1.4). Out of these 63 students, 25 matriculated into the DO program in 2017-18. The table below highlights the increase of underrepresented minority students in the larger class, and diverse representation in the DO class (Table 1).

Race/Ethnicity	2012 MSMHS	2016 MSMHS	2016 MSMHS into 2017 DO
Asian	(10) 66%	(29) 46%	(9) 36%
Black or African American	0%	(6) 10%	(3) 12%
White/Non-Hispanic	(3) 20%	(13) 21%	(11) 44%
Hispanic	0%	(1) 2%	(1) 4%
Two or More Races	0%	(3) 5%	0%
Unknown	(2) 14%	(11) 17%	(1) 4%
Total	15	63	25

Table 1: MSMHS-COM Enrollment and Matriculation into DO

Besides reviewing existing academic programs, the PRC reviews new program proposals using the [new program proposal review guidelines](#) before they go to the TCUS for consideration.

In the [TUC DNP/FNP substantive change action report](#), the WSCUC substantive change review panel commended TUC for “a comprehensive internal review and approval process for new programs”.

TUC periodically assesses the effectiveness of the program review process by 1) Tracking PRC recommendations and action steps through annual program updates; and 2) Reviewing and revising [PRC by-laws](#) and program review guidelines to ensure best practice. The PRC conducted by-laws and guidelines revision in 2016-2017 based on the expectation that program review be a continuous improvement process for the institution. The program review infrastructure is viewed as an effective process which focuses on student learning outcomes assessment and use of data to inform decisions.

At TUN, the [Program Review Committee](#) is responsible for institutional program review and new program approval. Programs are reviewed [at least once every five years](#), and when possible, reviews are scheduled in conjunction with professional accreditation reviews. Programs without professional accreditation are scheduled in the gaps to create a balanced workload for the Program Review Committee. Program review has four key components: an external review, a self-study, a faculty-driven review process, and a report of final findings and recommendations. The DPT program has undergone the most recent [program review](#), which was nearly complete at the time of this writing.

PRC also reviews and approves new academic programs through a comprehensive new program proposal [process](#) whereby programs complete a detailed [application](#) and presentation to the PRC. The review process is aligned with the WSCUC Substantive Change process as well as with the procedures of the state licensing agency, the Nevada Commission on Postsecondary Education (CPE) and the TCUS new program initiative planning process. TUN’s most recently

deployed new program is the Occupational Therapy Doctorate (OTD) which was approved by the PRC in 2015, by the WSCUC Substantive Change Committee in 2016, and by Nevada CPE in 2017. In addition, routine non-substantive curricular changes are affected by a new Nevada CPE requirement implemented in 2016, which requires all licensed institutions to ensure that their regional accreditor is aware of any curricular changes. In the 2017-18 academic year, the focus of the MSMHS program has been changed to increase student diversity and support student success (CFR 1.4).

Assessment of Student Learning

Assessment of student learning is an ongoing process at both **TUC and TUN** and part of the institutional culture. Both campuses moved from eight to four ISLOs in 2015 and worked to develop more meaningful evaluation measures.

TUC academic programs [aligned the four new ISLOs with PSLOs](#) and moved to assessing one ISLO each year. Assessment reports are submitted and stored in the university assessment tool ComplianceAssist. The [Institutional Assessment Committee \(IAC\)](#), comprised of representatives from all academic programs and student affairs, reviews the assessment reports based on a [pre-defined ISLOs review rubric](#). Reports and IAC review feedback are then shared with the WSCUC Executive Team for institutional assessment decision-making.

Over the past seven years of ISLO assessment work, TUC has learned from the process and used the knowledge to inform practice. ISLO assessment results are used to enhance pedagogy, curriculum, and student learning. As an example, after investigating existing curriculum, exams, and assignments for SLO measures, the DO program decided to design more explicit courses and learning events to promote student attainment of PSLOs and ISLO. A broad

selection of faculty worked with the program curriculum committee to design a renewed curriculum that has a framework featuring learning outcomes and milestones, as well as best practices in competency assessment and pedagogy. The curriculum and guide are published in two reports, one for [faculty](#) and one for [students](#). The student guide defines how each of the PSLOs is assessed longitudinally across, and in some cases, outside of coursework. It features milestones as well as signature events and evaluative criteria to provide formative feedback on learning outcome attainment.

After assessing the ISLOs for five years, and considering input from the IAC, TUC student affairs decided to further assess how student learning could move from awareness levels to deeper and more meaningful learning. To do this work, student affairs refined its division assessment processes by revising the department student learning outcomes, [aligning them with the new four ISLOs](#), and selecting proper measurements. A student affairs assessment team was formed and the division has committed resources to deepen staff learning on conducting student learning assessment and utilizing data to better support student success.

TUN assesses institutional student learning outcomes across academic programs and selected student affairs areas annually. The four ISLOs are assessed on a rotating four-year cycle coordinated with TUC. Annually, each program assesses student learning with two measures, one in early program and one in late program. The [Assessment Committee](#) and program assessment reporters play a critical role in ensuring that programs meet TUN standards and offer high-quality degrees. Assessment reporters are usually program directors who work with other program faculty in [setting measures, collecting and analyzing data, discussing findings, and planning changes](#) for program improvement. Assessment Committee members [review](#) the submitted program reports, provide feedback on report quality, and suggest improvements for

future assessment. A [summary report](#) on ISLO assessment is shared with the WSCUC Executive Team annually.

Use of Data and Evidence

The institutional research capacity and scope at [TUC](#) and [TUN](#) have increased since the 2014 interim report. The IE offices on both campuses play a direct role in leading or facilitating strategic planning, program review, institutional assessment, and support for faculty development in research and pedagogy. One challenge to the use of data to support planning and decisions has been the recent conversion to the TouroOne system. As noted on page 29, in 2015-2016, TCUS institutions underwent an accelerated 18-month conversion of students, human resources and finance data to a system-wide Oracle Banner system, TouroOne. The conversion was completed by summer 2016, but reporting tools are still being developed as of 2017. Once fully operational, TouroOne will make assessment and interpretation of all data sets more accessible and user-friendly.

Surveys: Surveys are a distinctive feature of data collection and analysis for [TUC](#) and [TUN](#). To evaluate the degree of student and employee satisfaction regarding **TUC's** campus climate, operation, and learning environment, the OIE conducts institutional-wide student and employee satisfaction surveys every three years. Data are analyzed and shared with the campus Executive Council, individual programs, administrative units and the broader campus community. Summary reports are posted on the [institutional effectiveness website](#). Based on the survey results, continuous conversations are generated and actions are taken for improvement. For example, results from the [Ruffalo Noel-Levitz College Employee Satisfaction Surveys \(CESS\)](#) indicate that TUC employees consistently believe the top three institutional priorities

should be improving employee morale ($M=4.63$ in a 5-point Likert scale of importance), improving the quality of existing academic programs ($M=4.58$) and improving the appearance of campus buildings and grounds ($M=4.42$). TUC, with support from TCUS, has strategically allocated fiscal resources to these three areas. In 2015, the employer contribution to health benefits increased from 60% to 75%, and each year there are selected salary adjustments to support faculty and staff recruitment and retention. Academic program quality and campus appearance were enhanced by: key faculty hires in the area of diabetes prevention and management and primary care; a new doctoral nurse practitioner program; new staff positions in human resources and student affairs; capital funds to complete a new Metabolic Research Center; construction of a larger Student Health Center; and exterior paint on prominent campus buildings. Other examples of how survey data was used to deploy resources and improve quality include installation of a sound wall in the library to provide an effective student study environment and increases in campus lighting and the addition of a third security guard to insure student safety.

TUN uses surveys to collect a [broad range of input](#). Annual institutional surveys of TUN stakeholders assess all areas of campus infrastructure, services and climate, and their relationship to student success. TUN also deploys the [Ruffalo Noel-Levitz College Employee Satisfaction Survey \(CESS\)](#) every three years to examine the workplace climate. In 2016, many academic programs additionally conducted surveys of students, graduates and local employers on the relevance and effectiveness of their programs. Student affairs offices use satisfaction surveys as one way to evaluate the efficiency and impact of their services. Major events such as commencement, orientation, and White Coat ceremonies are assessed by post-event evaluation surveys. TUN initiatives such as parking policy changes or professional development workshops

are preceded by a needs assessment survey or followed by evaluation surveys. Survey results are distributed across campus to the relevant offices and departments for use in decision-making.

Program Uses of Data: Within each TUC academic program, there are a variety of mechanisms to insure quality assurance. Course and faculty teaching evaluations are conducted each year and reviewed carefully to improve the academic experience of students. Curriculum and assessment committees within each programmatic area continuously review learning outcome data and make adjustments as needed to insure student success. An example of a course sequencing change as a result of student feedback was the Transition to Graduate Education course (NUR 620) offered in the MSN program. Students' feedback shows that the course was compressed into too short a time period for students to complete the 90 required clinical hours in public health nursing. With 20% of the class getting an Incomplete grade the first year, faculty moved quickly to redesign courses allowing more time for practicum experiences and achievement of learning outcomes. Another example of curricular revision is based on the curriculum mapping in public health. The mapping process revealed an overlap of health ethics content and an online NIH certification training in three different courses. As a result, the ethics content and certification training were moved to a single designated course. The Joint MSPAS/MPH program used data to analyze student concerns regarding the intensity of their 33-month program. In fall 2013, the curriculum was revised so that public health coursework is front loaded with 12 of the 30 units taken during the fall term. MPH coursework is then substantially reduced in the spring, summer and fall sessions to allow more focus on PA courses.

At TUN, program faculty continually use data such as student pre-admission characteristics, student performance on curricular benchmarks and licensing exams, utilization of tutoring, course and rotation evaluations, and direct and indirect learning assessments to [improve](#)

[program effectiveness](#). Faculty analyze data to identify achievement gaps and find in-program benchmarks such as class exams, course grades or clinical evaluations that are correlated with board exam scores. Students who hit a negative benchmark are quickly linked up with retention processes that support struggling students. The results of analyses of pre-admission variables have been used in recent years to support changes in admission requirements in the PAS program. The DO and PAS programs conduct multivariate predictive analyses of both pre-admission and student performance data that help to indicate which students are more likely to succeed or struggle.

Component 7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment (CFRs 3.4, 3.7, 4.1, 4.3-4.7)

Financial Viability and Sustainability

The TWD campuses have a history of innovation and entrepreneurial spirit together with a [history of financial strength and stability](#). [Revenues](#) have increased steadily over the past 10 years. Except for its small, but notable and growing [extramural funded research](#) (primarily at TUC), and [external fund-raising](#) (primarily at TUN), the TWD campuses are tuition-supported (CFR 3.4). Both campuses have grown from start-up medical schools, to universities with multiple health care and educational programs. Concurrent with rapid program expansion and enrollment growth, the campuses have expanded facilities, human resources and operational budgets. Academic programs meet their professional accreditation requirement for faculty-student ratios and the faculty are well qualified to teach in their disciplines.

The TWD institutions use campus-wide planning, shared governance input, and careful financial management to ensure institutional sustainability and readiness for change. Budget

managers work with their faculty and staff to prioritize requests for the next fiscal year. Strategic planning goals and objectives guide the preparation of annual budget requests and prioritization of resources. Formal campus budget requests are coordinated by the TWD VPA/CFO in consultation with the CEO/senior provost, the TUC provost and TUN provost (CFR 3.7, 3.8, 4.6).

The TWD CEO/senior provost, VPA/CFO, and the institutional provosts present to TCUS senior leadership the campus budgets together with capital requests, and discuss margin targets. Operational and capital budgets must be approved by the president and the board for the next fiscal year. The TWD VPA/CFO and the institutional provosts then meet with campus budget managers to review their final budgets.

TUC and TUN both face [financial challenges](#) related to implementing their strategic plans particularly in facilities development, achievement of competitive employee salaries, and adequate resources to support and enhance operations. Additional resources will require further support and endorsement from TCUS senior administrators and board members.

TUC and TUN have been able to recruit qualified faculty who are committed to student learning but have struggled with faculty retention in selected areas where there is intense academic and professional competition (CFR 3.1, 3.2, 3.3). At TUC, retention of primary care physician faculty, clinical pharmacists, and experienced physician assistants has been particularly difficult in recent years due to increasing competition from peer institutions and intense demands for clinicians from growing health care organizations. The high cost of living in the San Francisco Bay Area and failure to provide California median faculty salaries contribute to faculty attrition. Though the cost of living is less in Nevada, the TUN campus is also working towards bringing the faculty and staff salaries up to a statewide median. The first strategic salary

adjustments in 2015 brought all employees at least up to the top of the first quartile of salaries of counterparts at peer institutions. With the support of the CEO/senior provost and TCUS president, salary adjustments are gradually being phased in for both campuses and additional incentives are being explored.

Preparing for the Changing Higher Education Environment

The TWD campuses are both engaged in vigorous strategic planning to position each institution to respond successfully to the demands of a changing higher education environment (CFR 4.6, 4.7). TUC is located on a 44-acre property on historic Mare Island. TUN has developed a learning facility within a large warehouse structure. Each campus not only has unique physical environments, but also different opportunities and challenges as they respond to the needs of their students and surrounding communities.

New programs being proposed at the TWD institutions go through a thorough review at the campus level and at the TCUS level. These reviews include assessments of market demand, a detailed curricular plan, and financial projections for revenue and expenses. New academic program proposals are also reviewed by the institutional program review committees. In addition, the resources required to maintain programs are continually assessed, and programs that no longer have sufficient demand or that do not fit the changing higher education landscape are discontinued.

At **TUC**, the university has stable enrollment with the potential for growth to respond to emerging community needs for primary care providers and educators. There is also the potential for growth in extramural funded research in the areas of metabolism and obesity, diabetes prevention and management, and community and global health. TUC graduates who are

educated with dual or joint degrees in public health are skilled practitioners with knowledge and skills related to health assessment and health promotion of communities. TUC prepares graduates for interprofessional practice in health care and education settings.

In the past few years, the number of applicants to pharmacy schools has decreased nationally. In the meantime, TUC is surrounded by several new pharmacy schools in California. TUC has seen a smaller incoming class in the PharmD program this year and has been working strategically to recruit and retain high-quality applicants in competition with other colleges. In response to the smaller incoming PharmD class, TUC is planning to increase the size of the Joint MSPAS/MPH program and has opened a DNP/FNP program where there is strong community need.

TUC recognizes that the use of new technologies in the learning environment requires an investment in instructional pedagogy as well as a physical infrastructure to support innovative teaching and learning (CFR 3.3, 3.5). The technology needs are specified in the SAP Goal 4 Objective 2 (Create opportunities and resources to strengthen technology skills in faculty and staff) and Objective 3 (Enhance the technology infrastructure to support an innovative and effective teaching, learning, and working environment). In 2017, the IT department completed two major, much anticipated projects that enhanced the campus wireless connectivity and provided an updated student copying service. However, students using multiple and increasingly powerful mobile devices create ever-growing demands. TUC has set aside a significant portion of its 2017-2018 capital budget to address the technology needs on the campus.

TUN's strategic plan is being [implemented](#) by committees from across campus who spearhead action plans and identify strategic budget requests. [Strategic budgeting](#) also includes regular budget requests that must be linked to strategic plan priorities. TUN is planning for

program changes and expansions over the coming years to meet anticipated demand and to address regional shortages in health care providers and educational leaders (CFR 4.7). The MSMHS program has recently added a research track, and the PA program is expanding in size. A new OTD program has been created to fulfill a demand for the higher level of the occupational therapy degree, and an EdD program is under development to meet the demands of the large county school district and higher education system.

One notable change in the local higher education landscape is the opening of two new allopathic medical schools locally in the Las Vegas Valley: UNLV opened a new medical school in summer 2017 and Roseman University's Medical School is likely to open in the next few years. TUN will face increased competition for students, faculty, donors, clinical rotation sites and graduate residencies. TUN is actively pursuing strategic goals related to increasing the visibility and the value of institution. TUN emphasizes its reputation as a high-quality educational institution closely connected to the local community and producing well-qualified graduates who exemplify the mission of social justice, service to humanity and intellectual pursuit. TUN has focused on expanding its social justice and service based engagements with the medically underserved populations of the region, in maintaining its positive relationships with local medical providers and associations, and establishing new collaborations with health care entities in the State.

TUN joined the two developing medical schools in lobbying the biennial Nevada State legislature to gain support for issues that impact all of Southern Nevada's health care consumers and providers: supporting legislation that was passed to preserve the availability of clerkship positions for students from U.S. accredited medical schools; and providing additional support to expand the number of Graduate Medical Education (GME)/medical residency spots available in

hospitals and medical clinics in Nevada. Maintaining a strong supply of residency spots is essential to keep qualified medical graduates, especially in primary care fields, from leaving Nevada for graduate training.

The institutional report process has allowed TUN to more deeply explore the interconnections between current and planned initiatives. As a result, TUN has placed a sharper focus on appropriate steps to take with regard to alignment of priorities, institutional direction and resource allocation. The [TUN Strategic Plan](#) includes four overarching goals, each of which has multiple objectives and strategic action steps. The strategic plan committee consisted of 20 faculty and staff members representing the various TUN programs who engaged the entire university community in the planning process. “Champions” from the faculty and staff have been selected to work with various campus committees to implement actions to advance the strategic objectives. The strategic goals and objectives exemplify TUN’s commitment to its [mission, vision and value statements](#) and reflect TUN’s evolution from a start-up enterprise to a more mature institution with its own distinctive professional culture and “brand.” In addition to advancing outreach and programming initiatives that support the local community, TUN is prioritizing plans that help promote [IEL and IPE](#) activities in the academic programs to produce highly meaningful experiential team learning through service activities (CFR 4.6).

Component 9: Conclusion: Reflection and Plans for Improvement

The institutional report process with its emphasis on institutional assessment helped to reaffirm the commitment to institutional mission, the values of social justice and service to others, and the pursuit of knowledge on the TWD campuses. Reflection on the review of quality assurance data in this institutional report suggests that TUC has developed an exceptional

learning community with a cohesive, well-planned curriculum and strong academic and administrative assessment processes. Faculty and staff are commended by students for their accessibility and caring. All professional programs are accredited and evidence documents graduates serve the greater public good. Through the institutional report process, the university increased the quality and quantity of data available to support planning, decision-making, and strategic actions. TUC has published the 2015-2020 strategic action plan which has energized the campus and given great focus on the journey towards educational excellence. The collective journey will remain attentive to contemporary workforce demands in health care and education and the university's obligation to prepare graduates who demonstrate the four ISLOs in their professional practice. The journey will also include supporting and growing faculty scholarly activity, particularly in the areas of metabolic research, diabetes prevention and management, local and global community health, and instructional pedagogy.

One area that will require attention in the years ahead is securing additional resources to implement the master plan for the physical development of the Vallejo campus. There is an immediate need to increase office and storage space, develop an interprofessional simulation center, and expand research lab bench space. Significant enrollment growth that brings new revenue will require development of new classroom and laboratory facilities. Construction of on-campus student housing may also increase competitiveness with the growing number of new health care degree programs being established in northern California.

Satisfaction surveys and ongoing feedback channels at TUC identify system improvements and additional resources in information technology as critical to the academic success and effective administrative functioning of this historic property with aged buildings. Insatiable demands for wireless connectivity of multiple mobile devices have created great stress

on the institution and its staff. Additionally, a university striving for educational excellence must provide functional technology equipment, facilities, professional support and pedagogical training for faculty and staff. The institutional report process has brought this into focus and plans are being formulated to respond.

As noted on page 57, Noel Levitz survey results suggest employee morale could be improved with salary compensation adjusted for a San Francisco Bay Area cost of living and implementation of regular cost of living adjustments. The institutional report process also identified a need to further engage alumni in the work of the university. Opportunities need to be crafted for alumni to mentor and precept students in their discipline and alumni communications need to be coordinated and increased. The critical importance of an alumni relations professional in the advancement office has been reaffirmed (CFR 4.5).

Continuing improvement of the physical environment and salary increases will require availability of adequate financial resources. These resources should come from the TCUS, improved operational efficiency, increased external fundraising, and collaborative and synergistic efforts among TUC, TUN, and TCUS.

For TUN, the institutional report highlighted significant institutional strengths in an organization that transitioned from “start-up” status to a mature institution with a well-crafted strategic plan. TUN has maintained consistent student enrollment with related tuition revenue and has experienced growing success with private fundraising. Faculty are distinguished and active in their professions. Quality academic programs offer unique educational experiences outside the classroom, specifically in IEL, IPE, and professional services to the underserved communities of the State and the region. All TUN professional programs have full approval by

WSCUC and the Nevada Commission on Postsecondary Education, and are fully accredited or are in candidacy for accreditation by special accreditation commissions.

The campus-wide reflection during the development of this institutional report, as well as the 2015 TUN strategic planning process, focused attention on several maturation issues, including development of more formalized policy and procedures. TUN is engaged in a two-year process of redesigning its website to make critical institutional and student information more readily accessible to constituencies. Assessment activities are taking place at the program level, often in response to standards of specialized accreditors, and through the activities of the TUN Assessment and Program Review Committees. Increased professional staffing in the OIE over the past several years has helped to provide oversight and coordination of these assessment activities. The institutional report did indicate a need for greater campus-wide collaboration and sharing of successful assessment strategies, and that will be pursued.

Increased reporting and accountability demands have created the need for additional staffing. In response, TUN has added new positions. With the TouroOne implementation, TCUS has invested in Tableau software to provide more direct access to financial, human resources, and student information and creation of dashboards with key success indicators. TUN staff have been actively involved in the Tableau implementation as well as Activity Insight (Digital Measures), a faculty management system that can facilitate evaluation and professional development of faculty.

The institutional report at TUN highlighted the need to develop the infrastructure to support faculty research and scholarly activity. An outside research expert identified TUN strengths and external opportunities and in response, the Research Committee developed multidisciplinary research clusters to help focus future work. Two research consulting firms have

been placed on retainer to help faculty identify funding sources and develop proposals. An *ad hoc* task force was created to plan for a university rank and promotion process that is transparent, rigorous, and consistently applied. Promotion criteria will reward quality and productivity, but recognize the different roles, responsibilities, workloads, and missions of faculty in specific programs. Professional development of faculty and staff on the TUN campus has been decentralized, largely occurring at the program/school levels. While these professional development initiatives are widespread, the institutional report stimulated an effort to centralize and share faculty development activities and resources campus-wide (CFR 3.2, 3.3). The TUN Academy, the Leadership Development Workshop Series, as well as the Interprofessional Practice Education Train the Trainer Program are recent examples of campus-wide professional development programs that complement and build upon initiatives at the college, school or department levels. A campus-wide Faculty Development Committee is being developed to plan and coordinate these activities.

TUN has future plans to expand and enhance existing programs and to add new programs to address community needs and student demands. While the institution will face the challenges of developing new facilities and in hiring and retaining high quality faculty and staff in an increasingly competitive marketplace to address these opportunities, TUN has developed strategic budgeting plans that demonstrate feasibility and sustainability of these future initiatives.

In closing, the institutional report process has helped to unite the TUC and TUN institutions within a successful Western Division organizational structure. The CEO/senior provost, the VPA/CFO and the institutional provosts have proven to be an effective team in planning the future of the TWD. This leadership team will work with the TCUS president to seek support for the future strategic budgeting needs of both campuses. Furthermore, the institutional

report helped to underscore that TWD shares common values with the larger TCUS in its commitments to educational excellence, intellectual pursuit, student success, community service and social justice. TUC and TUN face some of the same and some different opportunities and challenges, but these common values and commitments provide the impetus for the continuing growth and success of the TWD in the future.

List of Abbreviations

AACOM	American Association of Colleges of Osteopathic Medicine	MSN	Master of Science in Nursing
AVP	Associate Vice President	MSOT	Master of Science in Occupational Therapy
BSN	Bachelor of Science in Nursing	MSPAS	Master of Science in Physician Assistant Studies
CEO	Chief Executive Officer	OASIS	Office of Academic Support and Institutional Services
CIO	Chief Information Officer	OIE	Office of Institutional Effectiveness
COO	Chief Operating Officer	OSCE	Objective Structured Clinical Examinations
CESS	College Employee Satisfaction Survey	OTD	Occupational Therapy Doctorate
CEHS	College of Education and Health Sciences	PA	Physician Assistant
CHHS	College of Health and Human Services	PharmD	Doctor of Pharmacy
CNL	Clinical Nurse Leader Examination	PRC	Program Review Committee
COMLEX	Comprehensive Osteopathic Medical Licensing Examination	PSLO	Program Student Learning Outcomes
COP	College of Pharmacy	RN	Registered Nurse
DNP/FNP	Doctor of Nursing Practice / Family Nurse Practitioner	SAP	Strategic Action Plan (TUC)
DO	Doctor of Osteopathic Medicine	SoE	School of Education
DOSA	Division of Student Affairs	SoN/SON	School of Nursing
DPT	Doctor of Physical Therapy	SLO	Student Learning Outcomes
EER	Educational Effectiveness Review	SP	Strategic Plan (TUN)
FY	Fiscal Year	SPAS	School of Physician Assistant Studies
GSOE	Graduate School of Education	SPT	School of Physical Therapy
IT	Information Technology	SOPT/SPT	School of Physical Therapy
IAC	Institutional Assessment Committee	SRFC	Student Run Free Clinic
IEL	Integrated Engaged Learning	TCUS	Touro College and University System
IPE	Interprofessional Education	TUC	Touro University California
ISLO	Institutional Student Learning Outcomes	TUCOM	Touro University College of Osteopathic Medicine
MED/MEd	Master of Education	TUN	Touro University Nevada
MPAS	Master of Physician Assistant Studies	TWD	Touro Western Division
MPH	Master of Public Health	VPA/CFO	Vice President of Administration/Chief Financial Officer
MSMHS	Master of Science in Medical Health Science		

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