

**STANDARD 2    VERSION 7    UPDATED 5-15-2014****Standard 2: Achieving Educational Objectives Through Core Functions**

***The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.***

**CFR 2.1**

*The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.*

The KPSAHS Bachelor of Science degree programs are bachelor-completion programs that build from the extremely rigorous lower division preparation required for Admission. While a more traditional lower division component of the four-year degree will be a composite of generally accepted courses of general education and first-two year program coursework and curricula, the Bachelor of Science programs at Kaiser Permanente require coursework completed in the sciences that exceed the more traditional GE patterns. In addition, this Admission-required coursework is completed with a minimum of a grade point average of 3.00. From this foundation, the subject-matter courses constitute the upper division coursework, with the addition of four courses in upper division general education for graduation. All degree programs meet or exceed the required minimum expectation of 120 semester credits for graduation; 60 of those credits are recognized with admission to the program.

Additional validation of the appropriateness of program content, standards of performance, academic rigor, and nomenclature of the degree is established with the programmatic accreditation of each core program (JRCERT, CAAHEP, JRCDS, and JRCNMT). Program content, performance and rigor are confirmed with reaffirmation of programmatic accreditation. Each accreditor has confirmed recognition of the degree program, based on curricula and program delivery assessed at the upper division level. The proportion of science coursework required in the degree is consistent with the Bachelor of Science designation.

Degree programs at Kaiser Permanente most closely parallel the Degree Qualifications Profile of Institution A in the Lumina scheme. In summary, Institution A is a mid-sized private institution that emphasizes cooperative placements...and focuses on producing engineers. The parallel for KPSAHS, is the preparation for qualified professional in the field of Imaging, with an emphasis on applied learning in clinically supervised settings, and confirmation of specialized knowledge with the required certification and/or licensure for employment in the field of study, and course objectives and learning outcomes are consistent with Bloom's Taxonomy language representing a higher order of competency.

These same program accreditors have confirmed no curricular changes were required with the transition from certificate to degree program status, save the addition of general education. General education requirements satisfied at the lower division level through Admission requirements and prerequisites, and at the upper division level with coursework in subjects as established by the General Education faculty committee, complete the full program of study.

Initially, upper division general education coursework was accepted in transfer from regionally accredited schools, with coursework completed at the upper division level selected from the subject-areas of: Scientific Inquiry, required of all students and the remaining courses from the options of Ethics, Cultural Diversity and Health Science Administration. The GE Committee reviewed general education options from other regionally accredited institutions, offering programs in Allied Health, to confirm the appropriateness of the options selected. Schools reviewed included Charles Drew University, University of Nevada, Reno, Weber State University, and CSU Stanislaus.

These 12 quarter credits were selected from transfer-credit options, until such time as the School would deliver coursework under its own auspices. The first of these General Education courses delivered by the School, Scientific Inquiry, became available to

students beginning October 2012, with the course in Ethics offered in January 2013, Diversity in 2013, and the remaining courses to follow through 2014.

Prior to development and delivery of the Bachelor of Science option for students, no coursework was accepted in transfer from outside of the School to satisfy program requirements. With inception of the Bachelor of Science option, the School established a policy and implementation processes for review and award of transfer credit for upper division general education courses.

The development of degree programs as an enrollment objective introduced an awareness of the need and value of the basic competencies of general education, assumed and understood before, but not clearly articulated. This appreciation of the expectation of general education core competencies was enhanced through administration and faculty participation in WASC workshops, and participation in the Accreditation Leadership Academy. Assessment of core competencies of general education is now a part of the process for program review and assessment.

**KPSAHS has the body of individuals as instructors who are qualified both academically and experientially in the fields in which they teach. Each program is headed by a Program Director meeting programmatic expectations, and the majority with a minimum of a master's degree in the subject, valid certification in the program of study, and clinical preceptors in hospital/clinical settings who are also certified professionals. The ratio of student/faculty in lectures ranges from 8 to 15, and the ratio of clinical appointments is typically 1/1 or 2/1 students to faculty. ([Attachment: CFR 2.1.01 KPSAHS Faculty Qualifications](#); [Attachment: CFR 2.1.02 KPSAHS Faculty Matrix](#))**

Administration and professional faculty/instructor support also exists for instructional delivery, for assistance with Admission decisions, and for oversight of any situations that may require professionally-informed direction or interpretation.

Dr. C. Darryl Jones, Medical Director to the School works in concert with James Fitzgibbon, Regional Administrator and CEO, and each Program Director is supported by an Assistant Medical Director (AMD), who is a physician in the field of study. These AMD's sit on Academic Advisory Committees, provide instruction in lecture courses, and sit on panel reviews for prospective enrollees in each program at the point of decisions for Admission. Physicians, through the "Related Entity" of TPMG, also serve as Guest Lecturers in student courses as well as provide workshops on program-specific topics available to School faculty.

Final validation of the programs and the instruction are reinforced by students who are retained in their programs of study, who successfully graduate, and pass certification and/or licensure at rates that exceed the program accreditation benchmarks. (Attachment: CFR 1.2.08 BPPE School Performance Fact Sheet)

#### CFR 2.1 Attachments

[Attachment: CFR 2.1.01 KPSAHS Faculty Qualifications](#)

[Attachment: CFR 2.1.02 KPSAHS Faculty Matrix](#)

**[Attachment: CFR 2.1.03 Faculty Professional Development Plan](#)**  
**[Exhibit 2 Program Review Manual](#)**

#### **CFR 2.2**

*All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.*

*See also CFR 3.1, 3.2, 3.3, 4.3, 4.4*

Admission requirements are clearly defined for each of the degree programs. These programs are degree-completion, and build from the certificate programs with Admission requirements that are very stringent. Program prerequisites required by the program accreditors apply, as does the need for coursework to be completed with above minimum grade point requirements, and with coursework completed at schools with regional accreditation. All requirements for Admission are clearly communicated to the prospective student through catalog, website detail, with School-directed information sessions, and – with Admission – through orientation, enrollment, and degree audit checklists. (Attachment: CFR 2.2.01 Degree Plans)

The rigorous standards of Admission, used in the context of Core certificate programs in the fields of study, were established initially because they were required by program accreditors. These prerequisite courses form the background of skills upon which successful completion of program subject coursework was based. Award of academic degrees in these core subjects required Academic Affairs and program faculty to differently assess the form, substance, and concrete understanding of “core competencies” throughout the body of the program subject. These “competencies” are now mapped, assessed and validated with the understanding of why they are important and integrated into the review and assessment strategies to identify how they are affirmed, or modified if necessary.

**Competencies for successful coursework completion for both program courses and general education coursework are established through student learning outcomes expectations at the level of the Institution (ILOs), the program (PLOs), and courses (CLOs). These competencies supplement the required grade point average for program completion and are monitored through both didactic and clinical courses. Program syllabi establish outcome expectations, and at the point of registration in a course, the student is aware of the purpose of a course in a program, the outcomes to be acquired with completion of that course, and the relationship between the expectations of the School for a successful graduate with ILOs, and program completion itself. ([Attachment: CFR 2.2.02 KPSAHS Program Curriculum Map](#); Attachment: CFR 2.2.03 Summary of LO's)**

Graduation from the program of enrollment is dependent upon successful completion of all program requirements, to include all clinic placements and assignments confirming acquisition of required competencies. The development and application of learning outcomes, at the level of the Institution, Program, and Courses, is directed by the School statement of Mission. The intent and purpose of the School and its programs is to prepare qualified professionals for the delivery of health care services. This clear and consistent statement of purpose is evidenced with the slate of educational programs offered by the school, the program accreditation that validates successful accomplishment of those outcomes, and with performance indicators of educational accomplishment of successful progress in program completion, graduation, certification/credential, and program-specific employment.

Course syllabi confirm outcomes are clearly communicated, while curriculum mapping, expected with program accreditation as well as by WASC, confirms the significance of the course and sequence in the program. Grading rubrics and assessment rubrics establish how the instructor's expectation is satisfied by the student accomplishment in any given course.

#### CFR 2.2 Attachments

Attachment: CFR 2.2.01 Degree Plans

Attachment: [CFR 2.2.02 KPSAHS Program Curriculum Map](#)

Attachment: CFR 2.2.03 Summary of LO's

#### CFR 2.2a

*Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).*

The Bachelor of Science completion programs for KPSAHS require satisfaction of lower division coursework for general education, comparable to a two-year degree with coursework supplemented by prerequisite course expectations (many of these prerequisites are general education in nature), as a basis for Admission from schools with regional accreditation, and successful completion with an above average grade point.

Inherent in the programs of study as required by programmatic accreditors, coursework includes program learning outcomes of an understanding and appreciation for diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning. Certification/licensure, continuing education requirements, a condition of continuing professional employment, also assures lifelong learning.

By virtue of satisfying Admission requirements for the KPSAHS degree programs, students enter the School with completed lower division coursework, satisfying California State University general education requirements (a-e pattern), that are then monitored through curriculum mapping for integration of the general education competencies (written and oral communication, quantitative skills, information literacy, and the application of critical analysis of data and argument) within the program of study. In addition, twelve quarter credits of upper division general education, as established by the faculty-directed General Education Committee and the Director of Assessment/Institutional Research, must be completed to satisfy graduation requirements. (Attachment: CFR 2.2.a.01KPSAHS General Education Program Description)

School faculty are actively engaged in reviewing a wide-range of WASC-accredited schools offering programs of study in Allied Health to determine appropriate and applicable general education coursework at the upper division level. This review and study was instrumental for the faculty-directed General Education Committee in establishing and recommending an appropriate KPSAHS General Education Philosophy, determining GE coursework in subjects appropriate to support and enhance the subject-matter courses, and in proposing the number of credits appropriate to fulfill the upper division general education expectations. (Attachment: CFR 2.2.a.02 KPSAHS General Education Philosophy)

#### CFR 2.2a Attachments

[Attachment: CFR 2.2.a.01KPSAHS General Education Program Description](#)

[Attachment: CFR 2.2.a.02 KPSAHS General Education Philosophy](#)

#### CFR 2.2b

*The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of Admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for Admission to a graduate program.*

See also CFR 3.1, 3.2, 3.3

KPSAHS does not offer any graduate-level programs.

**CFR 2.3**

*The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.*

*See also CFR 3.5*

The KPSAHS Catalog includes Institutional Learning Outcomes (ILOs) developed in faculty committees and recognized by the Faculty Senate following a School-sponsored retreat in February 2012. As Program Directors and faculty moved through the process of establishing and reviewing student learning outcomes, the ILOs initially developed were modified for better alignment with PLOs. The Learning Outcomes for the Institution and for the Program are also provided on the School web site, while the course learning outcomes are clearly communicated in course syllabi, to include evaluation expectations clarified with applicable rubrics.

Program outcomes relative to retention, graduation, and employment in the field of study are shown on the School web site as required by the state agency (BPPE), and are shared with students prior to enrollment as a part of the Enrollment Agreement and registration process.

The School CEO and Accreditation Liaison Officer both completed the WASC Assessment Leadership Academy (ALA) for 2012-13, and the Director of Institutional Research and Assessment completed that same Academy in January 2014. The Director of Academic Affairs engaged ALA presenters for on-school-site workshop sessions to actively involve faculty in review, development, and articulation of learning outcomes at all levels, and the Kaiser Permanente school community of faculty and administration have participated fully in WASC-directed workshops and retreats from 2011 into 2014 to ensure the curricula and instructional delivery were focused on the emphasis of demonstrating the outcomes-directed emphasis.

Program accreditors also stress outcomes orientation, but it was with WASC-directed conferences and workshops that faculty became fully-engaged participants in the process.

Effective delivery of instruction on-site at the school and with the supporting clinical assignments in hospital settings are reinforced with use and availability of the most current equipment and techniques. The engagement of the Assistant Medical Directors, guest lecture instruction by professional practicing physicians, and access to clinical resources at a myriad of hospital and clinical settings, ensure exposure and access to the most up-to-date practices in the wider learning environment of allied health.

KPSAHS provides technology that supports student learning in the form of KPScholar, comprehensive resources of computers, integrated library resources available in both classroom and clinical settings, and student off-site mobile access to information.

The newly-expanded Student Services component of the School also participates in communicating course, program and school outcomes, through information sessions, orientations, the admission/enrollment process for the School, and with the program-specific Degree Audit Checklist made available to students at the time of enrollment.

Student Service staff advise students regarding program details, admission requirements, and graduation requirements while assisting students in determining if the program provides a good fit for them.

**CFR 2.3 Attachments****Attachment: CFR 2.3.01 Equipment Inventory**

#### CFR 2.4

*The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.*

*See also CFR 4.3, 4.4*

The creation, refinement, and use of learning outcomes at the course, program, and institutional levels has been an ongoing collaboration among faculty, Administration, staff, and outside assessment and accreditation professionals, with whom KPSAHS has worked extensively.

From 2011 forward, faculty and Program Directors have reviewed individual program outcomes mapping them to the revised institutional learning outcomes, as shown in Attachment: CFR 1.2.05 Faculty Review of ILOs and PLOs. These outcomes are also broadly shared with the Assistant Medical Directors, professionals in the fields of allied health, who participate in meetings with Program Directors and instructional faculty by program, as well as communicated to the Board of Directors.

Faculty design and update the course outcomes as needed as part of the course review process in which they assess the validity of the outcomes relative to the subject matter and core competencies, and map course outcomes to program outcomes, and by extension, to institutional learning outcomes. (Attachment: CFR 2.4.01 KPSAHS Course Review Mapping).

The practice of program review was initially implemented in concert with requirements of program accreditors, with expectations geared to preparing successful program graduates to qualify for credentialing and/or certification following graduation. Under the direction and oversight of the Director of Academic Affairs, the Director of Assessment/Institutional Research is now engaging Program Directors and faculty in a school-directed and reflective review of program expectations, consistent with degree-level performance and acquisition of competencies.

Finally, as part of the program review process, the program learning outcomes undergo formal assessment through courses and assignments designed to establish the integration of core competencies and also to determine if the competencies show maturation throughout program completion. Identified gaps, particularly in areas where students meet outcomes at less than projected "benchmark" levels, will inform future course and program improvements, as well as open opportunity for future Student Service co-curricular activities, through tutoring and workshop assistance.

The Board of Directors comprise an important and somewhat unique "external stakeholder" constituency. Each member of the Board is either actively engaged in the profession and education of allied health care, or in a decision-making role within the workforce community served. As such, they have made a responsible investment in the School as shepherds and guardians to ensure the promotion of best practices in the school development and delivery of education programs. Through the oversight and monitoring of the School's strategic planning and documentation of delivery of sound educational practices and appropriate instruction and curricula, they monitor the appropriate standards of performance for the School.

#### CFR 2.4 Attachments

[Attachment: CFR 2.4.01 KPSAHS Course Review Mapping](#)



## CFR 2.5

*The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.*

*See also CFR 4.4*

KPSAHS benefits significantly from program accreditation in each of its core programs. This accreditation serves as an independent stakeholder review relative to accomplishment. With requirements for program retention, completion, and qualification for credentialing and/or certification in the field of study, students are assured of a quality credible program. That fact is coupled with oversight of the Academic Advisory Committees which include Assistant Medical Directors in each program of study.

Academic programs at the School are in Imaging, a subject in which a student is not required to have prior knowledge. Significant, however, is that the prerequisites for these programs are based in lower division preparation, with most programs requiring a basic foundation in Anatomy and Physiology, Chemistry, and mathematics. This sound academic preparation allows the student to move forward in the upper division subject matter courses for both didactic and clinical assignments.

Coursework is sequential, which means coursework for each term builds on the term that preceded it. And didactic coursework provides the theoretical foundation in preparation for the validation of competencies through clinical assignments under the direction and supervision of the clinical preceptor. Each didactic and clinical course includes a variety of assessments such as tests, lab practicum, oral presentations, and assessment of competencies in the subject matter. Instructional faculty in the classroom, and preceptors in the clinics and labs, provide on-going feedback of student accomplishment. In the lab and clinic settings, coursework includes two preceptor evaluations per term, and two clinical coordinator evaluations.

With the School moving forward for regional accreditation, the administration through Academic Affairs, has made a significant investment in educating all academic ranks on expectations of quality curricula and instruction in core programs. Faculty have been engaged in WASC-directed workshops, and in professional development that includes implementation of curriculum mapping and use of rubrics to verify course sequencing, and demonstration that outcomes are verified within programs. Students are made aware of expectations with course syllabi and with stated outcomes at the program level; in addition, the School publishes a School Performance Fact Sheet on its website in deference to full transparency on significant program achievement.

The use of Evaluation Rubrics gives the student immediate feedback on expectations for performance in a course, and on how the individual student is to be critiqued. The School also employs End-of-Course, and End-of Program Surveys to elicit student feedback on the success of the instructor, recommendations for change, and satisfaction of the student on the course of study.

## CFR 2.5 Attachments

### [Attachment: CFR 2.5.01 KPSAHS End-of-Course Survey/End of Program Surveys](#)

## CFR 2.6

*The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.*

*See also CFR 4.3, 4.4*

KPSAHS makes use of several measures to ensure that graduates have attained the expected level of achievement. (Attachment: CFR 2.6.01 KPSAHS Assignment Rubric). Grade point average in both didactic and clinical coursework is one measure of achievement; clinical coursework must be maintained at a minimum level of 70%, or a "C" average for a student to maintain

enrollment. As earlier noted, faculty use rubrics within didactic courses, to provide individual student feedback on expectations and on accomplishment; these rubrics range from assignment-specific rubrics to rubrics for various types of projects, from course rubrics to program outcome rubrics, from assessment rubrics to integrative learning rubrics, assuring that expectations are transparent at the time of student enrollment in a course, and in a program of study.

To ensure and assess core competencies, faculty embed signature assignments in courses which are then assessed through determination of Introduction (I), Application (A), and Mastery (M) for maturation of the competency. Additionally, the Director of Assessment/Institutional Research meets with Program Directors and instructional faculty on a regular basis to align evaluation tools to classroom assignments.

Expectations for outcomes at all levels are clearly communicated to students through the School catalog, course syllabi and outlines, and through information presented on the website that include program accreditation detail, by program, as outside verification of the success of program graduates.

## **CFR 2.6 Attachments**

[Attachment: CFR 2.6.01 KPSAHS Assignment Rubric](#)

## **CFR 2.7**

*All programs offered by the institution are subject to systematic program review. The program review process includes, but **is not limited** to, analyses of **student** achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.*

*See also CFR 4.1, 4.6*

The School has a positive history of enrollment and achievement in core program subjects. Initially these programs were offered as certificates with coursework at the upper division level. Admission requirements and program prerequisites constituted the first two years of academic preparation and satisfaction of lower division requirements. With the decision to move to degree-granting status, and recognition of this level of program curricula and instructional delivery by programmatic accreditors, KPSAHS has a rich and consistent history of analyzing student achievement of learning outcomes through retention, graduation, and certification or licensure. Recognition of accomplishment by each of the program accreditors validates accomplishment of the outcomes.

From 2011 forward, the bachelor-completion degree program has been subject to intense review. There has been no need for corrective action or significant change of direction. Communication of the expected outcomes at all levels, to include review of all course outlines and syllabi through the on-going program review and assessment processes, ensures the School is working at the optimum level. ([Attachment: CFR 1.2.08 School Performance Fact Sheet – by Program](#))

The School also benefits from the fact that all programs are in fields of Imaging for allied health, which provides a consistency of expectations and alignment with the school mission. This very-focused perspective makes it much easier for the School to ensure alignment between the mission of the institution and programs and alignment of learning outcomes at all levels. Dedicated and focused resources, especially those related to appropriate medical equipment in the field and sufficiency of clinical appointments, are not compromised as can occur when an institution has a wide-range of subjects and degree levels to accommodate. The Board of Directors, themselves leading professionals in the field, also provide focused external critique and direction.

The allied health profession, with clear expectations monitored through licensure and certification, and with requirements for outside monitored and reviewed clinical requirements, provides a form of standardization. The Academic Advisory Committees augment achievements monitored by working professional and preceptors in clinical settings with membership that includes



established experts currently in the allied health professions, focused on integrating in-demand skills and knowledge into the programs confirming graduates have skills in demand by employers.

### **CFR 2.7 Attachments**

#### **Attachment: CFR 2.7.01 SAP Study**

### CFR 2.8

*The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.*

*See also CFR 3.2*

KPSAHS has made a significant commitment to faculty and staff professional development, through support with WASC-related activities, professional development funding for acquisition of advanced degrees, and bringing in qualified professionals from higher education for on-site campus workshops.

All Program Directors in core programs, and all administrative staff, have been fully-engaged in WASC conferences and workshops. Board of Director members have participated in the President/Trustees WASC meetings, and the School has supported KPSAHS participation in the WASC ARC.

In concert with TPMG and its complement of practicing medical physicians, the School has access to workshops hosted on school facilities by medical practitioners; this relationship also benefits students with the opportunity to experience and interact on a regular basis with health care professionals currently in the field.

The School provides fees reimbursement for expenses associated with professional development activities, and all instructors are eligible for tuition discounts to encourage ongoing education. The direct result of this support and involvement by KPSAHS faculty and staff, is the increase in completion of advanced degrees for both administration and instructional faculty.

With receipt of the WASC CPR Report and the KPSAHS-developed response, School administration, the Medical Director, CEO, ALO and faculty, all gained a new appreciation for what constituted faculty scholarly activity. The Medical Director, Dr. C. Darryl Jones, took the initiative to research, review, propose, and initiate a foundational structure that would identify and implement faculty-directed activities and involvement appropriate to the definition of “scholarship, creative activity, and curricular and instructional innovation” appropriate within the mission of the school.

A second aspect of this new understanding of expectations, was to link this professional expectation to a faculty advancement and ranking process internal to the school. In the proposal, over a four-year period, newly employed instructors will be hired with clear communications on the expectation of professional advancement through the ranks, with these same options available to current faculty. Attachment: CFR 2.8.02 Promotion of Scholarship and Creative Activity and Faculty Ranking, addresses both the updated understanding of Scholarly and Professional Faculty Development proposed for implementation in the near future, and the KPSAHS recognition of these accomplishments in the form of a Faculty Ranking system internal to the school.

The School is currently exploring creation of a faculty ranking system for acknowledgement of invested time and commitment to scholarly and professional development. There is also clear School-supported reward for the investment of time toward acquiring a higher level of professional recognition that can be linked with this expanded opportunity for recognition of scholarly accomplishment.

Through research of applicable options, Dr. Jones and Director of Assessment/Institutional Research Bert Christensen, attended a presentation sponsored by the UC, Davis-supported effort, Innovating Communication in Scholarship (ICIS). The focus of this initial activity was on “Publish or Perish”, which featured how key changes in the publication of scholarly materials impacted the

careers of academics. Topics included digital publishing, peer review, and changes in assessment which addresses metrics, assessment by institutions, and new models for evaluating scholars. The resulting level of increased activity and direction from this investigation is far-reaching. Participants and presenters are illustrious representatives for this initial meeting were from a wide range of academic higher education institutions, such as Harvard, UCLA, UNC Chapel Hill, UC Berkeley, and Columbia University. (Attachment: CFR 2.8.03 Publish or Perish Foundation Piece)

The impetus resulting from this initial opportunity to explore options to provide scholarly participation and recognition, result in clear benefits to students through delivery of curricula, involvement in program review and assessment of outcomes, and the increased awareness of the linkage between scholarship and the discharge of professional responsibility.

### **CFR 2.8 Attachments**

[Attachment: CFR 2.8.01 Policies on Faculty Professional Development Plan](#)

**Attachment: CFR 2.8.02 Promotion of Scholarship and Creative Activity and Faculty Ranking**

**Attachment: CFR 2.8.03 Publish or Perish Foundation Piece**

### **CFR 2.9**

*The institution recognizes and promotes appropriate linkages among scholarship, teaching, **assessment**, student learning, and service.*

Faculty and administrative experiences already noted through professional development and participation in higher-education related efforts including enhancement of pedagogy, form the foundation of KPSAHS recognition of the faculty/instructor role in the educational processes. Since 2013 the School has also shifted focus from the basic infra-structure of a vocational career school, to one of a degree-granting institution, with an emphasis on program review and assessment of outcomes.

WASC-related activity has included participation by the School librarian, Director of Student Services and Director of Assessment/Institutional Research in workshops directly related to program review and assessment and Student Success. Information secured from these settings come back to all program instructors in sessions of the Faculty Senate, PD meetings, and in-house workshops as directed efforts for program review, assessment and the application of tools in the form of rubrics, curricular maps, and development of “signature assignments”.

An additional linkage being developed, is creation of a Strategic Planning effort that is School-specific, to parallel the TPMG Strategic Plan addressed in Standard 4. Preliminary foundation for the KPSAHS Strategic Plan was initiated early in 2014, with consultant-assisted development for the Plan. A consultant group well-versed in higher education, is providing KPSAHS with strategic planning counsel, with meeting facilitation and focus group facilitation, to support development of the Plan. Focus groups include current students, faculty and alumni. (Attachment: CFR 4.6.01 KPSAHS-Specific Strategic Plan)

Phase I through January 2014, was to develop an agenda for the Planning Session, followed by facilitation of focus groups to help clarify objectives, prioritize needs, and plan the research approach. After securing information from agreed-upon focus groups, results are to be shared with the Board of Directors in July 2014.

### **CFR 2.9 Attachments**

[Exhibit 3 Faculty Handbook](#)

## CFR 2.10

*The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.*

*See also CFR 4.1, 4.2, 4.3, 4.4, 4.5*

In 2011, KPSAHS contracted for an integrated Student Information System (SIS), CampusVue, to provide a venue for capturing student data. In late 2012, Student Services received the supplemental resources of a Project Manager position, assigned to concentrate on implementing student surveys for Needs Assessment, Student Satisfaction, End-of-Course, End-of-Program, Graduates, Alumni, and Employers. Later in 2012, Student Services became a component of the Administration Leadership Team, with a fully-funded and staffed position of Student Services Administrator. TPMG is supporting an additional position as a supplement for Student Services to be filled in 2014.

Student Services has also implemented an assessment monitoring satisfactory student progress (SAP) with program sequencing that is prescriptive. Monitoring of academic accomplishment such as acquisition of skills sets, attendance, and successful evaluation of accomplishments, is a standardized part of the process.

Further performance indicators of success are tracked and studied, to include the effect of prior degree program attainment and academic credit sources of the student population. These indicators will be used to assist in connecting data from the point of Admission through the analyses of student success factors, including achievement rates, course completion rates, and time to graduation. Attachment: CFR 2.10.03 Initial Degree Cohort Study.

Additional direct data comes from analysis of student responses to surveys for “End of Course”, “End of Program”, and “Alumni” where student satisfaction and macro perspectives of the student experience can be examined against specific factors such as interaction with Academic Advising, Satisfaction with Coursework and Instructors, as well as library and information technology support. In this way, Student Services identifies where individual experiences impact the overall campus climate and uses that data to assess value, benefit, and future direction of co-curricular efforts.

### **CFR 2.10 Attachments**

[Attachment: CFR 2.10.01 KPSAHS Student Demographics](#)

[Attachment: CFR 2.10.02 Student Survey Analysis](#)

[Attachment: CFR 2.10.03 Initial Degree Cohort Study.](#)

## CFR 2.11

*Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.*

*See also CFR 4.3, 4.4, 4.5*

Prior to development of degree programs and enrollment in these same programs, the School directed its considerable resources primarily to the delivery of instruction in its core certificate-allied health programs, without dedicated attention to Student Services and co-curricular efforts.

Direction was provided by programmatic accreditors who emphasized the admission of students with a robust background in lower division coursework through the level comparable to a two-year degree earned from a regionally-accredited institution. These requirements included an above average grade point average and foundational coursework in the form of course prerequisites to allow the student to be competitive in addressing the additional program requirements.

Admissions review included interviews by the Program Director and the Assistant Medical Directors in the identified field of study. All of this background served both the School and the student well, but because all emphasis was on program courses, instructional delivery of predetermined curriculum, and access to clinical resources far above the average, there was little or no emphasis on specific services or an assessment of Student Services. Program accreditation has served the School well, and students have been successful in their selected programs, without apparent need for support services to enhance and round-out the educational program to this point. Moving to degree-granting status changed the School as it was known to earlier students.

KPSAHS and Student Services is now showing itself equal to the challenge of developing efforts to support students in their program of study by applying conscious and reflective effort to enhance the education of students. One part of this conscious and reflective effort is the clear identification, application, and assessment of co-curricular support of the enrolled student.

A major effort made tangible with participation in the September 2012 WASC Workshop Retreat, and the February 2013 WASC Workshop, was recognition of the need for a review of the admission requirements for students entering the degree programs, to establish if these requirements bring in students who have the potential of success. Bachelor-level student enrollment is new, but the admission requirements are modeled after requirements in place, encouraged or mandated by program accreditors for the fields of study. There is significant evidence of success with certificate students in core programs in the forms of retention, program completion, and credential/certificate. In addition, faculty are actively engaged in assessing these same requirements for admission to ensure they also meet the need of degree candidates. Program Directors, and most often preceptors and Assistant Medical Directors for the programs, engage in the interview process during which final selection is made of student offered admission to any of the School core programs.

KPSAHS Student Services also employs a mandatory three-day Student Orientation and has implemented an assessment of the benefit of this function. This Orientation provides students with an oversight of the program in which they are enrolled and the requirements to ensure their steady progression through program completion. Moving forward, and particularly with an emphasis for degree-enrolled students, this function serves as a rich environment and venue for the School to collect, analyze, and assess data on student success, innovate with appropriate solutions and policy changes, and support with directed-personnel and technology through the Student Information System (SIS) of CampusVue.

Additionally, Student Services has initiated a co-curricular effort, bringing a unit of “Toastmaster’s” to the school to assist the students with building a repertoire of oral speaking skills. Program accreditation requirements address admission requirements of a two-year degree from a regionally-accredited institution, and courses prerequisite to the program of study, but have not included a concentration of core competencies. With the exception of four courses in general education at the upper division level all general education has been addressed with completion of the bachelor degree.

Bringing in the outside resources of “Toastmaster’s” provides the student support resources to develop this foundation of speaking skills and strategies, also addressing the opportunity to practice these skills in front of a “live audience”, and enhance the confidence and delivery secured through immediate and semi-professional feedback. INSERT ADDITIONAL TEXT AS RECEIVED.

A series of workshops have been developed and are being implemented from the perspective of Career Service efforts, to acquaint KPSAHS students with the process of hiring and selection for professional positions, and to hone skills in some the basic aspects, such a Resume Writing, Interview Techniques, Dressing for Success, and Identifying Appropriate Work Sites. INSERT ADDITIONAL TEXT AS RECEIVED

A supplemental co-curricular effort involves Kaiser physicians from TPMG that are actively engaged in providing for classroom instruction and Workshops involving student participation. Students participating in these workshops will be monitored to assess

the effectiveness of the success rate of their individual efforts in securing employment in the fields of study. Documentation of these efforts contribute to the “performance indicators of success” for the School’s retention, graduation, and placement.

The students who volunteer to be models during these workshops are provided with unique opportunities. Sitting in on the lectures afford students an opportunity to learn what a physician is looking to ascertain from a variety of ultrasound studies. As models, students can interact with the physicians, listen and learn from the dialogue between the physician students and physician faculty, as well as personally experience a variety of ultrasound exams from a patient’s perspective.

#### **CFR 2.11 Attachments**

**[Attachment: CFR 2.11.01 Co-Curricular Assessment - Orientation Plan and Process](#)**

**[Attachment: CFR 2.11.02 SAP Monitoring Study Initial Enrolled BS Students](#)**

**[Attachment: CFR 2.11.03 Toastmasters Co-Curricular Effort](#)**

**[Attachment: CFR 2.11.04 Career Workshops Co-Curricular Efforts](#)**

**[Attachment: CFR 2.11.05 Physician-Directed Workshops](#)**

#### **CFR 2.12**

*The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and **complete** information and advising about relevant academic requirements.*

*See also CFR 1.6*

KPSAHS is fortunate in that its programs of study have prescribed curricula. The very nature of allied health programs in Imaging, especially those programs designed and directed to credential and/or certificate for employment in the field of study, are subject to the review of outside stakeholders, such as the program accreditors and Academic Advisory Committees. At the time of enrollment, students are advised through catalog copy, Orientation, and Degree Audit checklists on the sequence in which their coursework is presented. Learning outcomes are developed and presented through coursework delivered sequentially, with foundation acquired in early courses, and maturation of the program skill sets and competencies monitored through the assessment process. Toward the culmination of study, students engage in a series of clinical experiences, and are supervised in clinical settings by qualified licensed practitioners in the field.

Feedback to student progress and success is provided through the Student Services monitoring of satisfactory academic progress (SAP) through the program, and by instructional faculty and preceptors with course and clinical evaluations for acquisition of skills sets and competencies.

#### **CFR 2.12 Attachments**

**[Attachment: CFR 2.12.01 KPSAHS Admissions Detail](#)**

**[Attachment: CFR 2.12.02 Academic Calendar Example](#)**

#### **CFR 2.13**

*The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.*

*See also CFR 3.1*



With a modest student enrollment in core programs of under 500 students, and with an average student/faculty ratio of 8-15/1 in didactic settings and often 1/1 or 2/1 in clinical settings, student needs are identified and addressed on an individual basis. The highly selective process for admission also ensures the probability of student success in programs for which they enroll.

The needs of most students are routinely addressed by program instructors and by others within the faculty ranks. Academic Affairs also serves as a primary support system and service provider for students, by the very nature of small enrollments, academic advising, tutoring and clinical assignments; however, Student Services is now becoming a more significant factor in recognizing and addressing these needs and recognizing the uniqueness of the KPSAHS student population.

One effort currently underway, supplemented by assessment of student satisfaction at several points through their period of enrollment, is a study on the first enrolled degree candidate cohort for the School. This study is looking at the profile of the student population entering the school as the first degree candidates, and tracking their progress through completion of their program and beyond. The intent of this effort is to quantify and qualify through definition and accomplishment, the profile of a degree-seeking student at the School. With insights from this effort, the School and Student Services will shape support efforts to retain, graduate, and assist students toward their post-graduation goals. (Attachment: CFR 2.10.03 Initial Degree Cohort Study)

The financial aspects of student enrollment at the School are also under study. KPSAHS does not offer Title IV resources, but does have internal assistance available to help students meet their financial needs. Documenting the debt to potential income ratio for students, even though tuition and school expense costs are far below the average degree program in these subjects, assists students in their fiscal planning and encourages enrollment and completion of programs in subjects that are in high demand in the workplace. Knowledge of student enrollment patterns, completion rates, licensure and certification pass rates are all a part of the documented student outcomes profile. In addition, students generally attend full-time, successfully meet progress expectations, and graduate at a higher percentage than the more typical college-going student in similar degree programs. Enhancement of services to this population serves to enhance the student college-going experience, which already registers success. INSERT  
ADDITIONAL TEXT AS RECEIVED

With oversight of the student information system (SIS) of Campus Vue providing more readily-available student data, with expansion of the human resources component, and with a Student Services Coordinator as a members of the School Leadership Team, Student Services is now an acknowledged resource provider.

#### Registrar Role:

The “registrar” function is now employed and recognized within Student Services. This has come about by the need to integrate the student information system of CampusVue into the fiber of the School, providing data for research, reports, and student progress monitoring. The establishment of Degree Audits and transfer-credit critique of outside coursework to satisfy recognition of credit for upper division general education, all contribute to the recognition of the registrar function for the school.

The fully-implemented student information system, CampusVue, also provides the functionality to provide verification independent of the instructional faculty for student progress in the courses, review of course completion, grades, leaves of absence, drops, and withdrawals, and to offer a single point of expertise and contact for decisions which may impact retention and student success.

#### Academic Advising:

Academic advising is provided by faculty within the programs of study. These individuals have the necessary academic backgrounds, are licensed and certified in their professions, and have access to professional development to maintain their professional currency.

#### CFR 2.13 Attachments

Attachment: CFR 2.13.01 Profile of Degree Students

Attachment: CFR 2.13.02 Student Debt to Income Ratio

#### CFR 2.14

*Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.*

*See also CFR 1.6*

Degree programs at KPSAHS are program-completion; students qualify for, and enroll in the School with verification of completion of the equivalent of a two-year degree program, to include satisfaction of lower division general education coursework, and prerequisites as required in the program of study.

Transfer credit toward program completion is not awarded for coursework in the program subject; it is applicable only to upper division GE coursework. Attachment: CFR 2.14.01 Transfer Activities for Fall 2013 Enrollees shows transfer credit awarded for enrolled students entering the School in Fall 2013. The transfer credit policy and practice were developed in concert with expectations of WASC regional accreditation, and the implementation of this policy and these practices have engaged the service and attention of both Student Services and Academic Affairs. Credit awarded for transfer credits meeting policy requirements are confirmed with the Degree Audit Checklist.

#### **CFR 2.14 Attachments**

**Attachment: CFR 2.14XXX Transfer Activities for Fall 2013 Enrollees**