

# Shasta College

Addendum to the 2017 Self-Evaluation Report  
Progress Report on Health Information Management Baccalaureate Degree

*Submitted to:*

Accrediting Commission for Community and Junior Colleges  
Western Association of Colleges

September 12, 2017

## Certification of the Addendum to the Self-Evaluation Report

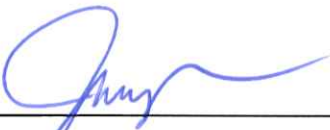


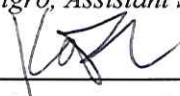

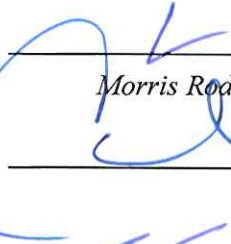


**To:** Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

**From:** Dr. Joe Wyse, Superintendent/President  
Shasta-Tehama-Trinity Joint Community College District  
11555 Old Oregon Trail – P.O. Box 496006  
Redding, CA 96049-6006

This addendum was created to provide an update to the Special Report on the HIM Baccalaureate Degree submitted in September 2016.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

### Signatures:

	9/8/17
Dr. Joe Wyse, Superintendent/President	Date
	9/8/2017
Ms. Rhonda Nehr, President of the Board of Trustees	Date
	9-7-17
Dr. Frank Nigro, Assistant Superintendent/ Vice President of Instruction	Date
	9-7-17
Dr. Kevin O'Rorke, Assistant Superintendent/ Vice President of Student Services	Date
	9/7/17
Morris Rodrigue, Assistant Superintendent/ Vice President of Administrative Services	Date
	5 Sept 17
Catherine Anderson, Academic Senate President	Date
	9/7/17
William Breitbach, Accreditation Liaison Officer	Date
	9/7/17
Evan Weston, Student Senate President	Date

# PROTOCOL AND POLICY ON THE ACCREDITATION OF BACCALAUREATE DEGREES

[After the approval through the Substantive Change process and institutional implementation of the Baccalaureate Degree, evaluators will examine the evidence to support the Eligibility Requirement and Standards listed and determine that the College meets the Standard with respect to the Baccalaureate Degree.]

## Eligibility Requirements

**1. Authority:** *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

*Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

College: Provide a description and supporting documentation demonstrating how the College meets this Eligibility Requirement and the associated criterion.

Shasta College is authorized by the state of California to operate as a public community college. The college is authorized under Title 5 of the Administrative Code to offer associate degrees and approved certificates. California State Senate Bill 850 created a pilot program that authorizes certain community colleges to offer baccalaureate degrees. Shasta was confirmed by the Board of Governors on March 16, 2015, to offer Health Information Management as part of the pilot program.

The Shasta College Academic Senate, which oversees the Curriculum Committee, approved the application for the HIM baccalaureate degree on December 15, 2014 (**Attachment A**).

At the March 16, 2015 California Community College Board of Governors meeting, the members voted unanimously to approve Shasta College's Health Information Management baccalaureate program as one of the initial pilot programs in the state (**Attachment B**).

The Shasta-Tehama-Trinity Joint Community College District approved the HIM baccalaureate degree on July 8, 2015 (**Attachment C**).

Shasta College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

The Bachelor of Science in Health Information Management program was approved by ACCJC through a Substantive Change Proposal in January 2016 and will also be accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM accredits associate and baccalaureate degree programs in health information management, and master's degree programs in the health informatics and health information management professions in the United States and Puerto Rico.

## Accreditation Standards

The Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

### MISSION

#### Standard I.A. Mission:

**Standard I.A.1,** *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the Institutional mission.
- Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College's mission reflects its goal of serving the workforce and career needs of its communities (**Attachment D**). The baccalaureate degree program is within the scope of the mission, which identifies the college's commitment to student learning and support.

Shasta College derives its mission from the general mission of the California Community Colleges and reviews it on a regular basis. The current mission, revised May 2016, reads as follows:

*Shasta College provides a diverse student population open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs support student learning and personal growth. (Board Policy 1200)*

The district mission is not limited to lower-division programs and specifically notes that the college offers “career-technical programs” that support the “economic development of our communities.”

In its most recent Education Master Plan 2012-2030, which was derived from the mission and developed through an extensive participatory governance process, the college noted that the health care industry is projected to have the most growth over the next 10 years within the area served by the district (**Attachment E**).

The college vision as well as the Education Master Plan note that “innovation” will be key to serving district residents in the future, and in 2015, Shasta College received a state Governor’s Award of \$5 million for its efforts to accelerate and increase baccalaureate degree attainment through providing dual enrollment opportunities to high school students across the district. The HIM baccalaureate degree is another innovation to help meet the demand for workers with four-year degrees that has been identified by Lumina and other national organizations. (**Attachment F**).

In the recently developed Strategic Plan for 2015-2018, the college lists as Institutional Objective 1.3: *Develop required services and begin to offer upper division courses to the first cohort of students in the pilot Health Information Management baccalaureate degree program.* Under Institutional Objective 4.2, the college identified: *Obtain specialized and regional accreditation for the baccalaureate in Health Information Management* (**Attachment G**). This plan was developed through the shared governance process and endorsed by the Board of Trustees. It guides resource allocation and college focus over the next three years.

**Standard I.A.2:** *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Shasta College catalog, which is published annually, defines the requirements for every degree and certificate offered at the college and includes the HIM baccalaureate program in the 2016-2017 edition (**Attachment H**). Catalog listings include prerequisites, course numbers, names and units as well as program information and student learning outcomes. Longitudinal student achievement data, such as retention and success rates, are published online and made available to all managers and faculty; summary data is posted on the research website and in an annual Fact Book (**Attachments I**). Every two years, each instructional program must systematically assess student achievement of identified outcomes and demonstrate that graduates of a program have met those outcomes. The HIM baccalaureate program has been added to the program review cycle and will be required to complete that assessment on the same cycle as the associate degree programs. (**Attachment J**).

The HIM baccalaureate program, like all programs at the college, has student learning outcomes identified for all of the courses and for the program as a whole. It participates in program review and disaggregates data for analysis to better understand student achievement and identify gaps in performance. This analysis will inform resource allocation from the district and be part of the overall integrated planning.

Success of the baccalaureate degree program will also be measured by the pass rate of graduates who have taken the national Registered Health Information Administrator (RHIA) exam. The pass rate for Shasta College graduates will be compared to the national average pass rate for the RHIA exam and will be posted on Shasta College's HIM website.

Once the program has received CAHIIM accreditation, the Program Director will develop, collect, interpret and use evidence of student learning outcomes by completing the Annual Program Assessment Report (APAR) and submitting it to CAHIIM, as required for program annual maintenance (**Attachment K**). As part of this process, a survey will be sent out to program graduates and potential employers tracking job placement.

### **Progress Update:**

The HIM program review schedule has been incorporated into the Shasta College overall program review cycle. The HIM program review cycle is scheduled for 2018-2019, which will allow for the first cohort of students to graduate and the program can be reviewed in its entirety. The program will be reviewed utilizing the same processes as established for all programs.

Generally, the College uses a variety of data sources to assess the accomplishment of the mission including the Student Success Scorecard (**Attachment 1**), the Strategic Plan Assessments and Progress Reports (**Attachment 2**), Annual Assessment of Institution-set Standards and a variety of other assessment practices. See section I.A.2 of the Self-Evaluation Report for additional details.

**Standard I.A.3:** *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College has a robust integrated planning process that is guided by the Integrated Planning Manual – 2014 Edition (**Attachment L**). This process ensures that the college systematically evaluates and makes public how well and in what ways it is accomplishing its mission, including assessment of student learning outcomes. Annually, the college assesses progress on its strategic goals and allocates resources to support those goals as well as the achievement of student learning outcomes. Student learning outcome assessment results are integrated into the planning and resource allocation process. The planning process consists of an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation. The HIM baccalaureate program is part of the learning outcomes assessment, area planning and program review process. Resources will be allocated to improve student learning in the program and the effectiveness of those resource allocations will be evaluated as part of the ongoing planning cycle. (**Attachment J**)

**Progress Update:**

The College will take a comprehensive look at student learning and achievement data once it is able to complete a comprehensive 2-year HIM program review cycle. The HIM program review cycle is scheduled for 2018-2019. Smaller changes will occur as part of the Annual Area Planning process as areas of improvement are identified. The College has institution-set standards for course completion, exam pass rate, and employment rates.

**ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS**

**Standard I.B.2** *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.* (ER 11)

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.
- Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College collaborated with Mesa College to ensure that the upper-division courses reflect higher levels of depth and rigor. Because both colleges will be seeking accreditation from CAHIIM, the major courses are largely determined by that accrediting agency. Upon successful completion of the degree, students will be able to demonstrate proficiency in health information management functions and take the RHIA certification exam. Before Shasta College developed the HIM program courses, other educational institutions HIM bachelor's degree curriculum were reviewed for content and comparison. In addition, Shasta College's HIM faculty met with Loma Linda University (the only other college in California that offers a BS-HIM degree) to discuss appropriate rigor for upper-division HIM courses.

Shasta College is following CAHIIM baccalaureate degree accreditation standards and the baccalaureate level HIM curricular competencies developed by the Council for Excellence in Education (CEE) for Health Informatics and Health Information Management. (**Attachment M**)

Measurement of success is with the attainment of higher-level Bloom's taxonomy associated with student learning outcomes in the baccalaureate degree program.

**Progress Update:**

The first HIMS courses that were delivered in the 2016-2017 academic year have been assessed and the results have been documented in TracDat, which is consistent with how all course SLOs are assessed.

**Standard I.B.3:** *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.
- Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The college mission reflects the intention of the college to provide "educational programs...contributing to...economic development of our communities." The mission as written encompasses the HIM baccalaureate program, which will provide students opportunities to advance in careers and support the healthcare industry.

The HIM baccalaureate program, like all programs at the college, has student learning outcomes identified for all of the courses and for the program as a whole. It participates in program review and disaggregates data for analysis to better understand student achievement



and identify gaps in performance. This analysis will inform resource allocation from the district and be part of the overall integrated planning. (**Attachments J & L**)

The institution-set standard for the baccalaureate degree program course success and program completion is 80%. Additionally, student achievement is measured by the RHIA exam pass rate for Shasta College HIM program graduates and will be published on the Shasta College HIM website. If Shasta College's RHIA exam pass rate falls below 80% or if any of the exam scores fall below the national average in any of the Baccalaureate Level HIM Domains, assessment will take place and a plan put into action to improve the quality of the baccalaureate degree program.

**Progress Update:**

At the time of the last visit (December, 2016), the College had established Institution-set standards for course completion (80%), exam pass rates (80%), and employment rates (75%). The employment rates were not documented in College Council minutes. These rates are now firmly established and documented. Since the program is new, the College only has data available for course completion in Fall 2016 and Spring 2017 (see table below). Upon completion of the first graduating class, the College will publish program completion rates, certification pass rates, and employment rates.

Course	Fall 2017			Spring 2017		
	Enrollment	Average Success Rate	Average Retention Rate	Enrollment	Average Success Rate	Average Retention Rate
ENGL-401	5	80.0%	80.0%			
HIMS-405	6	100.0%	100.0%			
HIMS-408	6	100.0%	100.0%			
HIMS-410	6	83.3%	100.0%			
HIMS-415				6	83.3%	100.0%
HIMS-418				6	83.3%	83.3%
HIMS-420				6	83.3%	100.0%
<b>HIMS TOTALS</b>	<b>18</b>	<b>94.4%</b>	<b>100.0%</b>	<b>18</b>	<b>83.3%</b>	<b>94.4%</b>
HIT-10	29	44.4%	81.5%	31	76.0%	96.0%
HIT-11	15	64.3%	78.6%			
HIT-15	17	82.4%	100.0%			
HIT-20	15	86.7%	100.0%			
HIT-25				13	90.9%	100.0%
HIT-30				29	88.0%	100.0%
HIT-35				20	71.4%	78.6%
HIT-40				17	78.6%	85.7%
HIT-7	16	85.7%	100.0%			
<b>HIT TOTALS</b>	<b>92</b>	<b>69.0%</b>	<b>90.8%</b>	<b>110</b>	<b>80.9%</b>	<b>93.2%</b>
PSYC-401				5	80.0%	80.0%
<b><u>GRAND TOTAL</u></b>	<b><u>115</u></b>	<b><u>73.6%</u></b>	<b><u>91.8%</u></b>	<b><u>133</u></b>	<b><u>81.3%</u></b>	<b><u>92.9%</u></b>

**Standard I.B.7:** *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The District develops Institutional Goals that articulate how the District plans to advance the mission and meet the needs of the District. The Institutional Goals which were developed in the Educational Master Plan are then the foundation for the Strategic Plan. Through the strategic planning process, Institutional Objectives are developed that describe specific activities that will be undertaken to achieve the Institutional Goals.

The Strategic Plan informs the Annual Area Plans. Program Reviews are a component of the Annual Area Plans for specific instructional programs. In the Annual Area Plans, area effectiveness is assessed through the evaluation of student learning outcomes, program learning outcomes, or service area outcomes. Initiatives are developed that describe how the area will contribute to the achievement of the Institutional Objectives which are developed in the Strategic Plan. The Prioritized College-wide Annual Action Plan is a prioritization of those items that require resource allocations. Resource allocations include both budget adjustments and the assignment of personnel to specific tasks. Resource allocation is linked to planning at both the institutional and area levels because resources are dedicated based on both the Prioritized College-wide Annual Action Plan and the Strategic Plan. The Office of Institutional Effectiveness reports on the Strategic Plan and Annual Area plans to College Council. College Council advises the President on changes to the continuous improvement cycle and the Integrated Planning process (**Attachment L - Pages 20-22 “Resource Allocation” in the Integrated Planning Manual**)

The HIM Baccalaureate was developed given the goals outlined in the Educational Master plan. The program is integrated into College-wide planning and evaluation cycles. The program will participate in the Annual Area Planning process, like all other programs at the College. A full program review will be on the cycle of other programs at the College (**Attachment J**). Additional yearly program review requirements will be met to ensure CAHIIM accreditation.

### **Progress Update:**

All HIM part-time and full-time faculty are trained in TracDat. Faculty have entered their course SLOs in TracDat. Assessment data is now available for courses taught in the first year of the program.

A systematic evaluation and recognition of student support service management has been put in place (**see Attachment 3**). It is anticipated that the current support structure will meet the needs of the maximum number of students in the program at any one time (70). The department will annually evaluate needs through the Area Plan and Program Review process.

## **INSTITUTIONAL INTEGRITY**

**Standard I.C.1:** *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

All information about the HIM baccalaureate degree provided to the public is clear and accurate, whether in the college catalog or provided by other means (**Attachment N**). The college will document results of student learning assessment and provide that information to current and prospective students as well as the general public. Policies such as academic freedom and academic integrity apply to the HIM program and its faculty and students. The HIM program demonstrates integrity in its relations with its external accrediting agency CAHIIM and with ACCJC. A Substantive Change Proposal for the HIM baccalaureate was approved by ACCJC in January 2016.

**Progress Update:**

Changes have been made to the 2017-2018 Shasta College catalog. The unit count has been corrected and a statement has been added noting that upon program CAHIIM accreditation graduates will be eligible to apply to take the national examination for certification as a Registered Health Information Administrator (RHIA). Program unit requirements for transfer students were clarified in the catalog. **See Attachment 4.**

Student achievement data will be provided to prospective students, the public, and CAHIIM once learning assessment data for the inaugural 2016-2017 HIM student cohort is available.

**Standard I.C.3:** *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

When a HIM program is accredited by CAHIIM it means that it has voluntarily undergone a rigorous review process and has been determined to meet or exceed the Standards set by the Board of Directors. CAHIIM is the globally recognized and trusted accreditation organization for Health Informatics and Health Information Management education programs to ensure the development of a workforce that meets the challenge of an information-intensive environment and its impact on global health. Shasta College will be seeking CAHIIM accreditation with the goal of obtaining accreditation status by the time the first cohort of students graduate or

shortly thereafter. Once the program receives accreditation it will be published on the college website and will be listed as an accredited program on the CAHIIM Program Directory website (**Attachment O**).

Student achievement and summary data is published and available in the Shasta-Tehama-Trinity Joint Community College District Fact Book. In addition, the RHIA exam pass rate, indicating student success in the program and professional achievement, will be tracked and will be available on the program website.

**Progress Update:**

HIM Program SLOs are assessed and reported in TracDat. The TracDat software is utilized by Shasta College for all courses and programs. All HIM faculty have received training on how to use TracDat for SLO assessment. The SLO assessments for academic year 2016-2017 are now available for the next annual area plan cycle beginning August 2017. The annual area plan process is also documented in TracDat

Baccalaureate HIM Level entry-level competencies/student learning outcomes as established by the Council for Excellence in Education (CEE) are included in HIM program syllabi and made available to all current students in the Canvas LMS effective Fall 2017.

Student achievement data will be provided to prospective students, the public, and CAHIIM once learning assessment data for the inaugural 2016-2017 HIM student cohort is available.

**Standard I.C.4:** *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Bachelor of Science in Health Information Management program is clearly described in the Shasta College catalog which is published annually in printed form and also in electronic form on the college website (**Attachment H**). The catalog includes general information about the college; its mission; course offerings; degree and certificate programs; student learning outcomes for programs and degrees; academic calendar and program length; academic freedom policy; financial aid; learning resources; names and degrees of administrators and faculty; names of governing board members; admissions requirements, including requirements for the HIM degree; student fees; graduation requirements; and academic regulations including academic honesty, non-discrimination, acceptance and transfer of credits, transcripts, grievances and complaints, sexual harassment, and refund of fees.

In addition to the information published in the college catalog, the information is cross-referenced on the website for Shasta College and for the Health Information Program

<http://www.shastacollege.edu/Academic%20Affairs/HSUP/HITIM/HIM/Pages/HIMhome.aspx>

(Attachment P). This information includes the requirements for the program, the application process and timelines, the course sequence and course content.

Course content, course requirements and learning outcomes are also found on the approved HIM course outlines of record and on the course syllabi.

### **Progress Update:**

The program requirements content and course requirements are now accurately printed in the catalog and the program unit requirements for transfer students found in the printed catalog have been clarified. See Attachment #4.

## **INSTRUCTIONAL PROGRAMS**

**Standard II.A.1:** *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree field of study aligns with the institutional mission.
- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The HIM program, like all instructional programs, conforms to the college's mission and culminate in measurable and identified student learning outcomes. Faculty participate in the college's professional development program to improve courses and pedagogy with the goal of increasing student success.

HIM course outlines have been approved by the Curriculum Committee and each syllabus includes student learning outcomes consistent with the official course outline. The HIM baccalaureate consists of 129 credits and is scheduled to allow students to complete within four years. The upper division courses are delivered online and include support services such as tutoring to support equity in success for all students. Course credit is awarded based on student attainment of learning outcomes, which include communications competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and learning outcomes specific to the HIM field. Lower and upper division general education courses are a key component of the HIM degree and introduce students to a variety of disciplines. The core HIM courses include focused study and prepare graduates to succeed in procuring RHIA certification. Through the program

review process, the HIM program will be regularly evaluated with the goal of continuously improving its quality.

Many students in the program include those already working in the health care industry in the district, which is projected to be the industry with the largest growth over the next several years in northern California. According to the Employment Development Department, current regional employment trends will experience a growth in healthcare occupations, which would benefit those with a Bachelor's degree and allow them to move into managerial positions. As healthcare advances, health information provides the patient data needed to successfully navigate the changes. As a result, health information professionals can expect to be in high demand as the health sector continues to expand. Demand is on the rise at all levels of education and credentialing. According to the American Health Information Management Association, there are approximately 12,000 to 50,000 new jobs anticipated by 2017, and the Bureau of Labor Statistics cites medical records and health information technicians as one of the fastest growing occupations in the US. (**Attachment Q**)

Shasta College offers the upper division coursework online and is one of only two community college HIM baccalaureate programs in California (along with San Diego Mesa). HIM Program students are better served by an online program than a program that requires attendance at scheduled face-to-face classes since there are likely to be prospective students who cannot reside in the Shasta district for the length of the program. The rationale to offer the program at least 50% online is to fulfill the commitment in our mission to "open access" given that the district is roughly the size of Massachusetts and many residents cannot easily travel to the main campus in Redding. In addition, the pool of potential part-time faculty to supplement full-time faculty is likely to come from other parts of California as well as the Redding area.

Shasta College has a robust online program with multiple layers of technical, professional development and counseling support, and recently gained approval for 69 associate degrees and 22 certificate programs offered through distance education. This approval by ACCJC demonstrates that it has the capacity to offer the HIM BS degree online as well (**Attachment R**).

The HIM program is designed to meet the unit and content requirements of the California Code of Regulations as well as the requirements developed by the California Community College Academic Senate. In order to receive industry accreditation (necessary to allow students to sit for the RHIA exam), the program will meet Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation standards as well as the standards of ACCJC.

**Standard II.A.3:** *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College identified learning outcomes for the baccalaureate degree program per the academic standard set forth by CAHIIM.

Shasta College collaborated with San Diego Mesa College, which is also offering a HIM baccalaureate degree as part of the pilot program, in development of its upper division coursework.

The Shasta College HIM Advisory Committee met on September 22, 2015 and reviewed the curriculum (**Attachment S**).

Course outlines for HIMS 405, 408, 410, 415, 418, 420, 425, 430, 435, 440, 445, 455A and 455B, and for ENGL 401, PSYC 401 and CIS 401 were brought to the Shasta College Curriculum Committee and were reviewed and approved through the established curriculum approval process (**Attachment T**).

The program course syllabi content were developed using Shasta College sample syllabus required and recommended elements and CAHIIM's recommendations for constructing a useful syllabus. Course syllabi are published via the Canvas Learning Management System for students registered in the classes and include student learning outcomes. Every two years the HIM program will assess student achievement of the identified outcomes and demonstrate that graduates of the program have met those outcomes (**Attachment J**).

**Progress Update:**

HIM Program SLOs are assessed utilizing TracDat. The TracDat software is utilized by Shasta College for all courses and programs. All HIM faculty have received training on how to use TracDat for SLO assessment. The SLO assessments for academic year 2016-2017 are now available for the next annual area plan cycle beginning August 2017. The annual area plan process is also documented in TracDat.

**Standard II.A.5:** *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.
- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.



- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College's baccalaureate program consists of 129 units; 75 units are lower division credit coursework, following the California State University General Education requirements, and 54 units are upper division credit coursework, including 9 units of upper division general education coursework that complement the major. Curriculum for the upper-division courses was developed using curricular considerations (examples of topics to be considered) and specific required content in which success is measured by the attainment of the Bloom's taxonomy level associated with baccalaureate level HIM Student Learning Outcomes as established by the Council for Excellence in Education (CEE) for Health Informatics and Health Information Management (**Attachment M**). Assignments and examinations demonstrate rigor commonly accepted among baccalaureate level HIM programs.

The baccalaureate program builds upon the associate degree program at Shasta as well as admitting students into upper division courses who have already completed accredited HIT programs at other regionally-accredited institutions. Courses are scheduled so that students may complete the baccalaureate degree program in four years. Students with an Associate of Science in Health Information Technology degree entering the program in semester five take the upper-division HIM and GE courses along with their cohort and complete the program in two years. (**Attachment U**)

The delivery mode of instruction is online and is appropriate for the expected rigor of a HIM bachelor's degree program. The development, implementation, and evaluation of all courses and programs offered at the college are the same regardless of the mode-of-delivery.

Graduates of the baccalaureate program receive a Bachelor of Science in Health Information Management and will be eligible to sit for the national certification exam sponsored by the American Health Information Management Association (AHIMA) upon program accreditation. Passing this exam results in certification as a Registered Health Information Administrator (RHIA) and qualification to work in management positions related to health information.

**Progress Update:**

Program unit requirements for transfer students found in the printed catalog are now clear. The Health Information Technology AS Degree 75-77 units (including 37-39 units of lower

division CSU or IGETC general education) have been listed as part of the total credits in the baccalaureate program in the Shasta College 2017-2018 catalog. **See Attachment #4.**

The first HIM courses that were delivered in the 2016-2017 academic year have been assessed and the results have been documented in TracDat, which is consistent with how all courses are assessed.

HIM faculty are in the process of completing a CAHIIM Curriculum Report in which assignments/activities/projects are mapped to Bloom's taxonomic levels as identified by AHIMA. Competencies are carefully documented and linked to specific assignments. This Curriculum Report will be submitted to CAHIIM, along with other documents, as part of the process for entering into program candidacy for CAHIIM accreditation.

**Standard II.A.6:** *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.<sup>1</sup> (ER 9)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College's Bachelor of Science in Health Information Management upper division courses build upon a two-year Health Information Technology degree, offered at the college or from another regionally accredited institution (**Attachment U**). Students entering the program at the upper division level have received an associate degree and are qualified to sit for the Registered Health Information Technician (RHIT) certification exam. The initial cohort of students was admitted in Fall 2016 and will move through the classes in a structured sequence. They will remain together as a cohort for both upper-division core degree requirements and general education. The first cohort is projected to graduate in Spring 2018.

**Standard II.A.9:** *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate Degrees and the course credit in those programs are based on student

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<sup>1</sup> Glossary- Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc): Shared and time honored principles, values and practices within the American community of higher education.

learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Academic credit for coursework is awarded in accordance with Subchapter 9, Standards of Scholarship, of Title 5 of the California Code of Regulations. Information about the awarding of academic credit is contained in the annual catalog (**Attachment V**). Academic credit for the health information management degree coursework is awarded in accordance with Title 5 and California Education Code requirements.

Course credit for the HIM program is awarded based on student attainment of learning outcomes, which include communications competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and learning outcomes specific to the HIM field. Lower and upper division general education courses are a key component of the HIM degree and introduce students to a variety of disciplines. The core HIM courses include focused study and prepare graduates to succeed in procuring RHIA certification. Through the established program review process, the HIM program will be regularly evaluated with the goal of continuously improving its quality.

**Progress Update:**

The SLOs for the upper-division general education courses (PSYC 401 and HIMS 408) were determined based on the Council for Excellence in Education (CEE) Health Informatics and Health Information Management. These baccalaureate-level HIM competencies and student learning outcomes are recognized and expected of CAHIIM accredited programs. The instructor developed course content, course assignments, and course SLOs for ENGL 401, another upper-division general education course, with input from the HIM Program Director and HIM faculty to assure that the rigor was at the higher Bloom's level expected of HIM baccalaureate program curriculum. In addition, the ENGL 401 instructor collaborated with other faculty teaching the same course in another college's HIM baccalaureate degree program.

The first HIM courses that were delivered in the 2016-2017 academic year have been assessed and the results have been documented in TracDat, which is consistent with how all courses are assessed.

**Standard II.A.10:** *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program

requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Students starting the Bachelor of Science in Health Information Management program must have successfully completed and graduated from a regionally accredited Associate of Science degree Health Information Technology program (**Attachment W**). Students accepted into the program must complete the CSU or IGETC General Education pattern prior to earning a Bachelor of Science degree in Health Information Management. All program applicants have their transcripts reviewed prior to being accepted into the program. All students lacking lower division GE courses for the upper-division program GEs are notified prior to enrollment in the program. Deficits are addressed in the individual educational plan established prior to enrollment.

**Progress Update:**

The timing of the CAHIIM accreditation of Shasta College's 2-year Associate of Science Health Information Technology degree program will not affect the ability of our own graduates to enter into our Bachelor of Science HIM program. Our HIT program students are in "Track 1." The program requirement is that students must be a graduate of a regionally accredited associate degree HIT program. Our HIT program students complete the CSU or IGETC general education requirements before they are awarded their AS-HIT degree. Some other college AS-HIT program graduates have not met the same GE requirements and therefore applicants from these programs must have their lower general education coursework reviewed by the Shasta College's Health Science Counselor.

**Standard II.A.11:** *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Bachelor of Science degree in Health Information Management (HIM) at Shasta College is designed to provide accessible and rigorous instruction. The degree is composed of 75 lower division units and 54 upper division units for a total of 129 units. The 75 units of lower division coursework are in a two-year associate degree program in Health Information Technology, and the baccalaureate program builds upon this degree. The upper division coursework consists of 45 units of health information management core courses and 9 units of upper division General Education. The upper division General Education and electives

complement the major courses. The upper division major requirements culminate in a capstone course that requires students to conduct applied research at a clinical site. The combination of upper division courses provides graduates with the required knowledge, skills and abilities to be successful health information management professionals.

Course credit is awarded based on student attainment of learning outcomes, which includes communications competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and learning outcomes specific to the HIM field. Lower and upper division general education courses are a key component of the HIM degree and introduce students to a variety of disciplines. The core HIM courses include focused study and prepare graduates to succeed in procuring RHIA certification.

Graduates of the Shasta College program receive a Bachelor of Science in Health Information Management degree and will be eligible to take the national certification exam sponsored by the American Health Information Management Association (AHIMA) upon program accreditation. Passing this exam results in certification as a Registered Health Information Administrator (RHIA), an essential qualification for employment at the management level. The HIM program meets the unit and content requirements in the California Code of Regulations. The program will meet all ACCJC standards as well as CAHIIM accreditation standards and contain the baccalaureate level HIM curriculum requirements as set forth by the Council for Excellence in Education for Health Informatics and Health Information Management. (**Attachment M**).

### **Progress Update:**

Shasta College identified learning outcomes for the baccalaureate degree program per the academic standard set forth by CAHIIM. Shasta College also collaborated with San Diego Mesa College, which is also offering a HIM baccalaureate degree as part of the pilot program, in development of its upper division coursework. The College has mapped these student learning outcomes and program learning outcomes to the College's institutional learning outcomes.

**Standard II.A.12:** *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- At least 36 semester units or equivalent of lower and upper division general education

is required, including at least 9 semester units or equivalent of upper division general education coursework.

- At least 9 semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower division and upper division courses.
- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Upon completion of the Shasta College Bachelor of Science in Health Information Management degree, graduates will have met the California State University General Education pattern, which is 37 units of lower division General Education, and will have taken 9 units of upper division General Education classes and passed with a C average or better (**Attachments X and Y**). The California State University General Education pattern includes courses in oral communication, written communication, critical thinking, physical sciences, life sciences, mathematical concepts and quantitative reasoning, arts, humanities, and social sciences.

The General Education courses for the HIM degree at Shasta College are integrated throughout the curriculum and distributed to both lower and upper division courses. Upper division General Education courses include Advanced Professional Writing (English 401) and Industrial-Organizational Psychology (Psychology 401). Ethics in Healthcare Administration (HIMS 408) is being reviewed by the Shasta College General Education Committee for approval of 3 units of upper-division General Education.

**Progress Update:**

The program requirements content and course requirements are now accurately printed in the catalog and the program unit requirements for transfer students found in the printed catalog have been clarified. **See Attachment #4.**

**HIMS 408 was reviewed and approved by the General Education Committee on 11/10/16.**

**Standard II.A.13:** *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to



the baccalaureate degree level.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Baccalaureate degree program includes focused study in Health Information Management. There are 45 units of upper-division core courses in the HIM program that include Fundamentals of HIM, Ethics in Healthcare Administration, Healthcare Informatics, Healthcare Analytics, Legal Concepts and Compliance in Healthcare, Principles of Finance for HIM, Revenue Cycle Management, Project Management in Healthcare, Leadership and Strategic Management for Healthcare Professionals, and Healthcare Information Systems and Design. In addition, students take a capstone course in the eighth semester of the program that requires students to conduct empirical research at a clinical site on trends in the health care industry designed by the student, instructor and professional practice site manager, supporting a local HIM community of interest (**Attachment Y**).

**Standard II.A.14:** *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Students' measurement of success is based on the attainment of the Council for Excellence in Education (CEE) baccalaureate level HIM Curricular Competencies, which have been interwoven throughout the curriculum (**Attachment M**). HIM faculty incorporate sample RHIA exam questions into every course throughout the program to start preparing students for the national exam. Upon successful completion of the degree, students will be able to demonstrate proficiency in health information management functions and sit for RHIA exam, the certification requirement for occupations that manage health records at hospitals and other healthcare provider settings.

The HIM Advisory Committee provides input and guidance to the college so that HIM program graduates are prepared to meet the needs of employers.

**Progress Update:**

In Early Fall 2017 Shasta College will be sending submitting a "Letter of Intent" to apply to enter CAHIIM accreditation candidacy status. Once the program enters candidacy it will take approximately one year from that date before the College expects to receive HIM program accreditation. Before accreditation will be granted the program will be required to submit several documents, including a program self-assessment and a site visit will take place. Graduates generally do not sit for the RHIA exam immediately after graduating, so the

College expects that the time gap from graduation until the program is accredited will be minimal and reasonable for a new program. Students are informed on the College website and in the College catalog of the CAHIIM accreditation status.

## **LIBRARY AND LEARNING SUPPORT SERVICES**

**Standard II.B.1:** *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Librarians collaborate with faculty to build collections that support curriculum. The highest purchasing priorities are faculty requests. The library currently provides online access to more than 30,000 ebooks and thousands of Journal titles. Ovid Nursing Journals and the Health Source database are purchased for Health Science programs. In addition to these healthcare specific packages, the library provides access to 40 other databases which include additional healthcare titles. Shasta College Library resources are well-funded and additional online resources will be purchased as needed and are articulated by the HIM program director and faculty. Many core health information management journals are available through the library website. **(Attachment Z).**

Shasta College has an extensive library overseen by the Dean of Library Services and Educational Technology as well as one full-time faculty librarian who has experience supporting healthcare professionals with research and curriculum support. The Librarian is designated as the HIM Liaison so that faculty and students have a primary contact person. All Shasta College students have numerous ways to request help with their research. Distance Education students can use a virtual chat service, email, telephone, or visit in-person to receive help with research topics. Librarians are available to work with instructors to embed their participation within the learning management to support online courses. Librarians can give feedback on research assignments as appropriate, create tutorials, and participate in discussions upon instructor request. Librarians also create custom research guides for



individual courses. The library may use the Zoom conferencing tool to offer synchronous online support for students and faculty in the HIM program who would like remote assistance.

Shasta College's Learning Resource Center provides tutoring in math, English, ESL and science classes. Tutors are trained and overseen by faculty situated at the Center. The college also provides online tutoring through a vendor and this service is available for the HIM courses. The Center as well as the Library also provides sufficient open computer labs to accommodate HIM students, should they need on-campus resources.

The college regularly assesses the quality of its student support services for students, and will use the assessment data to make improvements.

**Progress Update:**

Library and other online learning support service resource information may be found in the HIM Student Handbook. The library website now includes a webpage with additional information for all distance education students. The LMS (Canvas) has a link to library services and resources on the global navigation menu. The Math Learning Center website has been updated to provide additional information to distance education students about NetTutor. The NetTutor link appears in all online classes.

**STUDENT SUPPORT SERVICES**

**Standard II.C.6:** *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways<sup>2</sup> to complete degrees, certificate and transfer goals. (ER 16)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.
- The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College has adopted and adheres to admissions policies consistent with its mission that specify the qualifications necessary for admission to programs. Admissions policies and pathways to completion are clear and published in the catalog and on the website. **(Attachment P)**. The HIM program adheres to the admissions criteria that are available to the public in print and electronically.

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<sup>2</sup> Glossary- Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

### **Progress Update:**

Program unit requirements for transfer students found in the printed catalog are now clear. The Health Information Technology AS Degree 75-77 units (including 37-39 units of lower division CSU or IGETC general education) have been listed as part of the total credits in the baccalaureate program in the Shasta College 2017-2018 catalog. **See Attachment #4.** A systematic evaluation and recognition of student support service management has been put in place. **See Attachment #3.**

## **HUMAN RESOURCES**

**Standard III.A.1:** *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

All faculty and administrators employed for the HIM program meet qualifications needed to perform duties calculated to ensure student success, institutional effectiveness and academic quality. Faculty teaching in the program possess a minimum of a master' degree and are evaluated on the same schedule as all other Shasta College faculty. The program director is evaluated using the management evaluation process and instruments. Evaluations include a consideration of how the faculty and director use the results of learning outcomes assessment to improve teaching and learning. Job descriptions for the faculty and program director accurately reflect duties and authority. Like all part-time faculty, HIM part-time faculty receive paid time to participate in governance and professional development. Administrators, faculty and staff in the HIM program adhere to the professional ethics policies of the institution. All HIM personnel records are secure and confidential.

The human and administrative support for the program is stable and well qualified. The Program Director is a Registered Health Information Administrator (RHIA) with 12 years of experience as HIM director at two large hospitals and 3 years of experience directing a community college two-year HIT program. She reports to the Dean of Health Sciences, who has 7 years of administrative experience at Shasta College. Overseeing the Dean is the Vice President of Instruction. The full time HIM faculty member hired to teach in the program is an RHIA and has a Master's of Science degree in Health Information Management. The college president has authorized and identified funding to hire additional HIM faculty, as needed. A full-time counselor has been assigned to the Health Sciences programs and other qualified

counselors are on staff at the college. Counseling is available online to ensure accurate and up-to-date knowledge. **(Attachment AA).**

**Standard III.A.2:** *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.
- In cases where no Master's degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.
- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Core HIM courses and general education courses at the upper division level are taught by faculty with a minimum of a master's degree in the appropriate discipline. Program faculty are qualified through professional preparation and experience, teaching competencies and practice experience. Faculty teaching core HIM courses comply with the continuing education standards as set forth by the Commission on Certification for Health Informatics and Information Management (CCHIIM). Current faculty for upper division instruction include:

Andrew Dowgiert, HIM program full-time faculty, is a graduate of the College of St. Scholastica and holds a Master's degree in Health Information Management and is a Registered Health Information Administrator (RHIA).

Matt Kull, English 401 Advanced Professional Writing instructor, holds a Master's degree in English and in Administrative Leadership.

**(Attachment BB).**

**Standard III.A.7:** *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- There is at least one full-time faculty member assigned to the baccalaureate program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The HIM program has employed one full-time faculty member to teach the program courses which Shasta College began to offer in fall 2016 (**Attachment BB**). With the addition of a second cohort starting in fall 2017, a second full-time faculty member will be hired and, if needed, adjunct faculty.

**Progress Update:**

A second full-time faculty member has been hired to meet the instructional needs with the additional of a second cohort, starting Fall 2017.

**PHYSICAL RESOURCES**

**Standard III.B.3:** *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Because the HIM baccalaureate program is delivered online, no additional physical resources are required other than office space for administration, faculty and staff, which has already been allocated.

As a part of the Health Science Division, the full-time faculty member teaching in the HIM program has been assigned an office in the Health Science building. (**Attachment CC**).

**TECHNOLOGY RESOURCES**

**Standard III.C.1:** *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Upper division courses are taught online using the learning management system called Canvas. Canvas is remotely hosted on the vendor's servers and is funded through the California Community College Chancellor's Office Online Education Initiative at no cost to the District. There are no significant hardware or software costs associated with the HIM program. All District equipment is on a regular refresh cycle.

Student support for Canvas is supplied by the vendor and is available 24/7 through the telephone hotline. Help tickets can also be submitted through a webform. The College employs two full-time Online Learning Technicians to serve faculty and students in-person, develop and support Canvas orientations (both online and in-person) and troubleshoot problems as they arise. The Online Learning Technicians support faculty with course design, the use of Canvas, and other educational technology. **(Attachment DD)**

## **FINANCIAL RESOURCES**

**Standard III.D.1:** *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.
- Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College has sufficient financial resources to support the HIM baccalaureate program and improve institutional effectiveness. Annually, resources are allocated based on the impact on student learning and student success. All areas create Annual Area Plans that are reviewed and prioritized by lower councils, then the primary planning body, College Council. The Superintendent/President, aided by the Budget Committee, has ultimate authority to make resource allocations. Once resources are allocated and changes are implemented, the planning process calls for an evaluation of the effectiveness of the allocations. The HIM program is integrated into this well-established process. The college has annual audits that have had limited or no findings for the past several years, and has sufficient cash flow and reserves to maintain stability.

Funding for the program, including professional development and equipment needs as well as salaries, has been included in the Innovation Award, the college's Career Pathways Trust grant, and district budgets. In addition, the California Chancellor's Office provided \$350,000

in start up costs in Spring 2016. The district sustains the program through apportionment and the additional \$84 per unit fee.

**Progress Update:**

The number of students entering the 2<sup>nd</sup> cohort beginning the program in Fall 2017 is predicted to double the number of enrollments from the previous year.

The College has invested in additional marketing and promotional materials that include:

- New program brochures.
- A new pull-up program banner to take to career fairs, etc.
- A full-page HIM Program advertisement placed in the California Health Information Association (CHIA) annual state convention program.
- An article about Shasta College’s HIM Program printed in the July/August CHIA Journal – Education Issue.
- Educating industry partners and other colleges (both in-state and out-of-state) who have associate degree HIT Programs about Shasta College’s Baccalaureate degree HIM program and the higher education opportunities for their employees, students, and recent graduates.
- A Health Information Management Program information session.

**DECISION-MAKING ROLES AND PROCESSES**

**Standard IV.A.4:** *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Shasta College operates under an Educational Master Plan, Integrated Planning Manual and Participatory Governance Manual that delineate the participatory governance processes and roles of the different college constituencies. Faculty and administrators have substantive roles in relation to policies, planning and budget, while faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services via Curriculum Committee, Instructional Council and Student Services Council. Students participate in committees relevant to their interests, including College Council. The college regularly evaluates the governance process to ensure effectiveness and true participation.

Dr. Joe Wyse, the college Superintendent/President, has primary responsibility for the quality of the college and is an effective leader as evidenced by the quality of programs and biennial staff feedback. He delegates authority appropriately and ensures that college personnel follow policies and procedures. He leads the accreditation efforts at the college. While he has ultimate responsibility for the HIM baccalaureate program, the operational decisions will be made by the Program Director and the Dean of Health Sciences with assistance from the Vice President of Instruction.

The Board of Trustees of Shasta College has approved the HIM baccalaureate program. It governs the college through policies that support the integrity and effectiveness of academic programs and support services. The Board regularly reviews indicators of student learning and success, and will continue to do so for the HIM program. It has been fully supportive of the college's participation in the community college baccalaureate pilot program. (**Attachment EE**)

### **Catalog Requirements**

The institution assures that the Catalog provides the following information about the baccalaureate degree program:

1. General Information
  - Course Program and Degree Offerings
  - Student Learning Outcomes for Programs and Degrees
2. Requirements for
  - Degrees, Certificates, Graduation and Transfer

The Shasta College catalog accurately describes the Health Information Management Baccalaureate program and meets all of the "Catalog Requirement" criteria outline in the ACCJC Accreditation Standards.

(**Attachment H**)

### **Progress Update:**

Changes have been made to the 2017-2018 Shasta College catalog. The unit count has been corrected and a statement has been added noting that upon program CAHIIM accreditation graduates will be eligible to apply to take the national examination for certification as a Registered Health Information Administrator (RHIA). Program unit requirements for transfer students were clarified in the catalog. **See Attachment #4.**

### **Commission Policies**

In preparing its ISER, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies<sup>3</sup> in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

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<sup>3</sup> See the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies for articulation of the evaluation criteria.

## **- Standards and Performance with Respect to Student Achievement**

Shasta College's Health Information Management (HIM) baccalaureate degree program, like all programs at the college, has student learning outcomes identified for all of the courses and for the program as a whole. The HIM program participates in program review on the same cycle as the associate degree programs. It is required to complete assessment of student achievement of identified outcomes and demonstrate that program graduates have met those outcomes. The process consists of an ongoing cycle of evaluation, planning, resource allocation, implementation and re-evaluation. Student achievement data is reported in the annual Fact Book and is available on the Research & Planning website.

Shasta College's institution-set standard for the HIM baccalaureate degree program course success, program completion, and Registered Health Information Administrator (RHIA) exam pass rate is 80%. The results of this student achievement data will be considered in the program review process.

### **Progress Update:**

The first HIM courses that were delivered in the 2016-2017 academic year have been assessed and the results have been documented in TracDat, which is consistent with how all courses are assessed.

## **- Credits, Program Length, and Tuition**

Shasta College complies with the minimum degree requirements of 60 semester credits or equivalent at the associate level and 120 credits or equivalent at the baccalaureate level. Shasta College also complies with the specified baccalaureate degree program requirement of a minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education, and at least 36 semester units or equivalent of lower and upper division general education including at least 9 semester units or equivalent of upper division general education coursework. Shasta College's policy for determining credit hours meets academic expectations and the California Code of Regulations.

Courses are scheduled so that students may complete the baccalaureate degree program in four years. Students with an Associate of Science in Health Information Technology degree entering the program in semester five take the upper-division HIM and GE courses along with their cohort and complete the program in two years.

The enrollment fee for in-state residents is \$46.00 per semester unit and \$214.00 for non-residents. The baccalaureate degree tuition is \$84.00 per semester unit in addition to the regular enrollment fee, or \$130/unit for California residents enrolled in upper-division coursework.



## **- Transfer Policies**

Shasta College accepts credit from institutions accredited by one of the six regional accrediting associations. All Health Information Management students must apply to the baccalaureate degree program and have graduated from a regionally accredited Associate of Science in Health Information Technology degree program. Transferring students must provide official transcripts, which are verified prior to being accepted into the program. Students must complete the required prerequisites before taking the upper-division program GE courses. Students must also complete California State University General Education requirements prior to graduating and receiving a Bachelor of Science degree in Health Information Management.

Shasta College has established procedures that assure appropriate articulation of the District's educational programs with other institutions (BP 4050).

### **Progress Update:**

Program unit requirements for transfer students found in the printed catalog are now clear. The Health Information Technology AS Degree 75-77 units (including 37-39 units of lower division CSU or IGETC general education) have been listed as part of the total credits in the baccalaureate program in the Shasta College 2017-2018 catalog. **See Attachment #4.**

## **- Distance Education and Correspondence Education**

The development, implementation, and evaluation of all courses and programs offered are the same regardless of mode-of-delivery. Courses, regardless of their delivery mode, share a common course outline of record, student learning outcomes, and evaluation procedures. The Shasta College Curriculum Committee separately approves online course delivery to ensure the following criteria are met:

- Regular Effective Contact as governed by Administrative Policy 4105
- Appropriate Instructional Methodology
- Multiple Measures are used to assess student learning
- Americans with Disabilities Act compliance

Students must authenticate into the learning management system with secure login information. This information can be reset only by using information on record with the College. Online proctoring is available for faculty who require extra security. The online proctoring tool can be used to prompt users to show their identification to a camera and has a variety of tools to promote academic integrity.

Course content and interaction occurs through a remotely hosted learning management system called Canvas. This system is funded by the Chancellor's Office at no cost to the District. No

significant technology infrastructure is needed at the campus to support online learning.

Support is offered to students through a 24/7 support line, in-person workshops and online orientations. Two full-time staff members support faculty and students in their use of the learning management system.

Changes in Distance Education programs have been approved by ACCJC through the substantive change process as recently as 2015. The College does not offer Correspondence Education.

#### **- Institutional Disclosure and Advertising and Recruitment Materials**

Shasta College demonstrates institutional integrity by providing clear and accurate advertising and recruiting information to students and prospective students, and all persons and organizations. Health Information Management program information may be found in the college catalog (both in print and online) and on the college website. The college accreditation status and accuracy statement is published on the front page of the college catalog. Accreditation reports and documents may be found under “About Shasta” on the college website.

**(Attachment FF)**