Shasta College

Special Report - Baccalaureate Degree

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

September 27, 2016

Certification Page
Special Report - Baccalaureate Degree

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

From: Dr. Joe Wyse

Shasta-Tehama-Trinity Joint Community College District
11555 Old Oregon Trail
Redding, CA 96049-6006

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Joe Wyse, President/Superintendent — Date 9/23/16

Kendall Pierson, President, Board of Trustees — Date 9.23.16

Peggy Moore, Interim Vice President of Instruction — Date 9/26/16

Kathy Royce, Dean of Health Sciences — Date 9/22/16

Janet Janus, Interim Director of HIM — Date 9/22/16

Andrew Dowgiert, HIM program faculty — Date 09/21/16

PROTOCOL AND POLICY ON THE ACCREDITATION OF BACCALAUREATE DEGREES

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.

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)**

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.

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.

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 advices 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.

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.

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.

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.

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)**.

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.

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.[1] (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.

[1] 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.

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 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.

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.

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 44 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)**.

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.

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 44 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 in 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.

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.

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[2] 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.

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*

[2] 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.

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.

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 significate 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.

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)

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[3] 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.

- 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.

- 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.

[3] See the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies for articulation of the evaluation criteria.

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).

- 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)

LIST OF ATTACHMENTS

Standard I.C.1

Standard I.C.3

Standard I.C.4

Standard II.A.1

Standard II.A.3

Standard II.A.5 & Standard II.A.6

Standard II.A.9

Standard II.A.10

Standard II.A.11

Standard II.A.12 & Standard II.A.13

Standard II.A.14

Standard II.B.1

Standard II.C.6

Standard III.A.1

Standard III.A.2 & Standard III.A.7

Standard III.B.3

Standard III.C.1

Standard IV.A.4

Catalog Requirements

Commission Policies

Academic Senate
Special Session
MINUTES
Monday, December 15, 2014
3:00 – 4:45 p.m.
Room 1109

Executive Committee Members Present					
x	Cathy Anderson		Mark Blaser		Keith Brookshaw
x	Paul Calkins		Kendall Crenshaw		Camilla Delsid
x	Richard Fiske	x	Leo Fong	x	Lenore Frigo
x	Scott Gordon		Debra Griffin	x	Karen Henderson
x	Susan Keller	x	Robb Lightfoot	x	Jennifer McCandless
	Rob McCandless	x	Susan Meacham	x	Ray Nicholas
	Brad Peters		Mark Racowsky	x	Carolyn Salus-Singh
x	Terrie Snow	x	Brian Spillane		Craig Thompson
	Don Cingrani (N/V)		Ron Marley (N/V)	x	Meridith Randall (N/V)
Other Faculty Present					
x	Janmarie Malik	x	Casey Schurig		
Guests					
x	Eva Jimenez	x	Joe Wyse		

1. Call to order: Meeting was called to order at 3:02pm

2. Opportunity for Public Comment

a. This portion of the meeting is reserved for persons desiring to address the Executive Committee on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.

3. Discussion/Action items
   a. Shasta's application for the BA in HIM
      i. Jennifer McCandless moved to approve the application; seconded by Ray Nicholas. Robb stated that although he had many initial reservations about offering this program, he now sees the BA in HIM as not affecting or moving us away from our basic mission. Susan Meacham shared that life science faculty had questions about the long-term sustainability of the program; Scott Gordon mentioned that because many of the core courses would be online there is a lot of flexibility and demand built in. Miscellaneous errors were identified: On the top of page 5, "US campuses" should be "UC campuses"; on page 8, for the column 3 heading, the "d" in "Retained" was dropped to the next line; on the bottom of page 10, the heading of "Other" (with underlining) needs to be added to indicate a new category that includes Medical Terminology, Chemistry, Geology, etc.; on page 7, in the second paragraph, the preposition "in" needs to be removed after "certificates and degrees"; also, earlier in the same sentence, the subject "data" is plural, so the sentence should read "Data indicate...." Any further corrections can be sent to Eva. Because the completed application is limited to a specific length, there still needs to be editing and formatting done to keep the document under the limit. Brian Spillane asked about how approval of this application relates to the recent hiring priorities list that identified two full-time positions in the HIM program; he wonders what will happen if the application isn't approved, or if years later the program does not succeed, what happens to the two full-time faculty that are hired this year? Scott Gordon noted that the two are needed as the minimum number of faculty required for program accreditation, but if the program does grow, other faculty can then be hired. Even if the BA program is not approved, there will still be the AA program in place. A vote was called. Motion carried, with one abstention.

4. Adjournment: Meeting was adjourned at 3:20pm.

5. Next meeting: Monday, January 26, 2015 at 3:00

PRESS RELEASE

Contact: Paige Marlatt Dorr
Office: 916.327.5356
Cell: 916.601.8005
Office email: pdorr@cccco.edu

March 16, 2015

Twelve California Community Colleges receive final approval from Board of Governors to offer bachelor's degrees

SACRAMENTO, Calif. – The California Community Colleges Board of Governors gave final approval on Monday for 12 community colleges to participate in a landmark pilot program that allows them to offer bachelor's degrees in fields such as respiratory therapy, dental hygiene and aerospace manufacturing technology.

"This is an appropriate expansion of our mission designed to meet the needs of an economy that is requiring more workers with four-year degrees," said Geoffrey L. Baum, president of the Board of Governors. "We have consulted closely with the leadership of the California State University system throughout this process and are pleased to approve these innovative pilot programs that will provide students with affordable degree options in fields that have demonstrated job growth."

Initial approval was granted in January, pending additional evaluation of the proposals by the California Community Colleges Chancellor's Office and further consultation with California State University and the University of California.

The bachelor's degree programs receiving final approval are:

- Airframe manufacturing technology, Antelope Valley College
- Industrial automation, Bakersfield College
- Mortuary science, Cypress College
- Equine industry, Feather River College
- Dental hygiene (2), Foothill College and West Los Angeles College
- Bio-manufacturing, Mira Costa College
- Respiratory care (2), Modesto Junior College and Skyline College
- Health information management, Mesa College
- Occupational studies, Santa Ana College
- Health information management, Shasta College

- More -

"After undergoing additional review by our office, these bachelor's degree programs are set to gear up and enroll students who are looking for affordable options to earn four-year degrees. We're excited to expand higher education opportunities in our system and help fuel California's economy," said Chancellor Brice W. Harris.

Bachelor's degree proposals in interaction design at Santa Monica College and automotive technology at Rio Hondo College received initial approval but will require further conversations related to duplication with the California State University before final consideration later this spring. A bachelor's degree program in emergency services and allied health systems was approved in January but has since been withdrawn by Crafton Hills Community College.

The board action is in response to legislation sponsored by Sen. Marty Block (D-San Diego) and signed by the governor last year that allows up to 15 districts to establish a pilot baccalaureate degree program at one of their colleges in a field of study not offered by the California State University or University of California. Lower-division coursework would cost $46 per unit and upper-division coursework would cost an additional $84 per unit under the new program, with an estimated total cost of about $10,000 to obtain a bachelor's degree.

The college districts selected for the pilot program were chosen from 34 applications. A team comprised of Chancellor's Office staff, a member of the business and workforce community, and community college administrators, faculty and staff from districts that did not apply to host a program reviewed the applications.

Considerations for selecting a district included geographic distribution of the pilot programs, diversity of pilot programs, ability of the district to establish a rigorous program in their proposed field and that the proposed program will meet an unaddressed local or statewide workforce need.

Under the law the four-year degree programs must be up and running by at least the 2017-18 academic year, however, districts may start their programs by the fall 2015 semester. Districts must also seek approval from the Accrediting Commission for Community and Junior Colleges to start a program.

The legislation sunsets after the 2022-23 school year, after which the Legislature and governor may renew it pending two Legislative Analyst's Office reviews of the pilot program- one in 2018 and another in 2022.

The law was enacted to assist the state in meeting the need for individuals in high demand technical disciplines which are increasingly requiring baccalaureate degrees and to increase college participation rates and improve workforce training opportunities for local residents who are unable to relocate because of family or work commitments.

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.1 million students per year. Community colleges supply workforce training, basic skills education and prepare students for transfer to four-year institutions. The Chancellor's Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges. For more information about the community colleges, please visit http://californiacommunitycolleges.cccco.edu/, https://www.facebook.com/CACommColleges, or https://twitter.com/CalCommColleges.

###

9.2 **AUTHORIZATION TO CONTINUE AGREEMENT WITH SHASTA COLLEGE FOUNDATION**

Dr. Wyse said the Foundation did quite a bit of work last year. We looked at some numbers to answer the question, are we getting a return on our investment? The Foundation has contributed far in excess of this amount back to District which would have been spent out of general fund if we had no Foundation. I'm very comfortable authorizing continuation of this agreement.

It was moved by Mr. Kendall Pierson and seconded by Dr. Rob Lydon TO AUTHORIZE CONTINUANCE OF THE AGREEMENT BETWEEN THE DISTRICT AND THE SHASTA COLLEGE FOUNDATION FOR A MAXIMUM OF $40,000 FOR THE 2015-2016 FISCAL YEAR. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

9.3 **SECOND READING OF REVISED OR NEW BOARD POLICIES/ADMINISTRATIVE PROCEDURES**

Dr. Wyse said we had a very good discussion at tonight's ad hoc policy committee meeting. This is an information item for second review. No action is required; only board policies take action. We expect out of tonight's discussion to have more policies next month. In the meantime, everyone is working on other policies and procedures. Mrs. Pratt said thank you for that meeting; it was great.

9.4 **APPROVAL TO PARTICIPATE IN STATE BACCALAUREATE DEGREE PILOT PROGRAM – HEALTH INFORMATION MANAGEMENT**

Ms. Randall said this is a little strange. Usually programs move forward after the Curriculum Committee and Academic Senate review them. Recall that the way this one worked is we had to apply to the State to be part of the pilot program. They approved it first, and now we're bringing it back to the Board level to ask for approval to participate. Earlier on the agenda you probably noticed that we did find an Interim Director who is really well qualified. She did this same job for San Diego Mesa College. We're ready to go ahead and put in a substantive change. We need official Board action to do that.

It was moved by Mr. Scott Swendiman and seconded by Mrs. Rayola Pratt TO APPROVE THE PILOT BACCALAUREATE PROGRAM IN HEALTH INFORMATION MANAGEMENT. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

9.5 **2015-2016 CATALOG FOR THE SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT**

Ms. Randall said I think you have the beautiful catalog designed by Peter Griggs. We had a little transition in our office. We're still trying to get the catalog out by April next year, which is ideally when it should come out as that is the time when students show up to register for the next fall. We did get it out on our website about a month before the printed version. In any event, hopefully it looks pretty good. Mrs. Pratt said in last year's catalog, I looked up Nursing. The location in the catalog was practical. We've changed Nursing to LVN. What was that all about? Ms. Randall replied it's interesting that you bring it up. The deans have asked me about rearranging the catalog for next year. It was before my time to do it that way. The idea is to have them differentiated by dividing them out that way. It may not be very user friendly. Mrs. Pratt said it's strange when you look for Nursing. We should list it that way rather than having to go to another part of the catalog. Ms. Randall said we don't want to send people on a wild goose chase. Dr. Lydon said the index in the

District Mission BP 1200

Reference: ***ACCJC Accreditation Standard I.A***

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.

The mission is evaluated and revised on a regular basis as outlined in the District's Integrated Planning Manual.

Board Approved 4/09/03
Board Approved Revisions 6/22/05
Board Approved Revisions 3/22/06
Reviewed by the Board Ad Hoc Committee on Policy 6/27/07
Board Approved Revisions 10/10/07
Board Approved Revisions 6/08/11
Board Approved Revisions 7/09/14
Reviewed by the Ad Hoc Committee on Policy 2/18/15
Board Approved 4/15/15
Reviewed by Academic Senate 2/08/16
Reviewed by the Board's Ad Hoc Committee on Policy 4/13/16
Board Approved Revisions 5/11/16

Exhibit EP3: Projections of Jobs by Industry for Northern California 2011 to 2021

Industry by NAICS Code	2011 Jobs	2021 Jobs	Change	% Change	2011 Avg. Annual
Health Care and Social Assistance	45,207	60,869	15,662	35%	$ 46,578
Other Services (except Public Administration)	27,820	36,692	8,872	32%	$ 19,307
Professional, Scientific, and Technical Services	17,395	24,815	7,420	43%	$ 35,811
Retail Trade	41,074	48,272	7,198	18%	$ 27,722
Accommodation and Food Services	24,329	31,452	7,123	29%	$ 17,017
Government	69,638	75,222	5,584	8%	$ 54,932
Administrative and Support and Waste Management and Remediation Services	14,968	18,402	3,434	23%	$ 22,703
Construction	18,438	20,783	2,345	13%	$ 35,344
Wholesale Trade	6,880	9,053	2,173	32%	$ 45,085
Finance and Insurance	14,364	15,996	1,632	11%	$ 44,572
Arts, Entertainment, and Recreation	7,337	8,843	1,506	21%	$ 14,343
Educational Services (Private)	4,178	5,681	1,503	36%	$ 19,635
Real Estate and Rental and Leasing	16,178	17,068	890	6%	$ 17,050
Mining, Quarrying, and Oil and Gas Extraction	888	1,279	391	44%	$ 34,900
Unclassified Industry	860	894	34	4%	$ 51,064
Utilities	1,866	1,680	(186)	-10%	$ 134,580
Management of Companies and Enterprises	1,505	1,293	(212)	-14%	$ 71,330
Transportation and Warehousing	9,377	9,098	(279)	-3%	$ 44,658
Agriculture, Forestry, Fishing and Hunting	21,764	21,045	(719)	-3%	$ 33,217
Information	3,760	2,869	(891)	-24%	$ 42,638
Manufacturing	15,159	11,277	(3,882)	-26%	$ 46,576

Source: EMSI Complete Employment - 2012.1. County Areas: Butte, California (6007), Del Norte, California (6015), Glenn, California (6021), Humboldt, California (6023), Lassen, California (6035), Modoc, California (6049), Plumas, California (6063), Shasta, California (6089), Siskiyou, California (6093), Tehama, California (6103), Trinity, California (6105). This report uses state data from the following agencies: California Labor Market Information Department.

The above table compares the job outlook for 2011 to 2021 within eleven counties in Northern California. The table is ranked (sorted) by industries with the highest number of new jobs projected over the next ten years.

- The highest growth areas are in Health Care, Services other than public administration, Retail Trade, and Accommodation/Food Services (hotels and restaurants). Although fewer total jobs are projected, there is a 44% increase in projected jobs for natural resources (mining, quarrying, and oil/gas extraction), a 36% increase in projected jobs for Educational Services and a 32% increase within the Wholesale Trade industry, and a 43% increase in Professional, Scientific and Technical Services.
- Real Estate shows a small increase of 5.5% projected jobs in the next ten years. Six industries show a decline in jobs for the same period: Transportation and Warehousing, Agriculture, Utilities, Management, Information, and Manufacturing. Two of these (Utilities and Management) are the highest paying industries in the region; however, they have declining numbers for job projections.
- Health Care shows the highest wages and growth potential for the region. Finance and Insurance also pay well, with fewer projected jobs by 2021. Salaries for jobs in Services, Real Estate, Accommodations/Food Services, and Arts/Entertainment are all below a living wage for our region.

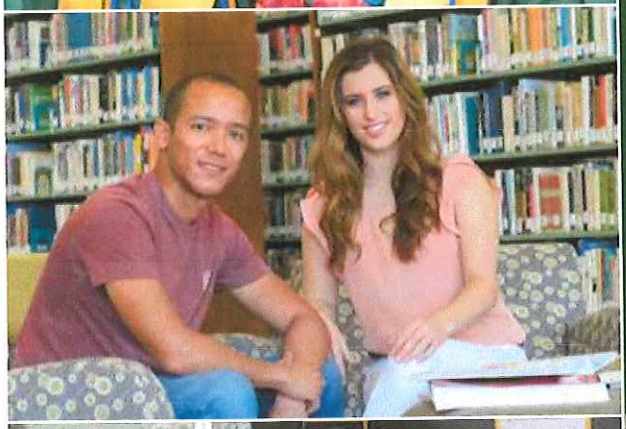
locations throughout the District taught by a single instructor. Online offerings have increased, yet the District does not yet have broadband access for all of its potential students.

Articulation agreements with the University of California and California State University systems as well as many private universities facilitate students' transfer. CSU Chico offers options to complete select BA degrees and an MBA at the Health Sciences and University Center at the Downtown Redding Campus.

National and State Context

National Context

The projections of research indicate a strong need for an increased number of college graduates readied for the workforce. Discussions about the preparedness of students in the United States focus on two main issues: the ability of the United States to meet the leadership demands of a global economy; and the need for the United States to increase the educational degree completion rates to prepare the workforce to meet these demands. In 2006, Secretary of Education Margaret Spellings called for changes in higher education policy to meet the global challenge presented by other countries leading the United States in educating more of their citizens. Currently, United States' citizens do not complete higher education degrees at a rate consistent with workforce needs into the future, and that trend will continue and intensify if no remedy is found. For example, the Georgetown University Center on Education and the Workforce projects that the nation's higher education institutions will award 19 million degrees by 2018, but that this is three million degrees short of what the workforce is projected to need. In 2010, the United States was ranked tenth among developed countries in the percent of adults ages 25 to 34 holding an associate degree or higher (Kelly, 2010). The 2008 college attainment rate in the United States was 37.9 percent and, according to the Lumina Foundation, must rise to 60 percent by 2025 to regain the global lead in college attainment rankings. The Lumina Foundation asserts that at current rates of improvement, the United States will achieve a college attainment rate of 46.6 percent by 2025 and will lack 25 million graduates. According to the Lumina Foundation's third in a series of reports on college attainment (*A Stronger Nation through Higher Education*, 2012), the nation's rate rose to 38.3 percent in 2010. This is not enough improvement to meet the 60 percent goal needed by 2025 to meet employment demand. Additionally, the Public Policy Institute of California asserts that at current rates, California will have a shortfall of one million college graduates by 2025. In 1960,



Shasta-Tehama-Trinity Joint
Community College District

Strategic Plan

2015-2018

Shasta College
www.shastacollege.edu

Shasta-Tehama-Trinity
Joint Community College District

MISSION STATEMENT

Mission Statement

Shasta College provides a diverse student population open access to 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.

(Approved by the Board of Trustees 7/9/2014)

Institutional Goals 2012-2030

a. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

b. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

c. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.

d. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

(Approved by the Board of Trustees 6/13/2012)

Contents

Development of the 2015-2018 Strategic Plan

The Strategic Plan is a critical component of the integrated planning cycle at Shasta College. It is the short-term planning document that derives from the 2012-2030 Educational Master Plan and the Institutional Goals. The role of the Strategic Plan in the College's integrated planning cycle is outlined in the Integrated Planning Manual.

To develop this 2015-2018 Strategic Plan, College Council authorized the formation of a task force consisting of faculty, classified staff and administrators in fall 2014. The Director of Research and Planning served as a resource person to the task force. Over several meetings, this group reviewed the Educational Master Plan, annual reports on the 2012-15 Strategic Plan and other related research documents in order to develop Institutional Objectives and a draft 2015-2018 Strategic Plan. College Council provided feedback to revise the draft in early spring 2015.

This draft of the Strategic Plan was distributed District-wide to the various constituency groups for input in April 2015. That input was considered at College Council, appropriate revisions were made, and the plan was finalized and approved on May 5, 2015. It was subsequently presented to Academic Senate and the Board of Trustees.

Institutional Goal 1

Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

Institutional Objective 1.1

Increase the rate of students who progress through the foundational skills sequence into degree-applicable courses. (Use internal tracking data to assess results.)

Activities:

a. Implement best practices in developmental education such as accelerated and flexible course options and English and math success academies.

b. Investigate the feasibility of providing diagnostic assessments of college readiness to high school students, and, if feasible, implement a pilot program and assess results.

Institutional Objective 1.2

Increase the rate of students attaining associate degrees and certificates each academic year. (Rate is defined as the unduplicated number of scorecard eligible students who complete divided by the total unduplicated number of scorecard eligible students.)

Activities:

a. Implement best practices such as first-year experience learning communities, alternative course scheduling and supplemental instruction to increase the rate of student attainment.

b. Implement the Enrollment Management Plan and report results to College Council.

c. Promote the Center for Excellence in Learning and Teaching as a hub for faculty interaction and innovation.

d. Streamline and strengthen pathways to degrees and certificates and report to College Council.

Institutional Objective 1.3

Increase the number of students who transfer and/or are transfer prepared.

(Use National Student Loan Clearinghouse, Student Success Scorecard, and internally collected data to assess results.)

Activities:

a. Increase the number of students who annually attain ADT (Associate Degree for Transfer) degrees through promotional efforts that include success stories of transfer students, especially those from disproportionately impacted groups.

b. In cooperation with K-12 partners, implement transfer pathways such as a college honors program, accelerated scheduling, and expanded dual and concurrent enrollment.

c. 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.

Institutional Goal 2

Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

Institutional Objective 2.1

Improve access to instruction through a variety of innovative practices.

Activities:

a. Implement technology improvements that support instruction such as increased offerings and use of the Learning Management System and the creation of additional internet hot spots.

b. Implement and assess a modern integrated library system to improve discovery and access to research material for students and faculty.

c. Implement expanded academic support strategies such as online tutoring for basic skills and general education.

Institutional Objective 2.2

Improve access to student services through a variety of innovative practices.

Activities:

a. Implement innovative technology-enabled student support services to ease access to existing on-line student support services.

b. Implement technology innovations such as a mobile app and redesigned website to improve access.

c. Develop and implement marketing strategies to increase the overall student participation rate of students living in outlying areas who take online or traditional courses.

Institutional Goal 3

Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.

Institutional Objective 3.1

Enhance student success through the cultivation of collaborative partnerships with three sectors: K-12 partners, four-year institutions, and business and industry.

Activities:

a. Create linkages between academic segments and career fields to provide clearly defined career pathways leading to living wage jobs with career ladder opportunities as evidenced by completions and labor market information.

b. Increase participation in collaborative efforts to improve college readiness as measured by local high school graduates' college going rates, remediation rates and Shasta College's transfer rates to four-year institutions.

c. Identify additional local opportunities to obtain BA and BS degrees via partnerships with four-year colleges/universities and develop additional partnerships with four-year institutions to increase student transfer opportunities.

d. Enhance student success through involvement in civic and community engagement opportunities as measured by the number of students involved, faculty adding civic and community engagement opportunities to their courses, higher student persistence and raised scores on the student engagement survey.

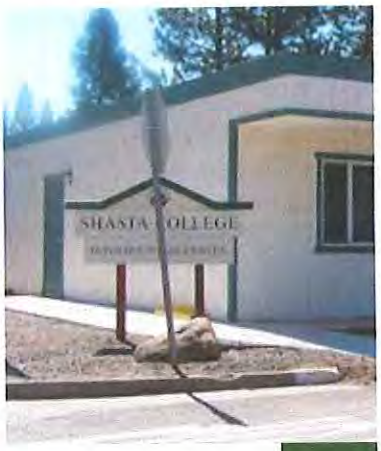
Institutional Objective 3.2

Develop an infrastructure to increase collaboration with local businesses and agencies to increase student work-based and experiential-based learning (e.g., apprenticeships, internships, work experience, education mentoring, volunteering, clinical experience, work study programs and service learning).

Activities:

a. Develop an online portal/platform which will serve as a civic and community engagement database (to track offerings and participation) for students, faculty, staff and community partners to share and track information about opportunities.

b. Develop a communications plan for the community engagement web portal relevant to students, schools, businesses and other community partners resulting in a 10% increase in student work-based learning experiences.



Institutional Goal 4

Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

Institutional Objective 4.1

Continue implementation and assessment of the integrated planning cycle as described in the Integrated Planning Manual and update other plans and manuals as needed.

Activities:

a. Complete and/or update all necessary plans that support institutional effectiveness, such as the Technology Plan and the second phase of the Facilities Master Plan.

b. Update the Participatory Governance Manual and assess representative groups' participation levels and understanding of the institution's participatory governance and planning processes.

c. Update the Staff and Faculty Diversity Plan and then assess the effects of the efforts outlined in the plan as it relates to demographics of the various employee groups.

Institutional Objective 4.2

Ensure continued compliance with all Accrediting Commission for Community and Junior Colleges' standards, with special effort on professional development to excel at those standards related to student learning and planning.

Activities:

a. Develop, assess and appropriately publicize all course-level Student Learning Outcomes and Program Learning Outcomes on an identified cycle with Annual Area Plans and Program Reviews.

b. Through the Annual Area Plan and Program Review process, assess student attainment of Student Learning Outcomes and Program Learning Outcomes, implement changes to improve results to select outcomes, and assess the implemented changes.

c. Plan for, develop and complete the Institutional Self-Evaluation in preparation for the next comprehensive accreditation visit in October 2017.

d. Obtain specialized and regional accreditation for the baccalaureate in Health Information Management.

e. Offer professional development activities for faculty and staff which facilitate improvements in such things as pedagogic methods, staff efficiency, leadership development and succession planning, student equity, and student learning and report to College Council, the Academic Senate and the Professional Development Committee on results.

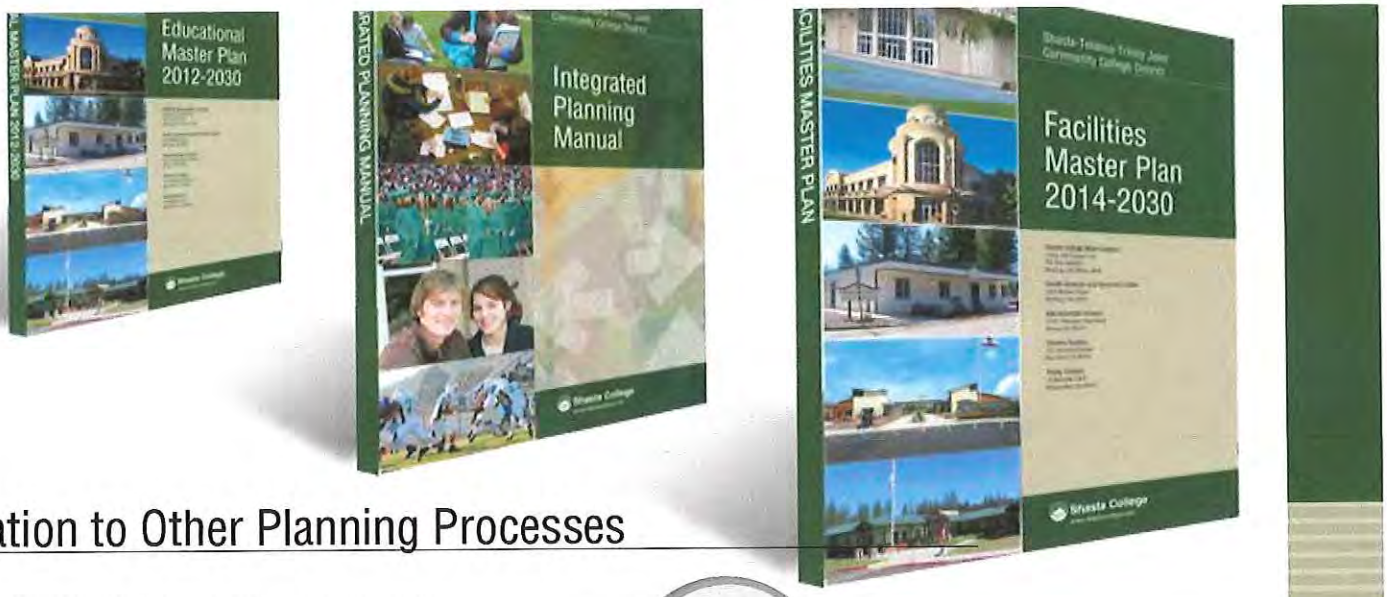
Institutional Objective 4.3

Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes.

Activities:

a. Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (e.g., OPEB contributions, STRS and PERS employer contributions, the projected effects of the Proposition 30 temporary taxes expiring) while maintaining adequate reserves at a level which does not require special borrowing (e.g., TRANs borrowing).

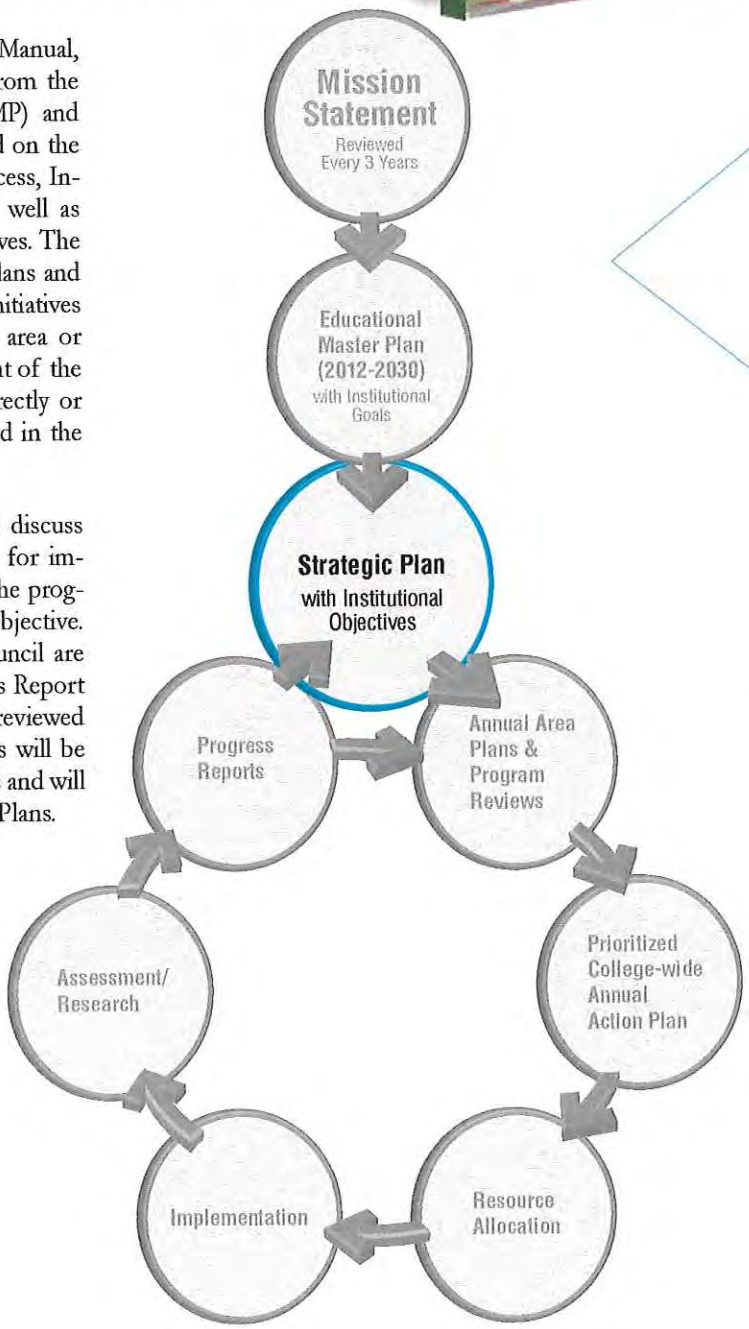
b. Pursue special funding sources outside of State funding (e.g., grants, categorical funding, general fundraising activities in partnership with the Shasta College Foundation) to enhance the District's mission.



Relation to Other Planning Processes

As described in the Integrated Planning Manual, the 2015-2018 Strategic Plan is derived from the 2012-2030 Educational Master Plan (EMP) and the four Institutional Goals that are based on the EMP. Through the strategic planning process, Institutional Objectives were developed as well as specific Activities to support those objectives. The Strategic Plan informs the Annual Area Plans and Program Reviews. In those documents, Initiatives will be developed that describe how an area or program will contribute to the achievement of the Institutional Goals and/or Objectives directly or through support of the Activities outlined in the Strategic Plan.

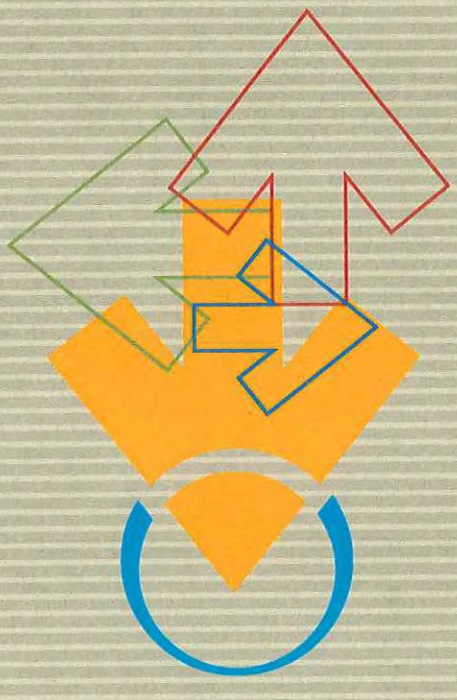
The Management Group will meet and discuss which administrators will be responsible for implementation, tracking and reporting on the progress of each Activity and Institutional Objective. Periodic mid-year reports to College Council are allowed if warranted. Annually, a Progress Report on the Strategic Plan will be produced, reviewed and disseminated. These progress reports will be used to develop subsequent strategic plans and will inform the development of Annual Area Plans.



Shasta College
www.shastacollege.edu

11555 Old Oregon Trail
P. O. Box 496006
Redding, CA 96049-6006

(530) 242-7500



DISCIPLINE	Transfer Degree - ADT	Associate Degree	University Studies Degree	General Studies Degree	Certificate (18+ units)	Low Unit Certificate (less than 18 units)	Non-Credit Certificate	Bachelor Degree
Coastal Oceanographic Studies				AS.1512				
Communication Studies	AA-T.1001							
Computer and Information Systems								
Cisco Networking						CL.3441		
Network Administration		AS.1158			CT.3106			
Systems Management		AS.1157						
Web Design						CL.3115		
Windows Server						CL.3444		
Computer Maintenance						CL.3429		
Construction Technology		AS.1165			CT.3125			
Customer Service Academy						CL.3133		
Dental Hygiene		AS.1173						
Diesel Technology		AS.1175			CT.3134			
Dietary Services Supervisor						CL.3431		
Early Childhood Education	AS-T.1002	AS.1190			CT.3451			
Family Childcare						CL.3154		
Earth System Science			AA.1508					
EMS – Emergency Medical Response				AS.1508				
Engineering			AA.1494					
English	AA-T.1007							
English as a Second Language							NCR.1001	
Entrepreneurial Manufacturing						CL.3450		
Fire								
Firefighter 1					CT.3444			
Firefighter 2					CT.3445			
Fire Investigation				AS.1507				
Fire Service Command, Company Officer				AS.1506				
Fire Technology		AS.1240						
Fire Technology – Wildland Firefighter 1 Academy						CL.3434		
Wildland Fire Behavior				AS.1509				
Food and Beverage Lodging Management				AS.1517				
Geography								
Geographic Information Systems		AS.1520			CT.3449			
Geology	AS-T.1005		AA.1497					
Geologic Field Studies				AS.1511				
Health Professions								
Allied Health			AA.1511					
Health				AS.1499				
Health Information Management								BS.5001
Health Information Technology		AS.1600						
Nurse Aide/Home Health Aide						CL.3300		
Nursing – Associate Degree Nursing		AS.1380						
Nursing – Vocational					CT.3265			
Hospitality								
Baking – Culinary Arts Emphasis						CL.3245		

degree requires the completion of field-based classes. This approach should adequately prepare the transfer student for further and more intensive field experiences as they work to complete the bachelor's degree at a 4-year school.

Complete the following 8 units:

ESCI 1	Physical Geology (4)
ESCI 2	Historical Geology (4) **OR**
ESCI 6	Ancient Life (4)

Select one combination of the following Earth Science field courses to total 3 units:

Two 30-series ESCI courses: 32, 33, 34, 35, 36, 37, 38 (1.5 units each)
OR
Three 40-series ESCI courses: 42, 43, 44, 45, 46 (1 unit each)
OR
ESCI 26 **or** ESCI 27 (2 units each)
AND
One 40-series ESCI course: 42, 43, 44, 45, 46 (1 unit each)

Choose 9 units from the following list to include **at least one** additional science course (identified with an *):

Geology Courses:

*ESCI 3	Mineralogy and Crystal Optics (5)
*ESCI 4	Rock Origins and Relationships (4)
*ESCI 7	Introduction to the Geology of California (4)
*ESCI 9	Earthquakes/Volcanoes/Other Geologic Hazards (3)
*ESCI 10	Environmental Geology (4)
*ESCI 11	Economic Geology (3)
*ESCI 23	Introduction to Geology in the Field (2)

Supporting Disciplines:

AGNR 1	Introduction to Natural Resources (3)
AGNR 60	Environmental Science (3)
AGNR 83	Introduction to Global Positioning Systems (1)
*CHEM 1B	General Chemistry (5)
CIS 1	Computer Literacy Workshop (3)
GEOG 10	Introduction to Geographic Information Systems (3)
MATH 3B	Calculus 3B (5)
MATH 14	Introduction to Statistics (4)
*NHIS 15	Natural History (3)
*PHYS 2B	General College Physics (4)

Geologic Field Studies

General Studies – 20 Unit Emphasis

SC Program: AS.1511

This degree plan places a field emphasis around classes that provide the background necessary to apply basic scientific principles centered on the geological sciences. Classes support modern geologic theory and its application to field problems as well as lab experiences that produce a foundation for successful fieldwork. At least one chemistry and one physics course are recommended for the degree, as well as the completion of MATH 102 for the GE pattern.

Complete the following 6 units:

ESCI 1	Physical Geology (4)
ESCI 23	Introduction to Geology in the Field (2)

Choose one 4-unit course from the list below:

ESCI 2	Historical Geology (4)
ESCI 6	Ancient Life (4)
ESCI 7	Introduction to the Geology of California (4)
ESCI 10	Environmental Geology (4)

Choose one 3-unit course from the list below:

ESCI 9	Geologic Hazards (3)
ESCI 11	Economic Geology (3)

Choose one combination of the following Earth Science field courses to total 4 units:

Two 30-series ESCI courses: 32, 33, 34, 35, 36, 37, 38 (1.5 units each)
AND
One 40 series ESCI course: 42, 43, 44, 45, 47 (1 unit each)
OR
ESCI 26 or ESCI 27
AND
Two 40 -series ESCI courses: 42, 43, 44, 45, 47 (1 unit each)

Choose 3 units from the following list:

AGNR 1	Introduction to Natural Resources (3)
CIS 1	Computer Literacy Workshop (3)
GEOG 5	Digital Planet: GIS and Society (3)
GEOG 10	Introduction to Geographic Information Systems (3)
NHIS 15	Natural History (3)

HEALTH PROFESSIONS

Allied Health

University Studies – 20 Unit Emphasis

SC Program: AA.1511

The emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in Nursing or in other allied health fields.

Complete the following:

ANAT 1	Human Anatomy (5)
CHEM 2A	Introduction to Chemistry (5)
MICR 1	Microbiology (5)
PHY 1	Physiology (5)

Health

General Studies – 18 Unit Emphasis

SC Program: AS.1499

The Health emphasis allows students to explore health-related topics such as nutrition, physical fitness, substance abuse, wellness, and medical-related areas in medical terminology, first aid, EMT training. Students who have completed LVN and CNA certificate programs can use this emphasis to complete an associate degree.

Choose 18 units from at least two areas*:

DAN (activity)*	10,15, 20A, 20B, 20C, 20D, 30A, 30B, 30C, 30D,40A, 40B, 40C, 40D, 50A
FAID	130, 132, 133, 175, 178
FSS	25
HLTH	1, 2, 3
HEOC	10, 100, 130, 131, 160, 181
KINES	1, 2
OAS	110
PE	4, 35
PE (activity)*	11, 12A, 12B, 12C, 15, 16, 17, 30A, 30B, 30C, 31, 32, 37, 51A, 51B, 51C, 60, 62, 69, 70A, 70B, 70C, 71, 72, 73, 74, 75
PEAT (activity)*	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 29, 30,
VOCN	160, 161, 162

*Limit of 6 units from Dance, PE activity, and Athletics courses combined.

Health Information Management

Bachelor of Science:

SC Program: BS.5001

PROGRAM DESCRIPTION: The Health Information Management Program consists of educational courses in the third and fourth year at upper division level that result in a Baccalaureate of Science degree in Health Information Management. Health Information Management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care.

HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records.

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

This baccalaureate degree is approved through the California Community College Chancellor's Office. Upon satisfactory completion of all degree requirements and **filing an application for graduation with Admissions and Records**, the student's transcript will reflect completion of this degree.

PROGRAM LEARNING OUTCOMES:
Upon successful completion of this degree, the student should be able to:

1. Qualify for national certification as a Registered Health Information Administrator (RHIA) by achieving a passing score on the AHIMA certification exam.
2. Integrate knowledge of medical, administrative, ethical and legal requirements and standards related to healthcare delivery and protecting patient information as evidenced by successful completion of course competencies and assignments.
3. Apply the principles of health information management related to administering computer information systems, collecting and analyzing patient data, and using classification systems and medical terminologies as evidenced by successful completion of course competencies and assignments.
4. Demonstrate the concepts of effective communication to effectively interact with all levels of a healthcare organization that utilize patient data in decision-making and operations -- clinical, financial, administrative and information systems -- as evidenced by successful completion of course competencies and assignments.

REQUIREMENTS FOR ENROLLMENT IN THE PROGRAM:
Space in the program is limited. In order to be eligible for enrollment, students must have graduated with an Associate in Science degree in Health Information Technology from a regionally accredited institution and submit a Health Information Program Application packet via email to HIMapplication@shastacollege.edu. The application packet information consists of the following:

1. Health Information Management Program Application Form
2. Unofficial copy of transcripts from all previous college work
3. One-page Statement of Interest including your background and the reasons you are applying to the program

As enrollment spaces are determined, applicants scheduled for enrollment will receive an Enrollment Invitation email. The email will provide instructions for providing a response to the invitation by an established deadline. Those who have accepted the invitation to enroll will receive an email indicating acceptance into the program and further instructions for registration for classes. If the applicant is not able to attend when offered enrollment, they will be removed from the applicant pool and the applicant will need to re-apply to be considered for a subsequent class. Students who are not selected for the cohort have the option of re-applying during a subsequent semester. More information on the Health Information Management program can be found at the HIM General Information Webpage.

STUDENT FEES:
California residents enrolled in upper-division community college coursework will pay $130 per unit. Students will also have to complete and pay for a physical exam, TB skin test, required immunizations, a background check/drug screening, and any additional clinic-specific requirements necessary to begin the clinical experience.

DEGREE REQUIREMENTS:

SEMESTER ONE:		
HIMS 405	Fundamentals of Health Information Mgmt	4
HIMS 408	Ethics in Healthcare Administration	3
HIMS 410	Healthcare Informatics	4
ENGL 401	Advanced Professional Writing	3
SEMESTER TWO:		
HIMS 415	Healthcare Analytics	4
HIMS 418	Legal Concepts & Compliance in Healthcare	4
HIMS 420	Principles of Finance for Health Info Mgmt	3
PSYC 401	Industrial-Organizational Psychology	3
SEMESTER THREE:		
HIMS 425	Revenue Cycle Management	3
HIMS 430	Human Resource Management in Healthcare	4
HIMS 435	Project Management in Healthcare	3
CIS 401	Database Mgmt & Design for Healthcare Prof.	4
SEMESTER FOUR:		
HIMS 440	Leadership & Strategic Mgmt for Health Prof.	4
HIMS 445	Healthcare Info Systems Analysis & Design	4
HIMS 455A	Applied Research Project in Health Info Mgmt	3
HIMS 455B	Advanced Professional Practice Experience	1

BACHELOR IN SCIENCE DEGREE REQUIREMENTS:	
Major Core	44
General Education	10
Degree Total	**54**

Health Information Technology

Associate in Science:

SC Program: AS.1600

PROGRAM DESCRIPTION: The Associate of Science in Health Information Technology program prepares students for a career working with health information in a variety of healthcare settings in diverse roles. Health Information Technology professionals perform the essential functions of acquiring, analyzing, maintaining and securing health information vital to providing quality patient care. Health Information Technology graduates are employed in hospitals, clinics, physician's offices, ambulatory care facilities, long term care facilities, home health agencies, consulting firms, and any organization that uses patient data or health information, such as pharmaceutical companies, law and insurance firms, and health product vendors. Upon program accreditation, graduates will be eligible to apply for writing the national examination for certification as a Registered Health Information Technician (RHIT). The Health Information Technology program is designed to prepare students for entry into Shasta College's Health Information Management Baccalaureate Degree program.

This degree is approved through the California Community College Chancellor's Office. Upon satisfactory completion of all degree requirements and **filing an application for graduation with Admissions and Records**, the student's transcript will reflect completion of this degree.

PROGRAM LEARNING OUTCOMES:
Upon successful completion of this degree, the student should be able to:

1. Apply the knowledge and skills needed to perform HIM Associate Degree entry-level competencies as defined by the American Health Information Management Association's (AHIMA) Council for Excellence in Education (CEE).
2. Apply the knowledge and skills needed to successfully pass the national Registered Health Information Technician (RHIT) exam.
3. Compete in the job market in the field of health information technology or enroll in an advanced degree program.
4. Demonstrate the ability to work effectively as an individual and collaboratively in a group to resolve health information challenges in a changing healthcare environment.

Shasta-Tehama-Trinity Joint Community College District

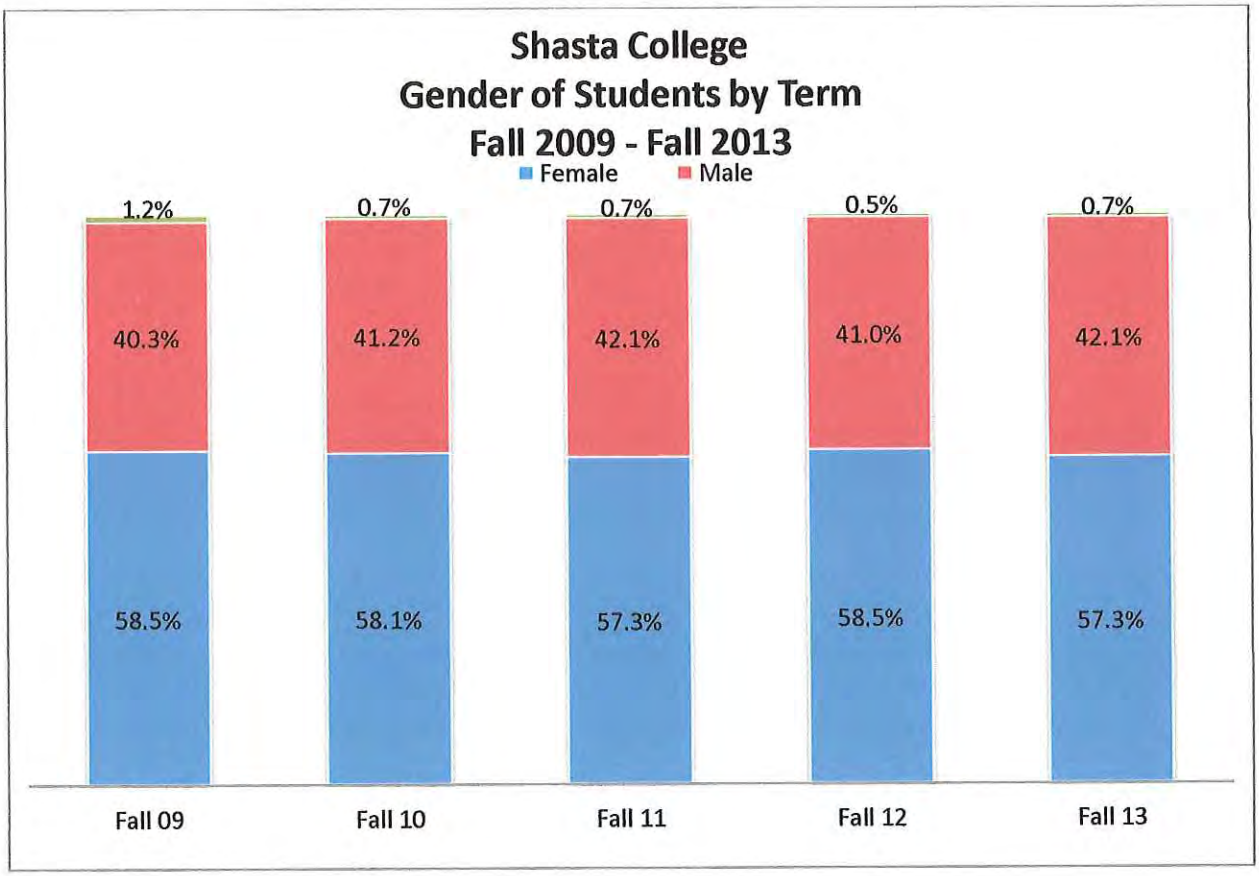
Fact Book 2014

Shasta College Office of Research and Planning
11555 Old Oregon Trail
Redding, CA 96003
(530) 242-7670

Shasta College
www.shastacollege.edu

Gender

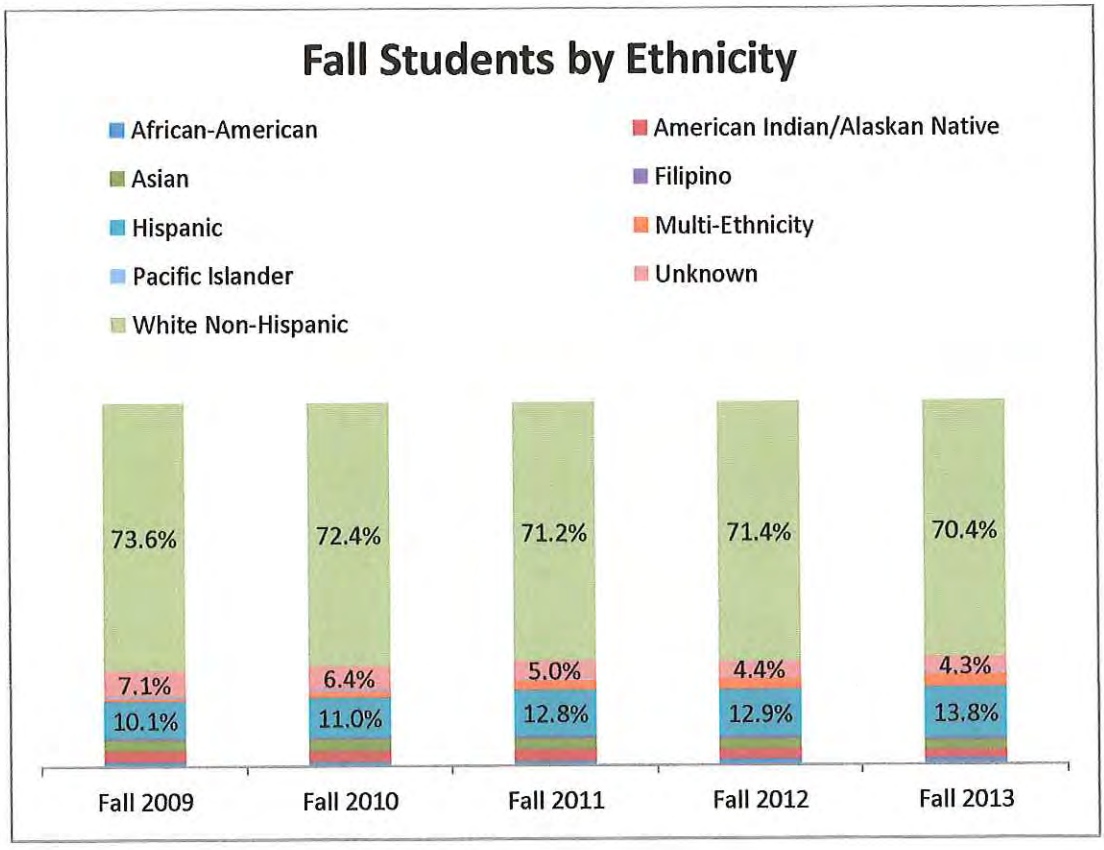
	Female		Male		Undeclared	
Fall 09	6,494	58.5%	4,467	40.3%	136	1.2%
Fall 10	5,827	58.1%	4,127	41.2%	71	0.7%
Fall 11	5,380	57.3%	3,952	42.1%	66	0.7%
Fall 12	5,073	58.5%	3,552	41.0%	45	0.5%
Fall 13	4,924	57.3%	3,618	42.1%	56	0.7%
Statewide Fall 2013	*53.2%*		*45.8%*		*1.1%*	



Data source: CCCCO Data Mart.

Ethnicity

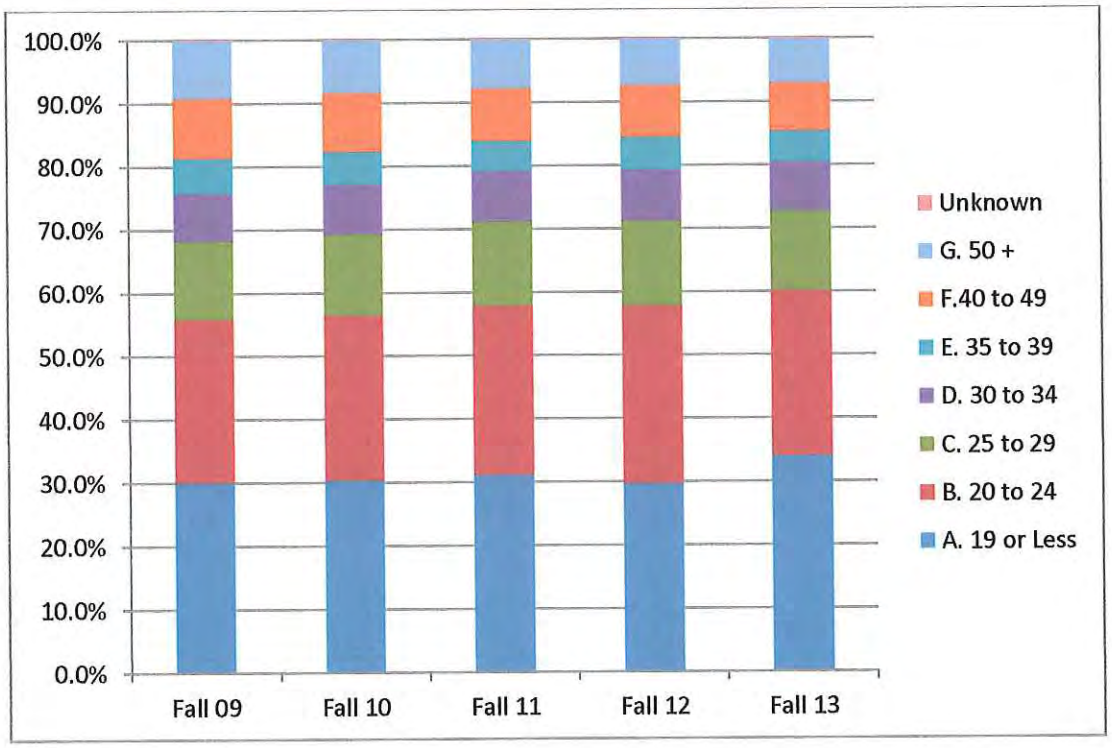
Ethnic Group	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	*Statewide Fall 2013*
African-American	141	125	127	146	140	109,637
American Indian/Alaskan Native	360	302	291	247	220	6,744
Asian	323	316	288	242	227	173,521
Filipino	57	51	56	54	59	46,108
Hispanic	1,119	1,101	1,199	1,118	1,185	646,768
Multi-Ethnicity	90	173	252	268	316	56,002
Pacific Islander	62	58	25	29	30	7,309
Unknown	783	643	473	380	367	76,893
White Non-Hispanic	8,162	7,256	6,687	6,186	6,054	459,171
Total	**11,097**	**10,025**	**9,398**	**8,670**	**8,598**	**1,582,153**



Data source: CCCCO Data Mart.

Age Groups

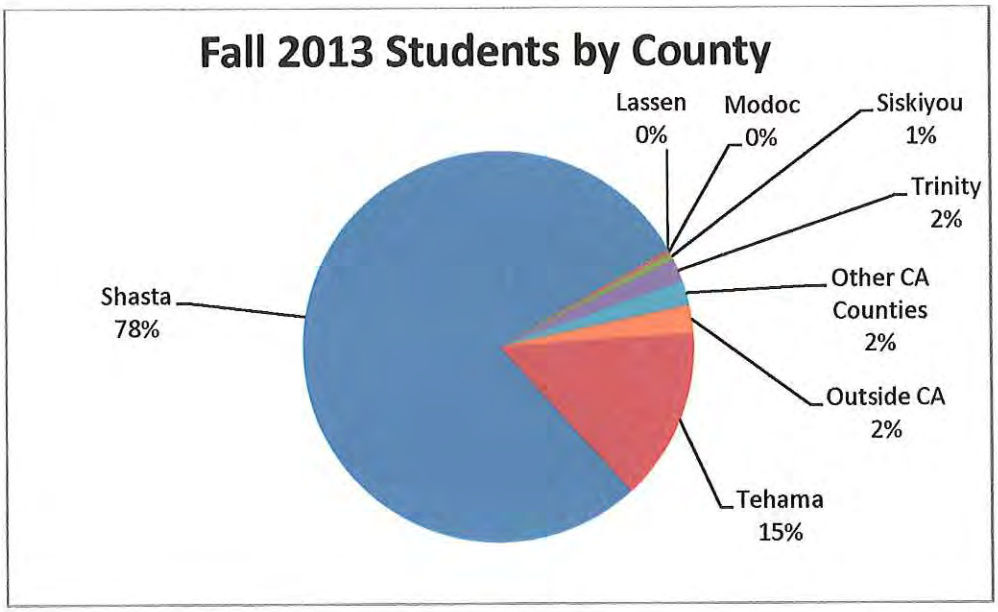
Age Group	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Statewide Fall 13
A. 19 or Less	3,342	3,050	2,928	2,581	2,928	391,932
B. 20 to 24	2,853	2,614	2,510	2,428	2,243	534,700
C. 25 to 29	1,381	1,279	1,254	1,170	1,081	206,214
D. 30 to 34	842	795	749	699	668	117,448
E. 35 to 39	601	521	449	447	417	77,373
F.40 to 49	1,058	925	774	707	657	114,631
G. 50 +	1,006	830	728	635	592	139,516
Unknown	14	11	6	3	12	339
Total	**11,097**	**10,025**	**9,398**	**8,670**	**8,598**	



Data source: CCCCO Data Mart.

Fall 2013 City & County

City	Students	Percent of Total
Redding	4,427	51.5%
Red Bluff	898	10.4%
Anderson	708	8.2%
Cottonwood	559	6.5%
Shasta Lake	384	4.5%
Palo Cedro	205	2.4%
Corning	167	1.9%
Weaverville	100	1.2%
Shingletown	85	1.0%
Burney	81	0.9%

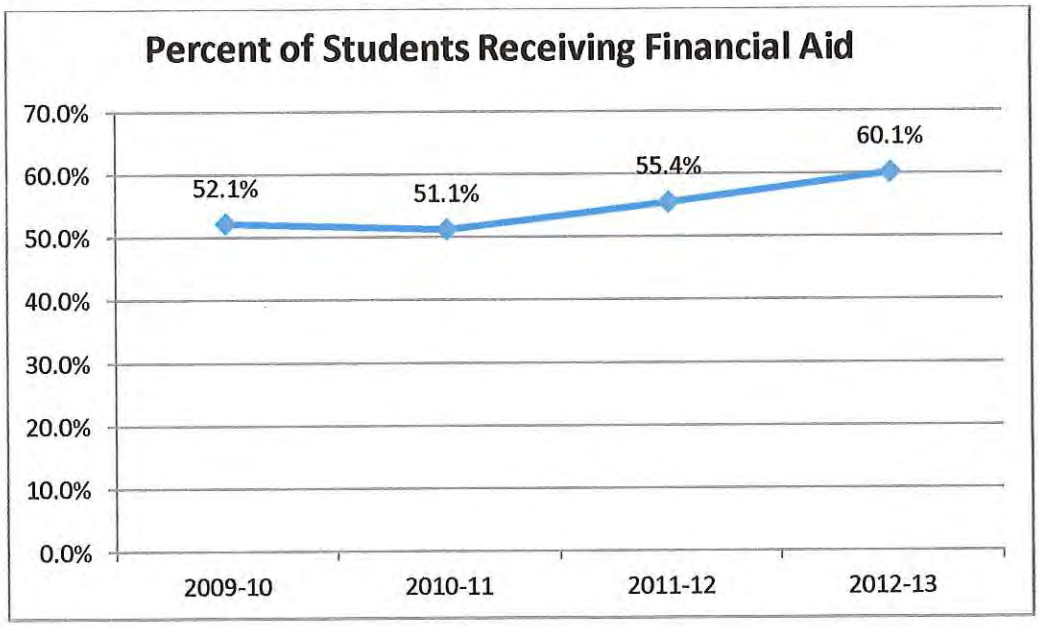


Data source: college data based on student residential ZIP code.

2012-2013 Financial Aid

Type of Financial Assistance	Students	% of Student Body	Amount	% of Amount
BOGG Fee Waiver	7,126	58.3%	$5,514,848	21.9%
Pell Grant	4,202	34.4%	$14,322,160	56.7%
Cal Grant B	770	6.3%	$922,741	3.7%
Sub Loans	729	6.0%	$2,501,481	9.9%
Supplemental Grant (SEOG)	303	2.5%	$82,474	0.3%
Unsub Loans	492	4.0%	$1,597,994	6.3%
Scholarships institutional	94	0.8%	$65,095	0.3%
Scholarships other	13	0.1%	$9,500	0.0%
Cal Grant C	67	0.5%	$27,570	0.1%
Other grants	47	0.4%	$147,502	0.6%
Bureau of Indian Affairs Grant	21	0.2%	$46,190	0.2%
Total*	7,340	60.1%	$25,237,555	100.0%

* unduplicated headcount



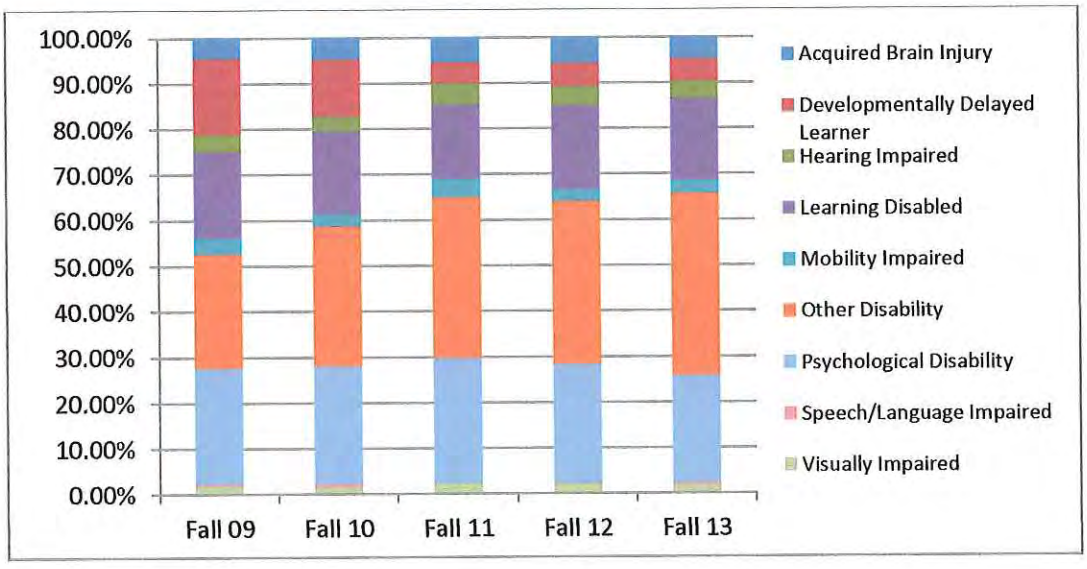
Data source: CCCCO Data Mart.

Student Services Headcount

Special Populations

Student Headcount	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
CalWORKS	470	323	210	173	187
CARE	28	31	26	33	34
DSPS	1254	805	532	499	547
EOPS	721	620	432	553	511
Foster Youth	N/A	N/A	N/A	120	90
Military	N/A	N/A	N/A	7	7
Special Admit	132	440	145	343	652
Trio (SSS)	175	175	175	175	175
Veteran	N/A	N/A	N/A	245	234

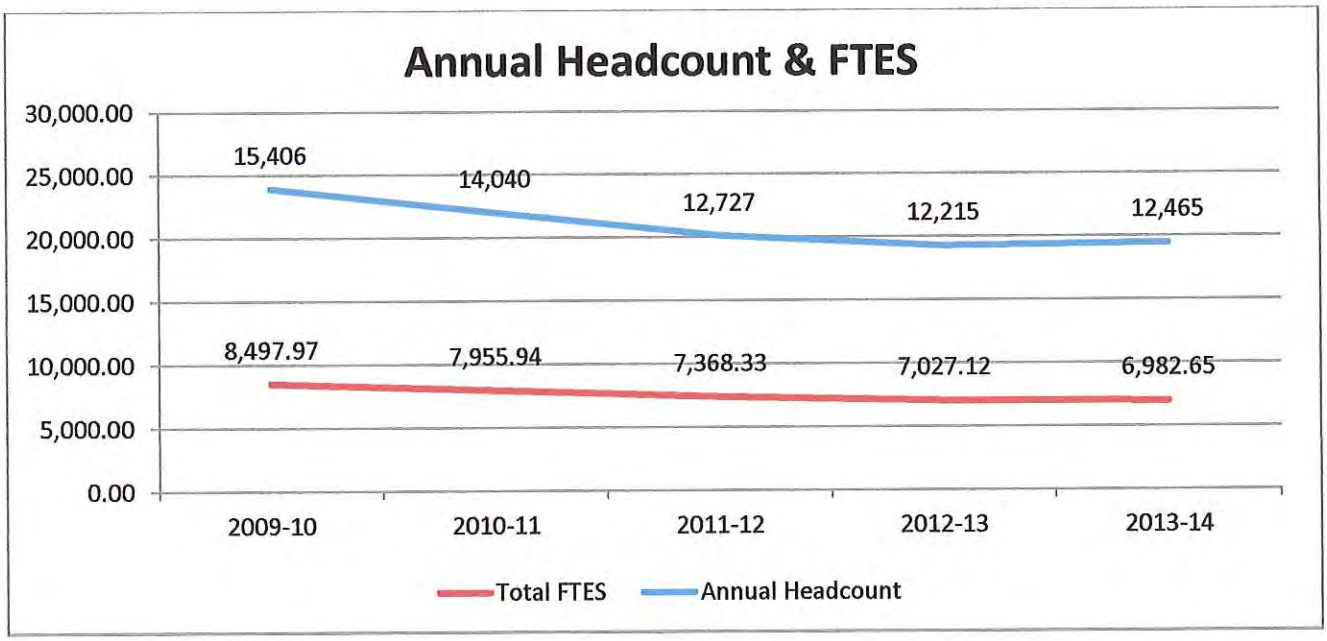
Primary Disability	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Acquired Brain Injury	54	37	28	28	25
Developmentally Delayed Learner	209	101	25	25	27
Hearing Impaired	49	27	25	22	22
Learning Disabled	237	146	86	91	97
Mobility Impaired	43	21	22	13	16
Other Disability	314	246	187	178	218
Psychological Disability	318	208	146	130	129
Speech/Language Impaired	5	5		1	2
Visually Impaired	25	14	13	11	11
Total	**1254**	**805**	**532**	**499**	**547**
Percent of Student Body	11.3%	8.0%	5.7%	5.8%	6.4%
Fall Student Headcount	11,097	10,025	9,398	8,670	8,598



Data source: CCCCO Data Mart.

Headcount and FTES

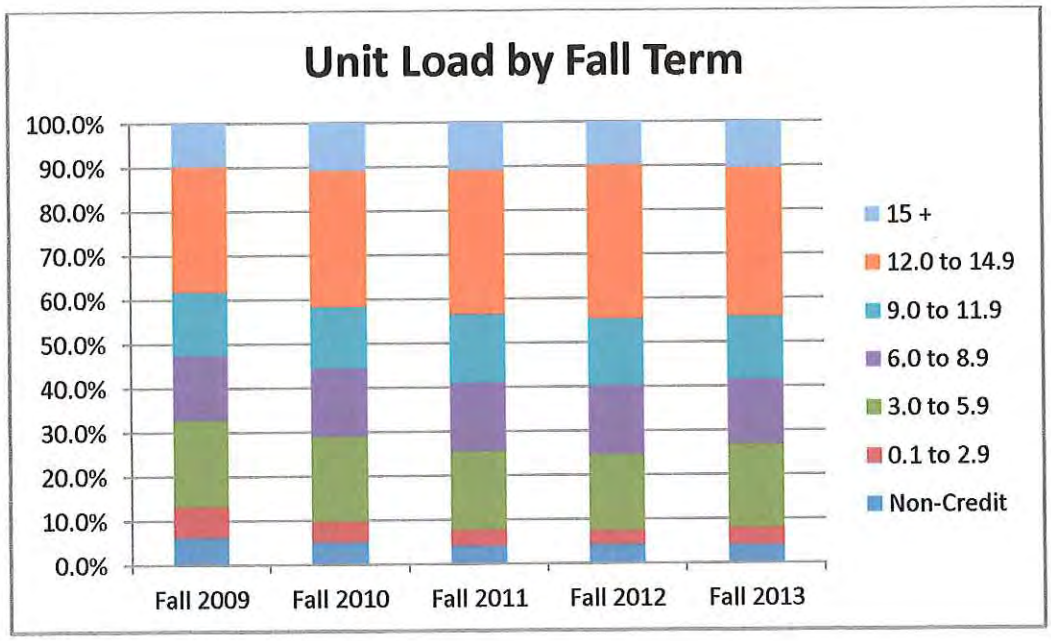
Academic Year	Annual Headcount	Enrollments	Total FTES	Enr per Student	FTES per Student
2009-10	15,406	77,895	8,497.97	5.06	0.55
2010-11	14,040	70,770	7,955.94	5.04	0.57
2011-12	12,727	62,481	7,368.33	4.91	0.58
2012-13	12,215	62,296	7,027.12	5.10	0.58
2013-14	12,465	62,501	6,982.65	5.01	0.56



Data source: CCCCO Data Mart and college data from CCFS-320 report.

Unit Load

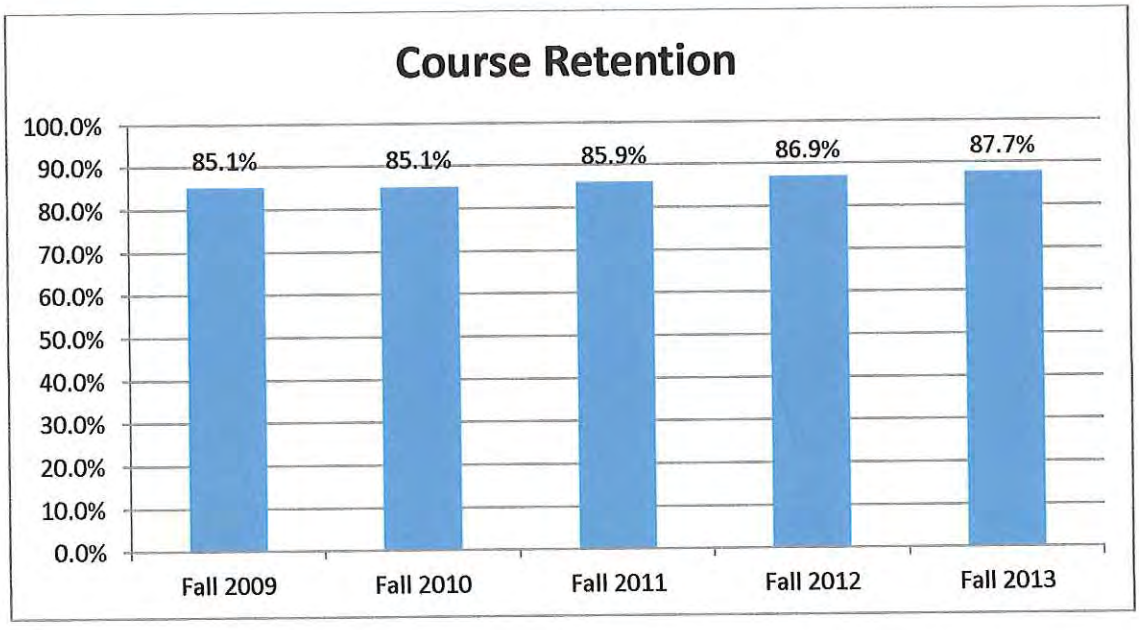
Unit Load	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Non-Credit	6.4%	5.2%	4.2%	4.2%	4.1%
0.1 to 2.9	6.9%	4.7%	3.5%	3.2%	4.0%
3.0 to 5.9	19.6%	19.2%	17.9%	17.2%	19.0%
6.0 to 8.9	14.9%	15.5%	15.5%	15.7%	14.6%
9.0 to 11.9	14.1%	13.9%	15.4%	15.1%	14.2%
12.0 to 14.9	28.4%	30.7%	32.6%	34.8%	33.6%
15 +	9.9%	10.9%	10.9%	9.8%	10.6%
Total	**11,097**	**10,025**	**9,398**	**8,670**	**8,598**
Part Time	61.7%	58.4%	56.5%	55.4%	55.8%
Full Time	38.3%	41.6%	43.5%	44.6%	44.2%



Data source: CCCCO Data Mart.

Retention Rate by TOP Code

Retention Rate by TOP Code	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Agriculture and Natural Resources	90.8%	90.4%	89.6%	91.4%	90.9%
Biological Sciences	79.9%	79.1%	79.9%	82.1%	86.6%
Business and Management	87.7%	87.2%	84.8%	88.4%	89.2%
Education	88.2%	90.3%	90.9%	91.8%	92.1%
Engineering and Industrial Technologies	91.9%	87.8%	88.7%	90.4%	91.6%
Environmental Sciences and Technologies	89.9%	88.5%	92.3%	90.2%	93.3%
Family and Consumer Sciences	84.9%	84.5%	86.8%	86.6%	88.1%
Fine and Applied Arts	86.5%	88.5%	88.9%	90.2%	89.7%
Foreign Language	75.0%	78.4%	81.1%	78.4%	81.9%
Health	95.6%	90.8%	91.0%	91.2%	93.5%
Humanities (Letters)	82.3%	82.6%	84.5%	85.0%	86.2%
Information Technology	87.3%	87.2%	88.1%	91.9%	90.5%
Interdisciplinary Studies	85.4%	84.6%	85.7%	85.0%	87.9%
Law	86.0%	93.8%			
Mathematics	82.1%	81.1%	80.2%	84.4%	82.7%
Media and Communications	88.4%	85.8%	85.6%	84.4%	87.1%
Physical Sciences	84.7%	83.6%	83.9%	86.4%	86.0%
Psychology	84.3%	83.4%	87.8%	85.1%	86.2%
Public and Protective Services	86.6%	87.0%	91.1%	91.6%	91.7%
Social Sciences	81.5%	84.4%	85.8%	85.8%	87.5%
College Total	**85.1%**	**85.1%**	**85.9%**	**86.9%**	**87.7%**

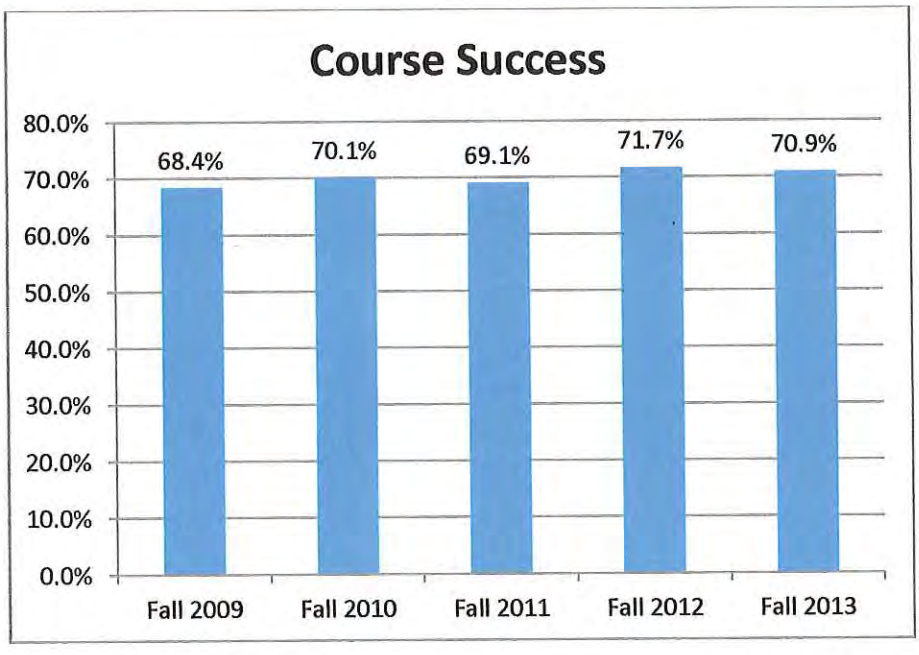


Retention counts all students completing a course with a final grade other than W.

Data source: CCCCO Data Mart.

Success Rate by TOP Code

Success Rate by TOP Code	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Agriculture and Natural Resources	73.7%	78.3%	75.9%	78.7%	78.0%
Biological Sciences	66.8%	67.0%	67.7%	68.9%	71.7%
Business and Management	71.1%	71.5%	67.0%	73.6%	72.1%
Education	80.1%	83.8%	83.3%	85.7%	84.3%
Engineering and Industrial Technologies	80.2%	77.0%	77.6%	75.9%	76.9%
Environmental Sciences and Technologies	71.0%	69.8%	77.7%	74.7%	73.2%
Family and Consumer Sciences	66.6%	71.0%	70.1%	74.9%	70.3%
Fine and Applied Arts	70.9%	74.1%	72.5%	77.9%	76.1%
Foreign Language	62.3%	66.0%	64.7%	64.2%	71.5%
Health	88.6%	84.6%	83.9%	86.1%	90.6%
Humanities (Letters)	65.9%	67.5%	67.3%	70.3%	68.7%
Information Technology	68.2%	67.9%	67.2%	75.7%	72.0%
Interdisciplinary Studies	68.9%	69.4%	68.8%	70.8%	70.2%
Law	73.2%	86.8%			
Mathematics	59.2%	58.4%	56.0%	60.7%	58.5%
Media and Communications	71.6%	75.2%	72.0%	69.7%	73.4%
Physical Sciences	66.9%	69.1%	68.3%	68.7%	68.3%
Psychology	64.7%	67.4%	68.2%	65.4%	64.8%
Public and Protective Services	67.7%	72.9%	72.2%	77.0%	75.9%
Social Sciences	61.1%	65.2%	66.8%	68.6%	69.8%
College Total	**68.4%**	**70.1%**	**69.1%**	**71.7%**	**70.9%**

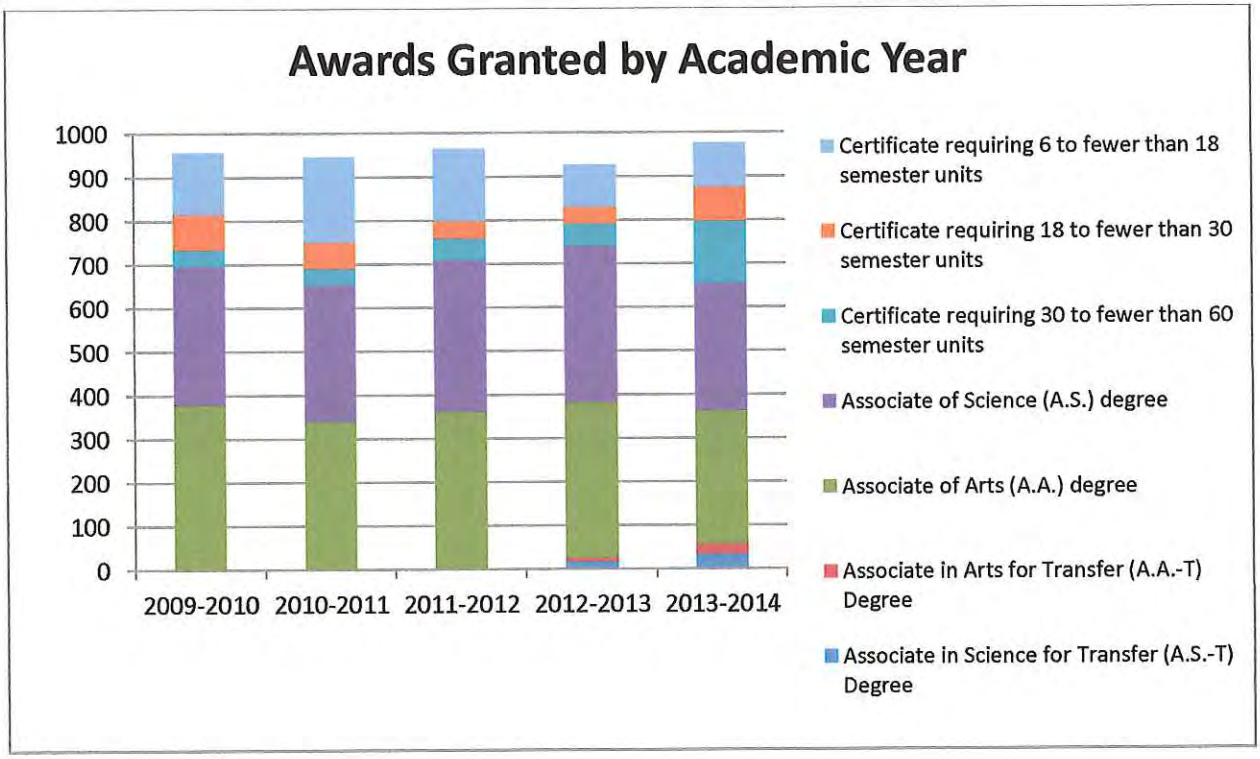


Course success counts all students completing a course with a final grade of A, B, C, CR, or P.

Data source: CCCCO Data Mart.

Award Count by TOP Code

Award Count by TOP Code	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total
Agriculture and Natural Resources	49	53	48	42	41	233
Business and Management	163	149	169	158	150	789
Education	13	14	19	25	18	89
Engineering and Industrial Technologies	80	73	100	57	68	378
Family and Consumer Sciences	76	67	79	65	75	362
Fine and Applied Arts	10	20	15	12	10	67
Health	99	70	87	102	81	439
Humanities (Letters)	21	15	20	33	23	112
Information Technology	18	10	27	9	15	79
Interdisciplinary Studies	314	297	227	243	320	1401
Law	6	14	6	4		30
Media and Communications	1	1		2		4
Physical Sciences		1	2	1	2	6
Psychology	4	3	8	13	31	59
Public and Protective Services	75	95	68	73	68	379
Social Sciences	28	64	90	88	75	345
Total	**957**	**946**	**965**	**927**	**977**	**4772**



Data source: CCCCO Data Mart.

Institutional Set Standards

1. The Shasta College (SC) standard for Course Success is 70%. The following table shows the fall term course success rates with a five year average for all credit courses regardless of course type (includes basic skills, degree applicable, CTE, and transfer courses).

Course Success Rate	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5Yr Avg
Shasta Total	68.4%	70.1%	69.1%	71.7%	70.9%	70.0%

Data source: CCCCO Data Mart.

2. The Shasta College standard for Degree and Certificate Completion is 540 students will earn a degree and 100 students will earn a certificate each academic year. Note: the table below (and on page 11) counts all awards granted, not individual students.

Degrees and Certificates Awarded	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Associate in Science for Transfer (A.S.-T) Degree				18	34
Associate in Arts for Transfer (A.A.-T) Degree				8	23
Associate of Science (A.S.) degree	380	340	362	357	306
Associate of Arts (A.A.) degree	316	314	348	357	292
Degree Subtotal	**696**	**654**	**710**	**740**	**655**
Certificate requiring 30 to < 60 semester units	38	36	50	51	143
Certificate requiring 18 to < 30 semester units	81	61	39	39	77
Certificate requiring 6 to < 18 semester units	142	195	166	97	102
Certificate Subtotal	**261**	**292**	**255**	**187**	**322**
Shasta Total	957	946	965	927	977

Data source: CCCCO Data Mart.

3. The Shasta College standard is 700 students will transfer each year. The following table shows results from the National Student Clearinghouse where SC students transferred to four-year institutions. UC is the University of California system. CSU is the California State University system. ISP is In-state private four year institutions. OOS represents Out-of-state colleges and universities.

Calendar YEAR	UC	CSU	ISP	OOS	Annual Total
2006	89	529	298	194	1,110
2007	91	688	326	279	1,384
2008	117	656	346	357	1,476
2009	109	701	388	479	1,677
2010	113	563	402	518	1,596
2011	129	692	385	604	1,810
2012	69	600	324	473	1,466
7 yr. AVG	102.4	632.7	352.7	414.9	1,503

Data Source: National Student Clearinghouse Enrollment Search files.

4. ACCJC requires each college to set an institutional standard for the number of CTE graduates that pass state boards/certification and earn a license in their field. Shasta College has identified four programs for this standard:

Program	Examination	Inst. Set Standard	Pass Rate
Associate Degree Nursing	National	80%	92.3%
Nurse Aide	State	80%	100%
Dental Hygiene	State	80%	100%
Licensed Vocational Nursing	State	80%	100%

Data source: SC departments provide rates.

5. ACCJC requires the college to set an institutional standard for graduate employment rates. Shasta College conducts annual telephone/email surveys of recent completers to determine their current employment and wages within the field of their award. The college has an institutional standard for five program areas as shown below:

Program	Inst. Set Standard	Job Placement Rate
Agriculture	75%	71%
Business and Management	75%	74%
Family and Consumer Sciences	75%	71%
Health	75%	79%
Public and Protective Services	75%	86%

Data source: SC CTE Employment Outcomes survey 2013.

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, Shasta College does not discriminate on the basis of race, color, national origin, sex, handicap, or age in employment, in any of its educational programs, or in the provision of benefits and services to its students. A lack of English language skills and/or visual and hearing impairment will not be a barrier to admission or participation in any educational program, including Career Technical Education.

Attachment J

Instructional Area Plans and Program Reviews *(updated 9-1-16)*

AP = Annual Area Plan
PR = Regular Program Review
PR* = Regular Program Review/also reviewed by the PRC
PRC-PR = US or GS degree reviewed by the PRC

Area	DIVISION	Prog Type	TOP Code	CIP Code	C.O. Prog Control #	SC Program Code	PROGRAM REVIEW	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Adaptive Studies												
	SLAM	C	4930.30	32.0199	NA	CL.3415	Transition Certificate for Students with Disabilities		PR		PR*	
ACCSS								AP	AP	AP	AP	AP
Administration of Justice								AP	AP	AP	AP	AP
	BAITS	AS	*2105.00	43.0107	09497	AS.1001	Administration of Justice AS Degree		PR		PR*	
	BAITS	ADT	*2105.00	43.0107	32039	AS-T.1003	Administration of Justice AS-T Degree		PR		PR*	
	BAITS	AA	*2105.00	43.0107	18086	AA.1500	University Studies: Criminal Justice AA Degree				*PRC-PR*	
	BAITS	AS	*2105.00	43.0107	18159	AS.1503	General Studies: Public Safety and Services AS Degree				*PRC-PR*	
Agriculture								AP	AP	AP	AP	AP
	BAITS	ADT					AG Animal Science AS-T Degree			PR		PR*
	BAITS	ADT					AG Business AS-T Degree			PR		PR*
	BAITS	AS	*0112.00	01.0102	30486	AS.1518	Ag – Agricultural Business AS Degree	PR*		PR		PR*
	BAITS	C	*0102.00	01.0302	NA	CL.3446	Ag – Livestock Quality Assurance Certificate	PR*		PR		PR*
	BAITS	ADT					AG Plant Science AS-T Degree			PR		PR*
	BAITS	AS	*0101.00	01.0000	30491	AS.1519	Ag – Sustainable Agriculture Science AS Degree	PR*		PR		PR*
	BAITS	C	*0101.00	01.0000	NA	CL.3447	Ag – Sustainable Practices Certificate	PR*		PR		PR*
	BAITS	AS	*0101.00	01.0000	18142	AS.1496	General Studies: Agriculture Trades AS Degree	*PRC-PR*				*PRC-PR*
	BAITS	AA	*0101.00	01.0000	18080	AA.1491	University Studies: Agricultural Sciences AA Degree	*PRC-PR*				*PRC-PR*
Art								AP	AP	AP	AP	AP
	ACSS	AA	1002.00	50.0701	06433	AA.1040	Art AA Degree		PR		PR*	
	ACSS	C	1030.00	50.0409	NA	CL.3452	Digital Art Certificate		PR		PR*	
	ACSS	ADT	1002.00	50.0701	32173	AA-T.1005	Studio Arts AA-T Degree		PR		PR*	
	ACSS	ADT	1007.00	50.0501	32051	AA-T.1004	Theatre Arts AA-T Degree		PR		PR*	
BAITS								AP	AP	AP	AP	AP
Business								AP	AP	AP	AP	AP
	BAITS	C	*0502.00	52.0302	19640	CT.3060	Accounting Clerk/Bookkeeper Certificate		PR*		PR	
	BAITS	AS	*0502.00	52.0302	06412	AS.1081	Business Administration – Accounting Concentration AS Degree		PR*		PR	
	BAITS	C	*0506.40	52.0703	NA	CL.3055	Business Administration – Business Entrepreneurship Certificate		PR*		PR	
	BAITS	ADT	*0505.00	52.0201	31086	AS-T.1001	Business Administration AS-T Degree		PR*		PR	
	BAITS	AS	*0501.00	52.0101	09478	AS.1085	Business AS Degree		PR*		PR	
	BAITS	C	*0506.50	52.0212	13196	CT.3351	Business Retailing Certificate		PR*		PR	
	BAITS	C	*0518.00	52.0411	NA	CL.3133	Customer Service Academy Certificate		PR*		PR	
	BAITS	AS	*0501.00	52.0101	18143	AS.1497	General Studies: Business - Basic Business AS Degree				*PRC-PR*	
	BAITS	AA	*0505.00	52.0201	18084	AA.1492	University Studies: Business Administration AA Degree				*PRC-PR*	
Communication Studies								AP	AP	AP	AP	AP
	ACSS	ADT	1506.00	09.0101	30580	AA-T.1001	Communication Studies AA-T Degree	PR			PR*	
Computer Information Systems								AP	AP	AP	AP	AP
	BAITS	C	*0708.10	11.0901	NA	CL.3441	CIS – Cisco Networking Certificate		PR*		PR	
	BAITS	AS	*0708.10	11.0901	13483	AS.1158	CIS – Network Administration AS Degree		PR*		PR	
	BAITS	C	*0708.10	11.0901	19643	CT.3106	CIS – Network Administration Certificate		PR*		PR	
	BAITS	AS	*0702.00	11.0103	09477	AS.1157	CIS – Systems Management AS Degree		PR*		PR	
	BAITS	C	*0709.00	11.1004	NA	CL.3115	CIS – Web Design Certificate		PR*		PR	
	BAITS	C	*0708.00	11.1003	NA	CL.3444	CIS – Windows Server Certificate		PR*		PR	
	BAITS	C	*0934.10	47.0104	NA	CL.3429	Computer Maintenance Certificate		PR*		PR	
	BAITS	AS	*0514.00	52.0401	18144	AS.1498	General Studies: Office and Computer Technologies AS Degree		*PRC-PR*			
Culinary Arts/Hospitality								AP	AP	AP	AP	AP
	PEAT	AS	*1307.00	52.0901	18153	AS.1517	General Studies: Food and Beverage and Lodging Management AS Degree		*PRC-PR*			
	PEAT	C	*1306.30	12.0500	NA	CL.3245	Hospitality – Baking – Culinary Arts Emphasis Certificate			PR*		PR
	PEAT	C	*1306.30	12.0500	NA	CL.3246	Hospitality – Bartender – Culinary Arts Emphasis Certificate			PR*		PR
	PEAT	C	*1306.30	12.0500	NA	CL.3248	Hospitality – Dining Room Management – Culinary Arts Emphasis Certificate*			PR*		PR
	PEAT	C	*1306.30	12.0500	NA	CL.3249	Hospitality – Dining Room Staff – Culinary Arts Emphasis Certificate			PR*		PR
	PEAT	C	*1306.30	12.0500	NA	CL.3251	Hospitality – Line Cook – Culinary Arts Emphasis Certificate			PR*		PR
	PEAT	AS	*1306.30	12.0503	06457	AS.1292	Hospitality Management – Culinary Arts Concentration AS Degree			PR*		PR
	PEAT	C	*1306.30	12.0500	19647	CT.3246	Hospitality Management – Culinary Arts Concentration Certificate			PR*		PR
	PEAT	AS	*1307.00	52.0901	10718	AS.1294	Hospitality Management – Hotel/Restaurant Mgmnt Concentration AS Degree*			PR*		PR
	PEAT	C	*1307.00	52.0901	NA	CL.3242	Hospitality Management – Hotel/Restaurant Mgmnt Concentration Certificate*			PR*		PR
Early Childhood Education								AP	AP	AP	AP	AP
	PEAT	C	*1305.00	19.0709	NA	CL.3154	Early Childhood Education – Family Childcare Certificate		PR*		PR	

*CTE TOP Codes
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Instructional Area Plans and Program Reviews *(updated 9-1-16)*

AP = Annual Area Plan
PR = Regular Program Review
PR* = Regular Program Review/also reviewed by the PRC
PRC-PR = US or GS degree reviewed by the PRC

Area	DIVISION	Prog Type	TOP Code	CIP Code	C.O. Prog Control #	SC Program Code	PROGRAM REVIEW					
	PEAT	AS	*1305.00	19.0709	06453	AS.1190	Early Childhood Education AS Degree		PR*		PR	
	PEAT	ADT	*1305.00	19.0709	31267	AS-T.1002	Early Childhood Education AS-T Degree		PR*		PR	
	PEAT	C	*1305.00	19.0709	31846	CT.3451	Early Childhood Education Certificate		PR*		PR	
	PEAT	AS	*1301.00	19.0101	18154	AS.1501	General Studies: Human Development AS Degree		PRC-PR			
Earth Sciences								AP	AP	AP	AP	AP
	SLAM	AA	1919.00	40.0607	18658	AA.1498	University Studies: Oceanography AA Degree		PRC-PR			
	SLAM	AA	4901.20	24.0101	18659	AA.1505	University Studies: Science Teacher – Earth AA Degree		PRC-PR			
	SLAM	AS	4902.00	30.0101	18624	AS.1513	General Studies: Climatological and Meteorological Studies AS Degree			PRC-PR		
	SLAM	AS	4902.00	30.0101	18625	AS.1512	General Studies: Coastal Oceanographic Studies AS Degree			PRC-PR		
	SLAM	AS	4902.00	30.0101	18626	AS.1511	General Studies: Geologic Field Studies AS Degree			PRC-PR		
	SLAM	ADT	1914.00	40.0601	33268	AS-T.1005	Geology AS-T Degree		PR		PR*	
	SLAM	AA	4902.00	30.0101	18655	AA.1508	University Studies: Earth System Science AA Degree		PRC-PR			
	SLAM	AA	1914.00	40.0601	18656	AA.1497	University Studies: Geology AA Degree		PRC-PR			
	SLAM	AA	4902.00	30.0101	18657	AA.1506	University Studies: Meteorology/Climatology AA Degree		PRC-PR			
EWD								AP	AP	AP	AP	AP
EWD - Small Business Development Center								AP	AP	AP	AP	AP
EWD - Renewable Energy								AP	AP	AP	AP	AP
Engineering/CAD								AP	AP	AP	AP	AP
	SLAM	AA	0901.00	14.0102	18087	AA.1494	University Studies: Engineering AA Degree	PRC-PR				PRC-PR
English								AP	AP	AP	AP	AP
	SLAM	ADT	1501.00	23.0101	32493	AA-T.1007	English AA-T Degree		PR		PR*	
	SLAM	AS	1502.00	23.9999	18157	AS.1502	General Studies: Language Arts AS Degree				PRC-PR	
	SLAM	AA	1502.00	23.9999	18089	AA.1496	University Studies: Language Arts AA Degree				PRC-PR	
Extended Education								AP	AP	AP	AP	AP
Family Studies								AP	AP	AP	AP	AP
	PEAT	AS	*1308.00	19.0701	06444	AS.1225	Human Services AS Degree		PR		PR*	
	PEAT	C	*1301.00	19.0101	NA	CL.3252	Life Management Certificate		PR		PR*	
Fire Technology								AP	AP	AP	AP	AP
	BAITS	C	*2133.50	43.0203	NA	CL.3434	Fire Technology – Wildland Firefighter 1 Academy Certificate	PR		PR*		PR
	BAITS	AS	*2133.00	43.0201	06454	AS.1240	Fire Technology AS Degree	PR		PR*		PR
	BAITS	C	*2133.50	43.0203	12657	CT.3444	Firefighter 1 Certificate	PR		PR*		PR
	BAITS	C	*2133.50	43.0203	11074	CT.3445	Firefighter 2 Certificate	PR		PR*		PR
	BAITS	AS	*1250.00	51.0904	18145	AS.1508	General Studies: EMS - Emergency Medical Response AS Degree				PRC-PR	
	BAITS	AS	*2133.00	43.0201	18146	AS.1507	General Studies: Fire - Fire Investigation AS Degree			PRC-PR		
	BAITS	AS	*2133.00	43.0201	18147	AS.1506	General Studies: Fire - Fire Service Command, Company Officer AS Degree			PRC-PR		
	BAITS	AS	*2133.10	43.0206	18150	AS.1509	General Studies: Fire - Wildland Fire Behavior AS Degree			PRC-PR		
Foundational Skills								AP	AP	AP	AP	AP
	SLAM	NA	NA		NA	NA	Foundational Skills		PR		PR*	
	SLAM	C	4930.87	32.0108	31130	NCR.1001	ESL Certificate of Completion		PR		PR*	
Geography/GIS								AP	AP	AP	AP	AP
	SLAM	AS	*2206.10	45.0799	31845	AS.1520	Applied Geographic Information Systems AS Degree		PR		PR*	
	SLAM	C	*2206.10	45.0799	31844	CT.3449	Applied Geographic Information Systems Certificate		PR		PR*	
	SLAM	ADT					Geography AA-T Degree			PR		PR*
Health Sciences								AP	AP	AP	AP	AP
	HSU	AS	*1230.10	51.3801	06440	AS.1380	Associate Degree Nursing Degree	PR		PR*		PR
	HSU	C	*1230.30	51.3902	NA	CL.3300	Nurse Aide/Home Health Aide Certificate		PR		PR*	
	HSU	C	*1230.20	51.3901	06441	CT.3265	Vocational Nursing Certificate	PR		PR*		PR
	HSU	C	*1306.20	19.0505	19958	CL.3431	Dietary Service Supervisor Certificate		PR*		PR	
	HSU	AA	4902.00	30.0101	18081	AA.1511	University Studies: Allied Health AA Degree				PRC-PR	
	HSU	AS	*1240.20	51.0602	09513	AS.1173	Dental Hygiene AS Degree		PR*		PR	
Health Information Management								AP	AP	AP	AP	AP
	HSU	BA	1223.00	51.0707	34005	BS.5001	Health Information Management			PR		PR*
	HSU	AS	1223.00	51.0707	33929	AS.1600	Health Information Technology			PR		PR*
	HSU	C					Medical Assisting Program			PR		PR*
Heavy Equipment								AP	AP	AP	AP	AP
	BAITS	C	*0116.00	01.0205	06409	CL.3425	Ag – Equipment Operations and Maintenance Certificate	PR*		PR		PR*
Horticulture								AP	AP	AP	AP	AP
	BAITS	AS	*0109.00	01.0601	16777	AS.1493	Ag – Environmental Horticulture AS Degree	PR*		PR		PR*
	BAITS	C	*0109.10	01.0605	NA	CL.3426	Ag – Horticulture – Irrigation Certificate	PR*		PR		PR*
	BAITS	C	*0109.10	01.0605	NA	CL.3424	Ag – Horticulture – Landscape and Turf Management Certificate	PR*		PR		PR*
	BAITS	C	*0109.00	01.0601	NA	CL.3423	Ag – Horticulture – Retail Nursery Sales Certificate	PR*		PR		PR*
	BAITS	AS	*0109.00	01.0601	09501	AS.1492	Ag – Horticulture and Landscaping AS Degree	PR*		PR		PR*

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PR = *PRC-PR* =

Area	DIVISION	Prog Type	TOP Code	CIP Code	C.O. Prog Control #	SC Program Code	PROGRAM REVIEW					
Humanities								AP	AP	AP	AP	AP
	ACSS	AS	4903.00	24.0103	18155	AS.1515	General Studies: Humanities AS Degree			*PRC-PR*		
	ACSS	ADT	1509.00	38.0101	32755	AA-T.1009	Philosophy AA-T Degree			PR		PR*
	ACSS	AA	2201.00	45.0101	18092	AA.1502	University Studies: Multicultural Studies AA Degree					*PRC-PR*
	ACSS	AA	4903.00	24.0103	18088	AA.1513	University Studies: Humanities AA Degree			*PRC-PR*		
Industrial Technology								AP	AP	AP	AP	AP
	BAITS	C	*0948.00	47.0604	NA	CL.3435	Automotive Technology – Automotive Chassis Certificate		PR		PR*	
	BAITS	C	*0948.00	47.0604	NA	CL.3436	Automotive Technology – Automotive Electrical-Electronics Certificate		PR		PR*	
	BAITS	C	*0948.00	47.0604	NA	CL.3437	Automotive Technology – Automotive Engine Performance Certificate		PR		PR*	
	BAITS	C	*0948.00	47.0604	NA	CL.3439	Automotive Technology – Automotive Heating – Air Conditioning Certificate		PR		PR*	
	BAITS	C	*0948.00	47.0604	NA	CL.3440	Automotive Technology – Automotive Powertrain Certificate		PR		PR*	
	BAITS	AS	*0948.00	47.0604	06424	AS.1050	Automotive Technology AS Degree		PR		PR*	
	BAITS	C	*0948.00	47.0604	18064	CT.3010	Automotive Technology Certificate		PR		PR*	
	BAITS	AS	*0952.00	46.0415	09500	AS.1165	Construction Technology AS Degree	PR		PR*		PR
	BAITS	C	*0952.00	46.0415	19651	CT.3125	Construction Technology Certificate	PR		PR*		PR
	BAITS	AS	*0947.00	47.0605	06423	AS.1175	Diesel Technology AS Degree	PR		PR*		PR
	BAITS	C	*0947.00	47.0605	19650	CT.3134	Diesel Technology Certificate	PR		PR*		PR
	BAITS	C	*0956.00	15.0613	NA	CL.3450	Entrepreneurial Manufacturing	PR		PR*		PR
	BAITS	AS	*0999.00	15.9999	18156	AS.1500	General Studies: Industrial Technologies AS Degree			*PRC-PR*		
	BAITS	C	*0956.00	15.0613	NA	CL.3430	Industrial Automation and Manufacturing Certificate	PR		PR		PR
	BAITS	C	*0956.00	15.0613	NA	CL.3430	Industrial Technology Certificate	PR		PR		PR
	BAITS	AS	*0956.50	48.0508	06430	AS.1490	Welding Technology AS Degree	PR		PR		PR
	BAITS	C	*0956.50	48.0508	18065	CT.3430	Welding Technology Certificate	PR		PR		PR
Liberal Studies - Teaching Prep								AP	AP	AP	AP	AP
	SLAM	AA	4901.20	24.0101	18090	AA.1504	University Studies: Liberal Studies – Teaching Prep AA Degree					*PRC-PR*
Library								AP	AP	AP	AP	AP
Life Sciences								AP	AP	AP	AP	AP
	SLAM	AS	4902.00	30.0101	18158	AS.1514	General Studies: Natural Sciences AS Degree		*PRC-PR*			
	SLAM	AA	4902.00	30.0101	18083	AA.1507	University Studies: Biological Science AA Degree	*PRC-PR*				*PRC-PR*
Math								AP	AP	AP	AP	AP
	SLAM	ADT	1701.00	27.0101	35135	AS-T.2001	Math AS-T Degree				PR	
	SLAM	AA	4901.00	24.0101	18096	AA.1503	University Studies: Quantitative Reasoning AA Degree				PR*	
Music								AP	AP	AP	AP	AP
	ACSS	AA	1004.00	50.0901	06434	AA.1360	Music AA Degree	PR*		PR		PR*
	ACSS	ADT	1004.00	50.0901	32573	AA-T.1008	Music AA-T Degree	PR*		PR		PR*
Natural Resources								AP	AP	AP	AP	AP
	BAITS	AS	*0114.00	03.0501	17479	AS.1494	Ag – Forest Science and Technology AS Degree	PR*		PR		PR*
	BAITS	AS	*0115.00	03.0101	09505	AS.1495	Ag – Natural Resources AS Degree	PR*		PR		PR*
	BAITS	C	*0115.00	03.0101	18063	CT.3442	Ag – Natural Resources Certificate	PR*		PR		PR*
	BAITS	C	*0103.10	01.0399	32213	CT.3450	Ag – Pest Control Advisor Preparation Certificate	PR*		PR		PR*
	BAITS	C	*0958.00	15.0506	09506	CL.3420	Water/Wastewater Treatment Certificate	PR		PR*		PR
	BAITS	C	*0115.00	03.0101	NA	CL.3421	Watershed Restoration Certificate	PR		PR*		PR
Office Administration								AP	AP	AP	AP	AP
	BAITS	C	*0514.00	52.0401	NA	CL.3091	Office Administration – Administrative Office Assistant Certificate	PR		PR*		PR
	BAITS	AS	*0514.00	52.0401	09485	AS.1397	Office Administration – Administrative Office Professional AS Degree	PR		PR*		PR
	BAITS	C	*0514.00	52.0401	19642	CT.3247	Office Administration – Administrative Office Professional Certificate	PR		PR*		PR
	BAITS	AS	*0514.20	51.0716	09113	AS.1356	Office Administration – Medical Office Specialist AS Degree	PR		PR*		PR
	BAITS	C	*0514.20	51.0716	09115	CT.3276	Office Administration – Medical Office Specialist Certificate	PR		PR*		PR
PEAT								AP	AP	AP	AP	AP
Physical Education and Athletics								AP	AP	AP	AP	AP
	PEAT	AS	0837.00	31.0501	18152	AS.1499	General Studies: Health AS Degree				*PRC-PR*	
	PEAT	ADT	1270.00	31.0505	32162	AA-T.1003	Kinesiology AA-T Degree		PR		PR*	
	PEAT	AA	0835.00	31.0501	18094	AA.1493	University Studies: Physical Education AA Degree				*PRC-PR*	
Physical Sciences								AP	AP	AP	AP	AP
	SLAM	ADT	1902.00	40.0801	32486	AS-T.1004	Physics AS-T Degree			PR		PR*
	SLAM	AA	4902.00	30.0101	18095	AA.1510	University Studies: Physical Sciences AA Degree	*PRC-PR*				*PRC-PR*
Research and Planning								AP	AP	AP	AP	AP
Shasta College Center for Community Engagement								AP	AP	AP	AP	AP
SLAM								AP	AP	AP	AP	AP
Social Sciences								AP	AP	AP	AP	AP
	ACSS	AS	4903.30	24.0103	18160	AS.1516	General Studies: Social Sciences AS Degree					*PRC-PR*

*CTE TOP Codes
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Instructional Area Plans and Program Reviews *(updated 9-1-16)*

Area	DIVISION	Prog Type	TOP Code	CIP Code	C.O. Prog Control #	SC Program Code	PROGRAM REVIEW	AP = Annual Area Plan PR = Regular Program Review PR* = Regular Program Review/also reviewed by the PRC *PRC-PR* = US or GS degree reviewed by the PRC				
	ACSS	ADT	2207.00	45.1001	35160	AA-T.4001	Political Science AA-T			PR		PR*
	ACSS	ADT	2001.00	42.0101	31988	AA-T.1006	Psychology AA-T Degree		PR*		PR	
	ACSS	ADT	2208.00	45.1101	30579	AA-T.1002	Sociology AA-T Degree		PR*		PR	
	ACSS	AA	2003.00	42.9999	18082	AA.1499	University Studies: Behavioral Science AA Degree					*PRC-PR*
	ACSS	AA	2201.00	45.0101	18097	AA.1501	University Studies: Social Sciences AA Degree					*PRC-PR*
Theatre and Dance								AP	AP	AP	AP	AP
World Languages								AP	AP	AP	AP	AP
	SLAM	AA	4903.00	24.0103	18098	AA.1514	University Studies: World Languages AA Degree			*PRC-PR*		
PRC reviews by year							*Total up for PRC review:*	17	22	27	26	27
							Total US/GS degrees up for PRC review:	5	9	10	10	10

Attachment J

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*CTE TOP Codes
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4 The Annual Program Assessment Report

Annual Program Assessment Report (APAR)

All accredited programs at each level must complete the documentation of their program and student outcomes and assessment process. The Annual Program Assessment Report (APAR) is required by the CAHIIM Standards for Maintenance of Accreditation.

Evidence of academic program outcomes is an important dimension of accreditation review. The higher education community, policy makers, and students are seeking information about what students achieve as part of the consideration of the quality of accredited programs and institutions. Accrediting organizations around the country are responsible for establishing clear expectations that institutions and programs will routinely develop, collect, interpret, and use evidence of student learning outcomes. CAHIIM has based the Standards for Accreditation of Health Informatics and Health Information Management Programs on the premise of outcomes-based assessments. The APAR is designed to capture this information as outcomes-based evidence in several major categories, identified in the APAR System.

Online Process Description

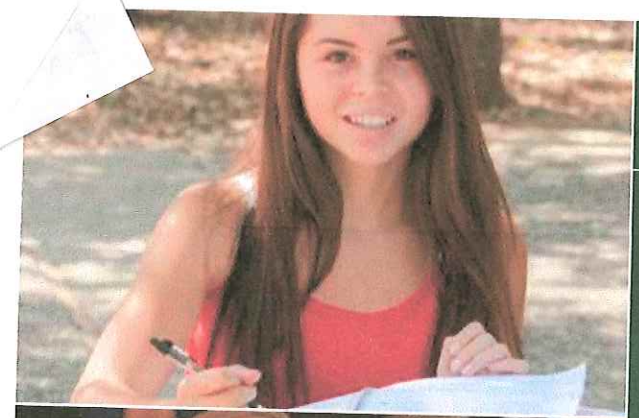
Programs must submit the completed APAR information files online, using the web-based APAR System during the "Open Status" data collection period as determined by CAHIIM Staff.

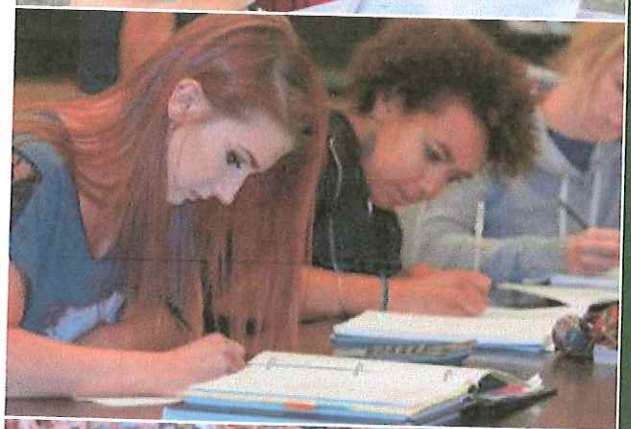
Program Directors are requested to complete all sections and must complete a separate APAR for each accredited program level and campus with its own Education Program Code (EPC) as determined by CAHIIM. Continuing programs undergoing the Comprehensive Program Review process must still complete the annual reporting process every year.

Once all data has been completed and submitted, the data will be stored, allowing for benchmarking among academic programs, and the addition of future reporting years. Historical program data and reports will be available for program/institution access throughout the year.

APAR Resources and Process Description

Instructions and development information for each reporting cycle is made available on the CAHIIM website. All participating programs are notified through e-mail notifications and online announcements on the CAHIIM website. Failure to submit this annual information will place the program on Administrative Probationary Accreditation until satisfactorily submitted.





Shasta-Tehama-Trinity Joint Community College District

Integrated Planning Manual

2014 EDITION

Shasta College
www.shastacollege.edu

Shasta-Tehama-Trinity Joint Community College District

Mission Statement

Shasta College provides a diverse student population open access to 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.

(Approved by the Board of Trustees 7/9/2014)

Institutional Goals

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.

2. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.

3. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.

4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

(Approved by the Board of Trustees 6/13/2012)

Contents

Revision Cycles:
October 2012: First printing.
September 2013: Updated content. Relevant pages printed as a supplement to original document.
September 2014: Updated content. Relevant pages printed as a supplement to original document, inclusive of September 2013 updated pages.

Introduction

The *Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual–2014 Edition* describes the institution's integrated planning cycle.

The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic cycle of assessment, goals and objectives, program review, resource allocation, plan implementation, and re-assessment.

This document begins with a description of the integrated planning cycle. Following this overview is a description of each planning component in the cycle including the purpose, process, and timeline for each. In this way the manual describes how the constituent groups participate in and contribute to the various components in the integrated planning cycle. This manual describes only the processes related to institutional planning. A handbook titled *Participatory Governance Manual* describes processes and procedures for aspects of District decision-making other than institutional planning.

The integrated planning cycle was developed following District-wide dialogue. The undersigned representatives of the Shasta-Tehama-Trinity Joint Community College District have agreed on the integrated planning cycle and processes described in this manual.

Dr. Joe Wyse, *Superintendent/President*

Robb Lightfoot, *Academic Senate President*

Sue Loring, *College Council Co-chair*

Meridith Randall, *College Council Co-chair*

Integrated Planning Cycle

The Shasta-Tehama-Trinity Joint Community College District assesses its institutional effectiveness through planning practices that link to one another in a cycle of assessment, goals and objectives, program review, resource allocation, plan implementation, and re-assessment.

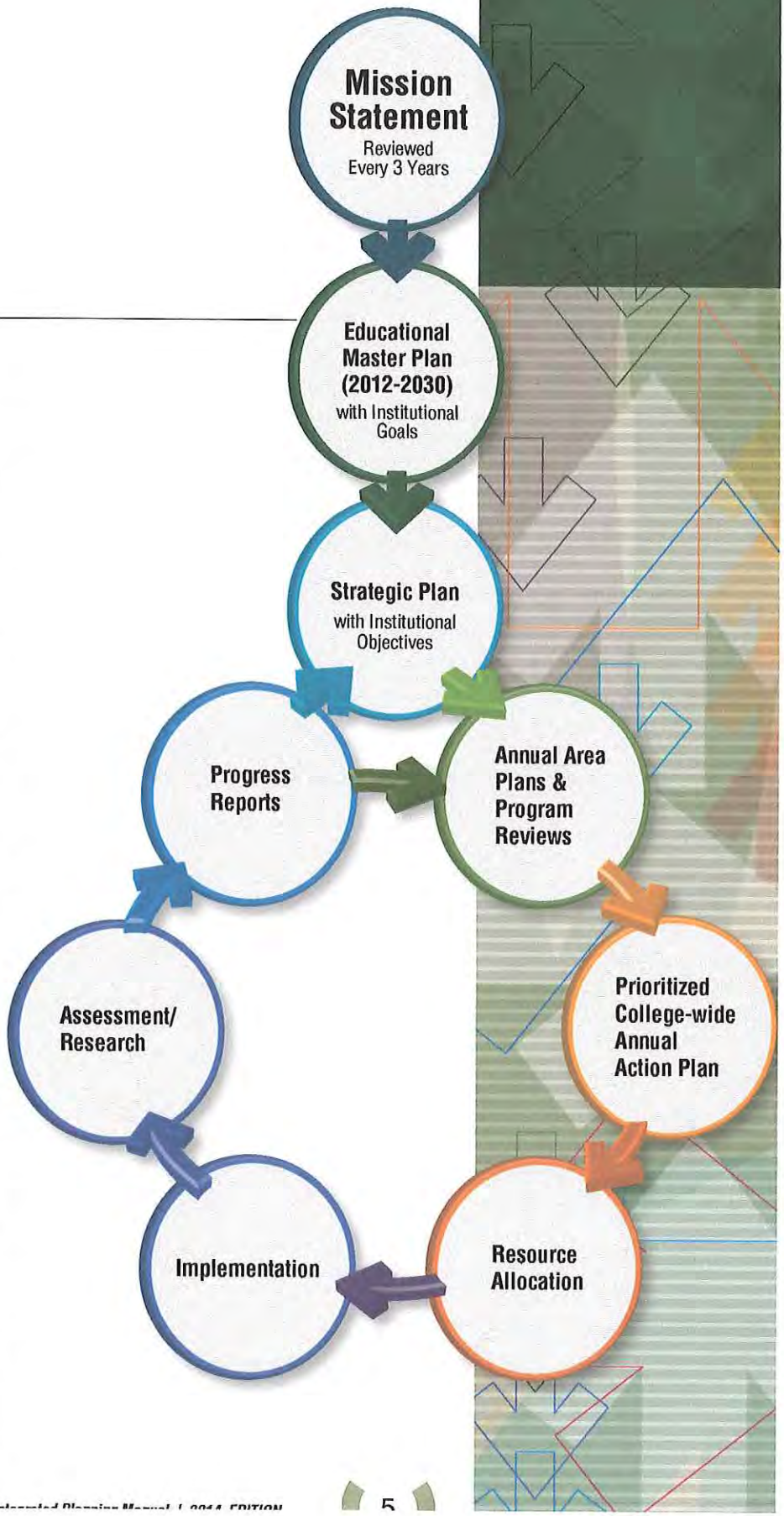
The results of these assessments lead to improvements in the District's services to students.

The components of the District's integrated planning cycle are as follows.

- The Shasta-Tehama-Trinity Joint Community College District **Mission Statement** describes the intended student population and the programs and educational services that the District provides to the community as well as its commitment to achieving student learning. The Mission Statement is the benchmark for measuring institutional effectiveness.

- Through the process of developing an **Educational Master Plan**, the District relies on research to assess its current effectiveness compared to the mission statement (internal scans) and to identify future challenges (external scans). Based on this analysis, the District develops Institutional Goals that articulate how the District plans to advance the mission and meet the identified current and anticipated challenges as well as envisions future adjustments to its programs and services.

- 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 one component of the Annual Area Plans for specific instructional programs. In the Annual Area Plans, area effectiveness is assessed. 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 summary of the Initiatives in the Annual Area Plans as well as 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 the both the Prioritized College-wide Annual Action Plan and the Strategic Plan.

- **Implementation** follows resource allocations. The District implements the plans by completing the Activities identified in the Strategic Plan and the Initiatives identified in the Prioritized College-wide Annual Action Plan.

- **Assessment/Research** related to plan effectiveness is the evaluation of the District's progress in completing the Activities derived from the Institutional Objectives as well as the Initiatives identified in the Prioritized College-wide Annual Action Plan. Assessment also encompasses the evaluation of resource allocations.

- **Progress Reports** inform the internal and external communities about progress toward long-term Institutional Goals and short-term Institutional Objectives and Initiatives. There are two Progress Reports produced annually: the Progress Report on the Prioritized College-wide Action Plan and the Progress Report on the Strategic Plan. These progress reports are used to develop the subsequent short-term and long-term plans.

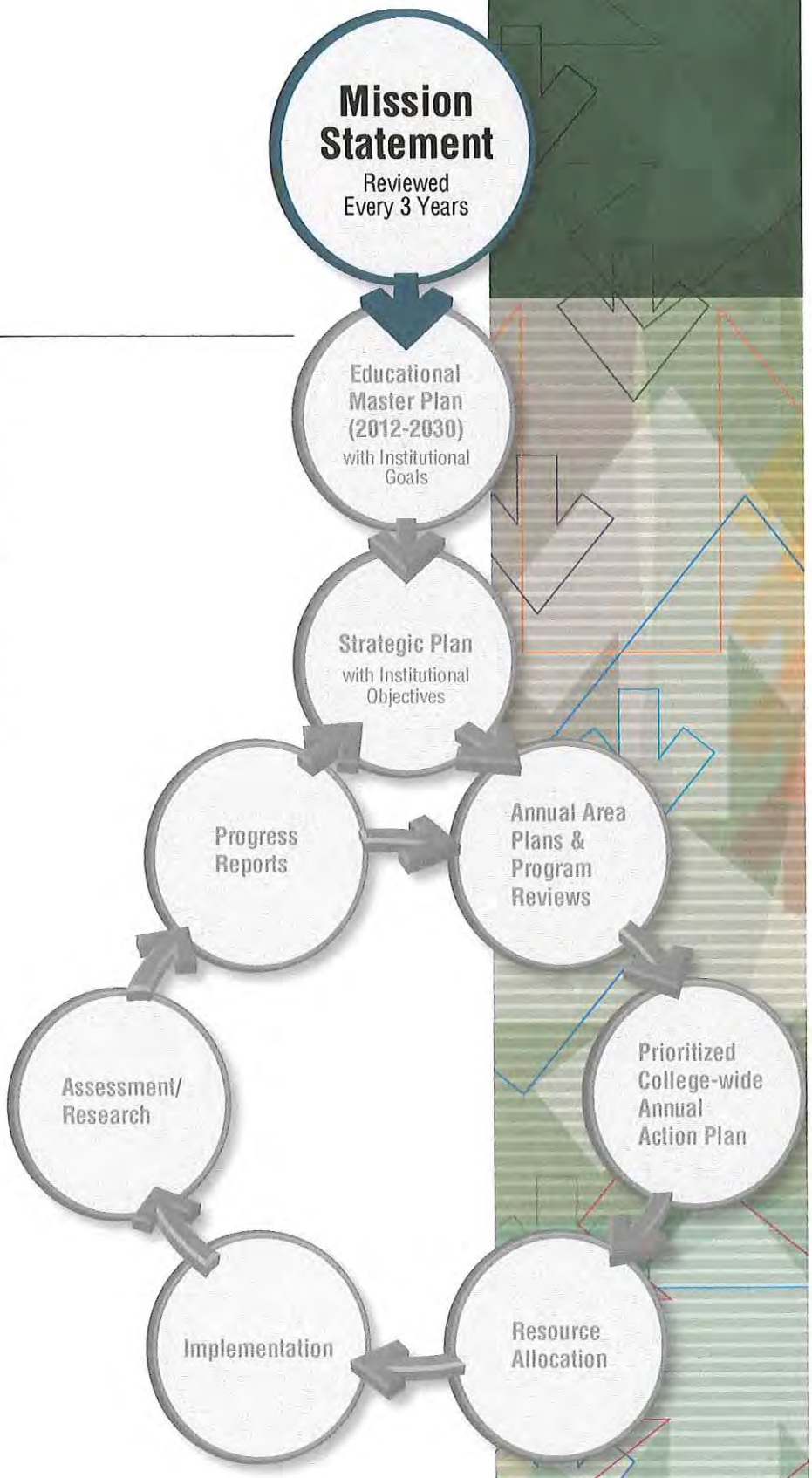
The planning processes in this integrated planning cycle are evaluated along with the decision-making processes. This evaluation is the basis for improvements to both planning processes and decision-making processes. The final section of this manual describes the process and timeline of this evaluation.

Mission Statement

The mission statement defines the institution's student population and the programs and educational services that the District provides to the community as well as its commitment to achieving student learning. Since the mission statement is the benchmark for assessing institutional effectiveness, it is the basis for the District's planning and decision-making.

The mission statement will be reviewed every three years and revised if needed. Most recently reviewed and revised in 2014, the mission statement incorporates the District's seven Institutional Student Learning Outcomes.

> *Shasta College provides a diverse student population open access to 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.*



The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of a District and college mission statement is:

I.A. Mission

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.

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.

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.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Process and Timeline for Reviewing the Mission Statement

Every Three Years beginning late Fall: 2013, 2016, 2019, 2022, etc.

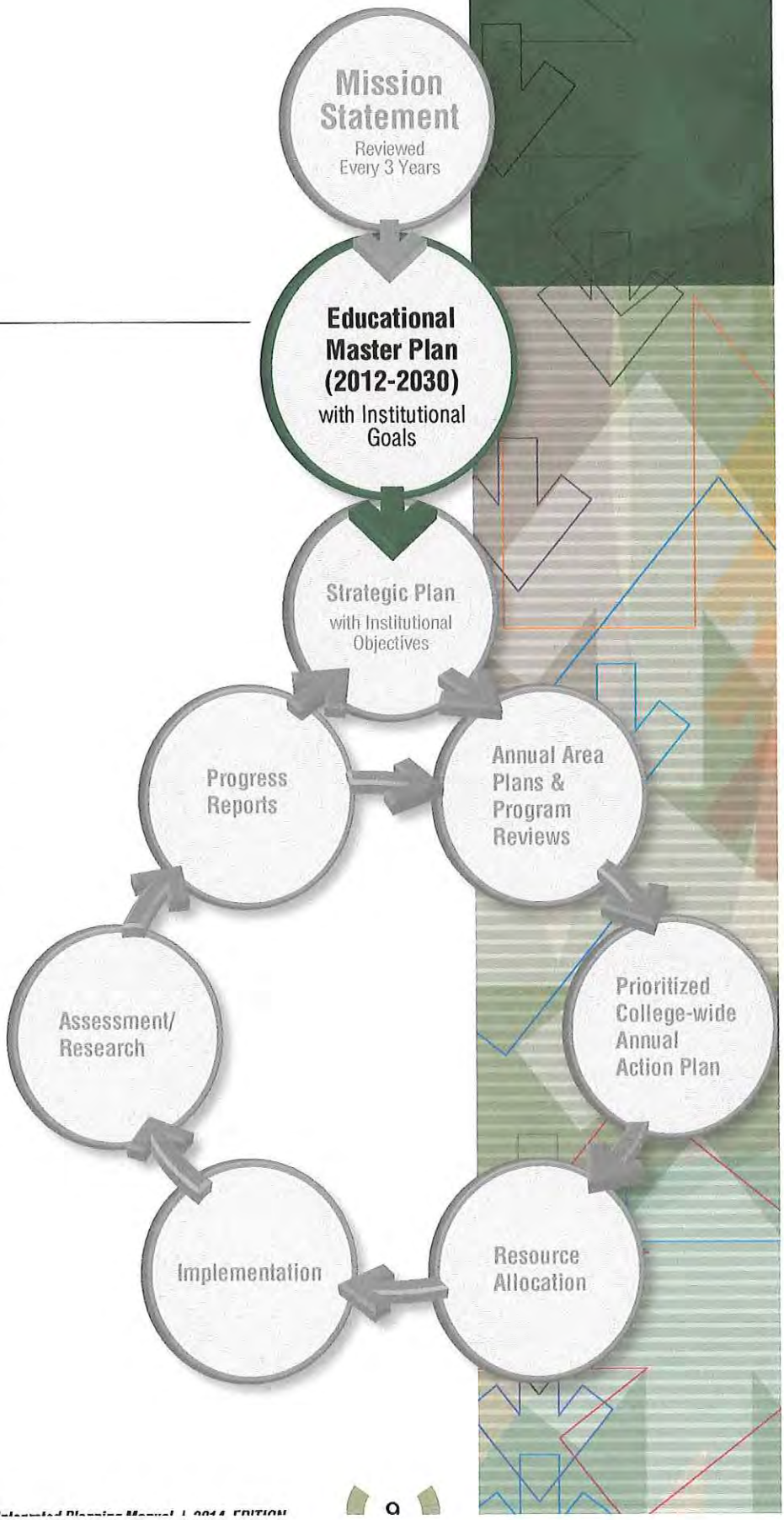
November 2013 – February 2014 and every three years thereafter	College Council initiates the review of the mission statement by developing a process to solicit District-wide input about the mission. With approval of the process by the Superintendent/President, the process is implemented.
March 2014 and every three years thereafter	College Council reviews the input and the relevant ACCJC standard on mission statements. Following this dialogue, College Council drafts a recommendation to revise or reaffirm the mission statement, incorporating input as warranted. Each member of College Council distributes the draft recommendation to his/her constituent group for review and comment.
April 2014 and every three years thereafter	College Council reviews the input on its draft recommendation to reaffirm or revise the mission statement, makes changes as warranted, and forwards the recommendation to the Superintendent/President.
May – June 2014 and every three years thereafter	The Superintendent/President considers the recommendation from College Council. If he/she supports the proposed reaffirmation of or revisions to the mission statement, he/she recommends the reaffirmed or revised mission statement to the Board of Trustees for approval. If he/she does not approve, collaboration and compromise continues until he/she approves. Once agreement is reached, the Superintendent/President presents the recommended reaffirmation or revision of the mission statement to the Board of Trustees for approval. If the Board of Trustees does not approve, the Board of Trustees will direct the Superintendent/President to charge the College Council with restarting the process. College Council will restart the process at the point that is most appropriate given the rationale for rejecting the recommended reaffirmation or revision of the mission statement.

Educational Master Plan

The Educational Master Plan is the long-term plan for the Shasta-Tehama-Trinity Joint Community College District.

The Educational Master Plan serves the multiple purposes in the District's integrated planning cycle:

1. To establish clear direction for the District (Institutional Goals) after projecting the internal and external trends that will impact the District.
2. To provide a data-informed analysis of the District's limitations, strengths, and capabilities and based on those, offer options for the future.
3. To provide a framework or foundation for the development of the other plans, including but not limited to the Facilities Plan and Technology Plan.
4. To forge a closer relationship with the community by informing the public about the District's present situation, its needs, and its future plans.
5. To support accreditation and demonstrate compliance with accreditation standards.



Conceptually, the development of the Educational Master Plan is the venue for District-wide dialogue about the future. The two primary phases of this dialogue are:

1. Analyze data and research, using such evidence as:
   - Status of progress on Institutional Goals from the previous Educational Master Plan;
   - Current state and national trends in higher education;
   - The strengths and weakness of current programs, areas, and services;
   - Long-term projections of changes in community demographics; and
   - Economic trends.
2. Use the analyses to:
   - Project the District's overall growth for the coming decade;
   - Identify current and anticipated challenges; and
   - Develop new Institutional Goals that convey the District's response to these identified challenges.

The Institutional Goals guide the allocation of District energies and resources for the term of the Educational Master Plan by serving as the basis for Institutional Objectives identified in the Strategic Plan and Initiatives identified in Annual Area Plans and Program Reviews.

The Superintendent/President may call for a revision of the Educational Master Plan or an early initiation of the Process and Timeline for Developing the Educational Master Plan should external conditions be judged to have made a portion of or all of the Institutional Goals outlined in the Educational Master Plan inapplicable.

Institutional Goals

1. Shasta-Tehama-Trinity Joint Community College District will use innovative best practices in instruction and student services for transfer, career technical, and basic skills students to increase the rate at which students complete degrees, certificates, and transfer requirements.
2. Shasta-Tehama-Trinity Joint Community College District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area.
3. Shasta-Tehama-Trinity Joint Community College District will increase students' academic and career success through civic and community engagement with educational institutions, businesses and organizations.
4. Shasta-Tehama-Trinity Joint Community College District will institutionalize effective planning practices through the implementation, assessment, and periodic revision of integrated planning processes that are transparent and participatory and that link the allocation of resources to planning priorities.

(Approved by the Board of Trustees 6/13/2012)

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development of an Education Master Plan is:

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. *The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

I.B.2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

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.*

I.B.4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Institutional Effectiveness

I.B.5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

I.B.6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which*

may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

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.*

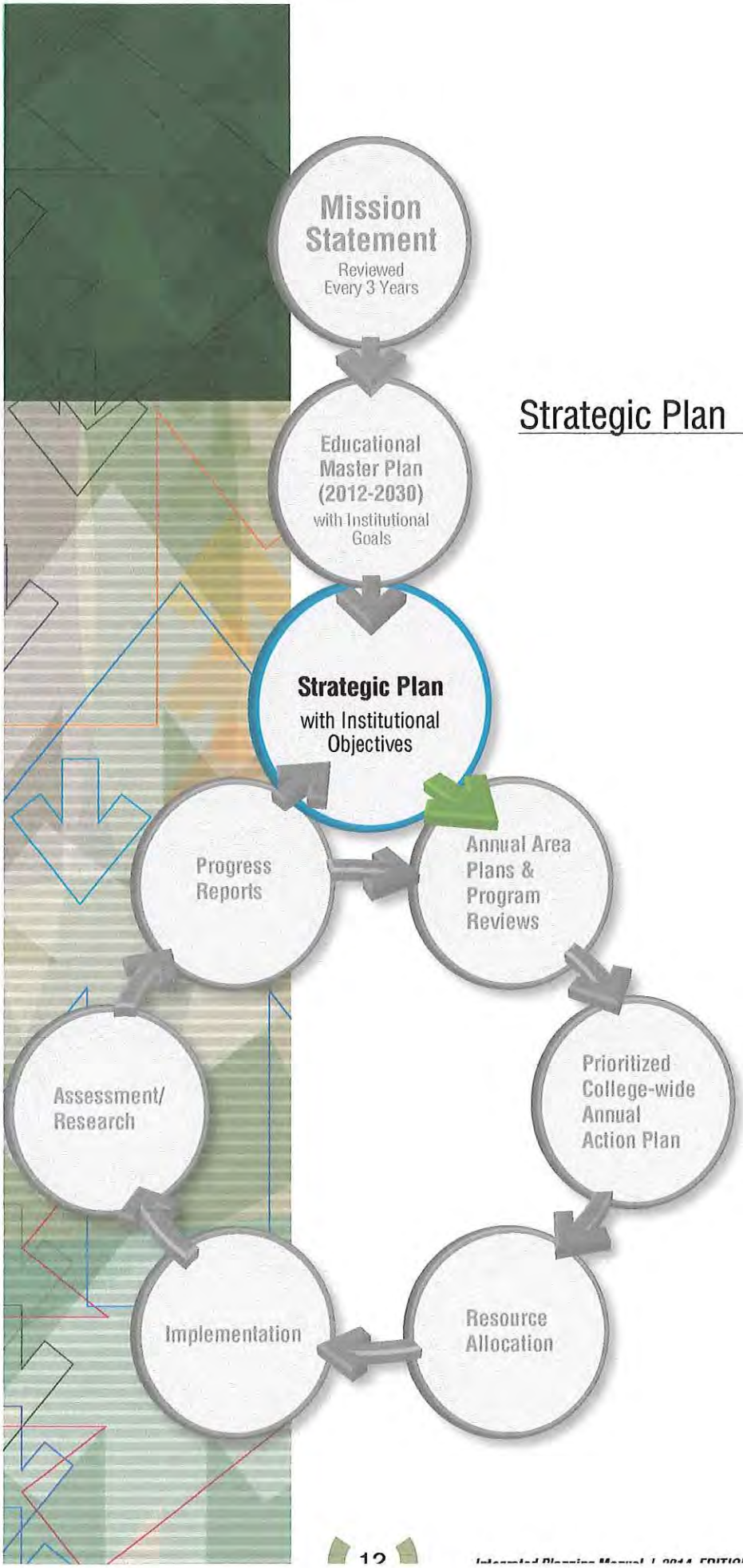
I.B.8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

I.B.9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short– and long–range needs for educational programs and services and for human, physical, technology, and financial resources.*

Process and Timeline for Developing the Educational Master Plan

Next Educational Master Plan begins in 2030.
Terms for subsequent Educational Master Plans are to be determined.

October – December 2027	The Superintendent/President and the Co-chairs of College Council call for the development of a new Educational Master Plan. College Council proposes a process for developing the new Educational Master Plan that includes: 1. Term of the new Educational Master Plan; 2. Membership for an Educational Master Plan Taskforce; 3. Strategies for soliciting and considering input from all District constituencies; 4. Identification of the specific sections to be included in the new Educational Master Plan; and 5. A detailed timeline for the development of the Educational Master Plan.
January 2028 – March 2029	Educational Master Plan Taskforce begins monthly meetings to complete or oversee the development of a draft Educational Master Plan. Educational Master Plan Taskforce distributes either Educational Master Plan drafts or information on progress to all members of the District at least monthly throughout this year. The Educational Master Plan Taskforce considers all input from the District-wide reviews of drafts and integrates changes as warranted.
March – May 2029	Educational Master Plan Taskforce prepares a final draft of the Educational Master Plan and forwards the final draft to College Council.
August – October 2029	Each member of College Council distributes the final draft of the Educational Master Plan to his/her constituent group for a final review and for approval if appropriate. College Council considers the input from the constituent groups and makes changes as warranted.
November 2029 – December 2030	College Council makes a recommendation to the Superintendent/President regarding the Educational Master Plan. Superintendent/President considers the recommendation from College Council. If he/she supports the Educational Master Plan, he/she recommends the Educational Master Plan to the Board of Trustees for approval. If he/she does not support the document as written, collaboration and compromise with College Council continues until he/she approves. Once agreement is reached, the Superintendent/President presents the Educational Master Plan to the Board of Trustees for approval. If the Board of Trustees does not approve, the Board of Trustees will recommend that the Superintendent/President charge the College Council with restarting the process. College Council will restart the process at the point that is most appropriate given the rationale for rejecting the Educational Master Plan.



Strategic Plan

The Strategic Plan is the District's short-term plan.

In this plan, the Institutional Goals established in the Educational Master Plan are the basis for deriving Institutional Objectives and Activities that describe how the Institutional Goals will be achieved. Through this sequence of steps the Institutional Objectives are linked to the mission:

Mission → Assessment of the District's effectiveness in meeting its mission → Identification of challenges → Institutional Goals → Institutional Objectives

Strategic plans have a three-year term and each term concludes at the close of spring semester for the identified year. Beginning with the current *Shasta-Tehama-Trinity Joint Community College District Strategic Plan 2012-2015*, a total of six strategic plans will be developed under the umbrella of the *Shasta-Tehama-Trinity Joint Community College District Educational Master Plan 2012-2030.*

The primary components in the strategic plan are:

- **Institutional Goals** developed as part of the *Shasta-Tehama-Trinity Joint Community College District Educational Master Plan 2012 - 2030* are broad statements that articulate how the District intends to address current and anticipated challenges.
- **Institutional Objectives** describe how the Institutional Goals will be achieved. The Institutional Objectives are developed following the SMART criteria, meaning that these objectives are specific, measurable, attainable, relevant and time-bound.

- **Activities** describe the specific steps that will be taken to achieve the Institutional Objectives. Each Activity specifies the responsible administrator and the target completion date.
    - **Responsible Administrator** identifies the administrator assigned with the responsibility to launch, oversee, and complete the Activities. The responsible administrator may complete the Activities or may collaborate with others to complete the Activities. The assignment of a responsible administrator is essential for accountability.
    - **Target completion date** conveys the timeline for completion of the Activity. As such, the target completion date conveys the District's priority of how soon effort is to be dedicated to the Activity and therefore to the Institutional Objective and Institutional Goal.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development of strategic plans is:

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. *The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

I.B.2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

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.*

I.B.4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Institutional Effectiveness

I.B.5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

I.B.6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

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.*

I.B.8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

I.B.9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

Process and Timeline for Developing the Strategic Plan

Every Three Years in the Spring: 2015, 2018, 2021, 2024, etc.

November 2014 and every three years thereafter	The Superintendent/President and the Co-chairs of College Council collaborate to appoint a Strategic Plan Taskforce.
November 2014 – February 2015 and every three years thereafter	Strategic Plan Taskforce prepares the next Strategic Plan following these steps: 1. Review the Institutional Goals in the *Shasta–Tehama–Trinity Joint Community College District Educational Master Plan 2012–2030;* 2. Review progress on achieving the Institutional Objectives as documented in the preceding Progress Reports on the Strategic Plan; and 3. Based on these analyses, develop Institutional Objectives and Activities (derived from the Institutional Goals) for the next three years. Strategic Plan Taskforce submits a first draft of the Strategic Plan to College Council.
March – April 2015 and every three years thereafter	College Council distributes the first draft of the Strategic Plan to his/her constituent group for review and input. The taskforce consolidates the input from the constituent groups and makes changes as warranted to prepare a second draft of the Strategic Plan to present to College Council for review. After review and revision if necessary, College Council forwards that draft to constituent groups for review and for approval if necessary. College Council makes a recommendation to the Superintendent/President regarding the Strategic Plan.
May – June 2015 and every three years thereafter	Superintendent/President reviews the final draft of the Strategic Plan and the recommendation from College Council. If he/she supports College Council's recommendation, he/she approves the Strategic Plan and submits it to the Board of Trustees for information. If he/she does not support the document as written, collaboration and compromise with College Council continues until he/she approves the Strategic Plan and presents it to the Board of Trustees for information. Following the review by the Board of Trustees, the completed Strategic Plan is distributed District-wide and is implemented beginning in the fall.

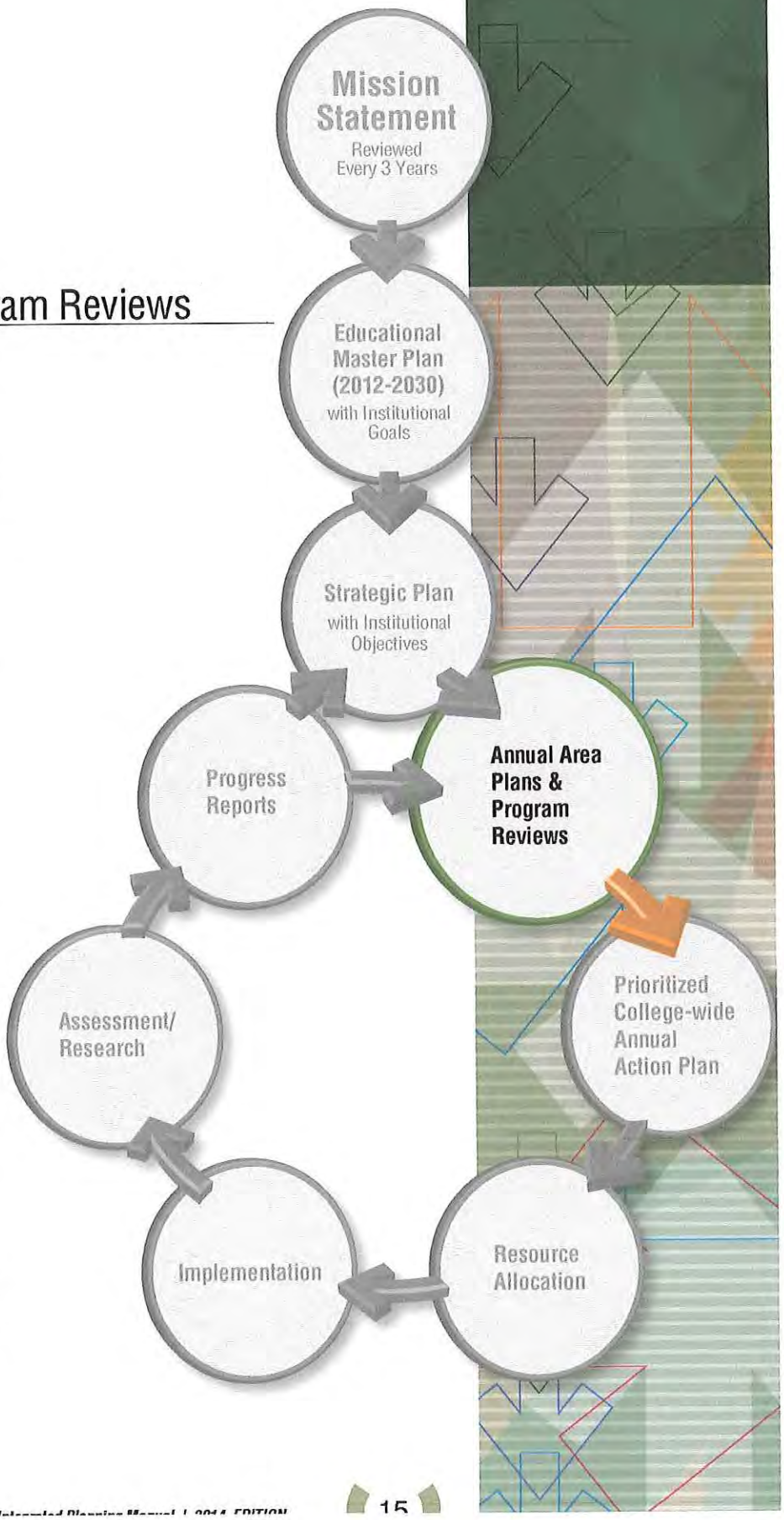
Annual Area Plans and Program Reviews

Annual Area Plans and Program Reviews are the planning components that evaluate area performance and develop area-level Initiatives.

Annual Area Plans are completed each year by all areas within the District. Refer to Appendix 1 for a list of the specific disciplines and services that prepare Annual Area Plans. The Annual Area Plans include:

- Analysis of data on performance indicators related to student success as a basis for identifying area strengths and needed improvements;
- Results of the assessment of one to three course-level student learning outcomes or service area outcomes;
- Descriptions of how the assessment results will be used to improve student learning or student support services;
- Specific Initiatives that the area will undertake to contribute to the achievement of Institutional Goals and/or Objectives;
- Requests for funding needed to implement the Initiatives; and
- Requests for additional staff positions (beyond current budgeted staffing levels).

Annual Area Plans do not include requests for full-time faculty positions. These requests are submitted in a separate process that is described in Administrative Procedure 7210-Faculty Hiring Priorities Procedure for Full-Time Tenure-Track Positions.



Program Reviews are part of the Annual Area Plans for instructional programs. Refer to Appendix 2 for a list of the specific instructional programs that complete Program Reviews and timelines for their completion. Program Reviews are completed every other year and are thorough evaluations that include:

- List of the Program Learning Outcomes;
- Assessment results related to student achievement of the Program Learning Outcomes;
- Changes that are planned to increase/support student achievement of the Program Learning Outcomes;
- Resources that are needed to support students in meeting Program Learning Outcomes; and
- Report on Initiatives previously undertaken to increase/support student achievement of the Program Learning Outcomes.

Career technical education programs complete an additional section to document labor market needs for the career technical education program and rates of students' successful completion of degrees and/or certificates.

The Accrediting Commission for Community and Junior Colleges standards most relevant to Annual Area Plans and Program Reviews are:

Standard I.B.5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

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 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..*

Standard II.A.16. *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Standard II.B.3. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Standard II.C.1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.*

Standard III.A.5. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

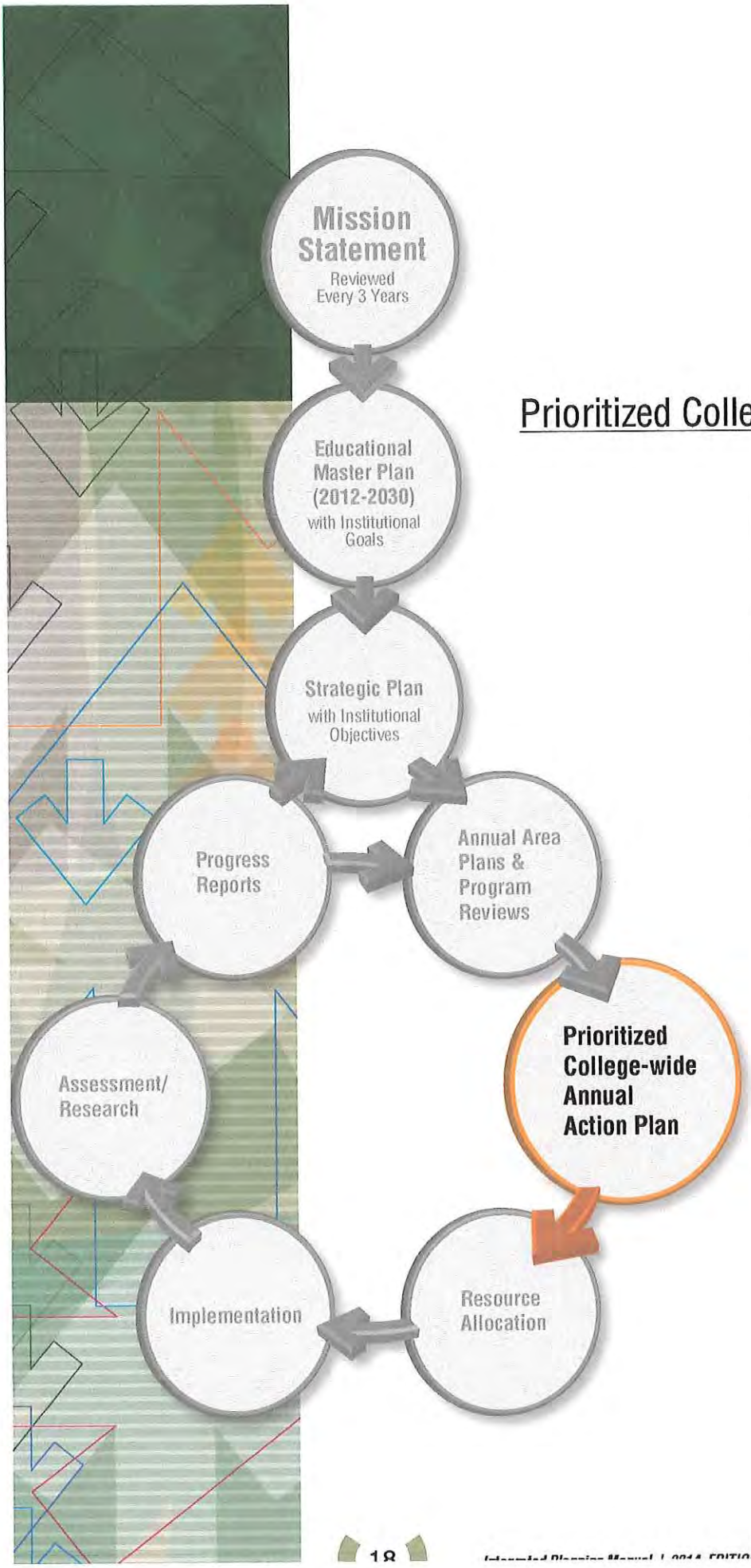
Standard III.B.4. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Standard III.D.2. *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Process and Timeline for Preparing Annual Area Plans and Program Reviews

Annually in the Fall: 2012, 2013, 2014, 2015, 2016, 2017, 2018, etc.

April – May 2012 and every year thereafter	Office of Research and Planning distributes District-wide a list of standard data elements that will be provided in September to evaluate area performance in the Annual Area Plans and Program Reviews. If additional and/or alternative data will be needed, a request for these data must be submitted to the Office of Research and Planning by Deans/Directors no later than May.
September 2012 and every year thereafter	Vice Presidents notify Deans/Directors to begin preparing the Annual Area Plans and Program Reviews. Office of Research and Planning distributes the area-specific data needed to complete the Annual Area Plans and Program Reviews to the appropriate Deans/Directors and/or faculty. Training in the use of an electronic tracking system and in preparing Annual Area Plans and Program Reviews is offered to ensure a uniform approach to planning District-wide.
September – mid November 2012 and every year thereafter	**Area faculty and staff collaborate to draft the Annual Area Plans.** If a Program Review is needed, area faculty members draft the Program Review portion of the Annual Area Plans. Information may be requested from other participatory committees, such as the Facilities Planning Committee and the Technology Planning Committee to aid in the development of the Annual Area Plans. Deans/Directors distribute the draft Annual Area Plans to all members of the area for review and input. The Annual Area Plans may include Initiatives that do not require budget adjustments as well as Initiatives that require budget adjustments. Area faculty and staff incorporate input as warranted to complete the Annual Area Plans.
Mid November – December 2012 and every year thereafter	Drawing from the Annual Area Plans, Deans/Directors consolidate the list of Initiatives that do not require budget adjustments and collaborate with others to prioritize the Initiatives that require budget adjustments. Drawing from the Annual Area Plans and the collaborative discussion within the areas, the Deans/Directors submit to the Instructional Council, Student Services Council, or Administrative Services Council as appropriate: • Desired additional staff positions; • A non-ranked list of Initiatives that can be accomplished within individual departments with existing resources; and • A ranked list of Initiatives that require significant human resource prioritization from other departments or new resource allocations of $1,000 or more (with Inititiatives identified that may be funded through grant or special funds).
December 2012 – January 2013 and every year thereafter	Summary plans are prepared by Instructional Council, Administrative Services Council, and Student Services Council. Each council also prepares a prioritized list of desired additional staff. Designated representatives from Instructional Council, Administrative Services Council, and Student Services Council meet in order to identify related Initiatives, eliminate duplicate submission of Initiatives, and evaluate which Initiatives may be funded through grants or other special funds. Further, the designated representatives from the three councils prepare a combined Staff Hiring Priority List of desired additional staff positions based upon the prioritized list compiled by each individual council to submit with the final version of the three Summary Plans. In addition to the combined Staff Hiring Priority List, the three Summary Plans include: • A non-ranked list of Initiatives that can be accomplished within individual departments with existing resources; and • A ranked list of Initiatives that require significant human resource prioritization from other departments or new resource allocations of $1,000 or more (with Inititiatives identified that may be funded through grant or special funds). The three Summary Plans and the Staff Hiring Priority List are presented to College Council. Note: As part of a separate process, Deans/Directors submit the prioritized list of full-time faculty positions to the Faculty Hiring Priorities Committee by mid-October.



Prioritized College-wide Annual Action Plan

The Prioritized College-wide Annual Action Plan is a consolidation of the Summary Plans prepared by the Instructional Council, Student Services Council, and Administrative Services Council.

The College Council receives the three Summary Plans and shares them with other relevant groups, such as the Facilities Planning Committee, Budget Committee, and Technology Planning Committee, for information and for their input on ways that Initiatives in the Summary Plans may be consolidated. College Council then reviews the three Summary Plans as well as input from other committees as appropriate and prepares the Prioritized College-wide Annual Action Plan that includes:

- A college-wide non-ranked list of Initiatives from all Annual Area Plans that do not require resource allocations; and
- A college-wide prioritized list of Initiatives that require significant human resource prioritization from other departments or new resource allocations of $1,000 or more.

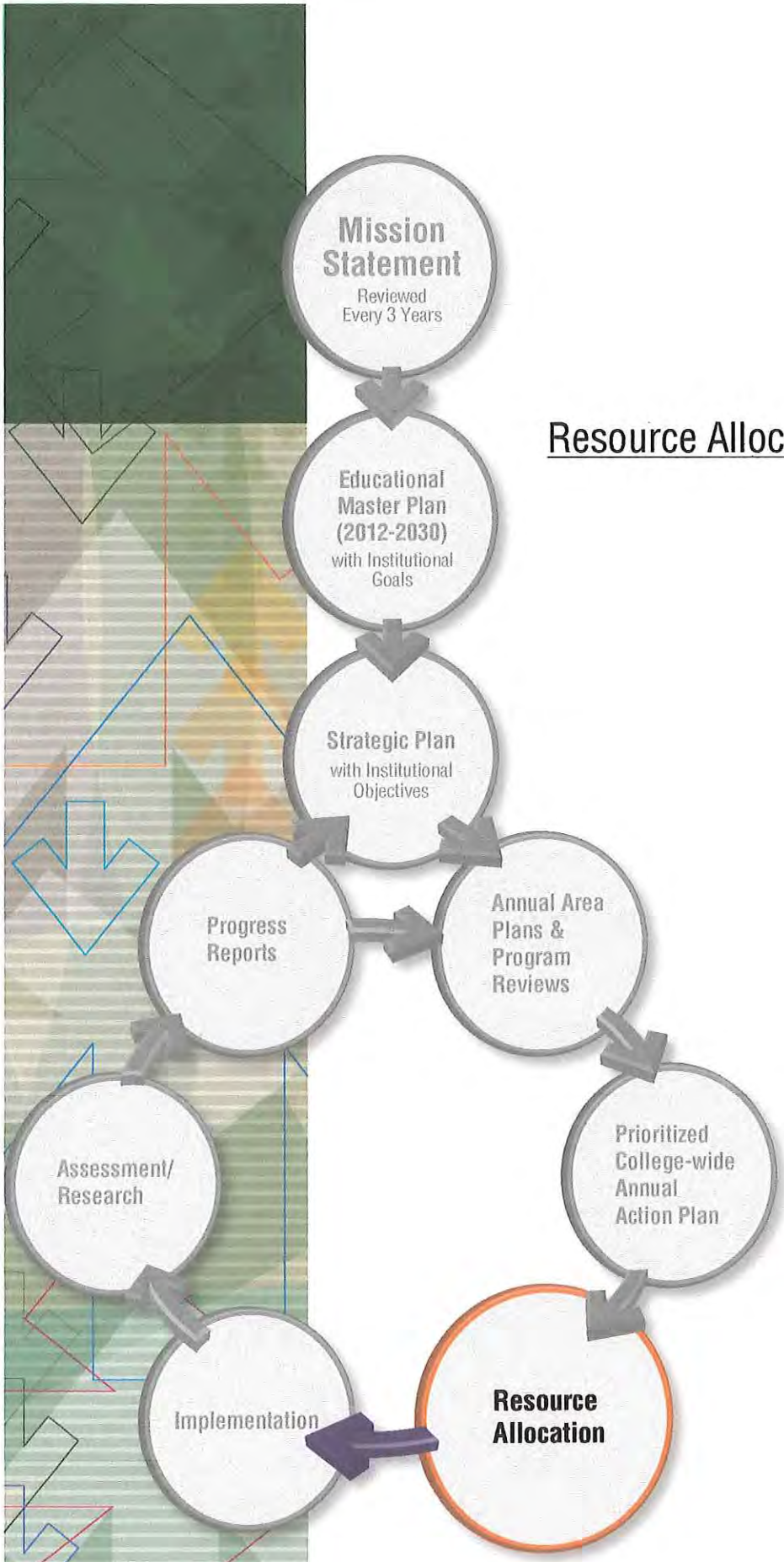
Refer to the Resource Allocation page in this manual for a description of the Resource Allocation Rubric that is used to establish college-wide priorities.

The status of the Initiatives documented in the Prioritized College-wide Annual Action Plan is evaluated annually. This Progress Report on the Prioritized College-wide Annual Action Plan is distributed within the District and is used to prepare the next year's Annual Area Plans. This report on progress is one of two types of annual Progress Reports (refer to the section on Progress Reports in this manual).

The Prioritized College-wide Annual Action Plan is linked to the Institutional Goals and Institutional Objectives in two ways:

1. Priorities for funding are established through the Resource Allocation Rubric (see the next section on Resource Allocation) that gives the highest scores to proposals that will contribute to the achievement of the Institutional Goals and/or Institutional Objectives and/or that are the result of student learning outcome measurements.
2. The Initiatives identified in the Summary Plans and consolidated in the Prioritized College-wide Annual Action Plan address how areas will contribute to the achievement of the Institutional Goals and/or Institutional Objectives.

The process and timeline for the preparation of the Prioritized College-wide Annual Action Plan is included with the process and timeline for resource allocations.



Resource Allocation

Resource allocations align with the Shasta-Tehama-Trinity Joint Community College District mission and provide the resources needed to accomplish Institutional Goals and Institutional Objectives.

Since Institutional Goals reflect the District's commitment to its mission, the purpose of the resource allocation process is to fund programs and services that both directly and indirectly promote student learning.

Priorities for budget adjustments are established through two processes. Institutional priorities for full-time faculty positions are established by the Full-time Faculty Hiring Priorities Committee following a process documented in Administrative Procedure 7210 – Faculty Hiring Priorities Procedure for Full-Time Tenure-Track Positions.

Institutional priorities for all other budget adjustments are established by the College Council using the Resource Allocation Rubric (Appendix 4). This 0 to 3 scale weights each request based on the extent to which that request fulfills each of these criteria:

- Needed to achieve an Institutional Goal or Institutional Objective;
- Highly ranked in Instructional Council, Administrative Services Council, or Student Services Council;
- Identified as a need based on measurement of a student learning outcome;
- Affects a substantial number of students;
- Improves institutional efficiency;

- Meets a safety or legislated mandate; and
    - Criticality of the request.

Resource allocations are linked to Institutional Goals and Institutional Objectives in these ways:

1. The Annual Area Plans include the requirement that areas address how they contribute to the achievement of Institutional Goals and/or Institutional Objectives.

2. Requests for funding are prioritized by the College Council using a rubric that gives the highest scores to proposals that will contribute to the achievement of the Institutional Goals and/or Institutional Objectives and/or that are the result of student learning outcome measurements.

The Accrediting Commission for Community and Junior Colleges standards most relevant to linking resource allocations to planning are:

> ***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.*

> ***Standard I.B.9.*** *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short– and long–range needs for educational programs and services and for human, physical, technology, and 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.*

> ***Standard III.D.2.*** *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Process and Timeline for Preparing the Prioritized College–wide Annual Action Plan and Resource Allocations

Annually: 2013, 2014, 2015, 2016, 2017, 2018, etc.

January – February 2013 and every year thereafter	Once the College Council receives the three Summary Plans from the Instructional, Student Services, and Administrative Services Councils, the College Council distributes these Summary Plans to other committees, including but not limited to the Facilities Planning Committee, Budget Committee, and Technology Planning Committee for additional input on the estimated amount of needed new resource allocations and for possible college-wide coordination of the Initiatives. College Council considers the input from these other committees and from the Summary Plans to prepare the Prioritized College-wide Annual Action Plan that includes: • A college-wide non-ranked list of Initiatives from all Annual Area Plans that can be accomplished within individual departments with existing resources; and • A college-wide prioritized list of Initiatives that require human resource prioritization from other departments or new resource allocations of $1,000 or more. These priorities are established using the Resource Allocation Rubric which includes consideration of various factors, including the potential impact of the Initiative on achievement of the Institutional Goals and Institutional Objectives. The Staff Hiring Priorities List is attached to the prioritized College-wide Annual Action Plan. Administrators prepare an initial draft of their portion of the college-wide budget and submit that draft to the appropriate Vice President or Superintendent/President for review.
March – April 2013 and every year thereafter	College Council forwards the Prioritized College-wide Annual Action Plan to the Superintendent/President with a recommendation for approval. If the Superintendent/President supports the Prioritized College-wide Annual Action Plan, it is considered final and is distributed District-wide. The Superintendent/President has the responsibility of finalizing the College-Wide Annual Action Plan and communicating the final plan to the various constituent groups District-wide, including planned action on the Staff Hiring Priority List. Once the Prioritized College-wide Annual Action Plan is approved, the Superintendent/President collaborates with the Budget Committee to provide an estimate of available funds to support the Prioritized College-wide Annual Action Plan.
April – May 2013 and every year thereafter	Administrators identify anticipated area-level resources that can be used to fund high-priority Initiatives that require new resource allocations and notify the Vice President of Administrative Services to note that information in the Prioritized College-wide Annual Action Plan. Using the priorities established in the approved Prioritized College-wide Annual Action Plan and information from administrators regarding Initiatives funded by area-level resources, the Vice President of Administrative Services prepares the college-wide Tentative Budget and submits the draft to the Budget Committee for review and approval. Budget Committee submits the college-wide Tentative Budget to College Council for review and approval. College Council makes a recommendation about the college-wide Tentative Budget to the Superintendent/President.
June 2013 and every year thereafter	Superintendent/President reviews College Council's recommendation on the college-wide Tentative Budget and collaborates with the Vice President of Administrative Services to make adjustments as needed based on recent information regarding state apportionments. Superintendent/President submits the college-wide Tentative Budget to the Board of Trustees for approval.
August – September 2013 and every year thereafter	Vice President of Administrative Services prepares the college-wide Final Budget and reviews the college-wide Final Budget with the Superintendent/President, Budget Committee, and College Council. Superintendent/President submits the college-wide Final Budget to the Board of Trustees for approval.

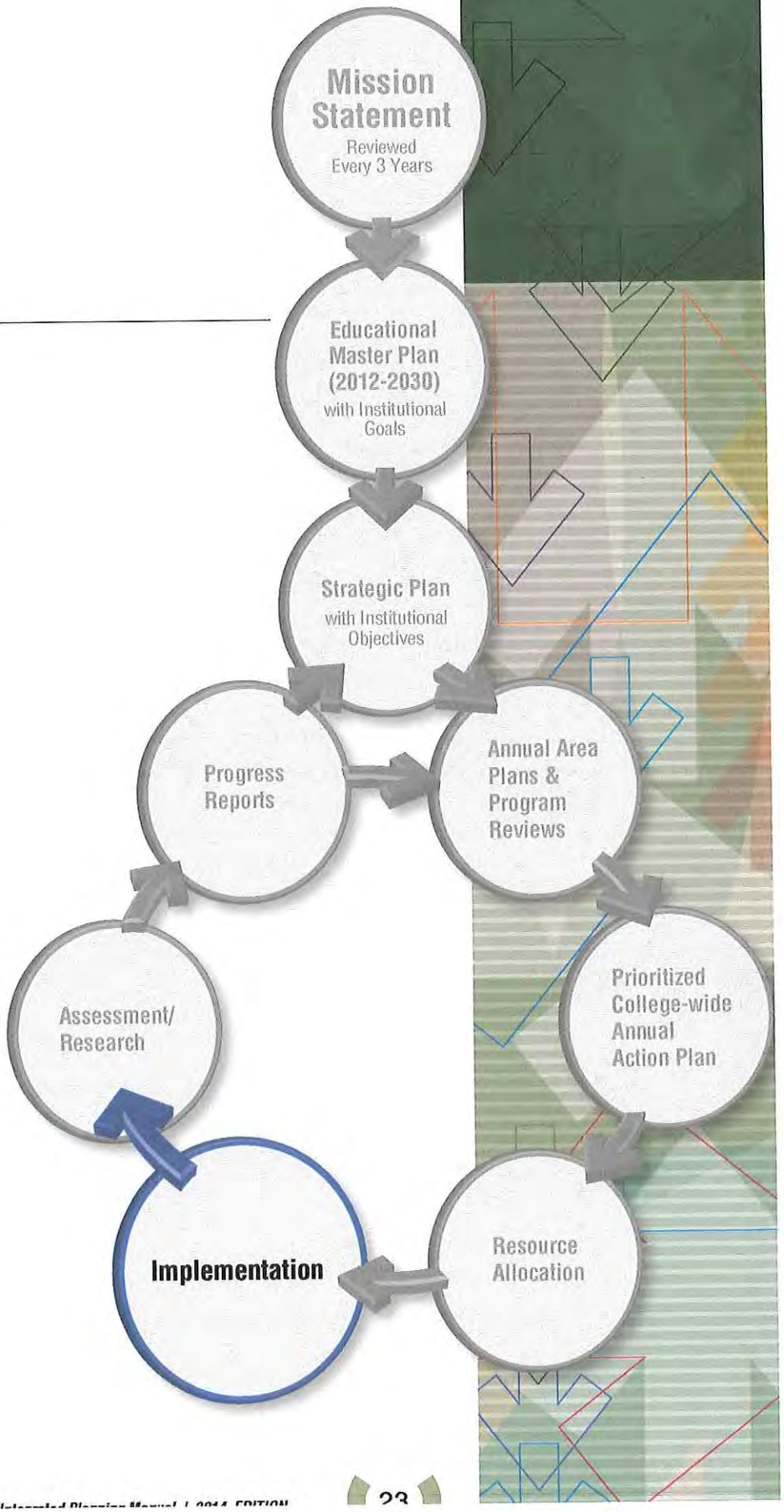
Implementation

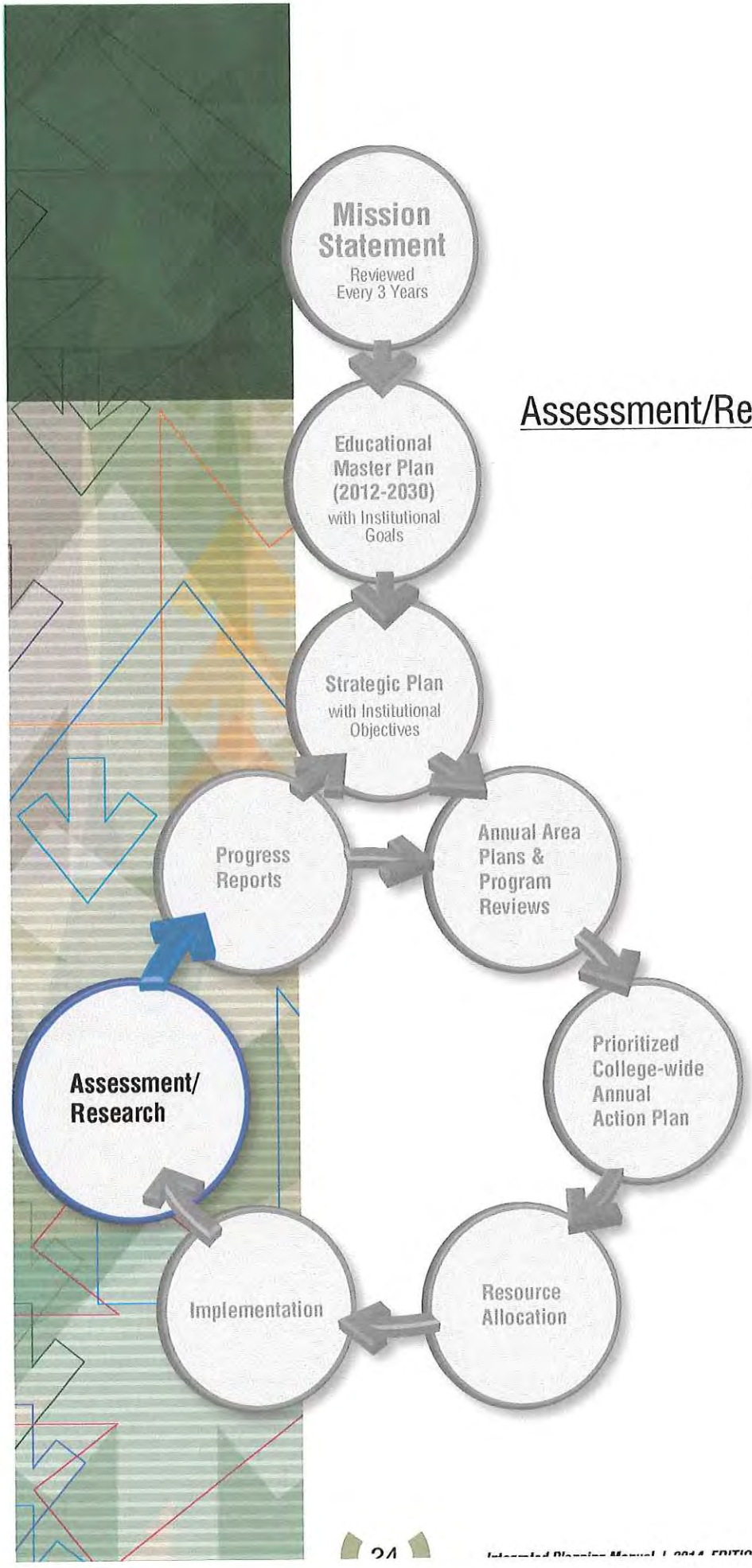
Implementation refers to the initiation of and follow-through on the Activities identified in the *Shasta-Tehama-Trinity Joint Community College District Strategic Plan* and the Initiatives identified in the Prioritized College-wide Annual Action Plan.

Related to planning, the responsible administrator assigned to specific Activities in the Strategic Plan is expected to:

- Manage the timelines for the Activity;
- Develop appropriate processes;
- If an Activity requires funding, request that budget adjustment through the his/her Annual Area Plan;
- Provide data and other types of evidence to assess the levels of success following Activity implementation; and
- Document the progress on completing the Activity to contribute to the preparation of the annual *Shasta-Tehama-Trinity Joint Community College District Progress Report on Strategic Plan.*

The timelines for implementation of the Activities and Initiatives vary, and therefore there is no single process and timeline for this component in the integrated planning cycle.





Assessment/Research

Assessment and research related to plan implementation is the evaluation of the District's progress in completing the Activities derived from the Institutional Objectives as well as the Initiatives identified in the Prioritized College-wide Annual Action Plan.

The process and timeline for assessment and research is outlined with the process for preparing the Progress Report on the Strategic Plan in the next section of this manual.

Progress Reports

Progress reports document the annual assessment of the District's progress toward meeting its Institutional Goals.

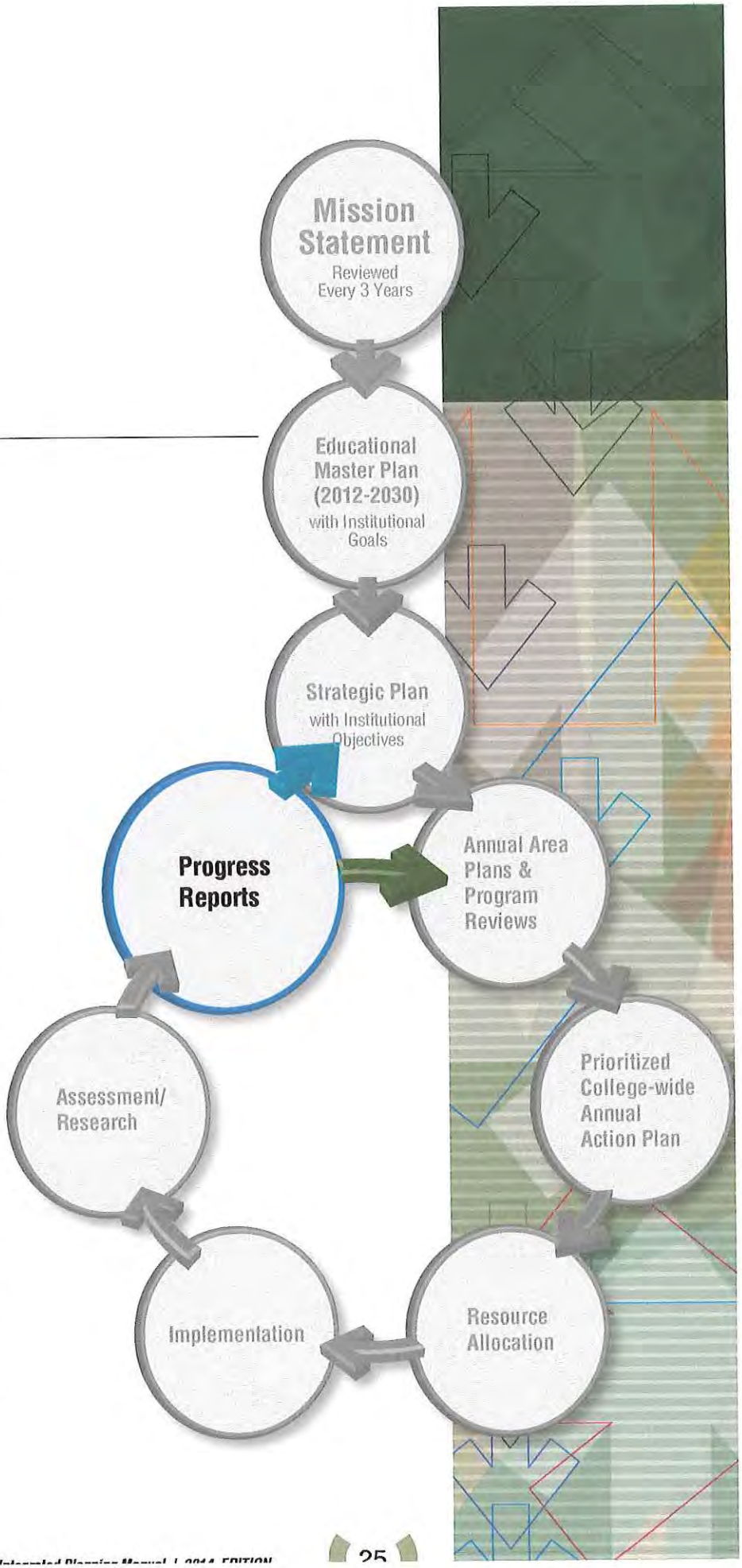
College Council collaborates with the Office of Research and Planning to prepare two progress reports each year.

1. Progress Report on the Prioritized College-wide Annual Action Plan informs the internal community about progress on the Initiatives identified in the Prioritized College-wide Annual Action Plan. This report is distributed District-wide and is part of the data used in the preparation of the next year's Annual Area Plans.

2. The Progress Report on the Strategic Plan informs the internal and external community about progress on the Activities identified in the Strategic Plan. This report is distributed District-wide and is part of the data used to prepare subsequent Educational Master Plans and Strategic Plans.

   The Progress Report on the Strategic Plan includes three components:

   - A brief summary of the Activities that have taken place in the past year directed to achievement of the Institutional Objectives;
   - An analysis of whether or not the year's efforts moved the District toward achievement of the Institutional Goals; and
   - Changes to the Activities for the coming year based on the assessment of the current year's work.



These two progress reports reinforce and sustain a District-wide dialogue on long-term and short-term goals. As such, they are an essential accountability component in the integrated planning cycle.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the production of annual progress reports are:

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. *The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

I.B.2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

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.*

I.B.4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Institutional Effectiveness

I.B.5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

I.B.6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

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.*

I.B.8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

I.B.9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short– and long–range needs for educational programs and services and for human, physical, technology, and financial resources.*

Process and Timeline for Preparing the Progress Report on the Prioritized College–wide Annual Action Plan

Annually in the Spring: 2014, 2015, 2016, 2017, 2018, etc.

May 2013 – October 2014 and every year thereafter	Deans/Directors collaborate with faculty and staff to post progress on the Initiatives identified in the prior year's Annual Area Plans in an electronic tracking program. A component of the progress reports from faculty and staff will address whether financial resources were used effectively based on the success of the Initiatives that required funding and other factors to be identified by College Council. The Vice President of Administrative Services will provide data on resource allocation. If a funded Initiative requires a second year's time to implement or be assessed for effectiveness of implementation it shall be noted in the report and included in the following year's report.
October-December 2014 and every year thereafter	Office of Research and Planning consolidates the information in an electronic tracking program to prepare a Progress Report on the Prioritized College-wide Annual Action Plan. An analysis of whether resource allocation was effective will be included. The Progress Report on the Prioritized College-wide Annual Action Plan is posted online for District-wide access and is part of the data used to evaluate area effectiveness in the next year's Annual Area Plan.

Process and Timeline for Preparing the Progress Report on the Strategic Plan

Annually in the Spring: 2013, 2014, 2015, 2016, 2017, 2018, etc.

February 2013 and every year thereafter	Superintendent/President and College Council Co-chairs determine the template for the Progress Report on the Strategic Plan. Vice Presidents request that the responsible administrators assigned to oversee Activities identified in the Strategic Plan submit status reports to the Office of Research and Planning.
March 2013 and every year thereafter	Office of Research and Planning prepares a draft Progress Report on the Strategic Plan by consolidating the status reports and submits the draft to College Council. College Council: • Reviews the status of the Activities that have taken place in the past year directed to achievement of the Institutional Objectives; • Analyzes whether or not the year's efforts moved the District toward achievement of the Institutional Goals; • Evaluates whether resource allocation was effective; and • Proposes changes to the Activities for the coming year based on the assessment of the current year's work.
April 2013 and every year thereafter	College Council Co-chairs summarize the analysis conducted by College Council; integrate any proposed changes to create a second draft of the Progress Report on the Strategic Plan; and distribute the draft to constituent groups for review and input.
May – June 2013 and every year thereafter	College Council incorporates the input as warranted from the constituent group review to create the final draft of the Progress Report on the Strategic Plan. College Council Co-chairs distribute the final draft of the Progress Report on the Strategic Plan for approval if necessary. Upon College Council's recommendation, College Council Co-chairs forward the final draft to the Superintendent/President for approval. After his/her review and approval, the Superintendent/President presents the Progress Report on the Strategic Plan to the Board of Trustees for information.
Every year beginning June – July 2013	The annual Progress Report on the Strategic Plan is distributed as appropriate to both internal and external constituencies online and/or in print.

Evaluation of Planning and Decision-Making Processes

The District assesses its planning processes and decision-making processes simultaneously and in alignment with the Accrediting Commission for Community and Junior College's standards and the rubric on evaluating institutional effectiveness.

The Shasta-Tehama-Trinity Joint Community College District's integrated planning cycle was fully articulated in spring-summer 2012 with implementation of all components of the cycle beginning in fall 2012. The District has established decision-making processes and in fall 2012 developed a decision-making handbook titled *Participatory Governance Manual* to communicate these processes District-wide.

The formal assessment of recently revised and/or developed planning processes and decision-making processes will be conducted annually for the first two years (fall 2013 and fall 2014) and every three years thereafter.

In the formal assessment, College Council gathers District-wide input about planning processes and decision-making processes and based on that feedback, prepares a Planning Processes and Decision-Making Processes Assessment Report. This report may include recommended revisions to one or more of the components in the District's integrated planning cycle and/or decision-making processes. All approved revisions will be documented with updates to the *Shasta-Tehama-Trinity Joint Community College District Integrated Planning Manual* and the *Participatory Governance Manual.*

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning processes are:

> ***Standard I.B.9.*** *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short– and long–range needs for educational programs and services and for human, physical, technology, and financial resources.*

> ***Standard IV.A.7.*** *Leadership roles and the institution's governance and decision–making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Process and Timeline for Assessing Planning and Decision–Making Processes

Annually in the Fall: 2013, 2015 followed by every three years in the Fall: 2018, 2021, 2024, 2027 etc.

September 2013 and 2015 and every three years thereafter	College Council convenes a taskforce and charges that group with gathering District-wide input to evaluate the District's planning processes and decision-making processes.
September – October 2013 and 2015 and every three years thereafter	The taskforce develops a process for gathering District-wide input on the District's planning processes and decision-making processes and implements the process.
November – December 2013 and 2015 and every three years thereafter	The taskforce considers the input gathered from the District and drafts a Planning Processes and Decision-Making Processes Evaluation Report. This report may include recommendations to revise one or more of the components in the District's integrated planning cycle and/or decision-making processes. The taskforce reviews the draft Planning Processes and Decision-Making Processes Evaluation Report with College Council, obtains any appropriate approvals, and submits the final report to College Council.
January – February 2013/2014 and 2015/2016 and every three years thereafter	After review and revision if warranted, College Council makes a recommendation to the Superintendent/President regarding the Planning Processes and Decision-Making Processes Evaluation Report for his/her approval.
February – April 2014 and 2016 and every three years thereafter	Superintendent/President considers the recommendation from College Council. If he/she supports the recommended changes in the report, he/she summarizes the evaluation and any changes to the planning processes and decision-making processes. If he/she does not approve, he/she collaborates with College Council to reach agreement on proposed changes to planning processes and/or decision-making processes. Once agreement is reached, the Superintendent/President summarizes the evaluation and changes to the planning processes and decision-making processes, if any. Superintendent/President presents the approved summary to the Board of Trustees for information and distributes the summary District-wide. Changes to the planning processes and decision-making processes are implemented as soon as possible. College Council Co-chairs ensure that changes to planning processes and/or decision-making processes are documented in the *Shasta–Tehama–Trinity Joint Community College District Integrated Planning Manual* and the decision-making handbook.

Appendix 1
Disciplines and Services that Prepare Annual Area Plans

Administration

President's Office

Grants

Human Resources

Administrative Services Office

Business Office (& Payroll)

Campus Safety

Food Services

Hazardous Materials

Health & Wellness

Physical Plant
- Custodial
- Grounds
- Maintenance & Operations
- Transportation

Technology
- Technology Support Services
- Enterprise Systems

Student Services

Admissions & Records

Assessment

CalWORKs

Career Center & Student Employment

Counseling

Dean of Students

DSPS

EOPS/CARE

Financial Aid

Student Housing

Student Support Services

Talent Search

Transfer Center

Upward Bound

Instruction

Instruction

Arts, Communications, Consumer & Social Sciences
- Art
- Communication Studies
- Communications and Journalism
- Culinary Arts/Hospitality
- Dietary Services Supervisor (DSS)
- Early Childhood Education (ECE)
- Family Studies
- Humanities
- Music
- SC Center for Community Engagement
- Social Sciences
- Theatre and Dance

Business, Agriculture, Industry, Technology & Safety
- Administration of Justice
- Agriculture
- Business (includes Accounting)
- Computer Information Systems
- Fire Technology
- Heavy Equipment
- Horticulture
- Industrial Technology
- Natural Resources
- Office Administration

Economic and Workforce Development (EWD)
- Advanced Manufacturing
- Agriculture, Water and Environmental Technology
- Small Business

Extended Education

Health Sciences
- Associate Degree Nursing
- Dental Hygiene
- Nurse Aide/Home Health Aide
- Vocational Nursing

Research & Planning

Library

Physical Education and Athletics

Science, Language Arts & Math
- Earth Science
- Engineering/CAD Technology
- English
- Foundational Skills
- Geography/GIS
- Life Sciences
- Math
- Physical Sciences
- World Languages

Appendix 2
Program Review Schedule

DIVISION	PROGRAM REVIEW (a program is defined in Title 5, Section 55000)	Next Scheduled Program Review
Arts, Communications, Consumer & Social Sciences (ACCSS)	Art AA Degree	Even Years
	Communication Studies AA-T Degree	Odd Years
	Early Childhood Education AS-T Degree	Odd Years
	Early Childhood Education AS Degree	Odd Years
	Early Childhood Education Certificate	Odd Years
	Early Childhood Education – Family Childcare Certificate	Odd Years
	Family Studies AS Degree	Odd Years
	Hospitality – Baking – Culinary Arts Emphasis Certificate	Odd Years
	Hospitality – Bartender – Culinary Arts Emphasis Certificate	Odd Years
	Hospitality – Dining Room Management – Culinary Arts Emphasis Certificate	Odd Years
	Hospitality – Dining Room Staff – Culinary Arts Emphasis Certificate	Odd Years
	Hospitality – Line Cook – Culinary Arts Emphasis Certificate	Odd Years
	Hospitality – Winemaking and Marketing Certificate	Odd Years
	Hospitality Management – Culinary Arts Concentration AS Degree	Odd Years
	Hospitality Management – Culinary Arts Concentration Certificate	Odd Years
	Hospitality Management – Hotel/Restaurant Management Concentration AS Degree	Odd Years
	Hospitality Management – Hotel/Restaurant Management Concentration Certificate	Odd Years
	Life Management Certificate	Even Years
	Music AA-T Degree	Even Years (F16)*
	Music AA Degree	Even Years
	Music Certificate	Even Years
	Philosophy AA-T Degree	Even Years (F16)*
	Psychology AA-T Degree	Odd Years
	Sociology AA-T Degree	Odd Years
	Studio Arts AA-T Degree	Even Years (F16)*
	Theatre Arts AA-T Degree	Even Years (F16)*
	Theatre Arts AA Degree	Even Years
	University Studies: Behavioral Science AA Degree	Odd Years
	University Studies: Child Development AA Degree	Odd Years
	University Studies: Humanities AA Degree	Odd Years
	University Studies: Multicultural Studies AA Degree	Odd Years
	University Studies: Social Sciences AA Degree	Odd Years
	General Studies: Food and Beverage and Lodging Management AS Degree	Odd Years
	General Studies: Human Development AS Degree	Odd Years
	General Studies: Humanities AS Degree	Odd Years
	General Studies: Social Sciences AS Degree	Odd Years
Business, Agriculture, Industry, Technology & Safety (BAITS)	Accounting Clerk/Bookkeeper Certificate	Odd Years
	Administration of Justice AS Degree	Even Years
	Administration of Justice AS-T Degree	Odd Years
	Ag – Agricultural Business AS Degree	Even Years
	Ag – Environmental Horticulture AS Degree	Even Years
	Ag – Equine Science AS Degree	Even Years
	Ag – Equine Science Certificate	Even Years
	Ag – Equipment Operations and Maintenance Certificate	Even Years

*Starting Fall 2016

Business, Agriculture, Industry, Technology & Safety (BAITS)- cont.		
	Ag – Forest Science and Technology AS Degree	Even Years
	Ag – Horticulture – Irrigation Certificate	Even Years
	Ag – Horticulture – Landscape and Turf Management Certificate	Even Years
	Ag – Horticulture – Retail Nursery Sales Certificate	Even Years
	Ag – Horticulture and Landscaping AS Degree	Even Years
	Ag – Horticulture and Landscaping Certificate	Even Years
	Ag – Livestock Quality Assurance Certificate	Even Years (F16)*
	Ag – Natural Resources AS Degree	Even Years
	Ag – Natural Resources Certificate	Even Years
	Ag – Pest Control Advisor Preparation Certificate	Odd Years
	Ag – Sustainable Agriculture Science AS Degree	Even Years
	Ag – Sustainable Practices Certificate	Even Years (F16)*
	Automotive Technology AS Degree	Even Years
	Automotive Technology Certificate	Even Years
	Automotive Technology – Automotive Chassis Certificate	Even Years
	Automotive Technology – Automotive Electrical-Electronics Certificate	Even Years
	Automotive Technology – Automotive Engine Performance Certificate	Even Years
	Automotive Technology – Automotive Heating – Air Conditioning Certificate	Even Years
	Automotive Technology – Automotive Powertrain Certificate	Even Years
	Business AS Degree	Odd Years
	Business Administration AS-T Degree	Odd Years
	Business Administration – Accounting Concentration AS Degree	Odd Years
	Business Administration – Business Entrepreneurship Certificate	Odd Years
	Business Retailing Certificate	Odd Years
	CIS – Cisco Networking Certificate	Odd Years
	CIS – Systems Management AS Degree	Odd Years
	CIS – Network Administration AS Degree	Odd Years
	CIS – Network Administration Certificate	Odd Years
	CIS – Web Design Certificate	Odd Years
	CIS – Windows Server Certificate	Odd Years
	Computer Maintenance Certificate	Odd Years
	Construction Technology AS Degree	Even Years
	Construction Technology Certificate	Even Years
	Customer Service Academy Certificate	Odd Years
	Diesel Technology AS Degree	Even Years
	Diesel Technology Certificate	Even Years
	Fire Technology AS Degree	Even Years
	Fire Technology – Wildland Firefighter 1 Academy Certificate	Even Years
	Firefighter 1 Certificate	Even Years
	Firefighter 2 Certificate	Even Years
	Industrial Technology Certificate	Even Years
	Office Administration – Administrative Office Assistant Certificate	Odd Years
	Office Administration – Administrative Office Professional AS Degree	Odd Years
	Office Administration – Administrative Office Professional Certificate	Odd Years
	Office Administration – Health Information Management AS Degree	Odd Years
	Office Administration – Health Information Management Certificate	Odd Years
	Water/Wastewater Treatment Certificate	Even Years
	Watershed Restoration Certificate	Even Years
	Welding Technology AS Degree	Even Years

*Starting Fall 2016

Business, Agriculture, Industry, Technology & Safety (BAITS)- cont.	Welding Technology Certificate	Even Years
	University Studies: Agricultural Sciences AA Degree	Odd Years
	University Studies: Business Administration AA Degree	Odd Years
	University Studies: Criminal Justice AA Degree	Odd Years
	General Studies: Agriculture Trades AS Degree	Odd Years
	General Studies: Business - Basic Business AS Degree	Odd Years
	General Studies: EMS - Emergency Medical Response AS Degree	Odd Years
	General Studies: Fire - Fire Investigation AS Degree	Odd Years
	General Studies: Fire - Fire Service Command, Company Officer AS Degree	Odd Years
	General Studies: Fire - Wildland Fire Behavior AS Degree	Odd Years
	General Studies: Industrial Technologies AS Degree	Odd Years
	General Studies: Office and Computer Technologies AS Degree	Odd Years
	General Studies: Public Safety and Services AS Degree	Odd Years
Health Sciences (HSU)	Associate Degree Nursing Degree	Even Years
	Dental Hygiene AS Degree	Odd Years
	Dietary Service Supervisor Certificate	Odd Years
	Nurse Aide/Home Health Aide Certificate	Odd Years
	Vocational Nursing Certificate	Even Years
	University Studies: Allied Health AA Degree	Odd Years
Physical Education & Athletics (PEAT)	Kinesiology AA-T Degree	Odd Years
	University Studies: Physical Education AA Degree	Odd Years
	General Studies: Health AS Degree	Odd Years
Science, Language Arts & Math (SLAM)	Applied Geographic Information Systems AS Degree	Odd Years
	Applied Geographic Information Systems Certificate	Odd Years
	English AA-T Degree	Even Years (F16)*
	ESL Certificate of Completion	Odd Years
	Foundational Skills	Odd Years
	Physics AS-T Degree	Even Years (F16)*
	Transition Certificate for Students with Disabilities	Odd Years
	University Studies: Biological Science AA Degree	Odd Years
	University Studies: Earth System Science AA Degree	Odd Years
	University Studies: Engineering AA Degree	Odd Years
	University Studies: Geology AA Degree	Odd Years
	University Studies: Language Arts AA Degree	Odd Years
	University Studies: Liberal Studies – Teaching Prep AA Degree	Odd Years
	University Studies: Mathematics AA Degree	Odd Years
	University Studies: Meteorology/Climatology AA Degree	Odd Years
	University Studies: Natural Sciences AA Degree	Odd Years
	University Studies: Oceanography AA Degree	Odd Years
	University Studies: Physical Sciences AA Degree	Odd Years
	University Studies: Quantitative Reasoning AA Degree	Odd Years
	University Studies: Science Teacher – Earth AA Degree	Odd Years
	University Studies: World Languages AA Degree	Odd Years
	General Studies: Climatological and Meteorological Studies AS Degree	Odd Years
	General Studies: Coastal Oceanographic Studies AS Degree	Odd Years
	General Studies: Geologic Field Studies AS Degree	Odd Years
	General Studies: Language Arts AS Degree	Odd Years
	General Studies: Natural Sciences AS Degree	Odd Years

*Starting Fall 2016

*Starting Fall 2016

Appendix 3
Planning Calendar – Overview
(tasks are marked in the year that the work occurs)

	Mission	Educational Master Plan	Strategic Plan	Annual Area Plans & Program Reviews	Prioritized College-wide Annual Action Plan	Progress Report on Strategic Plan	Progress Report on Annual Action Plan	Evaluation of Planning & Decision-Making Processes
2010-11	X			X		X		
2011-12		X	X	X		X		
2012-13				X (revised)	X (new)	X		
2013-14	X			X	X	X	X (new)	X (new)
2014-15			X	X	X	X	X	
2015-16				X	X	X	X	X
2016-17	X			X	X	X	X	
2017-18			X	X	X	X	X	
2018-19				X	X	X	X	X
2019-20	X			X	X	X	X	
2020-21			X	X	X	X	X	
2021-22				X	X	X	X	X
2022-23	X			X	X	X	X	
2023-24			X	X	X	X	X	
2024-25				X	X	X	X	X
2025-26	X			X	X	X	X	
2026-27			X	X	X	X	X	
2027-28		X		X	X	X	X	X
2028-29	X	X		X	X	X	X	
2029-30		X	X	X	X	X	X	

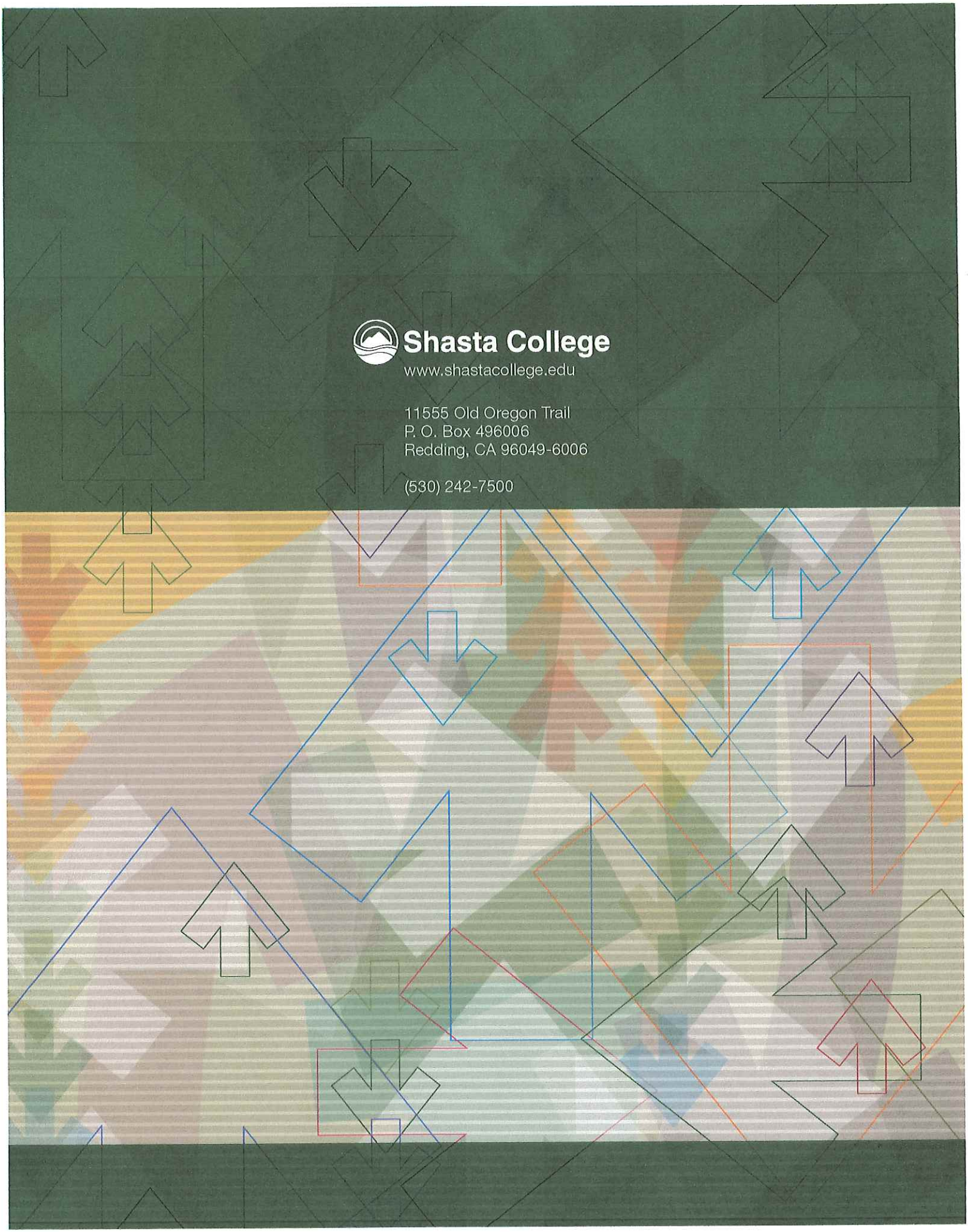
Appendix 4
Resource Allocation Rubric

Title of Request: _____ **Evaluator:** _____

Requester: _____

Circle one: **One-time** or **On-going**

Category	No (0)	Low (1)	Medium (2)	High (3)
Needed to achieve an Institutional Goal or Institutional Objective	Has no alignment with an Institutional Goal or Institutional Objective	Has minimum alignment with an Institutional Goal or Institutional Objective	Has moderate alignment with an Institutional Goal or Institutional Objective	Has strong alignment with an Institutional Goal or Institutional Objective
Highly ranked in Instructional Council, Administrative Services Council, or Student Services Council	Low Ranking	Low to Mid Ranking	Mid to High Ranking	High Ranking
Identified as a need based on measurement of a student learning outcome	Has no link to measurement of a student learning outcome	Has minor link to measurement of a student learning outcome	Has moderate link to measurement of a student learning outcome	Has strong link to measurement of a student learning outcome
Number of students affected	No students affected	Impacts a smaller focused group of students	Impacts many students in multiple areas	Impacts students campus wide
Improves institutional efficiency	Has no cost/benefit value	Has low cost/benefit value	Has moderate cost/benefit value	Has high cost/benefit value
Meets a safety or legislated mandate	Has no link to safety or mandate	Has low or indirect link to safety or mandate	Has moderate link to safety or mandate	Has strong link to safety or mandate
Criticality of the request	If unfunded there will be no disruption of service	If unfunded will have minor impact on service	If unfunded will have moderate impact on service	If unfunded will have major impact on service
Total Score:	**Comments:**			


Shasta College
www.shastacollege.edu
11555 Old Oregon Trail
P. O. Box 496006
Redding, CA 96049-6006
(530) 242-7500

Council for Excellence in Education
Health Informatics and Health Information Management

Baccalaureate Level HIM Curriculum Map

A significant change in approach is noted with this release of the curricula. The emphasis and measurement of success is with attainment of the Bloom's taxonomy level associated with the Student Learning Outcomes rather than the curricular considerations (which are examples of topics to be considered). When specific content is required it is part of the student learning outcome. With the pace of change in healthcare and HIM today, the curricular considerations may change with great frequency, but the student learning outcomes would remain consistent over longer periods of time.

Concepts to be interwoven throughout all levels of the curricula include:
- CRITICAL THINKING: For example the ability to work independently, use judgment skills effectively, be innovative by thinking outside of the box
- PERSONAL BRANDING: For example personal accountability, reliability, self-sufficiency

Entry Level Competency Student Learning Outcomes	Bloom's Level	Curricular Considerations
Domain I. Data Content, Structure & Standards (Information Governance)		
DEFINITION: Academic content related to diagnostic and procedural classification and terminologies; health record documentation requirements; characteristics of the healthcare system; data accuracy and integrity; data integration and interoperability; respond to customer data needs; data management policies and procedures; information standards.		
Subdomain I.A. Classification Systems		
1. Evaluate, implement and manage electronic applications/systems for clinical classification and coding	5 405	• Encoders, Computer Assisted Coding, Systems Development Life Cycle
2. Identify the functions and relationships between healthcare classification systems	3 405	• Healthcare classification systems, and taxonomies o ICD, CPT, SNOMED-CT, DSM, RxNorm
3. Map terminologies, vocabularies and classification systems	4 405	• Mapping from a standard clinical terminology to a HIPAA code set o LOINC to CPT or SNOMED-CT to ICD • Mapping from one code set to another code set o One revision of ICD to another
4. Evaluate the accuracy of diagnostic and procedural coding	5	• Principles and applications of classification, taxonomies,

[1] This is the curriculum content floor, but not the ceiling.

	405	nomenclatures, terminologies, clinical vocabularies, auditing
Subdomain I.B. Health Record Content and Documentation		
1. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status	4 405	• Health record components ○ General requirements for documentation for all record types
2. Compile organization-wide health record documentation guidelines	6 405	• Standards and regulations for documentation ○ The Joint Commission, CARF, CMS • Health record documentation policies and procedures
3. Interpret health information standards	5 405	• Health information standards and regulations
Subdomain I.C. Data Governance		
1. Format data to satisfy integration needs	4 C401	• Capture, structure, and use of health information • Interoperability
2. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise	6 C401	• Data dictionary composition • Data sources
3. Demonstrate compliance with internal and external data dictionary requirements	3 410	• Accreditation standards ○ The Joint Commission, NCQA, CARF, CHAP, URAC Data ,HL7, ASTM, HEDIS, ACS data standards
4. Advocate information operability and information exchange	5 410	• Generally accepted recordkeeping principles
Subdomain I.D. Data Management		
1. Analyze information needs of customers across the healthcare continuum	4 C401	• Capture, structure, and use of health information
2. Evaluate health information systems and data storage design	5 C401	• Storage media, disaster recovery, cloud computing
3. Manage clinical indices/databases/registries	5 410	• Secondary data sources, registries, and indices • Healthcare data sets ○ HEDIS, UHDDS, OASIS • Indices and registry policies
4. Apply knowledge of database architecture and design to meet organizational needs	3 C401	• Database architecture and design • Data dictionary, data modeling, data warehousing
5. Evaluate data from varying sources to create meaningful presentations	5 415	• Presentation software • Healthcare data • Indices and registries
Subdomain I.E. Secondary Data Sources		
1. Validate data from secondary sources to include in the patient's record, including personal health records	3 410	• Data stewardship • Patient-centered health information technology • Secondary data sources, registries, and indices

[1] This is the curriculum content floor, but not the ceiling.

Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security		
Definition: Understand healthcare law (theory of all healthcare law to exclude application of law covered in Domain V); develop privacy, security, and confidentiality policies, procedures and infrastructure; educate staff on health information protection methods; risk assessment; access and disclosure management.		
Subdomain II.A. Health Law		
1. Identify laws and regulations applicable to health care	3 418	• Health information laws and regulations o HIPAA, The Joint Commission, State laws • Healthcare legal terminology • Centers for Medicare and Medicaid Services (CMS)
2. Analyze legal concepts and principles to the practice of HIM	4 418	• Legal principles • Legal health records
Subdomain II.B. Data Privacy, Confidentiality & Security		
1. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information	4 418 410	• Patient verification and identity management policies • Privacy, confidentiality, security principles, policies and procedures, federal and state laws • E-Discovery
2. Recommend elements included in the design of audit trails and data quality monitoring programs	5 418	• Data security o Audits, controls, data recovery e-security o Disaster recovery planning o Business continuity planning
3. Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures	4 418	• Health information archival and retrieval systems • Data security protection methods o Authentication, encryption, decryption, firewalls
4. Analyze the security and privacy implications of mobile health technologies	4 405	• Security threats of mobile device, healthcare delivery via mobile devices
5. Develop educational programs for employees in privacy, security, and confidentiality	6 418	• Education and training principles • Privacy and security laws and regulations, adult education strategies, training methods
Subdomain II.C. Release of Information		
1. Create policies and procedures to manage access and disclosure of personal health information	6 418 405	• Principles for releasing PHI • Required elements of an authorization
2. Protect electronic health information through confidentiality and security measures, policies and procedures	3 418 405	• Audit techniques and principles
Domain III. Informatics, Analytics and Data Use		
Definition: Creation and use of Business health intelligence; select, implement, use and manage technology solutions; system and data architecture; interface considerations; information management planning; data modeling; system testing; technology benefit realization; analytics and decision support; data visualization techniques; trend analysis; administrative reports; descriptive, inferential and advanced statistical protocols and analysis;		

[1] This is the curriculum content floor, but not the ceiling.

IRB; research; patient-centered health information technologies; health information exchange; data quality		
Subdomain III.A. Health Information Technologies		
1. Utilize technology for data collection, storage, analysis, and reporting of information	3 C401	• Health information archival and retrieval systems • Computer concepts o Hardware components, network systems architecture operating systems and languages, software packages and tools, Cloud computing applications
2. Assess systems capabilities to meet regulatory requirements	5 C401	• Electronic signatures, data correction, audit logs
3. Recommend device selection based on workflow, ergonomic and human factors	5 445	• Human factors and user interface design o PDAs, screen size, mobile carts, bedside terminals/point of care
4. Take part in the development of networks, including intranet and Internet applications	4 445	• Communication technologies o Network-LANS, WANS, WLANS, VPNs • Internet technologies o Intranet, web-based systems, standards SGML, XML
5. Evaluate system architecture, database design, data warehousing	5 445 C401	• System testing • Interface management • Data relationships
6. Create the electronic structure of health data to meet a variety of end user needs	6 C401 410	• Data, information and file structures o Data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems
Subdomain III.B. Information Management Strategic Planning		
1. Take part in the development of information management plans that support the organization's current and future strategy and goals	4 440	• Corporate strategic plan, operation improvement planning, information management plans • Disaster and recovery planning
2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies	4 445	• Systems development life cycle o Systems analysis, design, implementation, evaluation, maintenance, EHRs, HIEs, RECs
Subdomain III.C. Analytics and Decision Support		
1. Apply analytical results to facilitate decision-making	3 415	• Data visualization, power point, dashboards
2. Apply data extraction methodologies	3 415	• Data capture tools and technologies o Forms, computer screens, templates, other health record documentation tools clinical, financial, administrative • Healthcare statistical formulas o LOS, death, birth, infection rates

[1] This is the curriculum content floor, but not the ceiling.

3. Recommend organizational action based on knowledge obtained from data exploration and mining	5 415	• Data exploration and mining
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare	4 415	• Statistical analysis on healthcare data • Descriptive statistics o Mean, standard deviation, ranges, percentiles • Inferential statistics o T-tests, ANOVA, regression analysis, reliability, validity • Epidemiological applications
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval	3 C401	• SQL, Data exploration and mining • Data presentation standards and tools
6. Evaluate administrative reports using appropriate software	5 C401	• SQL, Reporting tools
Subdomain III.D. Health Care Statistics		
1. Interpret inferential statistics	5 415	• Inferential statistics o T-tests, ANOVA, regression analysis, reliability, validity • Computerized statistical packages o SPSS, SAS
2. Analyze statistical data for decision making	4 415	• Statistical analysis on healthcare data • Descriptive statistics o Mean, standard deviation, ranges, percentiles • Data reporting and presentations techniques
Subdomain III.E. Research Methods		
1. Apply principles of research and clinical literature evaluation to improve outcomes	3 415	• Research design/methods o Quantitative, qualitative, evaluative, mixed, outcomes • Literature search and evaluation • Knowledge-based research techniques o Medline, CMS libraries, AHRQ, and other websites
2. Plan adherence to Institutional Review Board (IRB) processes and policies	3 415	• National guidelines regarding human-subjects research • IRB process • Research protocol data management
Subdomain III.F. Consumer Informatics		
1. Educate consumers on patient-centered health information technologies	3 410	• Patient centered medical homes • Patient portals, patient safety, patient education • Personal Health Record
Subdomain III.G. Health Information Exchange		
1. Collaborate in the development of operational policies and procedures for health information exchange	4 410	• HIE's, local, regional including providers, pharmacies, other health facilities

[1] This is the curriculum content floor, but not the ceiling.

	418	
2. Conduct system testing to ensure data integrity and quality of health information exchange	6 410	• Integration, interfaces, and data reliability
3. Differentiate between various models for health information exchange	5 405	• RHIO, HIE
Subdomain III.H. Information Integrity and Data Quality		
1. Discover threats to data integrity and validity	3 415	• Intrusion detection systems, audit design and principle
2. Implement policies and procedures to ensure data integrity internal and external to the enterprise	3 415	• Authentication, encryption, password management
3. Apply quality management tools	3 445	• Control charts, Pareto charts, Fishbone diagrams and other Statistical Process Control techniques

4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems	4
	445
		• Data quality assessment and integrity
		• Disease management process
		  ○ Case management, critical paths, care coordination
		• Outcomes measurement
		  ○ Patient as patient, customer satisfaction, disease specific
		• Patient and organization safety initiatives

5. Model policy initiatives that influence data integrity	3 410	• Data quality Model • Characteristics of data integrity
Domain IV. Revenue Management *Definition: Healthcare reimbursement; revenue cycle; chargemaster; DOES NOT INCLUDE COMPLIANCE regulations and activities related to revenue management (coding compliance initiatives, fraud and abuse, etc.) AS THESE ARE COVERED IN DOMAIN V.*		
Subdomain IV.A. Revenue Cycle and Reimbursement		

1. Manage the use of clinical data required by various payment and reimbursement systems	5
	425
		• Clinical Data Management and reimbursement management
		• CaseMix Management
		• Payment systems
		  ○ PPS, DRGs, RBRVS, RUGs, Value Based Purchasing (VBP), MSDRGs, commercial , managed care, federal insurance plans
		  ○ Billing and reimbursement at hospital inpatient and outpatient, physician office and other delivery settings

2. Take part in selection and development of applications and processes for chargemaster and claims management	4 425	• Chargemaster management
3. Apply principles of healthcare finance for revenue management	3 425	• Cost reporting, budget variances, budget speculation

[1] This is the curriculum content floor, but not the ceiling.

4. Implement processes for revenue cycle management and reporting	3 425	• CCI-Electronic Billing X12N • Compliance strategies and reporting • Audit process ○ Compliance and reimbursement • Revenue cycle process • Utilization and resource management
Domain V. Compliance *Definition: COMPLIANCE activities and methods for all health information topics. For example, how to comply with HIPAA, Stark Laws, Fraud and Abuse, etc.; coding auditing; severity of illness; data analytics; fraud surveillance; clinical documentation improvement.*		
Subdomain V.A. Regulatory		
1. Appraise current laws and standards related to health information initiatives	5 418	• Compliance strategies and reporting • Regulatory and licensure requirements • Elements of compliance programs • Patient safety
2. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle	5 418 425	• Policies and procedures • Non retaliation policies • Auditing and monitoring
Subdomain V.B. Coding		
1. Construct and maintain processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines	6 425	• UHDDS, Federal compliance guidelines • Official coding guidelines from CMS, AMA, NCHVS, NCCI
2. Manage coding audits	5 425	• Audit principles and reporting
3. Identify severity of illness and its impact on healthcare payment systems	3 425	• Casemix • Computer assisted coding systems • Payment Systems ○ PPS, DRG, RBRVS, RUG, VBP, MSDRG, commercial, managed care, federal plans
Subdomain V.C. Fraud Surveillance		
1. Determine policies and procedures to monitor abuse or fraudulent trends	5 418 408	• Fraud detection
Subdomain V.D. Clinical Documentation Improvement		
1. Implement provider querying techniques to resolve coding discrepancies	3 425	• Query process, written, verbal and template queries, timeliness and interpretation, query retention
2. Create methods to manage Present on Admission, hospital acquired conditions, and other CDI components	6 425	• CDI concurrent, retrospective, post-bill review • CDI metrics and reporting process
Domain VI. Leadership *Definition: Leadership models, theories, and skills; critical thinking; change management; workflow analysis, design, tools and techniques; human*		

[1] This is the curriculum content floor, but not the ceiling.

resource management; training and development theory and process; strategic planning; financial management; ethics and project management		
Subdomain VI.A Leadership Roles		
1. Take part in effective negotiating and use influencing skills	4 440	• Negotiation techniques
2. Discover personal leadership style using contemporary leadership theory and principles	3 440	• Professional development for self • Role of HIM in the C-Suite
3. Take part in effective communication through project reports, business reports and professional communications	4 440	• Process re-engineering and work redesign
4. Apply personnel management skills	3 440	• Communication and interpersonal skills • Emotional intelligence • People developer/staffing mentor • Negotiation • Leadership and governance
5. Take part in enterprise-wide committees	4 440	• Facilitation, networking, consensus building • Meetings with executive boards and other high level organization groups, interdisciplinary committees
6. Build effective teams	6 440	• Team/consensus building
Subdomain VI.B. Change Management		
1. Interpret concepts of change management theories, techniques and leadership	5 440	• Change Management • Mergers • Risk exposure • Organizational design • EHR implementation
Subdomain VI.C. Work Design and Process Improvement		
1. Analyze workflow processes and responsibilities to meet organizational needs	4 445	• Workflow reengineering, workflow design techniques
2. Construct performance management measures	6 445	• Benchmarking techniques o Productivity standards, report cards, dashboards
3. Demonstrate workflow concepts	3 445	• Swimlane diagrams • Use cases • Top down diagrams
Subdomain VI.D. Human Resources Management		
1. Manage human resources to facilitate staff recruitment, retention, and supervision	5 430	• Principles of human resources management o Recruitment, supervision, retention, counseling, disciplinary action
2. Ensure compliance with employment laws	5 430	• Employment laws, labor laws o Federal and state
3. Create and implement staff orientation and training programs	6	• Workforce education and training

[1] This is the curriculum content floor, but not the ceiling.

	430	
4. Benchmark staff performance data incorporating labor analytics	4 430	• Labor trends, market analysis
5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	5 430	• Performance standards • Professional development in self and others
Subdomain VI.E. Training and Development		
1. Evaluate initial and on-going training programs	5 430	• Information systems, clinical documentation improvement, compliance, prospective payment system changes • PPS, CDI, EHRs
Subdomain VI.F. Strategic and Organizational Management		
1. Identify departmental and organizational survey readiness for accreditation, licensing and/or certification processes	3 440	• Accreditation standards o The Joint Commission, NCQA, CARF, CHAP, URAC o Provider credentialing requirements o CMS Conditions of Participation
2. Implement a departmental strategic plan	3 440	• Strategic planning, critical thinking, benchmarking
3. Apply general principles of management in the administration of health information services	3 420 430	• Organizational structures and theory
4. Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems	5 P401	• Healthy People 2020 • IOM reports • CDC • State, local and federal policies • PCORI
5. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system	3 425	• Managed care organizations • ACOs • Payers/providers, all delivery settings • Payers' impact to each delivery setting • Biotech • Medical devices
6. Collaborate in the development and implementation of information governance initiatives	4 440	• Inter/intra-organizational team-building and leadership • Project management
7. Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives	4 410	• Information management planning • Enterprise information management • Master data/information management
Subdomain VI.G. Financial Management		
1. Evaluate capital, operating and/or project budgets using basic accounting principles	5 420	• Budget process o Capital and operating

[1] This is the curriculum content floor, but not the ceiling.

		○ Staffing budgeting
2. Perform cost-benefit analysis for resource planning and allocation	4 420	• Accounting • Cost/benefit analysis ○ Outsourcing, acquisition
3. Evaluate the stages of the procurement process	5 420	• Content of and answers to a request for proposal, request for information and request for quotation
Subdomain VI.H. Ethics		
1. Comply with ethical standards of practice	5 408	• Professional ethics issues • Ethical decision making process • AHIMA Code of Ethics • Patient rights • Patient safety
2. Evaluate the culture of a department	5 430 408 P401	• Cultural Diversity
3. Assess how cultural issues affect health, healthcare quality, cost, and HIM	5 430 408	• Cultural competence • Healthcare professionals self-assessment of cultural diversity • Self-awareness of own culture • Assumptions, Biases, stereotypes
4. Create programs and policies that support a culture of diversity	6 430 408 P401	• Diversity awareness training programs: age, race, sexual orientation, education, work experience, geographic location, disability • Regulations such as ADA, EEOC
Subdomain VI.I. Project Management		
1. Take part in system selection processes	4 435	• RFI and RFP
2. Recommend clinical, administrative, and specialty service applications	5 435	• RFP vendor selection, electronic record, clinical coding
3. Apply project management techniques to ensure efficient workflow and appropriate outcomes	3 435	• GANTT Charts, benchmarking, risk analysis, team structure
4. Facilitate project management by integrating work efforts	4 435	• Issue tracking, facilitation techniques, opportunity costs • Project management
Subdomain VI.J. Vendor/Contract Management		
1. Evaluate vendor contracts	5 420 445	• System acquisition and evaluation • Contract management
2. Develop negotiation skills in the process of system selection	6	• System acquisition and evaluation

[1] This is the curriculum content floor, but not the ceiling.

	445	
Subdomain VI.K. Enterprise Information Management		
1. Manage information as a key strategic resource and mission tool	5 435	• Information Management Plan, information as an asset
Supporting Body of Knowledge (Pre-requisite or Evidence of Knowledge)		
Pathophysiology and Pharmacology		
Anatomy and Physiology		
Medical Terminology		
Computer Concepts and Applications		
Statistics		

*HIMS 455 is the capstone course and involves an in-depth applied research project that incorporates the majority of the student learning outcomes and curriculum considerations outlined in the CAHIIM curricular mapping.

BLOOM'S TAXONOMY – REVISED FOR AHIMA CURRICULA MAPPING

Taxonomy Level	Category	Definition	Verbs
1	Remember	Recall facts, terms, basic concepts of previously learned material	Choose, Define, Find
2	Understand	Determine meaning and demonstrate clarity of facts and ideas	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Use differing methods, techniques and information to acquire knowledge and/or solve problems	Adhere to, Apply, Demonstrate, Discover, Educate, Identify, Implement, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate
4	Analyze	Contribute to the examination of information in part or aggregate to identify motives and causes	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Make judgments in support of established criteria and/or standards	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Leverage, Manage, Mitigate, Oversee, Recommend
6	Create	Generate new knowledge through innovation and assimilation of data and information	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose

The layout for the levels and categories was adapted from Lorin W. Anderson and David R. Krathwohl's *A Taxonomy For Learning, Teaching, and Assessing,* Abridged edition, Allyn and Bacon, Boston, MA 2001

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Shasta College

2016-2017 Catalog

11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049-6006
(530) 242-7500

Shasta College
Tehama Campus
770 Diamond Avenue
Red Bluff, CA 96080
tehama@shastacollege.edu
530-529-8980

Shasta College
Trinity Campus
30 Arbuckle Court
Weaverville, CA 96093
trinity@shastacollege.edu
530-623-2231

Shasta College
Intermountain Campus
37581 Mountain View Road
Burney, CA 96013
intermountain@shastacollege.edu
530-335-2311

Shasta College
Downtown Redding Campus
1400 Market Street
Redding, CA 96001
530-339-3600

Shasta College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, TELEPHONE (415) 506-0234, FAX (415) 506-0238. Shasta College is listed as a public community college in the approved list of the Education Directory, Higher Education Part 3, published by the U.S. Office of Education.

ACCURACY STATEMENT

The Shasta-Tehama-Trinity Joint Community College District has made every reasonable effort to ensure that information in this catalog is accurate. Courses and programs that are offered, along with other matter contained herein, are subject to change without notice by Shasta College administration for reasons related to student enrollment, level of financial support, or for any other reason, at the discretion of the District. The District further reserves the right to add, amend, or repeal any of their rules, regulations, policies and procedures, consistent with applicable laws.

CAHIIM

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Program Directory

Program Directory

To begin your search for a CAHIIM accredited program, use the online form below to search by Program Name, State/Region, Program/Degree Level, or Program Delivery. If the program/institution is not listed, please contact the program directly regarding their application status with CAHIIM.

Program Name: Shasta College

State or Region: CA

Program/Degree Level (Choose 1 or more):
- ☐ Health Information Management : Associate Degree
- ☑ Health Information Management : Baccalaureate Degree
- ☐ Health Information Management : Baccalaureate Degree (Certificate of the Degree Definition)
- ☐ Health Information Management : Masters Degree
- ☐ Health Informatics : Masters Degree

Program Delivery (Choose 1 or more):
- ☐ Campus Based
- ☑ Online

Search | Reset

0 programs found. Please refine your search and try again.

Health Information Management Program
GENERAL INFORMATION

Health Information Management Program consists of educational courses in the third and fourth year at upper division level that result in a Baccalaureate of Science degree in Health Information Management. This additional educational preparation prepares the graduate to apply for national certification as a Registered Health Information Administrator (RHIA).

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records.

Health information management professionals work in a variety of different settings and job titles. They often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch point in the healthcare delivery cycle. Having skilled HIM professionals on staff ensures an organization has the right information on hand when and where it is needed while maintaining the highest standards of data integrity, confidentiality, and security.

RHIA certified professionals provide the following services to healthcare:

- Expertise in managing patient health information and medical records, administering computer information systems, collecting and analyzing patient data, and using classification systems and medical terminologies
- Possess comprehensive knowledge of medical, administrative, ethical and legal requirements and standards related to healthcare delivery and protecting patient information.
- Manage staff and operational units that provide health information services.
- Interact with all levels of a healthcare organization that utilize patient data in decision-making and operations -- clinical, financial, administrative and information systems.

As part of the development of the Health Information Technology and Health Information Management Programs, Shasta College will be applying for accreditation from the Commission on the Accreditation of Health Information and Informatics Management (CAHIIM). ***Upon accreditation, students who graduate from Shasta College's Health Information Technology and Health Information Management programs will be eligible to apply for certification.***

To learn more about the Health Information Technology and Management professions go to the American Health Information Management Association's website at www.ahima.org.

Application Process
Frequently Asked Questions

Health Information Management

FREQUENTLY ASKED QUESTIONS

Shasta College received approval from the California Community Colleges Chancellor's Office to offer a bachelor's degree program in the rapidly growing field of Health Information Management (HIM). Here are answers to several questions prospective students may have about the program.

Q. What is Health Information Management?

A. Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records.

Health information management professionals work in a variety of different settings and job titles. They often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch point in the healthcare delivery cycle. Having skilled HIM professionals on staff ensures an organization has the right information on hand when and where it is needed while maintaining the highest standards of data integrity, confidentiality, and security.

To learn more about the Health Information Management profession go to the American Health Information Management Association's website at www.ahima.org.

Q. Why did Shasta College choose this degree?

A. Due to the federally mandated adoption of electronic health records, there has been an increased labor market demand for Health Information Management professionals. There are no 4-year public institutions in the state that currently offer this degree.

Q. Who is eligible to apply?

A. Admission will be open to students who hold a two-year Health Information Technology (HIT) associate of science degree from a regionally accredited institution.

Q. Is the RHIT certification required to apply to the program?

A. Not at this time.

Q. How do I apply for the program?

A. Submit a complete application packet with the appropriate documentation before the specified deadline date. Application Instructions may be found on the Shasta

College Health Information Management Baccalaureate Degree Program website.

Q. How many students will be accepted into the baccalaureate degree program?

A. Shasta College intends to enroll 25-30 students in the HIM program in Fall 2016.

Q. How does the admission process work?

A. Those with complete applications will be placed on a qualified applicants list and will be accepted into the program until it is full. Incomplete applications and applications received after the deadline will not be considered.

Q. How will I receive notification regarding admission?

A. Applicants will receive notification of admission to the program via email. All applicants are responsible for maintaining a current e-mail address on file with the college and the Health Sciences Division. Accepted applicants must reply by the stipulated date to maintain admission status.

Q. When will classes begin?

A. In Fall 2016 Shasta College intends to start offering upper division Health Information Management courses, as well as upper-division general education courses.

Q. In what formats will the baccalaureate courses be offered?

A. At this time, the college plans to offer all upper-division courses online.

Q. Can I complete the program in less than or more than two years?

A. This is a cohort model and all students must take all classes in the order and at the times and dates they are offered. The classes are scheduled over a period of two academic years (4 semesters).

Q. What is the cost of the program?

A. For California residents, students enrolled in upper-division coursework will pay $130 per unit.

Q. What other program-specific costs are there for me to consider?

A. Students will be required to complete and pay for a physical exam, TB skin test, required immunizations, a background check/drug screening and any additional clinic-specific requirements required by the clinical sites to begin the clinical experience. In addition to the cost of textbooks, there is a fee for use of educational software used in some of the course work.

Q. Is this program accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM)?

A. This is a new program and is not currently accredited. We have followed the CAHIIM guidelines in developing the curriculum and as our program develops we will be applying for CAHIIM accreditation. Once our program receives accreditation, students will be permitted to sit for the Registered Health Information Administrator (RHIA) national certification exam.

Q. What are the requirements for the Upper-Division General Education (GE)?

A. Students must complete California State University requirements for General Education. These do not need to be completed prior to entering the Health Information Management program, but all coursework must be completed within the 2-year program.

Q. How can I find out if the courses I have taken outside of Shasta College will transfer or meet the prerequisite course requirements?

A. To determine if courses are eligible to meet the prerequisite requirements, it is advisable to schedule an appointment with our Health Sciences counselor to have your transcripts evaluated. For questions, contact the Health Sciences College Counselor, Mindy Marlatt, at (530) 242-7724 or mmarlatt@shastacollege.edu.

Q. What colleges offer Associate Degree Health Information Technology programs?

A. In spring 2016, Shasta College started offering its own 2-year associate degree program in Health Information Technology (HIT). As our program develops we will be applying for CAHIIM accreditation. In addition, several other California community colleges offer 2-year degree HIT programs. Go to the California Health Information Association website at www.californiahia.org for a list of these accredited HIT programs.

Q. If I enter Shasta College's associate degree HIT program will I be guaranteed a spot in the bachelor's degree HIM program?

A. Students in Shasta's new associate degree HIT program may apply for admittance to the Bachelor's Degree HIM program as pre-majors in the second semester of the program.

Q. If I have an A.S. Degree in Office Administration-Health Information Management from Shasta College am I eligible to apply for the B.S. Degree program?

A. Although many courses that you have taken will help you prepare for an Associate Degree in Health Information Technology, you will still need to meet the course requirements of an accredited A.S. degree HIT program before you are eligible to apply for the B.S. degree HIM program.

Q. What is the employment outlook for Health Information Management graduates?

A. The Bureau of Labor Statistics cites health information as one of the fastest growing occupations in the U.S. On top of strong job prospects, competitive salaries also await graduates. Nationally, by five years out, graduates with a bachelor's degree can earn upwards of an estimated $50,000 to $75,000 annually.

Q. How can I get more information about this career field and the Health Information Management program?

A. For program information you may email Janet Daley Janus, RHIA, Interim Director of Health Information Technology and Health Information Management Programs at jjanus@shastacollege.edu.

More information about the Health Information Management field may be found on these websites:

www.ahima.org

www.hicareers.com

Health Information Management Program

ENROLLMENT PATHWAYS

There are two pathways to the Bachelor's Degree Health Information Management Program

Track 1 – Starting with the Health Information Technology Program (1st year)

This track is designed for students who will be enrolling in the Health Information Technology two-year Associate of Science Degree program and are interested in continuing on to earn a Bachelor's Degree in Health Information Management.

Students who enter into the Health Information Technology two-year Associate of Science Degree Program at Shasta College, will have the opportunity to apply to the baccalaureate program as a pre-major.

In addition to the required courses for the major, students pursuing this track must complete the CSU General Education pattern in order to complete the associate of science degree program.

In order to proceed into the baccalaureate program students must successfully complete the Health Information Technology Associate Degree Program.

Track 2 – Starting with the Health Information Management Program (3rd year)

This track is designed for students who have completed a regionally accredited two-year program in Health Information Technology and are interested in pursuing a Bachelor's Degree in Health Information Management. Students in this track will enroll in the upper division courses that will lead to the baccalaureate degree.

Students pursuing this track must complete the CSU or IGETC General Education pattern prior to earning a bachelor of science degree in Health Information Management.

Application Process

Health Information Management
APPLICATION PROCESS

Application Filing Period:
Applications for the Health Information Management Program are being accepted for Fall 2016 session until , August 1, 2016. (Click here for an estimate for the Application Timeline for Fall 2016)

Application Criteria
To be eligible to enroll in the baccalaureate degree program in Health Information Management, applicants must have graduated with an Associate of Science degree in Health Information Technology from a regionally accredited institution.

Application Process
Applicants must complete an Application Packet including the following components:

- Complete a Shasta College Application for Admission. This is essential for any applicant who has not taken courses at Shasta College previously.
- Request your official transcripts* for previous college work be sent to:

  Shasta College Health Sciences
  Attention: HIT/HIM Application
  1400 Market Street
  Redding, CA, 96001

  Electronic official transcripts should be sent to: HIMapplication@shastacollege.edu
- Complete the Health Information Management Program Application information required. The required elements include

  1. Health Information Management Program Application Form
  2. Unofficial copy of transcripts from all previous college work
  3. One-page Statement of Interest including your background and the reasons you are applying to the program
- Submit your Health Management Information Application materials via email to: HIMapplication@shastacollege.edu.

  You will attach a copy of your signed Application form, your unofficial transcripts and your Statement of interest to your email.
- Apply for Financial Aid (optional).

Current Information
All applicants are responsible for maintaining a current e-mail address on file with the college and the Health Sciences Division. Your information will initially be submitted on your Application form. However if any changes in your information occur after submitting your application packet, click here to make the necessary changes with the Health Sciences Division.
Change Contact Information

Notification of Acceptance
As enrollment spaces are determined, applicants scheduled for enrollment will receive an Enrollment Invitation email. The email will provide instructions for providing a response to the invitation by an established deadline.

Those who have accepted the invitation to enroll will receive an email indicating acceptance into the program and further instructions for registration for classes. If the applicant when offered enrollment is not able
to attend, they will be removed from the applicant pool and the applicant will need to re-apply to be considered for a subsequent class. Students who are not selected for the cohort have the option of re-applying during a subsequent semester.

All application placements are based on space availability.

Additional Information related to the completion of the application packet:

- Shasta College work will be obtained from the Admissions and Records office and made an official part of the application packet.
- Failure to include ALL other college and/or high school records will result in the automatic disqualification of the application filing packet.

*Official transcripts are those that have been received from another educational institution in a sealed envelope and remain unopened. Once an envelope containing a transcript has been opened (seal broken) it cannot be accepted by Shasta College for purposes of application filing to the program.

HIM Application Form
Application Timeline for Fall 2016
Health & Safety Clinical Requirements

Health Information Management
APPLICATION TIMELINE - FALL 2016

Fall 2016 will be the first cohort of students enrolled in the new Health Information Management Baccalaureate of Science degree program. In order to assist students to anticipate what to expect prior to the beginning of the semester, we have developed an anticipated timeline.

August 1, 2016	Application Deadline for Fall 2016
June 21, 2016	1st Enrollment Invitation Emails Sent additional emails will be sent as applications are processed
July 18, 2016	Registration Instructions emails sent Applicants who applied and were accepted after July 1 will receive registration instruction emails after applications are processed
August 15, 2016	Fall 2016 Semester Begins

Health Information Management Application Process

Health Information Management

CORE COURSES & PROGRAM SEQUENCE

Semester Five: (14 units)

Course Title	Semester Units
HIMS 405 Fundamentals of Health Information Management	4
HIMS 408 Ethics in Healthcare Administration	3
HIMS 410 Healthcare Informatics	4
ENG 401 Advanced Professional Writing	3

Semester Six: (14 units)

Course Title	Semester Units
HIMS 415 Healthcare Analytics	4
HIMS 418 Legal Concepts and Compliance in Healthcare	4
HIMS 420 Principles of Finance for Health Information Management	3
PSYC 401 Industrial-Organization Psychology	3

Semester Seven: (14 units)

Course Title	Semester Units
HIMS 425 Revenue Cycle Management	3
HIMS 430 Human Resources Management in Healthcare	4
HIMS 435 Project Management in Healthcare	3
CIS 401 Database Management and Design for Healthcare Professionals	4

Semester Eight: (12 units)

Course Title	Semester Units
HIMS 440 Leadership and Strategic Management for Healthcare Professionals	4
HIMS 445 Healthcare Information Systems Analysis and Design	4
HIMS 455A Applied Research Project in Health Information Management	3
HIMS 455B Advanced Professional Practice Experience	1

Total Health Information Management Program **54 Units**

Baccalaureate of Science Degree

HIM Application Process

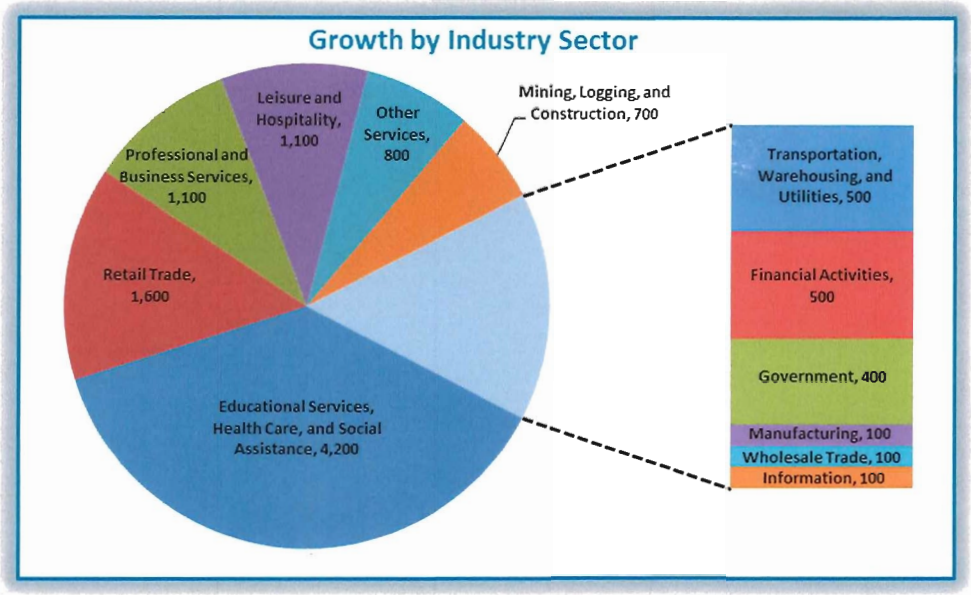
HIM Application Timeline

Enrollment Pathways

HIT Core Courses & Program Sequence

2012-2022 Projection Highlights
Redding Metropolitan Statistical Area
(Shasta County)

Industry Employment, which includes self-employment, unpaid family workers, private household workers, farm, and nonfarm employment in Shasta County, is expected to reach 75,100 by 2022, an increase of 18.1 percent over the 10-year projections period. All 12 nonfarm industry sectors are projected to grow between 2012 and 2022.



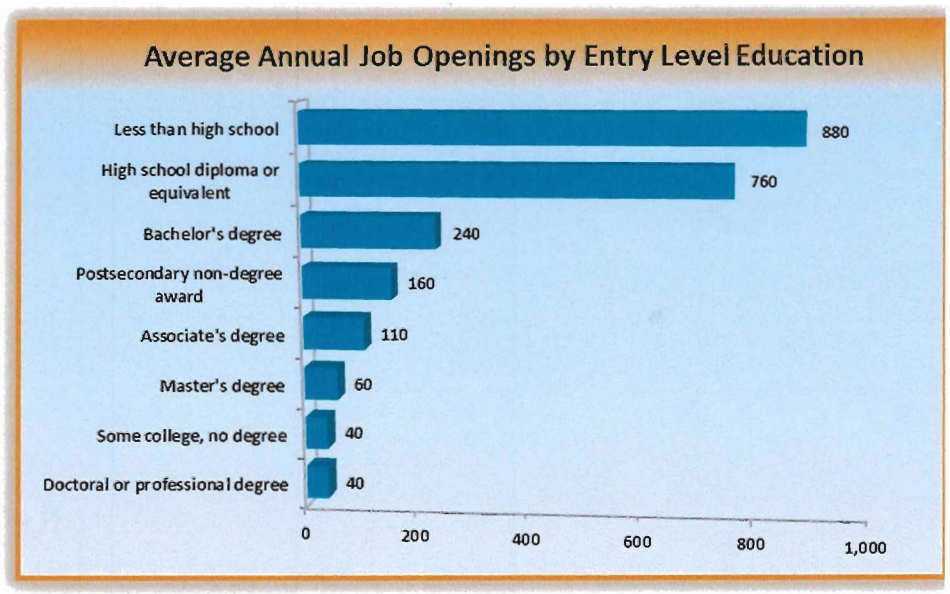
Total nonfarm employment is projected to grow by 11,200 jobs by 2022. Seventy-one percent of all projected nonfarm job growth is concentrated in four industry sectors.

- Educational services, health care, and social assistance is projected to add 4,200 jobs, the largest employment change of all the industry sectors.
- Retail trade anticipates job gains of 1,600, growing 1.9 percent annually during the projections period.
- Professional and business services expects to add 1,100 jobs by 2022, at an annual growth rate of 2.2 percent.
- Leisure and hospitality projects growth of 1,100 jobs.

Occupational Employment forecasts 11,800 new jobs from industry growth and 15,000 job openings from replacement needs for a combined total of 26,800 job openings.

The 50 occupations with the most job openings are forecasted to generate 15,500 total job openings, 58 percent of all job openings. The top three occupations with the most job openings are personal care aides, retail salespersons, and cashiers. These occupations have median wages ranging from $9.50 to approximately $10 per hour and require less than a high school education. Higher-skilled occupations, requiring a bachelor's degree or higher, include general and operations managers; elementary school teachers; and accountants and auditors.

The 44 fastest growing occupations anticipate annual growth rates of 1.8 percent or higher. Occupations range from bartenders that require less than a high school education and earn around $9 per hour to medical and health services managers that require a bachelor's degree and pay median wages of more than $42 per hour.



The following table, categorized by entry-level education, provides a summary of the fastest- and largest-growing occupations.

Attachment Q

Page 99

Employment Development Department
State of California

LaborMarketInfo
www.labormarketinfo.edd.ca.gov

2012-2022 Comparison of Growing Occupations by Entry Level Education
Shasta County

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Lawyers (10.3% or 30 jobs)	Doctoral or Professional Degree	Lawyers (80 jobs)
Rehabilitation Counselors (25.0% or 40 jobs) Instructional Coordinators (16.0% or 40 jobs) Educational, Guidance, School, and Vocational Counselors (12.5% or 20 jobs)	Master's Degree	Rehabilitation Counselors (70 jobs) Instructional Coordinators (60 jobs) Educational, Guidance, School, and Vocational Counselors (60 jobs)
Interpreters and Translators (29.4% or 50 jobs) Medical and Health Services Managers (26.7% or 40 jobs) Sales Managers (25.0% or 30 jobs) Financial Managers (23.5% or 40 jobs) Vocational Education Teachers, Postsecondary (23.1% or 30 jobs)	Bachelor's Degree	General and Operations Managers (400 jobs) Elementary School Teachers, Except Special Education (220 jobs) Accountants and Auditors (180 jobs) Civil Engineers (90 jobs) Medical and Health Services Managers (80 jobs)
Preschool Teachers, Except Special Education (29.4% or 50 jobs) Respiratory Therapists (16.7% or 20 jobs) Radiologic Technologists (16.7% or 20 jobs) Registered Nurses (15.4% or 240 jobs) Forest and Conservation Technicians (13.3% or 40 jobs)	Associate's Degree	Registered Nurses (540 jobs) Forest and Conservation Technicians (160 jobs) Preschool Teachers, Except Special Education (90 jobs) Respiratory Therapists (40 jobs) Radiologic Technologists (40 jobs)
Heating, Air Conditioning, and Refrigeration Mechanics and Installers (46.2% or 60 jobs) Hairdressers, Hairstylists, and Cosmetologists (35.0% or 70 jobs) Medical Assistants (30.9% or 170 jobs) Licensed Practical and Licensed Vocational Nurses (30.6% or 110 jobs) Dental Assistants (28.6% or 60 jobs)	Postsecondary Non-degree Award	Medical Assistants (270 jobs) Nursing Assistants (260 jobs) Heavy and Tractor-Trailer Truck Drivers (220 jobs) Licensed Practical and Licensed Vocational Nurses (200 jobs) Hairdressers, Hairstylists, and Cosmetologists (120 jobs)
Computer User Support Specialists (18.8% or 30 jobs) Teacher Assistants (10.8% or 90 jobs)	Some College, No Degree	Teacher Assistants (280 jobs) Computer User Support Specialists (50 jobs)
Order Clerks (41.7% or 50 jobs) Medical Secretaries (37.5% or 150 jobs) Insurance Sales Agents (37.5% or 60 jobs) Tire Repairers and Changers (35.7% or 50 jobs) Automotive Body and Related Repairers (33.3% or 40 jobs)	High School Diploma or Equivalent	Office Clerks, General (450 jobs) First-Line Supervisors of Retail Sales Workers (380 jobs) First-Line Supervisors of Office and Administrative Support Workers (330 jobs) Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (310 jobs) Bookkeeping, Accounting, and Auditing Clerks (260 jobs)
Personal Care Aides (62.1% or 1,490 jobs) Retail Salespersons (29.7% or 680 jobs) Parts Salespersons (26.7% or 40 jobs) Cleaners of Vehicles and Equipment (26.3% or 50 jobs) Cooks, Restaurant (26.2% or 110 jobs)	Less than High School	Personal Care Aides (1,660 jobs) Retail Salespersons (1,460 jobs) Cashiers (990 jobs) Combined Food Preparation and Serving Workers, Including Fast Food (820 jobs) Waiters and Waitresses (540 jobs)

Excludes "All-Other" occupations and those with employment less than 120 in 2012.

Source: California Employment Development Department

Attachment Q

ARTICLE

DECEMBER 2013

Overview of projections to 2022

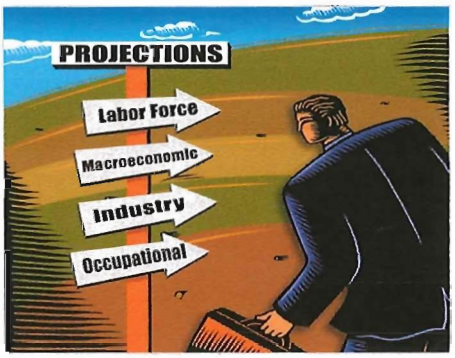
Occupations and industries related to healthcare and construction are projected to experience the fastest job growth over the coming decade, as an aging population and expanding health insurance coverage change the preferences of consumers and a resurging housing market spurs long-awaited recovery in construction.

The *Monthly Labor Review* celebrates the release of the Bureau of Labor Statistics (BLS) biennial labor force, output, and employment projections for the 2012–2022 period. In the 2 years that have elapsed since the last set of BLS projections, economic recovery has taken hold. As the economy continues to improve in the wake of the Great Recession, the long-term patterns of growth and industry activity can be more readily observed. Because the projections cover a 10-year period, BLS does not attempt to predict fluctuations in the business cycle and assumes that the economy will have reached full employment by 2022, the target year for the projections. In a full-employment economy, any existing unemployment is frictional, that is, attributable to the usual churn of workers who are transitioning between jobs, rather than a cyclical lack of demand for final goods and services.

In the coming decade, demographic changes are expected to have pervasive effects on the nation's economic outlook. As individuals age, their consumption patterns change and their demand for healthcare and related services rises. These trends are expected to play an important role in sectoral growth of output and employment. In addition, by expanding insurance coverage to millions of Americans, the Patient Protection and Affordable Care Act will place even greater demands on the healthcare system. Four articles detailing BLS projections for the U.S. labor force, macroeconomy, industry output and employment, and occupational employment explore how the nation's economy may shift in response to the changing needs of aging citizens and the provisions of the new healthcare legislation.

Highlights of the 2012–2022 projections include the following:

- Labor force growth will slow to 0.5 percent annually as participation rates decrease among younger and prime-age workers and as more baby boomers leave the labor force.[1]
- Slow gains in the labor force will limit the potential growth in gross domestic product (GDP); GDP is projected to increase at an annual rate of 2.6 percent.[2]
- Total employment is expected to grow by 1.0 percent annually, with the fastest job gains occurring in the construction sector and the health care and social assistance sector.[3]
- Occupations related to healthcare, healthcare support, construction, and personal care services are projected to add a combined 5.3 million jobs, an increase representing approximately one-third of all employment gains over the coming decade.[4]
- The number of jobs in occupations requiring a master's degree for entry is projected to grow by 18.4



ABOUT THE AUTHOR

Employment Projections staff
ep-info@bls.gov

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Occupational employment projections to 2022, *Monthly Labor Review*, December 2013.

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percent, which is faster than the growth rate of any other educational category. Occupations requiring a high school diploma are expected to add the greatest number of new jobs, accounting for nearly 30 percent of all employment gains over the projection period.

Between 2012 and 2022, the influence of changing demographics is expected to be felt across all facets of the economy examined in the BLS projections. The dominant pattern of declining labor force participation is projected to continue, largely because of the substantial number of baby boomers moving into older age cohorts, in which participation is lower. Declining participation leads to slower labor force growth, which, in turn, constrains output growth in the entire economy. As demand for medical services increases as a result of population aging and expanding medical insurance coverage, the health care sector and its associated occupations are expected to see sizable gains in employment and output. The construction industry, as well as the occupations that support it, also will experience rapid growth in employment and output. Employment in the construction sector is expected to return to its long-term trend of increase, a rebound consistent with expectations about future population growth and the need to replace older structures. Although the projected growth in this sector appears rapid because of a low starting point occasioned by the Great Recession (the recession left the sector well below trend growth in 2011), construction employment and output are not expected to reach their prerecession levels.

Notes

[1] For more information on the changing dynamics of the labor force, see Mitra Toossi, "Labor force projections to 2022: the labor force participation rate continues to fall," *Monthly Labor Review*, December 2013.

[2] A detailed analysis of the projections for the macroeconomy can be found in Maggie Woodward, "The U.S. economy to 2022: settling into a new normal," *Monthly Labor Review*, December 2013.

[3] For further discussion of the patterns of employment and output growth by industry, see Richard Henderson, "Industry employment and output projections to 2022," *Monthly Labor Review*, December 2013.

[4] For employment projections by occupation, see Emily Richards and David Terkanian, "Occupational employment projections to 2022," *Monthly Labor Review*, December 2013.

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www.bls.gov/OPUB | Telephone: 1-202-691-5200 | Contact Us

Medical Records and Health Information Technicians

Job Outlook

About this section

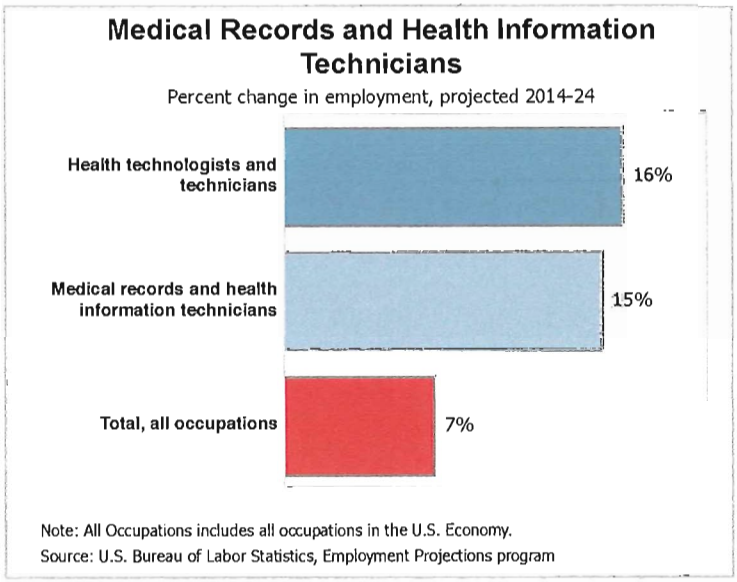
Employment of health information technicians is projected to grow 15 percent from 2014 to 2024, much faster than the average for all occupations.

An aging population will require more medical services, and health information technicians will be needed to organize and manage the older generations' health information data. Moreover, the number of individuals who have access to health insurance is expected to continue to increase because of federal health insurance reform.

This will mean more claims for reimbursement from insurance companies.

Additional records, coupled with widespread use of electronic health records (EHRs) by all types of healthcare providers, will lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry.

Cancer registrars are expected to continue to be in high demand. As the population ages, there will likely be more types of special purpose registries because many illnesses are detected and treated later in life.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Job Prospects

Prospects will be best for those with a certification in health information, such as the Registered Health Information Technician (RHIT) or the Certified Tumor Registrar (CTR). As EHR systems continue to become more common, health information technicians with computer skills will be needed to use them.

Employment projections data for medical records and health information technicians, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Medical records and health information technicians	29-2071	188,600	217,600	15	29,000	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay State & Area Data ->

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Medical Records and Health Information Technicians, on the Internet at http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm (visited *September 20, 2016*).

Publish Date: Thursday, December 17, 2015

ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES

Western Association of Schools and Colleges

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

May 19, 2015

Mr. Joe Wyse
Superintendent/President
Shasta College
P. O. Box 496006
Redding, CA 96049

Dear President Wyse:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met May 7, 2015 to review the Substantive Change Proposal from Shasta College to expand its Distance Education programs to include an additional 69 associate degrees and 22 certificate programs (see attached).

The Committee acted to approve the proposal.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. It remains the College's responsibility to inform the Commission of any program change. Professional self-regulation is the most effective means of assuring academic integrity, effectiveness and institutional quality.

Sincerely,

Susan B. Clifford, Ed.D.
Vice President

Cc: Ms. Meridith Randall, Accreditation Liaison Officer
Ms. Martina Fernandez-Rosario, U.S. Department of Education

From Shasta College Substantive Change Proposal – May 2015

Appendix A – Degrees and Certificates Related to Proposed Change

The following Degrees & Certificates can be attained 50% or more online.

University Studies - AA	General Studies - AS	AS	Associate Degree for Transfer
Agricultural Sciences	Agriculture Trades	Applied Geographic Information Systems	AA-T: COMMUNICATIONS STUDIES
Allied Health	Business - Basic Business	Computer & Information Systems: Network Administration	AA-T: ENGLISH
Behavioral Sciences	Climatological and Meteorological Studies	Computer & Information Systems: Systems Management	AA-T: KINESIOLOGY
Biological Sciences	Coastal Oceanographic Studies	Fire technology	AA-T: MUSIC
Business Administration	Emergency Medical Response	Hospitality Management: Culinary Arts	AA-T: PHILOSOPHY
Child Development	Fire Investigation	Office Administration – Administrative Office Professional	AA-T: PSYCHOLOGY
Criminal Justice	Fire Service Command, Company Officer	Office Administration: Health Information Management	AA-T: SOCIOLOGY
Earth System Science	Food & Beverage & Lodging Mgmt		AA-T: STUDIO ARTS
Engineering	Geologic Field Studies		AA-T: THEATRE ARTS
Geology	Health		AS-T: ADMINISTRATION OF JUSTICE
Humanities	Human Development		AS-T: BUSINESS ADMINISTRATION
Language Arts	Humanities		AS-T: EARLY CHILDHOOD EDUCATION
Liberal Studies - Teaching Prep	Industrial Technologies		AS-T: PHYSICS
Mathematics	Language Arts		
Meteorology/Climatology	Natural Sciences		
Multicultural Studies	Office & Computer Technologies		
Natural Sciences	Public Safety & Services		
Oceanography	Social Sciences		
Physical Education	Wildland Fire Behavior		
Physical Sciences			
Quantitative Reasoning			
Science Teacher - Earth			
Social Sciences			
World Languages			

SHASTA COLLEGE
HEALTH SCIENCES & UNIVERSITY PROGRAMS
HIM ADVISORY MEETING MINUTES
September 22, 2015

Location: Shasta College, Health Sciences, Room 8220
Time: 4:00PM
Chair: Janet Daley Janus, RHIA, Interim Director of HIT & HIM Programs, Shasta College
Members Present:
Kathy Royce, RN, MN, Dean of Health Sciences, Shasta College
Meridith Randall, VP of Instruction, Shasta College
Richard Belk, MBA, RHIT, CHPS, Coding Supervisor, Mercy Medical Center
Penny Booth, RHIT, Director of HIM, Vibra Hospital of Northern California
Kim Cameron, RHIT, Manager of HIM & HIPAA Privacy Officer, Patients' Hospital of Redding
Crystal McCalley, RHIA, CCS, CDIP, Director of HIM, Shasta Regional Medical Center

AGENDA ITEM	DISCUSSION	ACTION
Introductions	Janet Daley Janus welcomed the new Shasta College HIM Advisory Committee members and thanked them for volunteering to serve. Introductions were made.	Members were asked to recruit other HIM professionals who may be interested in serving on the Advisory Committee.
Baccalaureate Degree Pilot Program	As part of SB 850, Shasta College is 1 of 15 California community colleges that was selected to be part of a baccalaureate degree pilot program. Shasta and San Diego Mesa College were the two colleges that chose to offer a BS Degree in HIM and will align their curriculum. No public universities in California offer a 4-yr degree in HIM, but 1 private university does. Shasta's program will be online with a planned start date of Fall 2016. Shasta is also developing an Associate Degree HIM program with the intent to start offering online courses in Spring 2016.	
Associate Degree and Bachelor's Degree Curriculum & Course Schedule	AS and BS degree program curriculum has been submitted to the Shasta College Curriculum Committee and is in the process of being reviewed and approved. The proposed courses and course sequence were shared with the committee members.	Committee members reviewed the program curriculum.
Admission Requirements	Shasta College is requiring applicants for the BS in HIM degree program to be graduates of an accredited HIT program. An RHIT credential is not required at this time. After Shasta has its own HIT program in place, students in the associate degree program will be able to declare HIM as a pre-major for entrance into the bachelor's degree program.	

Recruitment	Shasta intends to enroll 25 baccalaureate degree students in the 1st cohort. Students will only be able to enter the program in the fall semester. Students in the associate degree program will not be part of a cohort and may enter the program in the fall or spring semester. A FAQs page as been posted on the Shasta College website to provide interested students with answers to commonly asked questions about the new program.	Committee members were asked for input on ways to spread the news to future potential students.
CAHIIM Accreditation	The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is the accreditation organization for HIM programs. A conference call is scheduled tomorrow (9/23/15) with Claire Dixon-Lee, Executive Director, to find out if Shasta College will be able to apply for candidacy for both the associate degree and baccalaureate degree programs at the same time.	Janet will share the answer at the next Advisory Committee meeting as to if CAHIIM will allow Shasta College to be in candidacy for both programs at the same time.
Full-time Faculty Member & Adjunct Faculty	Shasta College is recruiting faculty to teach in both programs. A full-time HIM faculty position has been posted on the Shasta College website. Adjunct faculty will also be needed. To teach online, interested individuals are required to participate in a 40-hour training course to learn CANVAS, Shasta's learning management system.	Committee members were asked to spread the word regarding the faculty position openings and to notify Janet if they themselves are interested in teaching a course(s).
Affiliation Agreements for Professional Practice Experience	Students will be responsible for finding their own PPE site, but Shasta College wants to set up affiliation agreements with healthcare facilities/organizations where health information is managed to assist local students with PPE placement. The committee members felt that two PPE courses requiring 120 hours each was too much and would be difficult for both the students and local employers. Shasta will consider eliminating one of the PPE courses if this meets CAHIIM approval.	Committee members were asked to consider if they would be willing to be a PPE site manager and set up an affiliation agreement with the college and their employer. Janet will ask Claire Dixon-Lee, CAHIIM Executive Director, if there is a PPE hour requirement and report back to the Advisory Committee at the next meeting.
Other	The role that Advisory Committee members will play in Shasta College's HIM program was discussed.	
Next Meeting Date	November 18, 2015 at 4:00PM	
Adjournment	The meeting was adjourned at 5:30PM	

Loring is looking at it as the same course, but being taught in a different way. Waite said that we are saying that this is a different course. Randall commented that if the committee feels there should be a couple higher level objectives, we can suggest that as a change. PSYC 1 has a higher level of objectives, maybe we can use that as a model. Scott suggested that it might be as simple as changing some of the verbiage. Borg mentioned that the General Ed Committee were more concerned about what that says about regular courses, are they not up to the same rigor? She added that December 11th is the deadline to submit for the CSUs. Loring asked if it has to be a separate class. Borg said that UC requires it. Bush suggested having a faculty member who will be teaching these courses as an attendee at the next meeting.

Randall stated that PDFs of the All Fields Reports will be sent, courses will be moved to the 12/7 meeting, there will be instructors there who will be teaching the courses.

Spivey/Yates withdrew motion to approve, motion amended to move courses to the 12/7 meeting agenda.

Amended motion carried unanimously.

8.2.8 ENGL 1CH English 1C – Honors – New Course – 3 Units
Limitation on Enrollment: Enrollment in Honors Program required.

Proposed Discipline/FSA: English

Justification:
This is an enriched study of English 1C for honors students.

8.2.9 PSCY 1AH General Psychology – Honors – New Course – 3 Units
Limitation on Enrollment: Enrollment in Honors Program required.
Advisory: ENGL 1A with a grade of C or higher.

Proposed Discipline/FSA: Psychology

Justification:
Supporting curriculum for honors program at Shasta College.

Motion to move 8.2.8-8.2.9 to the next meeting: Yates/Waite

Davis explained that there should be some guidelines as to what an honors course is. Bush recalled that there should be a statement indicating that a course is honors; essentially the courses are the same, with a little more in content or objectives. We don't really have anything to recommend to anyone at the moment. Scollon added that there are a lot of questions out here, however we are on a tight timeline. If we can see what these differences are, we'll be in a better place to make a decision. Randall stated that there is a statewide group for honors; we can get a definition from them.

Motion carried unanimously.

8.2.10 CIS 401 Database Management and Design for Healthcare Professionals – New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Advisory: CIS 2 with a grade of C or higher.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

Motion to approve 8.3.10: Spivey/Yates

Motion carried unanimously.

8.2.11 ENGL 401 Advanced Professional Writing – New Course – 3 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Prerequisite: ENGL 1B or ENGL 1C with a grade of C or higher.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

Motion to approve 8.3.11: Yates/Spivey.

Motion carried unanimously.
Motion to approve prerequisite: Yates/Spivey

Motion carried unanimously.

8.2.12 HIMS 405 Fundamentals of Health Information Management – New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.13 HIMS 408 Ethics in Healthcare Administration – New Course – 3 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.14 HIMS 410 Healthcare Informatics – New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.15 HIMS 415 Healthcare Analytics -- New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.16 HIMS 418 Legal Concepts and Compliance in Healthcare – New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.17 HIMS 420 Principles of Finance for Health Information Management – New Course – 3 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.18 HIMS 425 Revenue Cycle Management – New Course – 3 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.19 HIMS 430 Human Resources Management in Healthcare – New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.20 HIMS 435 Project Management in Healthcare – New Course – 3 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.21 HIMS 440 Leadership and Strategic Management for Healthcare Professionals – New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.22 HIMS 445 Healthcare Information Systems Analysis and Design – New Course – 4 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.23 HIMS 455A Applied Research Project in Health Information Management – New Course – 3 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Corequisite: HIMS 455B

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

8.2.24 HIMS 455B Advanced Professional Practice Experience – New Course – 1 Unit
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Corequisite: HIMS 455A

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

Motion to approve 8.2.12-8.2.24: Waite/Borg

Motion carried unanimously.

Motion to approve prerequisites Spivey/Waite

Motion carried unanimously.

8.2.25 PSYC 401 Industrial-Organizational Psychology – New Course – 3 Units
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Prerequisite: PSYC 1A with a grade of C or higher.

Justification:
This course is an upper division requirement for the Bachelor of Science degree in Health Information Management.

Motion to approve 8.2.25: Spivey/Waite

Spivey reported that Lenore was happy with the course after the edits were completed. Borg is not sure whether this would fit into GE.

Motion to approve prerequisite: Spivey/Yates

Borg opposed approval of PSYC 401.

9. MISCELLANEOUS

9.1 Curriculum Committee Handbook (pages 21-40)

Motion to move handbook discussion to 12/7 meeting: Borg/Spivey

Motion carried unanimously.

10. ADJOURN

Meeting was adjourned at 4:55pm.

9.10 **GRANT PROPOSAL – TRUTH INITIATIVE: SMOKE-FREE COMMUNITY COLLEGES**

Dr. O'Rorke said the renewal for this $5,000 grant assists us and the committee in engaging District employees and students to submit future recommendations regarding a smoke free campus, or a limited smoke free campus.

It was moved by Mr. Scott Swendiman and seconded by Mr. Duane Miller TO APPROVE THE GRANT PROPOSAL AND AUTHORIZE ACCEPTANCE OF THE FUNDS SHOULD SHASTA COLLEGE BE SELECTED TO RECEIVE THE GRANT AWARD. The matter passed 4-0, and the Student Trustee advisory vote was affirmative.

9.11 **CALIFORNIA COLLEGE PATHWAY PROGRAM MEMORANDUM OF UNDERSTANDING**

Dr. O'Rorke said this agreement is to assist us as we expand our recruitment efforts into China and Vietnam. We are partnering with them to provide marketing materials and they will actively help us recruit qualified students.

It was moved by Mr. Scott Swendiman and seconded by Mr. Duane Miller TO RATIFY THE CALIFORNIA COLLEGE PATHWAY PROGRAM MEMORANDUM OF UNDERSTANDING. The matter passed 4-0, and the Student Trustee advisory vote was affirmative.

9.12 **BOARD APPROVAL FOR NEW COURSES**

Dr. Wyse said this is an exciting one to bring forward. The two main items are the upper level baccalaureate courses as well as the honors courses Robb [Lightfoot] mentioned earlier. I'd like it on record that I got to present this item rather than Meridith [Randall]. She would have been very excited to present this. Faculty are doing a lot of work with curriculum. Mr. Lightfoot said we've had a lot of help from the Office of Instruction and the counselors. Mr. Smith asked, what exactly is the honors program? Mr. Lightfoot replied it's a designation of certain classes as honors classes which may help students elevate themselves for transfer. The goal is for the students to have experiences to help them get letters of recommendation. They are a step up from normal classes. We still have to work out the eligibility for enrollment. Often it's based upon GPA, but we may recognize students who have had challenges to overcome. We're very excited about it.

It was moved by Mr. Scott Swendiman and seconded by Dr. Rob Lydon TO APPROVE THE COURSES AS SUBMITTED. The matter passed 4-0 [Mr. Kendall Pierson, Mrs. Rayola Pratt, and Mr. Robert Steinacher were absent], and the Student Trustee advisory vote was affirmative.

9.13 **ESTABLISHMENT OF 2016-2017 NON-RESIDENT TUITION FEE**

Mr. Rodrigue said this is the time of year when we recommend our non-resident tuition fee. There are multiple ways to determine that. The method we've used for the past several years has been to compare our fee to those in contiguous districts. Our current rate is $210 per semester unit. We are recommending we increase that to $214 per semester unit for the 2016-2017 year.

It was moved by Mr. Scott Swendiman and seconded by Mr. Duane Miller TO ESTABLISH THE NON-RESIDENT TUITION FEE FOR 2016-2017 AT THE RATE OF $214 PER SEMESTER UNIT. The matter passed 4-0, and the Student Trustee Advisory vote was affirmative.

SHASTA COLLEGE
HEALTH INFORMATION TECHNOLOGY
ASSOCIATE OF SCIENCE DEGREE PROGRAM

SEMESTER ONE (11 units)

Course Title	Semester Units
OAS 110 Medical Terminology	3
BIOL 5 Introduction to Human Biology	3
HIT 10 Introduction to Health Information	4
HIT 11 Computer Basics for Health Information Technology	1

SEMESTER TWO (11 units)

Course Title	Semester Units
HIT 7 Introduction to Human Disease Process	3
HIT 15 Legal Aspects of Healthcare	3
HIT 20 Hospital and Health Statistics	3
HIT 25 Health Information in Alternative Settings	2

SEMESTER THREE (8 units)

Course Title	Semester Units
HIT 30 Basic Pharmacology	1
HIT 35 CPT Coding	3
HIT 40 ICD Coding I	4

SEMESTER FOUR (11 units)

Course Title	Semester Units
HIT 45 ICD Coding II	4
HIT 50 Healthcare Reimbursement	2
HIT 55 Healthcare Quality Management	3
HIT 60 Professional Practice Experience*	2

*PPE may be taken in semester three.

Total Health Information Technology Program Units 41
Associate of Science Degree

It is recommended that students complete some or all of their General Education units prior to entering the program. If students choose to take GE graduation requirements during the program, the semester unit load will increase to 18-19 units per semester.

Shasta College
Health Information Management
Baccalaureate of Science Degree Program

Program Course Sequence

Semester Five: (14 units)

Course Title	Semester Units
HIMS 405 Fundamentals of Health Information Management	4
HIMS 408 Ethics in Healthcare Administration	3
HIMS 410 Healthcare Informatics	4
ENGL 401 Advanced Professional Writing	3

Semester Six: (14 units)

Course Title	Semester Units
HIMS 415 Healthcare Analytics	4
HIMS 418 Legal Concepts and Compliance in Healthcare	4
HIMS 420 Principles of Finance for Health Information Management	3
PSYC 401 Industrial-Organizational Psychology	3

Semester Seven: (14 units)

Course Title	Semester Units
HIMS 425 Revenue Cycle Management	3
HIMS 430 Human Resources Management in Healthcare	4
HIMS 435 Project Management in Healthcare	3
CIS 401 Database Management and Design for Healthcare Professionals	4

Semester Eight: (12 units)

Course Title	Semester Units
HIMS 440 Leadership and Strategic Management for Healthcare Professionals	4
HIMS 445 Healthcare Information Systems Analysis and Design	4
HIMS 455A Applied Research Project in Health Information Management	3
HIMS 455B Advanced Professional Practice Experience	1

Total Health Information Management Program **54 units**
Baccalaureate of Science Degree

Chapter 5: Grading and Academic Standards

Audit

Please see Chapter 2 – Admission and Enrollment Information for details.

Grading

It is the responsibility of the instructor for the assignment of grades in any Shasta College course. To insure that grading is done consistently and fairly, the instructor shall:

1. Develop a grading procedure prior to the beginning of the course and have this procedure clearly communicated to each student on the first day handout (syllabus) of each course.
2. Establish a grading procedure that shall guarantee the academic integrity of the course at the appropriate level.
3. Once established, adhere to the course grading procedure throughout the semester.
4. Give sufficient evaluations throughout the course to insure that students are aware of progress and to inform the students of standing in the course.
5. Abide by established examination schedules of the college.
6. Adhere to established deadlines and use appropriate forms for submitting grades to the Records Office.
7. File all grade changes within two (2) years of the original grade being issued.

GRADE CHANGE PROCEDURE

Under no circumstances except for completion of work for removal of an incomplete, may a grade change be made as the result of work completed or presented following the close of a grading period (Administrative Procedure 4230). The Incomplete (I) may be made up no later than one year following the end of the term in which it was assigned. ALL GRADE CHANGES MUST BE SUBMITTED DIRECTLY BY THE INSTRUCTOR TO THE ADMISSIONS AND RECORDS OFFICE.

GRADE CHANGE APPEAL PROCEDURE
Board Policy 4230

The instructor of the course shall determine the grade to be awarded to each student. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. The removal or change of an incorrect grade from a student's record shall only be done upon authorization by the instructor of the course. In the case of mistake, fraud, bad faith, or incompetence, the final determination concerning removal or change of grade will be made by the Vice President of Instruction or his/her designee.

For more information on appealing a grade, call (530) 242-7659.

Grading Definitions

The course grading procedure is based on the established course objectives according to the following grade definitions:

A – Excellent - Outstanding achievement of the course objectives. (4 grade points)

B – Good - Above average achievement of the course objectives. The quality of work demonstrates a comprehensive knowledge of the subject matter and a marked ability to interpret it. (3 grade points)

C – Fair to Average - Satisfactory or average achievement of the course objectives. The performance fulfills the course requirements in both quality and quantity and meets acceptable standards for graduation. (2 grade points)

D – Passing - Less than satisfactory achievement below the course objectives but such that it is not necessary to repeat the course. The level of achievement is not generally satisfactory for advancement in studies in the same or related areas. (1 grade point)

F – Failing - Failure to achieve objectives of the course. The performance is undeserving of course credit. (0 grade points)

P – Pass - Satisfactory achievement of course objectives. Student is passing the course with a "C" or better. (Not used in grade point calculations.) See Board Policy 4230 for more information.

FW – Failing-Withdrawal – A student who has both ceased participating in a course sometime after the last day to withdraw from the course without having achieved a final passing grade, and who has not received district authorization to withdraw from the course due to extenuating circumstances may be assigned an "FW".

NP – No Pass - Student is doing "D" or "F" work in the course. (Not used in grade point calculations.)

Non-Evaluative Symbols Definitions

AU – Audit – Auditing is to allow students to participate in class activities beyond the course repetition limit; and to allow students to repeat a course with the intent of upgrading needed skills or reviewing course content. Priority will be given to credit-seeking students.

I – Incomplete - Incomplete academic work for unforeseeable emergencies and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for removal of the "I" shall be stated by the instructor in a written record (form available from the Admissions Office). This record shall contain the conditions for removal of the "I" and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The "I" may be made up no later than one year following the end of the term in which it was assigned; however, the student may petition the Scholastic Standards Committee for a time extension due to unusual circumstances.

IP - In progress - The "IP" symbol shall be used to denote that the class extends beyond the normal end of an academic term. It indicates that work is "in progress", but that the assignment of a substantive grade must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative grade and unit credit shall be assigned and appear on the student's record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages.

RD - Report Delayed - The "RD" symbol shall be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

MW – Military Withdrawal – Military withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders (other than TDY) compelling a withdrawal from courses. A student must file a petition requesting this option and attach a copy of military orders at the Admissions and Records Office. Military withdrawals will not be counted in progress probation and dismissal calculations. See the Dean of Enrollment Services for specific details.

W - Withdrawal - Students may withdraw from a class after the official "drop" date and up through the last day of the fourteenth week or 75% of the term, whichever is less. The notation "W" will appear on the student's transcript and will not be used in calculation of grade point average. Excessive "W"s shall, however, be used as factors in probation and dismissal procedures. IT IS THE STUDENT'S

RESPONSIBILITY TO OBTAIN FORMS AND SUBMIT THE NECESSARY PAPERWORK TO WITHDRAW FROM A CLASS(ES). An instructor may also drop a student during the first 75% of the class for non-participation. Forms are available from Admissions and Records, Extended Education sites, or by mail. Students who have not dropped or withdrawn from a class before the end of the fourteenth week or 75% of the term will be assigned a course grade.

Non-Traditional Ways to Earn Credit

ADVANCED PLACEMENT EXAMINATION CREDIT

Shasta College will award credit to students scoring a 3, 4, or 5 on Advanced Placement examinations as indicated below. Students should have test scores sent to the Shasta College Admissions and Records Office and then contact the office during their first semester to have credit posted to their transcripts. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor.

All CSU campuses will accept the exams shown below toward fulfillment of the designated General Education-Breadth area if the examination is included in a full or subject-area certification. The CSU campus to which the student is transferring determines the total number of units awarded for successful completion of an Advanced Placement examination and the applicability of the examination to other graduation requirements.

The University of California grants credit for all Advanced Placement examinations on which a student scores 3 or higher. The credit may be subject credit, graduation credit, or credit toward General Education or breadth requirements, as determined by evaluators at each campus. Shasta College will certify the units for the IGETC General Education area indicated below.

AP Subject Exam	CSU GE Area	IGETC Area	Units Awarded
Art History	C1 or C2	3A or 3B	3
Biology	B2 and B3	5B + 5C	4
Calculus AB	B4	2A	3
Calculus BC	B4	2A	3
Chemistry	B1 and B3*	5A + 5C	4
Chinese Language and Culture	C2	3B + 6A	3
Comparative Government & Politics	D8	4	3
English Language and Composition	A2	1A	3
English Literature and Composition	A2 + C2	1A or 3B	6
Environmental Science	B1+ B3	5A + 5C	4 / 3**
European History	C2 or D6	3B or 4	3
French Language and Culture	C2	3B + 6A	3
German Language and Culture	C2	3B + 6A	3
Human Geography	D5	4	3
Italian Language and Culture	C2*	3B + 6A	3
Japanese Language and Culture	C2	3B + 6A	3
Latin	C2	3B + 6A	3
Macroeconomics	D2	4	3
Microeconomics	D2	4	3
Physics 1	B1 + B3	5A + 5C	4
Physics 2	B1 + B3	5A + 5C	4
Physics C (electricity/magnetism)	B1 + B3	5A + 5C	4 / 3**
Physics C (mechanics)	B1 + B3	5A + 5C	4 / 3**
Psychology	D9	4	3
Spanish Language and Culture	C2	3B + 6A	3
Spanish Literature and Culture	C2	3B + 6A	3
Statistics	B4	2A	3
U.S. Government and Politics	D8+US-2	4	3
U.S. History	(C2 or D6)+US-1	3B or 4	3
World History	C2 or D6	3B or 4	3

*Check with a counselor for restrictions
**4 units awarded for CSU / 3 units awarded for IGETC

CHALLENGE (CREDIT BY EXAMINATION)
Board Policy 4235

A student may challenge a class by taking an examination. Examinations may be taken only once and, if passed, the credit will be posted on the student's permanent academic record. No more than 15 units may be earned through this procedure and only courses determined by each Division of the college are open for the option.

This option is restricted to students registered for credit during the fall or spring semester. Credit by examination is not possible during the summer session. Petition (challenge) forms are available from each Division office. A listing of approved courses can be obtained from the Division office.

CREDIT THROUGH THE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)
Board Policy 4235

Upon completion of six semester units at Shasta College, a student may submit official College Level Examination Program (CLEP) test results to Shasta College from the College Entrance Examination Board (CEEB). Contact the CEEB for a testing center location (Shasta College is not a testing center). CEEB established the program to serve students who have a college-level education developed outside of the classroom (e.g. military experience/training). The following restrictions apply:

- Up to 30 semester units may be applied toward an Associate degree.
- A scaled score of 50 or higher on a CLEP examination will earn credit. (For the older General Exams, a score of 500 or better will earn credit.)
- Units awarded for satisfactory completion of CLEP examinations will post as electives, except as noted by departmental policy referenced below.
- Grades and grade points will not be assigned to CLEP units.
- Units awarded through CLEP will not apply toward the 12-unit residency requirement for Shasta College.
- The Univ. of California (UC) does not accept credit awarded through CLEP.
- Where considered by the appropriate department and division, CLEP Examinations may satisfy specific courses or a specific course prerequisite. Contact the appropriate department or Division to determine which, if any, of the examinations may satisfy specific courses or course prerequisites. Minimum scores for Shasta College course equivalencies, where established, may be obtained from Admissions and Records.
- Contact the Admissions and Records Office or Counseling for more information.
- Shasta College will grant credit for the following CLEP Subject Exams in accordance with the CSU system-wide policy:
  - College Algebra & Trigonometry/Passing Score: 50/3 semester units
  - Calculus & Elementary Functions/Passing Score: 50/3 semester units
  - General Chemistry/Passing Score: 50/3 semester units

CLEP EXAM	CSU GE AREA
American Government	D8
American Literature	C2
Analyzing and Interpreting Literature	C2
Biology	B2
Calculus	B4
Chemistry	B1
College Algebra	B4
College Algebra – Trigonometry	B4
English Literature	C2
French Level II	C2
German Level II	C2
History, United States I	D6 + US-1
History, United States II	D6 + US-1
Human Growth and Development	E
Humanities	C2
Introductory Psychology	D9
Introductory Sociology	D0
Natural Sciences	B1 or B2
Pre-Calculus	B4

Principles of Macroeconomics	D2
Principles of Microeconomics	D2
Spanish Level II	C2
Trigonometry	B4
Western Civilization I	C2 or D6
Western Civilization II	D6

DISTANCE EDUCATION (DE)

Distance Education means providing access to education beyond the traditional patterns of campus-based education and programs. It does so by offering a variety of programs and courses held at each of the three Extended Education campuses in Red Bluff, Weaverville, and Burney as well as other sites throughout the District. It also means offering classes in a variety of formats including live, internet-based (online/hybrid/web enhanced), and 2-way interactive television (ITV) instruction. Students may register online, on campus and at Extended Education campuses for all distance education courses.

All courses offered in these formats offer the same rigorous learning experience found in traditional face-to-face courses. These courses are designed for individuals who are unable to attend campus classes on a regular basis, prefer independent learning, or would like to take courses at their convenience.

Interactive Television (ITV): A variety of courses are available at selected sites using two-way interactive video technology. These courses originate on the Redding campus or one of the Extended Education campuses with real time delivery of the classroom activities to the other sites. Students are able to fully interact with the faculty member and other students at each of the sites. Procedures for examinations, assignments, and other class requirements are explained at the first class meeting.

Internet-based Courses: Courses are available in a variety of Internet-based formats (online, hybrid, or web enhanced) and typically offer greater flexibility for students' schedules. Contrary to some beliefs, however, Internet-based courses are not easy. They require a well-disciplined, motivated student with computer skills, familiarization with the Internet, a reliable computer, and a high-speed Internet connection. State regulations regarding enrollment in online classes may change and online classes may not be available to students residing outside California. Two types of Internet-based courses are offered at Shasta College:

1. Hybrid: A hybrid class meets face to face for some number of instructional hours AND a portion of the required instructional hours is conducted online (normally requiring login to SC Online). Students MUST access online materials to successfully complete course requirements. Hybrid courses are listed with the days and times of actual face to face meetings followed by "+ INTERNET."
2. Online: A fully online class is one which requires that all class content, activities, and interaction be done online (normally requiring login to SC Online). Some instructors may include on-campus orientation, student conferences, or other on-campus events (consult the MyShasta online schedule for specific information). Students MUST access online materials to successfully complete course requirements. Fully online courses are listed as "INTERNET." State regulations regarding enrollment in online classes may change and online classes may not be available to students residing outside California.

INDEPENDENT STUDY

Independent study provides a forum for advanced work in a given field of study. A student may contract with a full-time instructor to do independent study in a specific subject area in which he/she has exhausted the regular curricular offerings provided that:

99 - **Transfer Level Courses*** -- The student has a declared major or already possesses a degree and has completed a minimum of 12 transfer units at Shasta College.

199 - **Non-Transfer Level Courses*** -- The student has completed a minimum of 12 units at Shasta College

Independent study can be taken for .5-3 units. The total hours required are as follows:

.5 unit = 27 hours; 1.0 unit = 54 hours; 1.5 units = 81 hours;

2.0 units = 108 hours; 2.5 units = 135 hours; and 3.0 units = 162 hours.

*Note: Any combination of these courses may be repeated three times (total of four enrollments) or a maximum of six independent study units.

Forms and additional information are available from your instructor or the Division Office.

INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS

IB Exam	CSU GE AREA	IGETC AREA
Biology HL	B2	5B (without lab)
Chemistry HL	B1	5A (without lab)
Economics HL	D2	4B
Geography HL	D5	4E
History (any region) HL	C2 or D6	3B or 4F
Language A1 (any language except English) HL	C2	3B and 6A
Language A2 (any language except English) HL	C2	3B and 6A
Language A1 (any language) HL	C2	3B
Language A2 (any language) HL	C2	3B
Language B (any language) HL	N/A	6A
Mathematics HL	B4	2A
Physics HL	B1	5A
Psychology HL	D9	4I
Theatre HL	C1	3A

MILITARY EXPERIENCE

In general, Shasta College will follow the recommendations of the State Board of Educ., the Univ. of Calif., and the American Council of Education in granting credit for military experience. Total credit for military experience is limited to 15 units.

Correspondence courses given by the United States Armed Forces Institute or by an accredited college or university are accepted for credit value as recommended by the American Council on Education. College credit will not be allowed for duplicated training. The total number of units granted for USAFI courses shall not exceed 24 units. No credit will be given at Shasta College for General Education Development tests.

Credits will be granted to those students who present a DD214. The student will be required to provide the Admissions and Records Office with a copy of his/her DD214 for verification. Application for such credit must be made on a form obtained from the Admissions and Records Office. This credit must be verified. All new Veterans to Shasta College should call for information and an appointment at (530) 242-7701.

PRIOR WORK EXPERIENCE

A student having experience related to the program in which he/she is enrolled may be granted credit for such experience. The credit is applicable only for an Associate degree at Shasta College. Students applying for credit should obtain an application from the Admissions and Records Office.

WORKSITE LEARNING

Students who are interested in combining practical work experience with classroom instruction may enroll in a Worksite Learning class. Worksite Learning classes (the complete list of courses provided below) are open entry. This means that the student may enroll throughout the semester, but must complete all work by the end of the semester (per agreement with the instructor). One unit of Worksite Learning credit is granted for each 75 hours of actual on-the-job activity for a paid work position or 60 hours for a non-paid work position of on-the-job activity. It is imperative for the student to determine how many units he/she should sign up for. This should be worked out with the instructor in the initial orientation meeting. If the student is unable to verify enough work hours to meet the units for which he/she enrolls, the student will receive an "F" in the course.

For example, if a student enrolls in a three (3)-unit worksite learning class and fails to verify 225 paid hours of on-the-job activity by the deadline established by the instructor, the student will receive an "F" in the class. The student has the same withdrawal and add/drop options as for any other course.

The following courses are listed in the catalog under the appropriate disciplines as worksite learning classes. For details, look under the specific prefixes. The classes, units, instructors, and times of the initial orientation meetings for each semester are listed in the current schedule of classes. Not all worksite learning classes are offered every semester.

Worksite Learning Classes: ADJU 94, AG 94, AGEH 94, AGNR 94, AUTO 94, BUAD 94, CIS 94 , CONS 94, CULA 94 , DIES 94, DSS 94, ECE 94, EDUC 94, ENGR 94, FIRS 94, FSS 94, GIS 94, HEOC 94, HOSP 94, MKTG 94, OAS 84, PEAT 94, WELD 94, WSL 94*

Please note that it is up to the instructor in the specific discipline to determine if the student's proposed work assignments are related to the student's major. If a proposed work assignment is not discipline/major related, credit will not be granted.

Each worksite learning course has a prerequisite or co-requisite. Check the course description for specific information.

*WSL 94 is considered a General Work Experience course for supervised employment that is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.

FINANCIAL AID STUDENTS: Students must maintain concurrent enrollment in seven (7) units which include worksite learning units.

VETERAN STUDENTS: Worksite learning will NOT be paid unless it is required for the student's major. In addition, veterans receiving veteran's educational benefits for WSL units MUST register for the appropriate co-requisite in the same semester.

Pass/No Pass Policy

Shasta College offers two categories of "Pass/No Pass" courses. "Pass/No Pass" classes must be so designated in the college catalog. The catalog must specify into which "Pass/No Pass" category each course falls. (Title 5, Section 55022)

The two categories are:

1) Courses which are designated as only Pass/No Pass, and
2) Courses in which a student has the option of receiving a grade or taking the course for credit through Pass/No Pass. A student who exercises that option and applies to take a course for Pass/No Pass shall not receive a grade for that course and will receive a "P" for credit or a "NP" for no credit shall appear on his/her official transcript of record. Units attempted for which the symbol "NP" is recorded shall be considered in probation and dismissal procedures.

Students may use the Pass/No Pass grade option in no more than one course per semester, and may apply no more than ten semester credit (P) units toward the A.A. Degree.

Students who are awarded credit (P) in a course shall receive both course credit and the full unit credit for the course. In computing a student's grade-point average, grades of "Pass/No Pass" are omitted.

It is the responsibility of the student to be familiar with the "Pass/No Pass" policy in force at the college or university campus to which he/she hopes to transfer and to comply with that policy.

Repetition of a Course
Board Policy 4225

Repetition of a college course is restricted and shall occur only under the following conditions:

For purposes of this policy, an evaluative grade is defined as a grade of A, B, C, D, F, or FW.

Repetition of a college course is generally restricted to two repetitions for a total of three enrollments and shall occur under the following conditions:

(a) Students receiving a D, F, FW, W or NP grade in a course may repeat the course twice without petition. When a course is repeated under this condition, the last evaluative grade earned shall be the grade used in the computation of the student's grade point average.

(b) In order to repeat a course one time in which an A, B, C or P grade was earned, the student must petition the Scholastic Standards Committee for permission prior to enrolling in the course. When a course is repeated under this condition, the grade awarded shall not be calculated in the student's grade point average. However, the new grade may be considered by a specific program for admission to that program.

(c) In order to repeat a course a third time (for a total of four enrollments) in which a D, F, FW, W, or NP grade was earned, the student must petition the Scholastic Standards Committee for permission prior to enrolling in the course. When a course is repeated under this condition, the last evaluative grade earned shall be the grade used in the computation of the student's grade point average.

When course repetition occurs, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

When there has been a significant lapse of time, defined as no less than 36 months, since a student obtained a satisfactory grade in a course, the student may petition the Scholastic Standards Committee to repeat the course. When repetition due to significant lapse of time is granted, the grade received will not be calculated in the GPA.

Scholastic Deficiency

For the purposes of Board Policy, the phrases "units attempted," "all units," or "all units attempted," mean all units of credit for which the student was enrolled at Shasta College regardless of whether the student completed the course or received any credit or grade. This specifically includes all "credit," "no credit," "I," and "W" grades. The word "semester" shall refer to the Fall and Spring terms. The condensed summer session is not considered a "semester."

STANDARDS FOR PROBATION

a. Academic Probation - A student who has attempted at least 12 semester units as shown by the official academic record shall be placed on academic probation if the student has earned a cumulative grade point average below 2.0 in all units which were graded on the basis of the grading scale described in Board Policy, Section 4230.

b. Progress Probation - A student who has attempted at least 12 units as shown by the official academic record shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of "W", "I", and "NC" are recorded reaches or exceeds fifty percent (50%).

c. For record purposes - Any changes made in the student's class schedule as a result of a counselor recommendation shall be treated as occurring within the first four weeks of the semester or 30% of the term for classes less than a semester in length.

NOTIFICATION OF PROBATION

Students placed on academic or progress probation pursuant to section 55031(a) or (b) shall be notified of their status no later than thirty days following the end of the term that resulted in the student being placed on academic or progress probation. This notice shall clearly state that two consecutive primary terms of probation will lead to loss of the BOG Fee Waiver until the student is no longer on probation. This notice shall advise students about the available

student support services to assist them in maintaining eligibility and will include an explanation of the conditions that the student must satisfy as a result of their probation.

REMOVAL FROM PROBATION

a. A student on academic probation for a grade point deficiency shall be removed from probation when the student's accumulated grade point average is 2.0 or higher.

b. A student on progress probation because of an excess of units for which entries of "W", "I", and "NP" are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).

EXTENSION OF PROBATION

a. A student on academic probation who earns a grade point average of 2.0 or better for the semester, but whose cumulative grade point average still results in academic probation, shall have his/her probation extended an additional semester prior to dismissal.

b. A student on progress probation who completes more than 50% of all units attempted for the semester, but whose cumulative records still results in progress probation, shall have his/her probation extended an additional semester prior to dismissal.

Standards for Academic Dismissal

For purposes of this section, semesters shall be considered consecutive on the basis of the student's enrollment (for example, a fall semester followed by a fall semester shall be considered consecutive if the student was not enrolled in the spring semester of that academic year).

A student who is on academic probation shall be dismissed if the student earned a cumulative grade point average of less than 2.0 in all units attempted and graded in each of three consecutive semesters, including the semester that placed the student on probation (which were graded on the basis of the grading scale described in Board Policy, Section 4230).

A student who has been placed on progress probation shall be dismissed if the percentage of units in which the student has been enrolled for which entries of "W", "I", and "NC" (as defined in Board Policy, Section 4230) are recorded in at least three consecutive semesters reaches or exceeds fifty percent (50%) in accordance with Board Policy, Section 4230.

NOTIFICATION OF DISMISSAL

The Admissions and Records Office shall make every reasonable effort to notify a student of dismissal from Shasta College due to academic disqualification as soon as that information is available following the completion of the semester. If a dismissed student has already enrolled in classes for a fall or spring semester, the Admissions and Records Office will disenroll the student retroactively as of the first day of the new term. The Admissions and Records Office will notify the student in writing of this action. Dismissal does not apply to summer school.

REINSTATEMENT

A student who has been dismissed from Shasta College because of academic or progress disqualification must meet with a counselor and then file a request for reinstatement with the Admissions and Records Office. A dismissed student may be reinstated after an absence of one or more fall or spring semesters.

a. Academic Dismissal - A student who was dismissed because of academic probation must earn satisfactory grades (a grade point average of 2.0 or better) during the semester of reinstatement. A student who does not earn the required grade point average will be dismissed.

b. Progress Dismissal - A student who was dismissed because of progress probation must satisfactorily complete more than 50% of all units attempted during the semester of reinstatement. A student who does not complete the required percentage of units will be dismissed.

APPEAL

Any student may appeal probation or dismissal if that student feels there are special mitigating circumstances. All appeals shall be sent to the Scholastic Standards Committee, accompanied by a report from the student's counselor.

Withdrawing From a Class with a "W" Grade

Students may withdraw from a class after the official "drop" date and up through the last day of the fourteenth week or 75% of the term, whichever is less. A student may drop a class and have no notation appear on their transcripts through the census date of each class. After the census date of each class and up to 75% a student may withdraw from a class. The notation "W" will appear on the student's transcript and will not be used in calculation of grade point average. Excessive "W"s shall, however, be used as factors in probation and dismissal procedures. An instructor may also drop a student during the first 75% of the class for non-participation.

IT IS THE STUDENT'S RESPONSIBILITY TO OBTAIN FORMS AND SUBMIT THE NECESSARY PAPERWORK TO WITHDRAW FROM CLASS(ES). Forms are available from Admissions and Records, Extended Education sites, or by mail. Students can drop a class in person at Admissions and Records or Extended Education sites, or online through MyShasta. Students who have not dropped or withdrawn from a class before the end of the fourteenth week or 75% of the term will be assigned a course grade.

Health Information Management Program

ENROLLMENT PATHWAYS

There are two pathways to the Bachelor's Degree Health Information Management Program

Track 1 – Starting with the Health Information Technology Program (1st year)

This track is designed for students who will be enrolling in the Health Information Technology two-year Associate of Science Degree program and are interested in continuing on to earn a Bachelor's Degree in Health Information Management.

Students who enter into the Health Information Technology two-year Associate of Science Degree Program at Shasta College, will have the opportunity to apply to the baccalaureate program as a pre-major.

In addition to the required courses for the major, students pursuing this track must complete the CSU General Education pattern in order to complete the associate of science degree program.

In order to proceed into the baccalaureate program students must successfully complete the Health Information Technology Associate Degree Program.

Track 2 – Starting with the Health Information Management Program (3rd year)

This track is designed for students who have completed a regionally accredited two-year program in Health Information Technology and are interested in pursuing a Bachelor's Degree in Health Information Management. Students in this track will enroll in the upper division courses that will lead to the baccalaureate degree.

Students pursuing this track must complete the CSU or IGETC General Education pattern prior to earning a bachelor of science degree in Health Information Management.

Application Process

Shasta College 2016-2017

California State Universities – General Education

Shasta College students will meet the General Education requirements for all campuses of the California State University system by completing the following General Education Program. Shasta College may certify a maximum of 39 semester units from Categories A - E. Note: No more than 30 semester units may be certified from Categories B - D. *Courses listed more than once may be used to fulfill the requirements of one category only.*

An additional 9 units of upper division work must be taken at a CSU campus to complete the full 48-unit General Education requirement.

CATEGORY A: Students shall select a minimum of nine (9) units in communications in the English language. Students must select one course from each area.

A1: Oral Communication

CMST 54: Small Group Communication
CMST 54H Small Group Communication/Hnrs
CMST 60: Public Speaking
CMST 60H: Public Speaking/Hnrs

A2: Written Communication

ENGL 1A: College Composition
ENGL 1AH: College Composition/Hnrs

A3: Critical Thinking

ENGL 1B: Literature & Composition
ENGL 1BH: Literature & Composition/Hnrs
ENGL 1C: Crit. Reasoning/Reading/Writ
ENGL 1CH: Crit. Reasoning/Reading/Writ/Hnrs
PHIL 8: Logic
CMST 40: Argumentation and Debate
CMST 40H: Argumentation and Debate/Hnrs

CATEGORY B: Students shall select a minimum of nine (9) units in the physical universe and its life forms and in mathematical concepts and quantitative reasoning. Students shall select at least three units from each area. One of the courses must have a laboratory. Additional courses may be selected from any area. Courses underlined are designated as laboratory courses.

B1/B3: Physical Sciences

ASTR 1: Astronomy
ASTR 2: Stellar Astronomy
AGPS 24: Soils
CHEM 1A: General Chemistry
CHEM 1B: General Chemistry
CHEM 2A: Introduction to Chemistry
CHEM 2B: Intro to Organic & Bio Chemistry
CHEM 6: Intro. Chemistry Applied to Envir.
CHEM 10: Chemistry for Liberal Arts
CHEM 11: Chemistry Lab for Liberal Arts
CHEM 16: Chemical Problem Solving
CHEM 70: Organic Chemistry
CHEM 71: Organic Chemistry
ESCI 1: Physical Geology
ESCI 2: Geology, Historical
ESCI 3: Mineralogy & Crystal Optics
ESCI 6: Ancient Life
ESCI 7: Intro to Geology of California
ESCI 8: Planetary Geology
ESCI 9: Earthquakes, Volcanoes
ESCI 10: Environmental Geology
ESCI 12: General Earth Science
ESCI 14: Meteorology
ESCI 15: Oceanography
ESCI 17: Earth System Science
ESCI 18: Global Climate: Past, Present, Future
GEOG 1A: Physical Geography
GEOG 1AL: Physical Geography Lab
PHSC 1: Physical Science Survey
PHYS 2A: Gen. College Physics
PHYS 2B: Gen. College Physics
PHYS 4A: Physics - Mechanics

B2/B3: Life Sciences

AGAS 19: Principles of Animal Science
AGEH 33: Environ. Horticulture
AGNR 60: Environmental Science
AGNR 61: Environmental Science Lab
AGPS 20: Plant Science
ANAT 1: Human Anatomy
ANTH 1: Physical Anthropology
BIOL 1: Principles of Biology
BIOL 5: Human Biology
BIOL 6: Human Biology
BIOL 10: General Biology
BIOL 10L: General Biology Lab
BIOL 11: Diversity of Life
BIOL 12: Field Biology
BOT 1: General Botany
ESCI 6: Ancient Life
MICR 1: Microbiology
NHIS 5: Natural History of the Neotropics
NHIS 15: Natural History
PHY 1: Physiology
ZOOL 1: General Zoology

B4: Mathematical Concepts and Quantitative Reasoning

MATH 2: Precalculus Mathematics
MATH 2A: Precalculus College Algebra
MATH 2B: Precalculus Trigonometry
MATH 3A: Calculus 3A
MATH 3B: Calculus 3B
MATH 4A: Calculus 4A
MATH 4B: Differential Equations
MATH 6: Linear Algebra
MATH 8: Finite Mathematics
MATH 9: Survey of Calculus
MATH 10: Plane Trigonometry
MATH 11: Patterns of Mathematical Thought
MATH 13: College Algebra for Liberal Arts
MATH 14: Introduction to Statistics
MATH 17: Calculus for Soc/Life Sciences
MATH 41A: Concepts of Elementary Math
MATH 41B: Concepts of Elementary Math

CATEGORY C: Students shall select a minimum of nine (9) units among the arts, literature, philosophy, and foreign languages, with at least one course in the arts and one in the humanities.

C1: Arts

ART 1: Introduction to Art
ART 2: History of Western Art
ART 3: Western Art, Renaissance to Cont.
**ART 4: World Art
ART 6: History of Modern Art
CMST 30: Oral Interpretation
CMST 30H: Oral Interpretation/Hnrs
ENGL 14: Drama as Lit
HUM 2: Exploring the Humanities
HUM 4: Humanities Through Film
MUS 10: Music Appreciation
MUS 11: History of Jazz and Rock
**MUS 14: World Music
MUS 15: History of Rock
MUS 16: History of Jazz
THTR 1: Introduction to Theatre
THTR 5: 20th Century Theatre
THTR 8: History of World Theatre I
THTR 9: History of World Theatre II

C2: Humanities

ASL 1 American Sign Language 1
ASL 2 American Sign Language 2
ASL 3 American Sign Language 3
ASL 4 American Sign Language 4
CHIN 1: Mandarin Chinese 1
ENGL 1B: Literature & Composition
ENGL 1BH: Literature & Composition/Hnrs
**ENGL 10A: World Literature to 1650
**ENGL 10B: World Literature after 1650
ENGL 11A: Survey of American Lit.
ENGL 11B: Survey of American Lit.
ENGL 13A: Survey of English Lit.
ENGL 13B: Survey of English Lit.
ENGL 14: Drama as Lit
ENGL 15: Lit. By/About Women
ENGL 16: Poetry
ENGL 17: Intro to Shakespeare
*ENGL 18: African American Lit
ENGL 19: Survey of Bible as Literature
**ENGL 20: World Mythology
*ENGL 24: Multicultural American Lit.
ENGL 25: Linguistics
ENGL 31: Creative Writing
ENGL 33: Fiction and Film
ENGL 36: Children's Lit
FREN 1, 2: Elementary French
FREN 3, 4: Intermediate French
GERM 1, 2: Elementary German
HIST 2: World Civilization to 1500 C.E.
HIST 3: World Civilization: 1500 to Present

HUM 2: Exploring the Humanities
HUM 4: Humanities Through Film
HUM 70: Exploring Contemporary TV
JAPN 1, 2: Japanese 1, 2
JAPN 3, 4: Japanese 3, 4
JAPN 19: Japanese Conversation 1
JAPN 20: Japanese Conversation 2
PHIL 6: Introduction to Philosophy
PHIL 7: Ethics: Understanding Right/Wrong
PHIL 8: Logic
PHIL 14: Modern Western Philosophy
SPAN 1, 2: Spanish 1, 2
SPAN 3, 4: Spanish 3, 4
SPAN 19: Span Conversation and Culture I
SPAN 20: Span Conversation and Culture II

CATEGORY D: Students shall select a minimum of nine (9) units in social, political and economic institutions and behavior, and their historical background, with courses taken in at least two disciplines.

ADJU 10: Intro to AOJ

AGAB 54: Agricultural Economics

AGNR 11: Environmental Ethics

AGPS 25: California Water

**ANTH 2: Cultural Anthropology
**ANTH 14: Religion, Myth, and Ritual
*ANTH 25: Culture/Hist North Amer. Indian

**ARCH 3: Principles of Archaeology

CMST 10: Interpersonal Comm.
*CMST 20: Intercultural Comm.
*CMST 20H: Intercultural Comm./Hnrs

ECE 1: Human Development
ECE 9: Child Growth & Development

ECON 1A: Principles of Econ. (Micro)
ECON 1B: Principles of Econ. (Macro)

**GEOG 1B: Human Geography
GEOG 5: Digital Planet: GIS & Society
*GEOG 7: California Geography
**GEOG 8: World Regional Geography

HIST 1A: History of Western Civ.
HIST 1B: History of Western Civ.
HIST 2: World Civilization to 1500 C.E.
HIST 3: World Civilization 1500 to Pres
HIST 17A: U.S. History
HIST 17B: U.S. History
*HIST 25: African American History
*HIST 35: History of Mex. Americans
**HIST 36: History of the Far East
**HIST 38: History of World Religion
HIST 40: History & Govern. California
HIST 55: History of American West
HIST 57: Russian History

JOUR 21: Intro. to Mass Comm.

POLS 1: Intro. to Political Science
POLS 2: Intro. to Amer. Government
**POLS 20: Politics/Developing World
POLS 25: Global Politics

PSYC 1A: General Psychology
PSYC 1AH: General Psychology/Hnrs
PSYC 5: Human Sexuality
PSYC 14: Personal/Social Adjustment
PSYC 15: Social Psychology
PSYC 17: Abnormal Psychology
*PSYC 20: Cross-cultural Psychology
*PSYC 41: Cult/Soc Context of Chldhd
PSYC 46: Human Memory & Learning

SOC 1: Introduction to Sociology
SOC 1H: Introduction to Sociology/Hnrs
SOC 2: Social Problems
SOC 15: Sociology of Mass Media
*SOC 25: Sociology of Minorities
SOC 30: Sociology of Gender
SOC 70: Social Welfare

AMERICAN HISTORY AND GOVERNMENT REQUIREMENTS FOR GRADUATION FROM A CSU CAMPUS

Completion of a course in American History and a course in American Government is a requirement to graduate from any of the 23 CSU universities. At Shasta College, HIST 17A or HIST 17B, and POLS 2 will satisfy the requirement.

CATEGORY E: Students shall select a minimum of three (3) units in lifelong understanding and development of themselves as integrated physiological, social and psychological entities.

E1:
ECE 1: Human Development
ECE 2: Child, Family, Community
ECE 9: Child Growth & Development
FSS 16: Marriage and Family
FSS 18: Adulthood and Aging
FSS 25: Nutrition
FSS 25H: Nutrition/Hnrs
FSS 26: Nutrition Through the Life Span
FSS 60: Life Management
HLTH 1: Health and Wellness
HLTH 2: Nutrition and Fitness
HLTH 3: Substance Abuse Awareness
PSYC 1A: General Psychology
PSYC 1AH: General Psychology/Hnrs
PSYC 5: Human Sexuality
PSYC 14: Personal/Social Adjustment
STU 1: College Success

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CHICO STATE requires two courses to satisfy the U.S. Diversity & Global Cultures requirement. Both courses may be part of the 39-unit General Education requirement.

a. Courses with one asterisk (*) meet the U.S. Diversity requirement and are "concerned primarily with the aspirations and history of ethnic subcultures". They are ANTH 25, CMST 20, CMST 20H, ENGL 18, ENGL 24, GEOG 7, HIST 25, HIST 35, PSYC 20, PSYC 41, SOC 25.

b. Courses with two asterisks (**) meet the Global Cultures requirement and are "concerned primarily with cultures and societies outside Western Heritage". They are ANTH 2, ANTH 14, ARCH 3, ART 4, ENGL 10A, ENGL 10B, ENGL 20, GEOG 1B, GEOG 8, HIST 36, HIST 38, MUS 14, POLS 20.

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Courses taken for CSU General Education are applied to categories based on the General Education list for the year they are completed.
This is the approved list for courses taken Fall 2016 through Summer 2017. See www.assist.org for prior years.

5/24/16

Shasta College
Health Information Management
Baccalaureate of Science Degree Program

Program Course Sequence

Semester Five: (14 units)

Course Title	Semester Units
HIMS 405 Fundamentals of Health Information Management	4
HIMS 408 Ethics in Healthcare Administration	3
HIMS 410 Healthcare Informatics	4
ENGL 401 Advanced Professional Writing	3

Semester Six: (14 units)

Course Title	Semester Units
HIMS 415 Healthcare Analytics	4
HIMS 418 Legal Concepts and Compliance in Healthcare	4
HIMS 420 Principles of Finance for Health Information Management	3
PSYC 401 Industrial-Organizational Psychology	3

Semester Seven: (14 units)

Course Title	Semester Units
HIMS 425 Revenue Cycle Management	3
HIMS 430 Human Resources Management in Healthcare	4
HIMS 435 Project Management in Healthcare	3
CIS 401 Database Management and Design for Healthcare Professionals	4

Semester Eight: (12 units)

Course Title	Semester Units
HIMS 440 Leadership and Strategic Management for Healthcare Professionals	4
HIMS 445 Healthcare Information Systems Analysis and Design	4
HIMS 455A Applied Research Project in Health Information Management	3
HIMS 455B Advanced Professional Practice Experience	1

Total Health Information Management Program **54 units**
Baccalaureate of Science Degree

SHASTA COLLEGE
HEALTH INFORMATION MANAGEMENT BACHELOR OF SCIENCE DEGREE
COURSE DESCRIPTIONS

HIMS 405 FUNDAMENTALS OF HEALTH INFORMATION MANAGEMENT
(4 units)
This course provides an advanced level perspective on topics relevant to the health information management (HIM) profession. The concepts covered in this course include an overview of emerging issues such as HIM systems management, clinical classification systems, governance and stewardship, data quality and management, health information exchange, electronic health records, revenue cycle management, compliance and risk management. This course is designed for health information management majors.

HIMS 408 ETHICS IN HEALTHCARE ADMINISTRATION
(3 units)
This course provides a comprehensive foundation for ethics in healthcare management and administration. Students will gain knowledge of the theory and concepts of ethics and its application to health information and healthcare administration for them to be able to model sound decision making and ethical practice. Ethics related to the United States healthcare system around patient access, quality and cost will be addressed. This course is designed for health information management majors.

HIMS 410 HEALTHCARE INFORMATICS
(4 units)
This course is designed to bring together healthcare generated information and technology for the purpose of improving quality of care in a cost-effective manner. The primary concepts covered include data standards, data management, health information exchange, clinical decision support, privacy and security issues involving protected health information, emerging trends, data governance, and new technologies. This course is designed for health information management majors.

HIMS 415 HEALTHCARE ANALYTICS
(4 units, includes lab)
This course focuses on the analysis of data for the purpose of generating information resulting in actionable decisions. The primary concepts covered in this course include advanced healthcare statistics, data analysis, mining and exploration. Microsoft Excel is utilized to analyze data and information related to clinical and business systems in healthcare. This course is designed for health information management majors.

HIMS 418 LEGAL CONCEPTS AND COMPLIANCE IN HEALTHCARE
(4 units)
This course focuses on the laws and regulations applicable to healthcare compliance. Topics include federal and state law enforcement and reporting requirements, risk management, audit trails, fraud detection, ethical and legal requirements related to coding, personal health record (PHR), analysis of privacy, security, and confidentiality policies and procedures. This course is designed for health information management majors.

HIMS 420 PRINCIPLES OF FINANCE FOR HEALTH INFORMATION MANAGEMENT
(3 units)
This course prepares healthcare professionals for the responsibilities of maintaining a well-managed healthcare department/organization. Topics include financial statement analysis, performance measurement, budgets, variance analysis, contract analysis, capital financing, and investment

decisions. This course enhances the students' decision-making abilities through case studies and practical applications to real-world situations. This course is designed for health information management majors.

HIMS 425 REVENUE CYCLE MANAGEMENT
(3 units)
This course covers advanced topics in healthcare revenue cycle management. Concepts covered in this course include healthcare classification systems and terminologies, chargemaster management, revenue cycle and audit processes, utilization and resource management, and application and analysis of the relationship between clinical code assignment and reimbursement. This course is designed for health information management majors.

HIMS 430 HUMAN RESOURCES MANAGEMENT IN HEALTHCARE
(4 units)
This course examines the complexities and multiple issues and best practices involved in human resources management in healthcare organizations. The primary concepts covered in this course include managing people in all aspects of their work, recruiting, interviewing, and hiring, compensation and benefits, motivational strategies, performance appraisals, promotions, and terminations. This course is designed for health information management majors.

HIMS 435 PROJECT MANAGEMENT IN HEALTHCARE
(3 units)
This course is designed as a high-level overview of project management utilized in healthcare settings. The primary concepts in this course include project management techniques such as project selection, management, organization, planning, conflict resolution, negotiation, budgeting, scheduling, change management, business process reengineering, and termination of the project. This course is designed for health information management majors.

HIMS 440 LEADERSHIP AND STRATEGIC MANAGEMENT FOR HEALTHCARE PROFESSIONALS
(4 units)
This course examines the theory and practice of leadership, strategic management, and change management in healthcare settings. The primary concepts covered in this course include an overview of emerging issues such as business planning, organizational change, innovation, strategic planning, leadership thinking and goals, change implementation and strategies for successful transitions. This course is designed for health information management majors.

HIMS 445 HEALTCARE INFORMATION SYSTEMS ANALYSIS AND DESIGN
(4 Units, includes lab)
This course is designed to prepare students in the planning, analysis, design, and implementation of healthcare computer-based information systems. The concepts covered include system requirements, systems development life cycle, system architecture, including database design, data warehousing, workflow concepts, and systems performance management. This course is designed for health information management majors.

HIMS 455A APPLIED RESEARCH PROJECT IN HEALTH INFORMATION MANAGEMENT
(3 Units)
This course is the capstone for the health information management baccalaureate degree. This course integrates the theoretical and technical content of the health information management program courses. Ethical considerations for health information managers and information management support for biomedical research are also discussed. Concepts are integrated and applied through the analysis of case studies and the completion of a capstone project, designed by the student and instructor, supporting a local HIM community of interest. This course is designed for Health Information Management majors.

HIMS 455B ADVANCED PROFESSIONAL PRACTICE EXPERIENCE
(1 unit)
This course provides supervised onsite professional practice experience (PPE) for Health Information Management students. This course integrates theory and professional practice in health information management. Emphasis is placed on applying management theories to actual work settings, practice of professional behavior, ethics, and self reflection including career goals. Project topics will support a local HIM community of interest and will be designed by the student, instructor, and the PPE site manager. This course is designed for Health Information Management majors.

CIS 401 DATABASE MANAGEMENT AND DESIGN FOR HEALTHCARE PROFESSIONALS
(3 Units, includes lab)
This course discusses advanced topics in database management and design. The primary concepts covered in this course include programming language, current database structures utilized in healthcare, effective communication with end users and key stakeholders, identifying goals and requirements in database projects, performing end user analysis, and creating data models for performance improvement. Students will explore all aspects of the data lifecycle from capture to storage and utilization to destruction. This course is designed for health information management majors.

ENGL 401 ADVANCED PROFESSIONAL WRITING
(3 units)
This course builds advanced skills in professional writing and reading. It emphasizes strategic and effective editing, revising, composition, research, and argument for various writing situations in the workplace. This course is designed for health information management majors.

PSYC 401 INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
(3 units)
This course provides an introduction to the field of industrial-organizational (I-O) psychology. This branch of psychology studies work behavior, and workplace issues facing individuals, teams, and organizations. The course includes an overview of research methods used in I-O psychology, an exploration of theory and research findings, and the application of I-O psychology to practical problems in the workplace.

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 405 Fundamentals of Health Information Management

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 72

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course provides an advanced level perspective on topics relevant to the health information management (HIM) profession. The concepts covered in this course include an overview of emerging issues such as HIM systems management, clinical classification systems, governance and stewardship, data quality and management, health information exchange, electronic health records, revenue cycle management, compliance and risk management. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Identify and interpret the clinical, administrative, and information systems used to support the delivery of healthcare and the management of health data and information.
2. Analyze how documentation in the health record supports the continuum of care for patients including secondary data sources such as registries, databases, data sets, surveys, and core measure.
3. Analyze the concepts of interoperability and connectivity as they relate to federal initiatives for adoption of healthcare informatics standards.
4. Formulate the role of governmental agencies in healthcare informatics standards development, testing, coordination, and harmonization.
5. Assess data security protection methods and relate it towards protection of electronic health information through confidentiality and security measures.

Objectives:
Upon successful completion of the course the student will be able to:

1. Evaluate electronic applications/systems for clinical classification and coding
2. Identify the functions and relationships between healthcare classification systems
3. Map terminologies, vocabularies and classification systems
4. Evaluate the accuracy of diagnostic and procedural coding
5. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
6. Compile organization-wide health record documentation guidelines
7. Interpret health information standards, specifically for health information exchange
8. Differentiate between various models for health information exchange
9. Describe the purpose of healthcare data sets and standards

10. Distinguish between primary and secondary data sources
11. Identify laws and regulations applicable to healthcare
12. Analyze the security and privacy implications of mobile health technologies
13. Create policies and procedures to manage access and disclosure of personal health information
14. Apply confidentiality and security measure policies and procedures for the protection of electronic health information

Course Content:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. US Healthcare Delivery System
II. Health Information Systems:
  (a) Encoders, Computer Assisted Coding
  (b) Systems Development Life Cycle
  (c) Managerial technologies
III. Healthcare classification systems, principles and applications of classification, taxonomies, nomenclatures, terminologies, clinical vocabularies, auditing
  (a) ICD
  (b) CPT
  (c) SNOMED-CT
  (d) DSM
  (e) RxNorm
  (f) LOINC
  (g) ASTM Standard
  (h) HL7
  (i) Mapping from a standard clinical terminology to a HIPAA code set
    (i) LOINC to CPT or
    (ii) SNOMED-CT to ICD
  (j) Mapping from one code set to another code set (e.g., ICD-9 to ICD-10)
IV. Health record components
  (a) General requirements for documentation for all record types
  (b) Chart analysis and verification of clinical and administrative documentation
V. Standards and regulations for documentation
  (a) The Joint Commission
  (b) CARF
  (c) CMS
VI. Health record documentation policies and procedures
VII. Health information standards and regulations
  (a) Health Information Exchange (HIE
    (i) Models of HIE
VIII. Data stewardship
IX. Patient-centered health information technology
X. Secondary data sources, registries, and indices
XI. Legal and ethical issues in health information management
  (a) HIPAA, The Joint Commission, State laws
  (b) Healthcare legal terminology
  (c) Centers for Medicare and Medicaid Services (CMS)
  (d) Medical Staff
  (e) Medical Identity Theft

(f) Ethical issues related to coding, quality management
(g) Confidentiality, privacy and security policies and procedures

XII. Security threats of mobile device, healthcare delivery via mobile devices
XIII. Principles for releasing protected health information (PHI)
XIV. Required elements of an authorization
XV. Audit techniques and principles

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Textbooks and resources
II. Review of professional journals with relevant articles
III. Online newsletters (e.g., American Standards Testing and Measurements, HL7, ISO)
IV. Industry websites, as assigned

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Research paper and literature review of a health information topic, as assigned
II. Prepare written presentation and deliver an oral presentation regarding a specific area of HIM

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. View relevant videos, television documentaries, or talks from professional conferences
II. Review professional literature for an individual or group presentation
III. Interview a health information professional for class presentation and discussion
IV. Tour a HIM department and write a report on the experience
V. Attend or volunteer at local, state or national professional meetings or conferences

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze an HIM problem and propose a solution, based on research
II. Use library resources to compare and contrast HIM roles and responsibilities; hospital data and healthcare issues and trends
III. Group discussions/brainstorming sessions to critically think about US healthcare reform
IV. Review, analyze and compare paper and electronic records (quantitative, qualitative, data elements, and standards)

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Sayles, N. (2013) Health Information Management: Concepts, Principles and Practice, Fourth Edition, AHIMA Press, Chicago. ISBN: 978-1-58426-352-7
- Schnering, P., Sayles, N. & McCuen, C. (2013) Case Studies for Health Information Management, Second Edition, Cengage Learning, Stamford, CT. ISBN: 978-1133602682
- Journal of AHIMA
- AHIMA Virtual Lab; Neehr Perfect-Vista Electronic Health Record software

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 408 Ethics in Healthcare Administration

Unit Value: 3

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 162

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course provides a comprehensive foundation for ethics in healthcare management and administration. Students will gain knowledge of the theory and concepts of ethics and its application to health information and healthcare administration for them to be able to model sound decision making and ethical practice. Ethics related to the United States healthcare system around patient access, quality and cost will be addressed. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Evaluate legal and ethical issues in healthcare.
2. Examine organizational influences on ethics including fiscal responsibility, culture, and corporate compliance.
3. Analyze the relationship between technology and health care ethics.

Objectives:
Upon successful completion of the course the student will be able to:

1. Comply with ethical standards of practice
2. Evaluate the culture of a department
3. Assess how cultural issues affect health, healthcare quality, cost and HIM
4. Recognize healthcare challenges related to access
5. Create programs and policies that support a culture of diversity and morality
6. Determine policies and procedures to monitor abuse or fraudulent trends

Course Content:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Theory of ethics
   (a) Application
   (b) Global
   (c) Personal

II. Autonomy
  (a) Informed consent
  (b) Confidentiality
  (c) Truth
  (d) Fidelity
III. Legal ethics
  (a) Nonmaleficence
  (b) Beneficence
  (c) Justice
    (i) Distributive
    (ii) Patients
    (iii) Staff
IV. Ethical challenges
  (a) Affordable Care Act of 2010
  (b) Managed Care
  (c) Aging populations
  (d) Integrated medicine and ethics
V. Community responsibility and ethics
  (a) The Joint Commission
  (b) HIPAA
VI. Ethics of quality
    (i) Historical view
    (ii) National Committee for Quality Assurance (NCQA)
    (iii) Quality response
    (iv) Compliance
VII. Technology and ethics
  (a) Health information technology
  (b) Health information management
  (c) Electronic health records
  (d) Emerging medical technology
  (e) Hospital Corporation of America (HCA)
VIII. Organizational ethics
  (a) Fiscal responsibility
  (b) Healthcare as a business
  (c) Nonprofit vs. for-profit organizations
  (d) Mission and strategic goals
IX. Culture and ethics
  (a) Professional
  (b) Patient
  (c) Organization
  (d) Response and sensitivity to ethical concerns
X. Patient issues and ethics
  (a) Patient cultural evolution
  (b) Measuring patient experience
  (c) Patient-centered care
  (d) Administration of patient satisfaction
XI. Public health
  (a) Definitions and overview
  (b) Professionals
  (c) Healthy People 2020
  (d) Public health concerns
  (e) Special populations

XII. Moral integrity
- (a) Healthcare administrators
- (b) Maintaining
- (c) Failure
- (d) Code of ethics
  - (i) Practical ethics
  - (ii) Key processes
  - (iii) Limitations and criticisms
  - (iv) Caregiver codes

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
- I. Reading and analyzing AHIMA Code of Ethics
- II. Reviewing Equal Employment Opportunity Commission (EEOC) and American Disabilities Act (ADA) regulations
- III. Researching industry websites related to patient safety and patient rights

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
- I. Reviewing literature and writing a research paper on a health information topic, as assigned
- II. Preparing a written presentation regarding a specific area of HIM, and delivering an oral presentation

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
- I. Viewing relevant videos, television documentaries, or talks from professional conferences
- II. Reviewing professional literature for an individual or group presentation.
- III. Interviewing a health information professional for class presentation and discussion

IV. Touring a HIM department and writing a report on the experience
V. Attending or volunteering at local, state or national professional meetings or conferences

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Managing a real or fictitious HIM project from start to finish
II. Implementing a continuous quality improvement project in a health care setting
III. Creating a master plan for managing a major change in a large organization

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Morrison, E. (2016). Ethics in Health Administration: A practical approach for decision makers, Third Edition, Jones & Bartlett. ISBN: 9781284070651
- Harman, L. B. & Cornelius, F. H. (2015) Ethical Health Informatics: Challenges and Opportunities, Third Edition, Jones & Bartlett. ISBN: 9781284053708
- Journal of Healthcare Ethics, Journal of AHIMA
- Microsoft Excel, publisher online course materials

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 410 Healthcare Informatics

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 72

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course is designed to bring together healthcare generated information and technology for the purpose of improving quality of care in a cost-effective manner. The primary concepts covered include data standards, data management, health information exchange, clinical decision support, privacy and security issues involving protected health information, emerging trends, data governance, and new technologies. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Recommend model policy initiatives that influence data integrity.
2. Develop educational programs for patient-centered health information technologies.
3. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information.

Objectives:
Upon successful completion of the course the student will be able to:

1. Create a data dictionary that complies with internal and external accreditation requirements
2. Apply accepted principles of information operability and information exchange
3. Comply with clinical indices/databases/registries management
4. Validate data from secondary sources to include in the patient's record, including personal health records
5. Create electronic structure of health data to meet a variety of end user needs
6. Develop educational programs for patient-centered health information technologies
7. Develop operational policies and procedures for health information exchange
8. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information
9. Design system testing to ensure data integrity and quality of health information exchange

Course Content:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with

each instructor.

I. Foundations of Health Informatics
   (a) Definitions, Policies, Methods and Ethics
      (i) History of Health Informatics
      (ii) Core Competencies
      (iii) Definitions and Terms
      (iv) Policies
      (v) Methods
      (vi) Ethics
   (b) Roles
      (i) Health Information Professional
      (ii) Physician
      (iii) Information Technology Specialist
      (iv) CIO, CMIO and the C-level Positions
      (v) Scribes

II. The Electronic Health Record
   (a) History
   (b) Components
      (i) Ambulatory EHRs
      (ii) Inpatient EHRs

III. Secondary databases
   (a) Clinical data management
      (i) Indices
      (ii) Databases
      (iii) Registries
   (b) Big data
   (c) Clinical Data Warehouses
      (i) Clinical decision support

IV. Data and Information
   (a) The Basics of Data
   (b) Data Standards
      (i) Standards Development
      (ii) United States Health Information Technology Standards
      (iii) Data Dictionary
      (iv) Data Modeling
   (c) Data Collection
      (i) Structured Data Entry
      (ii) Unstructured Data Entry
   (d) Data Management
      (i) Data Integrity
      (ii) Data Governance
      (iii) Data Quality
      (iv) Characteristics of Data Quality
      (v) The Data Quality Assessment and Management Process
   (e) Data Analysis
      (i) Understanding the Data
      (ii) Cleaning the Data
      (iii) Analyzing the Data
      (iv) Validating the Data
   (f) Data Presentation
      (i) Tables
      (ii) Charts and Graphs

V. Healthcare Informatics and Decision Making
  (a) Knowledge Management
  (b) Administrative Uses of Decision Support Systems
  (c) Clinical Decision Support Systems (CDSS) to Improve Safety and Quality of Patient Healthcare
    (i) Disparity in Access to Information for CDSS
    (ii) Research about Decision Support Systems
    (iii) Unintended Consequences of Clinical Decision Support Systems
  (d) Quality
  (e) The State of the Art
VI. Data and Information Movement
  (a) Health Information Exchange (HIE)
    (i) History of HIE
    (ii) Structure and adoption
    (iii) Stakeholder perceptions
    (iv) Consumer perceptions
    (v) Policies and procedures
    (vi) System testing
      1. Data integrity
      2. Data quality
  (b) Aggregating Health Information
    (i) Population Health
    (ii) Public Health
VII. Using Healthcare Data and Information
  (a) Unstructured Data
    (i) Natural Language Processing (or Understanding)
  (b) Coded and Structured Data
    (i) Healthcare Code Sets
    (ii) Classification Systems
    (iii) Clinical Terminologies
    (iv) Other Data Set Standards
    (v) Metadata
  (c) Secondary Data Uses of the Future
    (i) Big Data
VIII. Privacy for Healthcare Informatics
  (a) HIPAA Privacy Rule
  (b) Focus of HIPAA Privacy Regulations
  (c) Basics of the HIPAA Privacy Regulations
    (i) Covered Entities and Workforce
    (ii) Healthcare Transactions
    (iii) Business Associates
  (d) What Information is Protected Under HIPAA?
    (i) De-identification of Protected Health Information (PHI)
    (ii) Electronic Protected Health Information (PHI)
  (e) Uses and Disclosures of PHI
    (i) Individual Rights Regarding Access to PHI
    (ii) Uses and Disclosures Permitted by HIPAA
    (iii) Treatment, Payment and Healthcare Operations (TPO)
    (iv) Uses and Disclosures with Opportunity to Agree or Object
    (v) Incidental Use and Disclosure
    (vi) Public Interest and Benefit Activities
    (vii) Limited Data Set

(viii) Authorized Uses and Disclosures
(ix) Minimum Use Requirement
(f) Preemption of State Law
(g) Administrative Requirements for Covered Entities
(i) Notice of Privacy Practices
(ii) Safeguards
(iii) Training
(iv) Privacy Official
(v) Accounting of Disclosures: HIPAA and HITECH
(vi) Individual Rights Regarding Health Information

IX. Security for Health Information
(a) Security Rule
(b) Security Risk Analysis
(i) Vulnerabilities
(ii) Threats
(iii) Risks
(iv) Risk Analysis Methods
(c) Confidentiality, Integrity and Availability
(i) Confidentiality
(ii) Integrity
(iii) Availability

X. Consumer Health Informatics
(a) Consumer Health Informatics: A Standardized Definition?
(i) Literacy: A Fundamental Skill
(ii) Digital Immigrant or Digital Native
(iii) Educating consumers
(b) Characteristics of the Online Health Consumer
(i) Health Topics of Interest for the Online Health Information Consumer
(ii) Getting Connected to the Internet for the Online Health Information Consumer
(c) Consumer Health Informatics Technology
(d) Ubiquitous Computing of Online Health Information
(e) Personal Health Records
(f) Blue Button: Access to Health Information
(g) Validity and Reliability of Online Health Information
(h) Privacy and Security

XI. Trends and Emerging Technologies
(a) Current and Emerging Trends and Terms
(i) Redefining the Health Informatics Domain

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:

Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Researching and reading professional journal articles
II. Reading the California Health Information Association newsletter each month, staying current on local, state and federal changes that affect the HIM industry

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Preparing written reports from the required textbook and journal article readings
II. Completing a security risk analysis on a fictitious healthcare organization

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Interviewing a healthcare informaticist and preparing a written and oral report from the interview material
II. Utilizing educational model electronic health records (EHR)

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Defining and describing current health informatics issues/problems/conflicts
II. Creating a report examining an issue/problem/conflict, and suggesting possible solutions or work-arounds.

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Fenton, Susan H. & Biedermann, Sue (2014) Introduction to Healthcare Informatics, AHIMA: Chicago. ISBN: 978-1-58426-281-7
- Hoyt, R. E. (2014). Health Informatics: Practical Guide for Healthcare and Information Technology Professionals (6th Ed.). lulu.com. ISBN: 978-1304791108
- Journal of AHIMA, American Informatics Management Association
- Vista/Neehr Perfect and/or AHIMA VLab student lab software

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 415 Healthcare Analytics

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 54

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course focuses on the analysis of data for the purpose of generating information resulting in actionable decisions. The primary concepts covered in this course include advanced healthcare statistics, data analysis, mining and exploration. Microsoft Excel is utilized to analyze data and information related to clinical and business systems in healthcare. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Evaluate data from varying sources to create meaningful presentations.
2. Analyze clinical data to identify trends that demonstrate quality, safety and effectiveness of healthcare.
3. Analyze statistical data integrity and validity.
4. Recommend improvements to processes, programs, and initiatives by using analytical skills and a variety of reporting tools.

Objectives:
Upon successful completion of the course the student will be able to:

1. Evaluate data from varying sources to create meaningful presentations
2. Apply analytical results to facilitate decision-making
3. Apply data extraction methodologies, including data capture tools and technologies
4. Recommend organizational action based on knowledge obtained from data exploration and mining
5. Analyze clinical data to identify trends that demonstrate quality, safety and effectiveness of healthcare
6. Interpret inferential statistics
7. Analyze statistical data for decision making
8. Interpret threats to data integrity and validity
9. Apply policies and procedures to ensure data integrity, internal and external to an organization
10. Apply principles of research and clinical literature evaluation to improve outcomes
11. Adhere to Institutional Review Board (IRB) processes and policies

Course Content:

A. Outline of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Analytics and Decision Support
   (a) Data visualization, PowerPoint and dashboards
   (b) Data capture tools and technologies
      (i) Forms
      (ii) Computer screens
      (iii) Templates
      (iv) Clinical, financial and administrative tools

II. Healthcare statistical formulas
   (a) Length of Stay (LOS)
   (b) Death rates
   (c) Birth rates
   (d) Infection rates

III. Data exploration and mining
   (a) Organizational action based on strategic goals
   (b) Predictive analytics
   (c) Identifying trends
   (d) Decision making
   (e) Statistical analysis on healthcare data
   (f) Descriptive statistics
      (i) Mean
      (ii) Standard deviation
      (iii) Ranges
      (iv) Percentiles
   (g) Inferential statistics
      (i) T-tests
      (ii) ANOVA
      (iii) Regression analysis
   (h) Epidemiological applications
   (i) Data presentation standards and tools

IV. Computerized statistical packages
   (a) Microsoft Excel
   (b) IBM SPSS
   (c) R analytics

V. Research Methods
   (a) Research design methods
      (i) Quantitative
      (ii) Qualitative
      (iii) Evaluative
      (iv) Mixed
      (v) Outcomes
   (b) Literature search and evaluation
   (c) Knowledge-based research techniques
      (i) Medicine
      (ii) CMS libraries
      (iii) AHRQ
      (iv) Other websites

(d) National guidelines regarding human-subjects research
(e) IRB Process
(f) Research protocol data management

VI. Health Information Exchange
(a) HIE's, local, regional including providers, pharmacies, other health facilities
(b) Integration, interfaces and data reliability
(c) RHIO and HIE

VII. Information integrity and data quality
(a) Data integrity policies and procedures
(i) Internal to the organization
(ii) External to the organization
(b) Intrusion detection systems and audit design and principle
(i) Threats to data integrity and validity
(ii) Audit controls
(c) Authentication, encryption and password management
(d) Data quality assessment
(i) Quality management
(ii) Data quality
(iii) Best practices for health information systems
(e) Disease management process
(i) Case management
(ii) Critical paths
(iii) Care coordination
(f) Patient and organization safety initiatives
(g) Data quality model
(h) Characteristics of data integrity

VIII. Presentation of Data
(a) Control charts, Pareto charts, fishbone diagrams and other statistical process control techniques
(b) Graphs, tables, PowerPoint presentations

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Textbooks and resources
II. Online newsletters (e.g. ASTM, HL7, IEEE)
III. Industry websites, such as Healthcare Cost and Utilization Project (HCUP) utilization data
IV. Software manuals, training guides

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Using automated analysis tools including Microsoft Excel, SPSS, and R Studio/R Programming, students will conduct statistical analysis
II. Writing research papers including literature review, sampling, testing and reporting results
III. Preparing mock IRB proposal and submitting for approval

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Viewing relevant videos, television documentaries, or talks from professional conferences
II. Reviewing professional literature for an individual or group presentation.

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Analyzing HIM data sets and develop information and conclusions based on the data
II. Determining appropriate models to analyze HIM related data sets

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Burke, J. (2013) Health Analytics: Gaining the Insights to Transform Health Care. Wiley: Hoboken. ISBN: 978-1-118-38304-9
- Foreman, J., (2014). Data Smart: Using Data Science to Transform Information into Insight. Wiley & Sons, ISBN-13: 978-1118661468
- White, S. (2013). A Practical Approach to Analyzing Healthcare Data. AHIMA: Chicago. ISBN: 978-1-58426-421-7

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 418 Legal Concepts and Compliance in Healthcare

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 72

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course focuses on the laws and regulations applicable to healthcare compliance. Topics include federal and state law enforcement and reporting requirements, risk management, audit trails, fraud detection, ethical and legal requirements related to coding, personal health record (PHR), analysis of privacy, security, and confidentiality policies and procedures. This course is designed for health information management majors

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Design confidentiality and security measure policies and procedures for the protection of electronic health information.
2. Develop educational programs for employees in privacy, security, and confidentiality.
3. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle.

Objectives:
Upon successful completion of the course the student will be able to:

1. Identify laws and regulations applicable to healthcare
2. Analyze legal concepts and principles to the practice of HIM
3. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information
4. Recommend elements included in the design of audit trails and data quality monitoring programs
5. Design risk assessment, contingency planning, and data recovery procedures
6. Develop educational programs for employees in privacy, security, and confidentiality
7. Evaluate policies and procedures for the management of access and disclosure of personal health information
8. Appraise current laws and standards related to health information initiatives
9. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle
10. Develop policies and procedures to monitor abuse or fraudulent trends

Course Content:

A. Outline of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Health Information Laws and Regulations
   (a) HIPAA
   (b) HITECH
   (c) The Joint Commission
   (d) State and federal laws

II. Privacy, Confidentiality & Security
   (a) Principles, policies, procedures
   (b) Security audits, controls, data recovery
   (c) Business continuity planning
   (d) Security protection methods
      (i) Authentication
      (ii) Encryption
      (iii) Decryption
      (iv) Firewalls
      (v) Mobile device security

III. Training and Education
   (a) Design and delivery
   (b) Management and non-compliance issues

IV. Risk Management
   (a) Audit trails
      (i) Design
      (ii) Implementation
      (iii) Monitoring
   (b) Data quality monitoring
   (c) Risk assessment
   (d) Dashboards

V. Compliance Strategies
   (a) Reporting
   (b) Regulatory compliance programs
   (c) Patient safety initiatives

VI. Fraud Detection
   (a) Identification techniques
   (b) Policies and procedures
   (c) Monitoring and mitigation of fraudulent activities

VII. Revenue Cycle
   (a) Compliance strategies
   (b) Ethical and legal requirements for coding

VIII. Release of Information
   (a) Laws and principles for releasing protected health information (PHI)
   (b) Required elements of an authorization
   (c) Breach prevention and reporting

IX. The Legal Electronic Health Record
   (a) Setting the stage for LHRs
      (i) Stakeholders for LHR definition projects
      (ii) Paper, electronic and hybrid health records
   (b) Why define a legal health record?

(i) LHR definition project steps

(c) Defining the components of a LHR
  (i) Creating a tailored LHR definition for disclosure
  (ii) The LHR policy imperative
  (iii) Litigation response policy and procedures for record custodians
  (iv) Creating litigation response policies and procedures

(d) EHR system attributes that impact LHR
  (i) Definitions and metadata
  (ii) Audit Logs
  (iii) Electronic signatures
  (iv) Business continuity
  (v) Business rules
  (vi) Version controls

(e) Patient record documentation considerations
  (i) Accuracy
  (ii) Amendments, corrections, deletions
  (iii) Copy and paste forward
  (iv) Late entries
  (v) Re-sequencing and reassignment
  (vi) Templates, boilerplates, canned text and structured input

(f) E-Discovery overview

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:

I. Textbooks and resources
II. Review of compliance manuals from healthcare organizations
III. Locate and summarize healthcare accreditation guidelines
IV. Online websites, such as Centers for Medicare Services (CMS)

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Develop compliance policies, procedures and training manual for HIM system implementation
II. Prepare a written presentation and deliver an oral presentation regarding a legal or compliance topic

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. View relevant videos, television documentaries, or talks from professional conferences
II. Review professional literature for an individual or group presentation.
III. Interview a health information professional for class presentation and discussion.
IV. Tour a HIM compliance department and write a report on the experience
V. Attend or volunteer at local, state or national professional meetings or conferences

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Analyze legal concepts and principles in HIM
II. Use library resources to appraise laws in historical hospital legal cases
III. Review, analyze and compare risk management best practices

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.
- Moseley, George (2013) Managing Legal Compliance in the Healthcare Industry, Jones & Bartlett, ISBN: 978-1284034271
- Safian, Shelley (2009) Essentials of Healthcare Compliance, Cengage, ISBN: 978-1418049218
- Sayles, N. (2013) Health Information Management: Concepts, Principles and Practice, Fourth Edition, AHIMA Press, Chicago. ISBN: 978-1-58426-352-7
- Journal of AHIMA
- Journal of Healthcare Law
- Journal of Healthcare Compliance
- AHIMA Virtual Lab
- Neehr Perfect-Vista Electronic Health Record software

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 420 Principles of Finance for Health Information Management

Unit Value: 3

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 162

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course prepares healthcare professionals for the responsibilities of maintaining a well-managed healthcare department/organization. Topics include financial statement analysis, performance measurement, budgets, variance analysis, contract analysis, capital financing, and investment decisions. This course enhances the students' decision-making abilities through case studies and practical applications to real-world situations. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:
1. Evaluate capital, operating and/or project budgets using basic accounting principles.
2. Perform cost-benefit analysis for resource planning and allocation.
3. Evaluate the stages of the procurement process.

Objectives:
Upon successful completion of the course the student will be able to:
1. Apply general principles of management in the administration of health information services
2. Evaluate capital, operating and/or project budgets using basic accounting principles
3. Perform cost-benefit analysis for resource planning and allocation
4. Evaluate the stages of the procurement process
5. Evaluate vendor contracts
6. Demonstrate common negotiating techniques in the process of system selection

Course Content:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Healthcare Finance
  (a) The US Healthcare Environment
    (i) The Importance of Healthcare in the US Economy
    (ii) Payer Mix
    (iii) Financial Impact of the Uninsured

(b) Hospitals: For-Profit versus Not-for-Profit
  (i) Definitions
  (ii) Measuring Community Benefit
(c) Other Provider

II. Understanding Financial Statements
(a) Accounting Review
  (i) Financial Accounting versus Managerial Accounting
  (ii) Cash versus Accrual Accounting
  (iii) Basic Accounting Equation
(b) Financial Statements
  (i) Balance Sheet
  (ii) Income Statement
  (iii) Statement of Change in Net Assets or Equity Statement
  (iv) Statement of Cash Flow
  (v) Notes to the Financial Statement

III. Financial Performance Measurement
(a) Common Size Financial Statements
(b) Trend Analysis
(c) Ratio Analysis
  (i) Profitability Ratios
  (ii) Liquidity Ratios
  (iii) Debt Performance Ratios
  (iv) Asset Management Ratios
(d) Sources of Industry Standard Data

IV. Budgets
(a) Measuring Management Financial Performance
  (i) Operating Budget
  (ii) Types of Budgets
  (iii) Cash Budget
(b) Expenses versus costs
(c) Factors influencing expense budget

V. Variance Analysis
(a) Budget Control
(b) Identifying Significant Budget Variances
  (i) Thresholds
  (ii) Statistical Process Control Charts
  (iii) Decision Theory
(c) Identifying the Source of Budget Variance

VI. Third-Party Contract Analysis
(a) Types of Insurance Plans
(b) Medicare Payment
  (i) Medicare Part A – Inpatient
  (ii) Medicare Part B – Outpatient
  (iii) Medicare Part C – Medicare Advantage
  (iv) Medicare Part D – Prescription Drug Coverage
(c) Medicaid Coverage and Payment
  (i) Impact of Legislation on Government Payment Systems
(d) Government Contract Management
(e) Commercial Payer Contracts
  (i) Prospective Payment
  (ii) Fee Schedules and Per Diem Payment
  (iii) Percentage of Charge

(iv) Capitated Rates
(f) Commercial Contract Management

VII. Cost of Capital
(a) Need for Financing
(i) Cash Budget
(ii) Capital Budget
(iii) Net Working Capital
(b) Time Value of Money
(i) Interest-Bearing Instruments
(ii) Compounding
(iii) Discounted Instruments
(iv) Calculating Total Value
(v) Future Value
(vi) Present Value
(c) Inflation and Interest Rates
(d) Credit Ratings
(e) Types of Financing
(i) Debt
(ii) Equity
(iii) Common Stock
(iv) Preferred Stock
(f) Refinancing
(i) Sales of Accounts Receivable
(ii) Tax Implications
(g) Cash Management and Investment Strategies
(i) Interest-Bearing Accounts
(ii) Certificates of Deposit
(iii) Money Market and Other Funds
(iv) Managed Portfolio

VIII. Capital Investment Decisions
(a) Capital Purchases
(b) Project Cash Flow Analysis
(i) Pro Forma Financial Statements
(ii) Cash Flow Calculations
(c) Cost Benefit Analysis
(i) Payback Period
(ii) Average Rate of Return
(iii) Net Present Value
(iv) Internal Rate of Return
(d) Lease versus Purchase
(i) Not-for-Profit Organizations

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
Textbook and resources posted in class and online
I. Textbook and resources posted in class and online
II. Professional journals (e.g. AHIMA - Journal of the American Health Information Management Association, Healthcare Financial Management Association (HFMA), Journal of Healthcare Finance, Healthcare Finance News
III. Online journals
IV. Industry websites

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Case Studies
II. Research paper and literature review
III. Analysis of a common healthcare finance problem, comparing and contrasting two or more healthcare institutions
IV. Written or oral presentations regarding financial management in healthcare

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Attending professional conferences
II. Interviewing of financial personnel in healthcare settings and writing a summary
III. Attending professional association meetings

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Analyzing HIM financial case studies, and propose solutions
II. Request for Information, Request for Proposal, Request for Quotation exercises
III. Outsourcing Cost Benefit Analysis exercises
IV. Acquisition Cost Benefit Analysis exercises
V. Group discussions and debates regarding health care reform

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources

- Nowicki, Michael (2015). Introduction to the financial management of healthcare organizations. ACHE: Chicago. ISBN: 978-1-56793-669-8
- White, Susan. (2012). Principles of Finance for Health Information and Informatics Professionals, AHIMA: Chicago. ISBN: 978-1-58426-297-8
- Journal of AHIMA

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 425 Revenue Cycle Management

Unit Value: 3

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 162

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course covers advanced topics in healthcare revenue cycle management. Concepts covered in this course include healthcare classification systems and terminologies, chargemaster management, revenue cycle and audit processes, utilization and resource management, and application and analysis of the relationship between clinical code assignment and reimbursement. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Manage the use of clinical data required by various payment and reimbursement systems.
2. Create methods to manage Present on Admission, hospital acquired conditions and other CDI components.
3. Organize processes for revenue cycle management and reporting.
4. Comply with audit principles and reporting.

Objectives:
Upon successful completion of the course the student will be able to:

1. Comply with clinical data requirements for various payment and reimbursement systems
2. Develop applications and processes for chargemaster and claims management
3. Apply principles of healthcare finance for revenue management
4. Construct processes for revenue cycle management and reporting
5. Comply with current laws and standards related to health information initiatives and revenue cycle
6. Apply policies and procedures to ensure the accuracy of coded data based on established guidelines
7. Identify severity of illness and its impact on healthcare payment systems
8. Identify provider querying techniques to resolve coding discrepancies
9. Create methods to manage conditions that are present on admission, hospital acquired conditions and other clinical documentation improvement components
10. Identify the different types of organizations, services, and personnel and their inter-relationships across the healthcare delivery system

Course Content:

A. Outline of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Scheduling and Registration

II. Utilization Management/Case Management
   - (a) Clinical data management
   - (b) Reimbursement management

III. Charge services

IV. Casemix Management
   - (a) Chargemaster management
   - (b) Charge capture
     1. Ethical and legal guidelines
     2. Compliance standards
     3. Healthcare finance principles
   - (c) Charge Description

V. Insurance
   - (a) Verification
   - (b) Contracts
   - (c) Benefits

VI. Coding Process
   - (a) Policies, procedures, guidelines
   - (b) Coding accuracy
   - (c) Coding staff recruitment and retention
   - (d) Revenue optimization
   - (e) Coding audit management
   - (f) Health information initiatives
   - (g) Discrepancies
     1. Provider queries
     2. Corrections and resolutions

VII. Billing and Payment systems
   - (a) PPS, DRGs, RBRVS, RUGs, Value Based Purchasing (VBP), MSDRGs, commercial, managed care, federal insurance plans
   - (b) Billing and reimbursement at hospital inpatient and outpatient, physician office and other delivery settings
   - (c) Cost reporting, budget variances, budget speculation
   - (d) CCI-electronic billing X12N
   - (e) Severity of illness

VIII. Collections and denial management
   - (a) Accounts Receivable aging
   - (b) Tracking

IX. Payers and delivery settings
   - (a) Managed care organizations
   - (b) Accountable Care Organizations (ACOs)
   - (c) Medical devices

X. Clinical Documentation Improvement (CDI)
   - (a) Present on Admission (POA)
   - (b) Hospital acquired conditions

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Revenue Cycle Strategist, Healthcare Financial Management (HFMA) Magazine
II. HFMA Map Keys
III. Sample coding audit reports
IV. CDI reporting procedures

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Case studies of successful organizations
II. Reports on revenue cycle operations in healthcare, regulatory changes, innovations

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Observation of revenue cycle department and function
II. Interviewing revenue cycle leaders

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Improving and/or streamlining a fictitious revenue cycle department
II. Creating a plan for optimization of current stay

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Davis, N. (2011) Revenue Cycle Management Best Practices. AHIMA: Chicago. ISBN-13: 978-1584262213 (2nd edition to be published in 2016)
- Harrington, M.K. (2015). Healthcare Finance and the Mechanics of Insurance and Reimbursement. Jones & Bartlett: Burlington. ISBN: 978-1284026122
- Journal of AHIMA
- Journal of Healthcare Finance
- 3M Encoder

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 430 Human Resources Management in Healthcare

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 72

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course examines the complexities and multiple issues and best practices involved in human resources management in healthcare organizations. The primary concepts covered in this course include managing people in all aspects of their work, recruiting, interviewing, and hiring, compensation and benefits, motivational strategies, performance appraisals, promotions, and terminations. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:
1. Manage human resources to facilitate staff recruitment, retention, and supervision.
2. Create and evaluate staff orientation and training programs.
3. Assess benchmarks for staff performance data incorporating labor analytics.
4. Assess how cultural issues affect healthcare, healthcare quality, cost and HIM.

Objectives:
Upon successful completion of the course the student will be able to:
1. Apply general principles of management in the administration of health information services
2. Compare techniques that facilitate staff recruitment, retention, and supervision
3. Assess employee compensation, benefits, promotions, safety regulations and termination processes
4. Interpret employment laws as related to health information management
5. Evaluate staff orientation and training programs
6. Assess benchmarks for staff performance utilizing labor standards
7. Evaluate staffing levels, productivity, and performance
8. Evaluate the culture and motivation of a work department
9. Analyze programs and policies that support a culture of diversity in the workplace

Course Content:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Human Resources Management

(a) Key human resources functions
(b) Supervision vs. management

II. Healthcare workforce planning

III. Legal environment of human resources management

IV. Workforce Diversity
(a) Workforce principals
(b) Diversity and inclusion in healthcare organizations
(c) Inclusive organizational culture
(d) Development of diversity programs

V. Job analysis and design
(a) Job descriptions
(b) Job specifications
(c) Job analysis methods

VI. Recruitment, Selection and Retention
(a) Designing and implementing a recruitment effort
(b) Job offers
(c) Sources of applications
(d) Interviewing techniques
(e) Hiring practices
(f) Alternative selection tools
(g) Turnover and retention strategies
(i) Employee motivation
(ii) Culture of diversity

VII. Organizational Development and Training
(a) Education and training development
(b) Conducting training needs assessments
(c) Developing new-employee orientation
(d) Succession planning development and management
(e) Training trends

VIII. Performance Management
(a) Supervision
(b) Performance reviews
(c) Promotions and demotions
(d) Benchmarking using labor standards

IX. Employee Benefits
(a) Compensation
(b) Management implications
(c) Design and communication of benefit plans

X. Safety
(a) Job safety
(b) OSHA requirements
(c) Disaster preparedness

XI. Unions/organized labor

XII. Budgeting and productivity
(a) Labor budget
(b) Staffing levels and productivity standards
(c) Outsourcing
(d) Impact of mergers or organizational changes

XIII. Customer-focused healthcare organizations
(a) Customer service
(b) Current trends

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Textbook and resources posted in class and online
II. Review of professional journals
III. Online journals
IV. Industry websites

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Case Studies
II. Research paper and literature review
III. Written or oral presentations regarding HR best practices

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Professional conferences
II. Interview of HR personnel in healthcare settings
III. Attend professional association meetings

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Case Studies
II. Role play scenarios
III. Group discussions regarding HR practices

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation

Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Fried, B. J. & Fottler, M. D. (Eds.) (2014). Human Resources in Healthcare: Managing for Success. Health Information Press: Chicago. ISBN: 978-1-56793-299-7
- Journal of AHIMA
- Human Resources Journals

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 435 Project Management in Healthcare

Unit Value: 3

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 162

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course is designed as a high-level overview of project management utilized in healthcare settings. The primary concepts in this course include project management techniques such as project selection, management, organization, planning, conflict resolution, negotiation, budgeting, scheduling, change management, business process reengineering, and termination of the project. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Analyze project management concepts and systems selection processes.
2. Manage information as a key strategic resource and mission tool.
3. Facilitate project management by integrating work efforts.
4. Recommend clinical, administrative, and specialty service applications.

Objectives:
Upon successful completion of the course the student will be able to:

1. Illustrate project management concepts and system selection processes
2. Apply project management techniques for efficient workflow and appropriate outcomes in healthcare settings
3. Analyze work efforts in healthcare settings to facilitate project management
4. Critique a project for effectiveness and goal obtainment as planned
5. Explain the organizational impact of change management/business process reengineering

Course Content:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Project management concepts
   (a) PM life cycle
      (i) Initiation
      (ii) Planning
      (iii) Execution

(iv) Controlling
(v) Closing
(b) Project manager
(c) Earned Value Management (EVM)

II. Project Scope
(a) Time management
(b) Cost management
(c) Quality assurance
(d) Risk

III. Project management techniques
(a) GANTT charts
(b) Benchmarking
(c) Risk analysis
(d) Team structure

IV. Work efficiencies
(a) Functional work environment
(b) Organizing work
(c) Performance and work measurement standards
(d) DMAIC methodology
(e) Issue tracking
(f) Facilitation techniques
(g) Opportunity costs

V. Team building
(a) Inter organizational
(b) Intra organizational
(c) External
(d) Leadership
(e) Human resources

VI. Project management skills
(a) Conflict resolution
(b) Negotiation
(c) Quality improvement
(d) Communication and Collaboration
(e) Process Improvement
(i) Continuous quality improvement
(ii) Improvement models
(iii) Reengineering
(iv) Lean and Six Sigma

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading

Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:

I. Professional Project Management Guide and Body of Knowledge (BoK)
II. Review of professional journals with relevant articles pertaining to Request for Proposal (RFP) vendor selection
III. Industry websites for process improvement in healthcare settings

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:

I. Applied Project Management using health information case studies, as assigned
II. Prepare a written presentation or deliver an oral presentation of a proposed project regarding a specific area of HIM

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:

I. View relevant videos, television documentaries, or talks from professional conferences
II. Review professional literature for an individual or group presentation.
III. Interview a health information professional for class presentation and discussion.
IV. Tour a HIM department and write a report on a current topic
V. Attend or volunteer at local, state or national professional meetings or conferences

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Manage a real or fictitious HIM project from start to finish
II. Implement a continuous quality improvement project in a health care setting
III. Create a master plan for managing a major change in a large organization

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources

- Dinsmore, P. C. & Cabanis-Brewin (Eds.) (2014). The AMA Handbook of Project Management. AMA Press, New York. ISBN: 978-0814433393
- Sayles, N. (2013) Health Information Management: Concepts, Principles and Practice, Fourth Edition, AHIMA Press, Chicago. ISBN: 978-1-58426-352-7

- Project Management-Book of Knowledge (PM BOK)
- Project Management Institute (PMI)
- Microsoft Project

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 440 Leadership and Strategic Management for Healthcare Professionals

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 72

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course examines the theory and practice of leadership, strategic management, and change management in healthcare settings. The primary concepts covered in this course include an overview of emerging issues such as business planning, organizational change, innovation, strategic planning, leadership thinking and goals, change implementation and strategies for successful transitions. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Examine development and implementation of information governance initiatives.
2. Create departmental strategic plan.
3. Design procedures and tools to build effective teams.
4. Discover personal leadership style using contemporary leadership theory and principles.

Objectives:
Upon successful completion of the course the student will be able to:

1. Analyze personal leadership style using contemporary leadership theory and principles
2. Judge effective negotiating and influencing skills
3. Rate effective communications of project reports, business reports and professional communications
4. Analyze the role of enterprise wide committees and Enterprise Information Management (EIM)
5. Interpret concepts of change management theories, techniques and leadership to build effective teams
6. Identify departmental and organizational survey readiness for accreditation, licensing and/or certification processes
7. Create a department strategic plan

Course Content:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Leadership theory
   (a) Professional development
   (b) Personnel management skills
   (c) Communication and interpersonal skills
   (d) Innovative leadership
II. Facilitation, networking, consensus building
   (a) Negotiation
   (b) Consensus building
   (c) Teams
   (d) Intra/inter-organizational team building and leadership
   (e) Project management
III. Strategic planning
   (a) Vision
   (b) Mission
   (c) Organization management
IV. Change management
   (a) Mergers
   (b) Risk exposure
   (c) Organizational design
   (d) EHR implementation
   (e) Prospective payment system changes
   (f) Compliance
   (g) Training
V. Enterprise Information Management (EIM)
   (a) Data and information management
   (b) Enterprise wide committees
VI. Information management
   (a) Planning
   (b) Strategic resource
   (c) Mission and vision
   (d) Data as an asset

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Contemporary change management books
II. Review of leadership best practices in recent journal articles
III. Online newsletters, such as, Strategic Planning Online for collaborative projects
IV. Industry websites discussing healthcare leadership

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Research paper and literature review of a leadership or strategic plan, as assigned
II. Prepare written presentation and deliver an oral presentation

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. View relevant videos, television documentaries, or talks from professional conferences
II. Review professional literature for an individual or group presentation.
III. Interview a C-suite professional for class presentation and discussion.
IV. Tour a HIM department and write a report on the experience
V. Attend or volunteer at local, state or national professional meetings or conferences

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Analyze a current change management principle and propose solutions
II. Create training program for a major organizational change
III. Group discussions/brainstorming sessions to critically think about innovative leadership tools
IV. Self-assessment and professional development exercises to brand students leadership style

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.
- Belasen, A., Eisenberg, B. & Huppertz, J. (2015) Mastering Leadership: A Vital Resource for Health Care Organizations, Jones & Bartlett. ISBN: 978-1284043235
- Sayles, N. (2013) Health Information Management: Concepts, Principles and Practice, Fourth Edition, AHIMA Press, Chicago. ISBN: 978-1-58426-352-7
- Journal of AHIMA

- Journal of American College of Healthcare Executives (ACHE)
- Journal of Healthcare Leadership

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 445 Healthcare Information Systems Analysis and Design

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 54

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course is designed to prepare students in the planning, analysis, design, and implementation of healthcare computer-based information systems. The concepts covered include system requirements, systems development life cycle, system architecture, including database design, data warehousing, workflow concepts, and systems performance management. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Demonstrate the knowledge and use of workflow concepts.
2. Evaluate system acquisition and vendor contracts.
3. Develop negotiation skills in the process of system selection.
4. Examine network development including intranet and Internet applications.

Objectives:
Upon successful completion of the course the student will be able to:

1. Recommend device selection based on workflow, ergonomic and human factors
2. Examine network development, including intranet and Internet applications
3. Evaluate system architecture, database design, and data warehousing
4. Evaluate system development processes for health information technologies
5. Apply quality management tools
6. Analyze workflow processes, concepts, and responsibilities to meet organizational needs
7. Construct performance management measures, such as, dashboards, Lean Six Sigma
8. Apply quality management practices for health information systems
9. Evaluate vendor contracts
10. Judge effective negotiation skills for system selection

Course Content:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. The Context of Systems Analysis and Design Methods

(a) The Product – Information System
(b) The People – System Stakeholders
    (i) Owners, users, designers, builders
    (ii) External service providers
    (iii) The project manager
(c) Business drivers for today's information systems
    (i) Globalization of the economy
    (ii) Electronic commerce and business
    (iii) Security and privacy
    (iv) Collaboration and partnership
    (v) Knowledge asset management
    (vi) Continuous improvement and total quality management
    (vii) Business process redesign
(d) Technology drivers for today's information systems
    (i) Networks and the Internet
    (ii) Mobile and wireless technologies
    (iii) Object technologies
    (iv) Collaborative technologies
    (v) Enterprise applications

II. The Process – System Development Process
(a) Systems initiation and planning
(b) System analysis and selection
(c) System design and integration
(d) System implementation and testing
(e) System support, evaluation and continuous improvement

III. Selection Process
(a) Device selection
    (i) Workflow processes
    (ii) Ergonomic
    (iii) Human factors
(b) Interviewing groups regarding organizational needs
(c) Directly observing users
(d) Analyzing Procedures and Other Documents
(e) Continual User Involvement
(f) Vendors
    (i) Contracts
    (ii) Negotiation skills
    (iii) Request for Proposal (RFP) and Request for Information (RFI)

IV. System Requirements
(a) Architecture
(b) Database design
    (i) Forms
    (ii) Reports
(c) Data warehousing
    (i) Deliverables and outcomes
    (ii) Interfaces

V. Quality management for health information systems
(a) Quality assessment
(b) Best practices
(c) Outcomes measurement
(d) Patient safety initiatives

VI. Performance Management /Change Management

(a) Performance management
  (i) Dashboards
  (ii) Productivity standards
  (iii) Report cards
(b) Change management
  (i) What is change management
  (ii) How do I affect change in my organization?
(c) Lean, Six Sigma and Constraint Theory
  (i) Lean
  (ii) Six Sigma
  (iii) Lean Six Sigma (aka Lean Sigma)
  (iv) Constraint theory and constraint management
(d) Leading change by changing the way we lead
  (i) Servant leadership
  (ii) Emotional Intelligence (EI)

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include, but are not limited to, the following:
I. Contemporary books addressing quality management theory
II. Review of professional research studies comparing systems analysis
III. Best in KLAS, healthcare review of vendor performance
IV. Industry websites, as assigned

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Constructing a comparative review of multiple software vendors
II. Performing a system analysis and design project using a real world/real time healthcare issue

C. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

I. Viewing relevant videos, television documentaries, or talks from professional conferences
II. Reviewing professional literature for an individual or group presentation.
III. Interviewing HIM professionals or IT department management staff

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyzing a HIM systems analysis and design problem, and propose a solution(s)
II. Designing an innovative health information system prototype

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Hoffer, J. A., George, J. F., & Valacich, J. S. (2013). Modern Systems Analysis and Design, 7th Edition. Prentice Hall: Chicago. ISBN: 978-0132991308
- Sperl, T., Ptacek, R., Trewn, J., Callahan, W. & Humke, E. (2013) Practicing Lean Six Sigma for Healthcare – Using the A3 and Lean Thinking to Improve Operational Performance in Hospitals, Clinics and Physician Group Practices. MCS Media; ISBN: 978-1467516990
- Wickramasinghe, N., Al-Hakim, L., Gonzalez, C. & Tan, J. (2014) Lean Thinking for Healthcare (Healthcare in the Information Age). Springer Press. ISBN: 978-1461480358
- Faculty Packet with additional readings
- Journal of AHIMA
- MS Excel, MS PowerPoint, MS Word

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 455A Applied Research Project in Health Information Management

Unit Value: 3

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 162

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Co-requisite: HIMS 455B

Catalog Course Description:
This course is the capstone for the health information management baccalaureate degree. This course integrates the theoretical and technical content of the health information management program courses. Ethical considerations for health information managers and information management support for biomedical research are also discussed. Concepts are integrated and applied through the analysis of case studies and the completion of a capstone project, designed by the student and instructor, supporting a local HIM community of interest. This course is designed for Health Information Management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Create and present a comprehensive and evidence based presentation on a healthcare administration program.
2. Compile principles of research and clinical literature evaluation to improve outcomes.
3. Integrate project management techniques to ensure efficient workflow and appropriate outcomes.

Objectives:
Upon successful completion of the course the student will be able to:

1. Apply theoretical and technical content of the health information management program courses in an actual healthcare setting
2. Create and present a comprehensive and evidence based presentation that integrates and synthesizes healthcare administration program content while incorporating an elevated degree of critical thinking and analysis to problem and solutions
3. Analyze specific healthcare case studies, situations, issues, and/or research to demonstrate critical thinking for effective problem solving, analysis and decision-making
4. Discuss current industry challenges/issues with members of the health information community
5. Compare real-world scenarios with health information management theories as taught throughout the program
6. Explain how health information management concepts are applied in a practical setting
7. Critique facilitation and leadership skills

Course Content:

A. Outline of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Overview of Health Information Management Concepts
   a. Ethics in healthcare administration
   b. Healthcare informatics
   c. Analytics in healthcare
   d. Finance for health information management
   e. Revenue cycle management
   f. Human resource management in healthcare
   g. Project management
   h. Leadership and strategic management
   i. Systems analysis design
   j. Legal and compliance issues in healthcare

II. Case Analysis
   a. Reviewing cases in healthcare
   b. Identifying successful projects
      i. Best practices
      ii. Role of leadership
   c. Identifying failed projects
      i. Lessons learned
      ii. Documentation of process

III. Project Definition and Parameters
   a. Identify health information management project, i.e., case study, situation, issue, research topic
   b. Project definition
   c. Literature review
   d. Project plan
      i. Research protocols
      ii. Access
      iii. Permissions
      iv. Limitations of study
   e. Project implementation

IV. Results and Recommendations

V. Evidence Based Presentation

Methods of Instruction:

Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education

Types of Assignments:

Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing

Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Policy and procedure manuals of clinical sites
II. HIM specific journals and newsletters, such as the Journal of the American Health Information Management Association (AHIMA) and the Journal of Health Information Management Systems Society (HIMSS)

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Writing strategic plan recommendations
II. Journaling experience of site visit
III. Reporting findings in an executive summary
IV. Compare and contrast site assignment with similar healthcare facility

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Visiting healthcare facilities for comparisons and benchmarking
II. Professional association meetings

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Workflow process redesign proposals
II. Personnel issue scenarios
III. Determining the best way(s) to present findings of the applied research project

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Tan, J. K. & Payton, F. C (2010) 3rd edition. Adaptive health management information systems: concepts, cases, & practical applications . Jones and Bartlett. ISBN-978-0763756918
- Griffith, John R. and Kenneth R. White. (2010). Reaching Excellence in Healthcare Management. 1st edition. Health Administration Press. ISBN- 978-156793364
- Capstone Writer. (2009). Producing the Capstone Project. Lulu Publishing. ISBN: 978-0557088454
- RHIA Review book

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Health Information Management

Course Title: HIMS 455B Advanced Professional Practice Experience

Unit Value: 1

Grading Basis: Letter Grade Only

Total Lecture Hours: 0

Total Lab/Activity/Clinical Hours: 60

Total WSL Hours: 0

Total DE Hours: 0

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Co-requisite: HIMS 455A

Catalog Course Description:
This course provides supervised onsite professional practice experience (PPE) for Health Information Management students. This course integrates theory and professional practice in health information management. Emphasis is placed on applying management theories to actual work settings, practice of professional behavior, ethics, and self reflection including career goals. Project topics will support a local HIM community of interest and will be designed by the student, instructor, and the PPE site manager. This course is designed for Health Information Management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:
1. Build effective communications skills with HIM staff, and interdisciplinary healthcare teams.
2. Assess, administer and evaluate theories of HIM to real world management.

Objectives:
Upon successful completion of the course the student will be able to:
1. Apply theories of Health Information Management to real world management practice in the workplace
2. Demonstrate professionalism, accountability and ethical behavior in a professional setting
3. Develop areas of personal strengths in health information management

Course Content:
A. Outline of Topics:
The following topics are included in the framework of the course but will vary depending on the professional practice site and chosen capstone project.

I. Management
   a. Data and information collection
   b. Outside research
   c. Problem solving
   d. Collaboration with industry partners
II. Professionalism
   a. Meetings with health information professionals
   b. Appearance

c. Communication
d. Attitude
e. American Health Information Management Association (AHIMA) Code of Ethics

III. Professional Experience
a. Integration of HIM and other related departments
b. Career goals
c. Pathways and career map

IV. Reflection
a. Evaluation of site
b. Site evaluation of student
c. Overall experience

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Policy and procedure manuals of clinical sites
II. Organization website and intranet information
III. HIM specific journals and newsletters, such as the Journal of the American Health Information Management Association (AHIMA) and the Journal of Health Information Management Systems Society (HIMSS)

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Journaling experience of site visit
II. Creating an e-portfolio

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Visiting healthcare facilities for comparisons and benchmarking
II. Professional association meetings

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Managing a project on site with the supervisor
II. Preparing a study of the workforce culture

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Textbooks used in all HIMS courses
- RHIA Review book

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Computer Information Systems

Course Title: CIS 401 Database Management and Design for Healthcare Professionals

Unit Value: 4

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 54

Total WSL Hours: 0

Total DE Hours: 216

Total Discussion Hours: 0

Requisites:
Limitation on Enrollment: Must be admitted to the Health Information Management program.
Advisory: CIS 2 with a grade of C or higher

Catalog Course Description:
This course discusses advanced topics in database management and design. The primary concepts covered in this course include programming language, current database structures utilized in healthcare, effective communication with end users and key stakeholders, identifying goals and requirements in database projects, performing end user analysis, and creating data models for performance improvement. Students will explore all aspects of the data lifecycle from capture to storage and utilization to destruction. This course is designed for health information management majors.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Evaluate system architecture, database design and data warehousing.
2. Create the electronic structure of health data to meet a variety of end user needs.
3. Assess systems capabilities to meet regulatory requirements.

Objectives:
Upon successful completion of the course the student will be able to:

1. Format data to satisfy integration and interoperability needs
2. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise
3. Assess information operability and information exchange
4. Analyze information needs of customers across the healthcare continuum
5. Evaluate health information systems and data storage design
6. Apply knowledge of database architecture and design to meet organizational needs
7. Utilize technology for data collection, storage, analysis and reporting of information
8. Assess systems capabilities to meet regulatory requirements
9. Apply knowledge of database querying, data exploration and mining techniques to facilitate information retrieval
10. Evaluate administrative reports using SQL reporting tools

Course Content:

A. Outline of Topics

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. Introduction to Databases
II. Database Architecture
III. The Relational Database Model
IV. Data Integration Needs
    (a) Data Modeling and Data Models
    (b) Business Rules
    (c) Emerging Data Models: Big Data and NoSQL
V. Data Dictionaries
    (a) Definition
    (b) Standardization
VI. Health Information Exchange
    (a) HL7
VII. Customer Information
    (a) Needs assessment
    (b) Business rules
VIII. Data Storage
    (a) Evaluation
    (b) Design
    (c) Implementation
IX. Database Architecture
X. The Relational Database Model Structured Query Language (SQL)
XI. Systems Development Life Cycle
    (a) Evaluation
    (b) Analysis
    (c) Design
    (d) Implementation
    (e) Maintenance
XII. The Database Life Cycle
XIII. Business Intelligence and Data Warehouses
XIV. Data Analytics
    (a) Queries
    (b) Data mining
XV. Security
XVI. Data Governance

Methods of Instruction:

Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids
Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:

Types of Assignments may include, but are not limited to, the following:
Textbook Reading

Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

A. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:
I. Textbooks and resources pertaining to database design
II. Review of professional journals, such as, Database Journal
III. Online newsletters, including Database Trends and Applications, and Database Weekly
IV. Industry website resources for health information management

B. Writing Assignments:
Writing assignments are required and may include, but are not limited to, the following:
I. Case Study analysis involving real world databases in healthcare
II. Creating appropriate design artifacts

C. Appropriate Outside Assignments:
Outside assignments may include, but are not limited to, the following:
I. Viewing relevant videos, television documentaries, or talks from professional conferences
II. Reviewing professional literature for an individual or group presentation

D. Appropriate Assignments that Demonstrate Critical Thinking:
Critical thinking assignments are required and may include, but are not limited to, the following:
I. Analyzing a HIM problem and proposing a solution based on research
II. Creating and building appropriate databases using a DBMS with a focus on HIM

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.
- Coronel, C. Morris, S. & Rob, P. (2014) Database Systems: Design, Implementation, and Management, 10th Edition. ISBN-13: 978-1111969608
- Hernandez, M., (2013), Database Design for Mere Mortals: A Hands-On Guide to Relational Database Design (3rd Edition), Addison-Wesley Professional, ISBN-13: 978-0321884497
- Rockoff, L., (2011), The Language of SQL: How to Access Data in Relational Databases, CENGAGE, ISBN-13: 978-1435457515
- MySQL DBMS

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: English

Course Title: ENGL 401 Advanced Professional Writing

Unit Value: 3 Grading Basis: Letter Grade Only

Total Lecture Hours: 54 Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0 Total DE Hours: 162

Total Discussion Hours: 0

Requisites:
Prerequisite: ENGL 1B or ENGL 1C with a grade of C or higher
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course builds advanced skills in professional writing and reading. It emphasizes strategic and effective editing, revising, composition, research, and argument for various writing situations in the workplace. This course is designed for health information management majors.

Student Learning Outcomes:
Final APA Research Report about an issue in the HIM discipline or in their professional field: Write a clear, logically-organized 10-page research report. The paper used will be based on a clear career-related research topic, use APA-style documentation, and demonstrate professional writing standards. A rubric will grade for competency in these areas: Organization and Structure; Thesis Development; Syntax, Diction, and Grammar; Ideas, Support, Development, and APA Format; Audience, Tone, and Point of View.

Objectives:
Upon successful completion of the course the student will be able to:

1. Employ the writing process strategically and discuss how the writing process can be applied for various forms of writing in professional settings.
2. Demonstrate advanced editing skills and knowledge of English writing conventions.
3. Demonstrate advanced sensitivity to audience, purpose, and tone in reading and writing.
4. Interpret and verify information in regulations, professional documents, and patient communications.
5. Analyze and respond appropriately in writing to various challenging problems within the professional and/or healthcare setting.
6. Identify and produce effective writing intended for professional settings.
7. Apply principles of research and professional literature evaluation effectively, appropriately citing references and avoiding plagiarism.

8. Compose compelling arguments, proposals, and documents for such purposes as grants, new equipment, improved workplace conditions, promotional writing, and patient communication.

Course Content:

Outline of Topics: The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and the relative emphasis will vary with each instructor.

I. The Writing Process

A. Five stages of the writing process

B. Determine how the writing process can be applied to various forms of written communication in office and administrative contexts.

C. Identify the criteria for good writing style

D. Utilize the writing process to write effective communications for professional settings

II. Editing

A. Conventions and standards of written English

B. Editing notations

C. Editing for and instructing other writers

III. Critical Reading

A. Comprehension of texts

1. Annotations

2. Summarizing

3. Paraphrasing

4. Note taking

5. Analyzing the concepts and structure of texts

6. Purpose, Audience, and Tone

B. Application of the texts to tasks, situations, or needs within the healthcare setting

IV. Documentation in APA and other formats

A. In-text references

B. List of references

C. Avoidance of plagiarism

D. Use of documentation in medical records

V. Office Communications

A. Purpose, audience, and tone

B. Clear, concise and direct office memorandum

C. Developing appropriate email messages for professional settings

D. Letters

E. Proposals

F. Meeting minutes

G. Facsimiles

H. Phone messages

VI. Research and Grant Writing

A. Purposes and components of research manuscripts and grant proposals

1. Purpose

2. Audience

3. Tone

B. Application of APA format

C. Research review paper

VII. Policies and Procedures

A. Clear, concise and direct writing for policies and procedures

B. Developing appropriate policies and procedures for the professional settings

VIII. Promotional Writing and Advocacy

A. Advocating for causes, employees, or patients

B. Health literacy

C. Patient outreach

D. Promotion within the healthcare field

Methods of Instruction:
Methods of Instruction may include, but are not limited to, the following:
Audio/Visual Aids

Computer Tutorials/Aids
Demonstration
Discussion
Distance Education
Field Trips
Group Exercises
Guest Speakers

Types of Assignments:
Types of Assignments may include, but are not limited to, the following:
Textbook Reading
Skills Demonstration
Library Research
Group Projects
Computer
Essay Writing
Oral Presentation
Problem Solving Exercise

Typical Assignment:
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

1) Identify and research a healthcare related problem that could be solved through more funding. Write a grant application/proposal designed to address that problem. Argue for the importance and urgency of grant funding, explaining specifically what the money would be used for and how it would benefit others. Document your sources and references appropriately.
2) In response to a healthcare related complaint voiced by any character in Anne Fadiman's The Spirit Catches You and You Fall Down, write a letter that expresses empathy to the audience and effectively communicates a plan to resolve the problem.

Methods of Evaluation:
Methods of Assessment may include but are not limited to, the following:
Essay Exams
Class Participation
Multiple Choice Exams
Short Answer/Fill-In Exams
Problem Solving Exams
Assignments

Textbooks/Resources:
May include textbooks, manuals, periodicals, software, and other resources.

- Fadiman, Anne. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. Farrar, Strauss, and Giroux, 2012. ISBN: 978-0374533403
- Villamaire, Doreen, and Lorraine Villemaire. Grammar and Writing Skills for the Health Professional, 2nd ed. Cengage, 2006. ISBN: 9781401873745
- Gastel, Barbara. Health Writer's Handbook. 2nd ed. Blackwell. 2005. ISBN: 9780813812533
- Charles, Abraham, and Maireke Kools. Writing Health Communication: An Evidence-Based Guide. Sage, 2010. ISBN: 9781847871862
- Hefferon, Barbara. Writing in the Health Professions. Allyn & Bacon, 2004. ISBN: 9780321105271
- Terryberry, Karl. Writing for the Health Professions. Cengage Learning, 2004. ISBN: 9781401841928

- Publication Manual of the American Psychological Association, 6th ed.. APA, 2009. ISBN: 9781433805615

Post-Council Approval:

Faculty Co-Chair _____
Date_____

VP of Instruction
_____Date_____

Shasta College
Bachelor of Science Degree
Course Outline of Record

Effective Semester: Fall 2016

Department: Psychology

Course Title: PSYC 401 Industrial-Organizational Psychology

Unit Value: 3

Grading Basis: Letter Grade Only

Total Lecture Hours: 54

Total Lab/Activity/Clinical Hours: 0

Total WSL Hours: 0

Total DE Hours: 162

Total Discussion Hours: 0

Requisites:
Prerequisite: PSYC 1A with a grade of C or higher
Limitation on Enrollment: Must be admitted to the Health Information Management program.

Catalog Course Description:
This course provides an introduction to the field of industrial-organizational (I-O) psychology. This branch of psychology studies work behavior, and workplace issues facing individuals, teams, and organizations. The course includes an overview of research methods used in I-O psychology, an exploration of theory and research findings, and the application of I-O psychology to practical problems in the workplace.

Student Learning Outcomes:
Upon successful completion of the course the student will be able to:

1. Evaluate the culture of a work organization and assess how cultural issues affect organizations.
2. Create policies, processes, and training programs that support a culture of diversity in the workplace.
3. Develop viable solutions to workplace challenges.

Objectives:
Upon successful completion of the course the student will be able to:

1. Describe the major research methods used in industrial-organization psychology and identify research methods appropriate for various types of research goals.
2. Develop an understanding of theories and principles to explain workplace behavior, interaction, leadership, and performance.
3. Evaluate the culture of a work organization and assess how cultural issues affect organizations.
4. Create policies, processes, and training programs that support a culture of diversity in the workplace.
5. Analyze workflow processes and responsibilities to meet organizational needs in the workplace.
6. Summarize and evaluate psychological research and theory relevant to a specific organizational context.
7. Use psychological principles, theory, and research to develop viable solutions to workplace challenges.
8. Interpret, analyze, and present findings from a scholarly journal article on a topic related to industrial-organizational psychology.

Course Content:

A. Outline of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

I. The importance of industrial-organizational (I/O) psychology
   (a) The importance and influence of work
   (b) Evidence-based I/O psychology

II. Methods in I/O psychology
   (a) The role of science
   (b) Research and design
   (c) Methods and data collection
   (d) Ethics

III. Data analysis
   (a) Interpretation of data
   (b) Contextual issues

IV. Individual differences and assessment
   (a) Assessing abilities of individuals in the workplace

V. Multicultural and cross-cultural issues in I/O psychology
   (a) Cross-national issues
   (b) Multiculturalism in the workplace
   (c) Theories of cultural influence in the work setting

VI. Job analysis and performance
   (a) Models of performance
   (b) Job specifications
   (c) Job analysis methods

VII. Staffing decisions
   (a) Conceptual issues in staffing
   (b) Evaluation of staffing outcomes
   (c) Legal issues on staffing decisions

VIII. Training and development
   (a) Training and learning
   (b) Content and methods of training
   (c) Evaluating training programs
   (d) Management and leadership development

IX. Motivation in the workplace
   (a) Motivation theories
   (b) Modern approaches to motivation in the workplace
   (c) Measuring motivation
   (d) Cross-cultural and generational differences in work motivation
   (e) Motivations interventions

X. Stress and well-being among work staff
   (a) Stress and its consequences
   (b) Theories of stress
   (c) Reducing and managing stress
   (d) Violence in the workplace

XI. Fairness and diversity in the workplace
   (a) Justice and fairness
   (b) Diversity

XII. Leadership
   (a) Leadership effectiveness

(b) Leader vs. manager vs. supervisor
(c) Theories of leadership
(d) Leadership demographics

XIII. Teams in organizations
(a) Groups and teams
(b) Team processes
(c) Team appraisal and feedback
(d) Team development
(e) Team training
(f) Cultural issues in developing teams

XIV. Organization of work behavior
(a) Conceptual and theoretical issues in organizations
(b) Social dynamics of organizations
(c) Climate and culture in organizations

XV. Organizational development and change
(a) Organizational change
(b) Resistance to change
(c) Large scale organizational change initiatives
(d) Organizational interventions

Methods of Instruction
Methods of instruction may include, but are not limited to, the following:

- Audio/visual aids
- Computer tutorials/aids
- Demonstration
- Discussion
- Distance education
- Field trips
- Group exercises
- Guest speakers
- Lecture

Types of Assignments
Types of assignments may include, but are not limited to, the following:

- Textbook or other assigned reading
- Skills demonstration
- Research paper and literature review
- Group projects
- Online activities
- Essay writing
- Oral presentation
- Problem solving exercises
- Case studies

Typical Assignment
For credit courses, describe at least one typical assignment which includes critical thinking, writing, and problem solving skills:

1. Research Paper: Students will choose a topic within the area of I-O psychology and develop a working question to investigate. Students will find and identify a collection of relevant peer-reviewed articles and write a research paper summarizing and synthesizing the various research results.

2. Case Study: Students will be given a case study illustrating a particular example of a workplace phenomenon. Students will apply I-O theory and principles toward a description and analysis of the scenario.
3. Application Analysis: Students will select (or be assigned) a specific workplace challenge or problem and will be required to describe ways in which the principles, theories, and best practices identified by I-O psychology could be used toward successful outcomes in the particular workplace challenge.

Methods of Evaluation
Methods of evaluation may include but are not limited to, the following:

- Class participation
- Online discussion
- Essay exams
- Multiple choice exams
- Short answer exams
- Problem-solving exams
- Assignments

Textbooks/Resources
May include textbooks, manuals, periodicals, software, and other resources.

Aamodt, M. G. (2012). *Industrial/Organizational Psychology: An Applied Approach (8th ed.).* Wadsworth Publishing, ISBN: 978-1305118423

Ginter, P. M., Duncan, W. J., and Swayne, L. E. (2013). *The Strategic Management of Healthcare Organizations* (7th ed.). San Francisco, CA: Wiley & Sons, Incorporated, ISBN: 978-1118466469

Landy, F. J. (2013). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc., ISBN: 978-1118291207

Levy, P. E. (2013). *Industrial Organizational Psychology: Understanding the Workplace* (4th ed.). New York: Worth Publishers, ISBN: 978-1429242295

Academy of Management Journal
Academy of Management Review
International Journal of Business and Social Science
Journal of Occupational and Organizational Psychology
Journal of Organizational Behavior
Journal of the American Health Information Management Association
Organizational Behavior and Human Decision Processes

Post-Council Approval:

Faculty Co-Chair _____ **Date**_____

VP of Instruction _____ **Date**_____

Resources to Support Health Information Management at the Shasta College Library

Reference 242-7551 **Circulation** 242-7550 **askalibrarian@shastacollege.edu**

1. Core Journals

Journal title	Shasta College, full text	Other full text
Agency for Healthcare Research and Quality (AHRQ) Archive	0	http://archive.ahrq.gov/ open access
American Journal of Public Health	*Health Source, Nursing Academic,* 1975- present	
BMC Medical Informatics and Decision Making	*Academic Search Premier,* 2001-present	http://bmcmedinformdecismak.biomedcentral.com/ open access
Briefings in Bioinformatics	*Academic Search Premier,* 2001 – one year ago	
Computers, Informatics, Nursing	*Ovid,* 1986 – present	
e-Journal of Health Informatics	0	http://www.ejhi.net/ojs/index.php/ejhi open access
Health Affairs	*Academic Search Premier, 2003-2009*	
Health Information Management Journal	*Academic Search Premier,* 2005 – 6 months ago	
Health Management Technology	*Business Source Elite,* 1998 – present	
Healthcare Informatics	0	*Pubmed,* 2010 – present
Informatics for Health and Social Care	*Academic Search Premier,* 2008 to 18 months ago	
Informatics in Primary Care	*Academic Search Premier,* 2003 to 2012	
Information Management Journal	*Academic Search Premier,* 1999 to present	
Journal for Healthcare Quality	*Medline,* 2007-2014	
Journal of Epidemiology and Community Health	0	*Pubmed,* 1979-2007
Journal of Healthcare Management	*Academic Search Premier,* 2000 to present	
Journal of Medical Internet Research		*Pubmed,* 1999 – present
Journal of the American Medical Informatics Association	0	*Pubmed,*1994 - one year ago
Medical Informatics and the Internet in Medicine	*Academic Search Premier, 1999-2007*	
Online Journal of Nursing Informatics	0	http://www.ojni.org/ open access
Perspectives in Health Information Management	0	*Pubmed,* 2004 – present

2. *Health Source: Nursing Academic* (EBSCO), for scholarly, journals across allied health and nursing journals.

Log into *Health Source: Nursing Academic*

- Go to the Shasta College webpage: shastacollege.edu/library
- Select **Articles & Databases**
- Select ***Health Source Nursing Academic***
  - Note: If you are working off campus, you will be prompted to enter your 14-digit library card number. Need a library card? Visit the Library or click here.
- Select Choose Databases » to simultaneously search more than one *EBSCO* database. *Academic Search Premier, Business Source Elite* and *Medline* would be good databases to add.

Locating an article in *Health Source Nursing Academic*

Suppose you want current articles on the uses of accurately recorded demographic data in electronic health records.

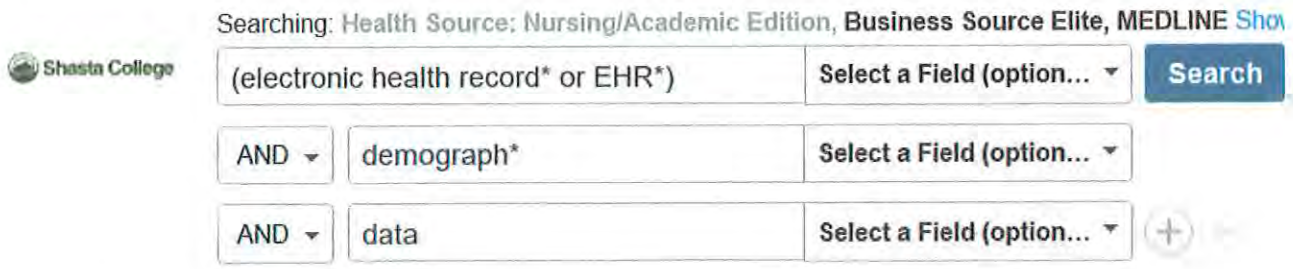
First, log into ***Health Source: Nursing Academic*** as directed above.

Then, select **Choose Databases** to add ***Business Source Elite*** and ***Medline***

Health Source Nursing Academic is comprised of thousands of articles. The success of a search is determined by our ability to guess how *EBSCO*'s indexers describe the article.

Consider the elements of the topic "accurately recorded demographic data in electronic health records": uses; electronic health records (also known as EHRs); demographic; data. Create a search statement that incorporates some of these elements.

Sample search statement

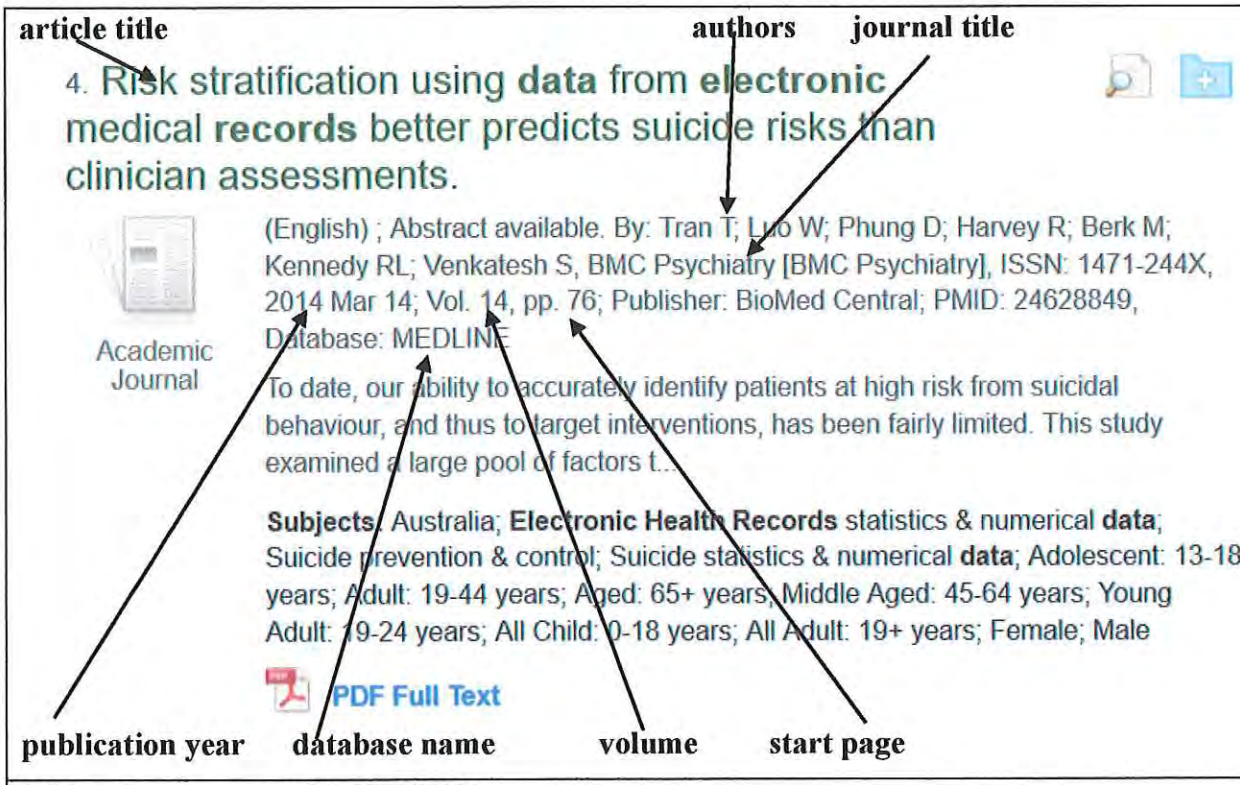


Over 200 articles were found from 2000 to the present.

Scroll to Refine your results and select Full Text ☑ to retrieve complete articles.

Also, limit the search to the most recent five years: 2010 Publication Date 2016

That's still over 150 articles, but the best ones usually show up first in the list. Take a look at this one:



APA reference sample: *MEDLINE*

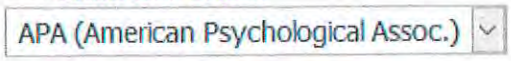
Tran, T., Luo, W., Phung, D., Harvey, R., Berk, M., Kennedy, R. L., & Venkatesh, S. (2014). Risk stratification using data from electronic medical records better predicts suicide risks than clinician assessments. *BMC Psychiatry*, *14*76. doi:10.1186/1471-244X-14-76

Information overload is a common problem of searching large databases. Using search commands (see table below) in *Health Source Nursing Academic* and other databases will result in fewer, more relevant articles.

Search Commands			
*	**Asterisk**	to truncate words at their roots or stems	record* for record, recorded, recording, records...
" "	**Quotation marks**	to enclose a phrase or name	"electronic health record*" "suicide prevention"
or		to connect related terms	EHR* or "electronic health record*" teen* or adolescen*
( )	**Parentheses**	to group synonyms or antonyms	(EHR* or "electronic health record*")
and		to combine multiple facets	(EHR* or "electronic health record*") and "suicide prevention"

For assistance with APA citations:

- Select E-mail
- Enter your email address. Scroll to Citation Format and select

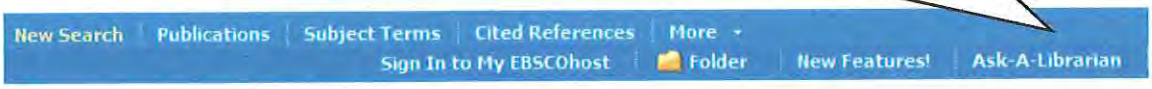


You may also find APA citations by selecting Print or Cite

Need help? Contact the Library!

call: 242-7551 • **chat**: www.shastacollege.edu/library •

email: askalibrarian@shastacollege.edu ***or*** use *EBSCO*'s **Ask-A-Librarian**

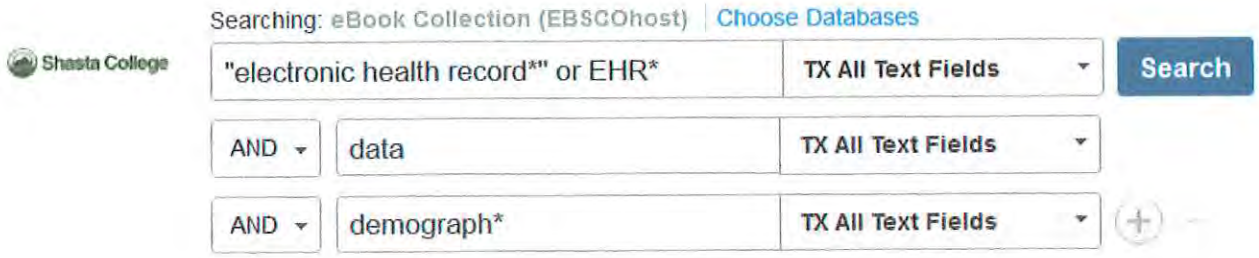


2. eBook Collection (EBSCO) is comprised of 40,000 books across disciplines.

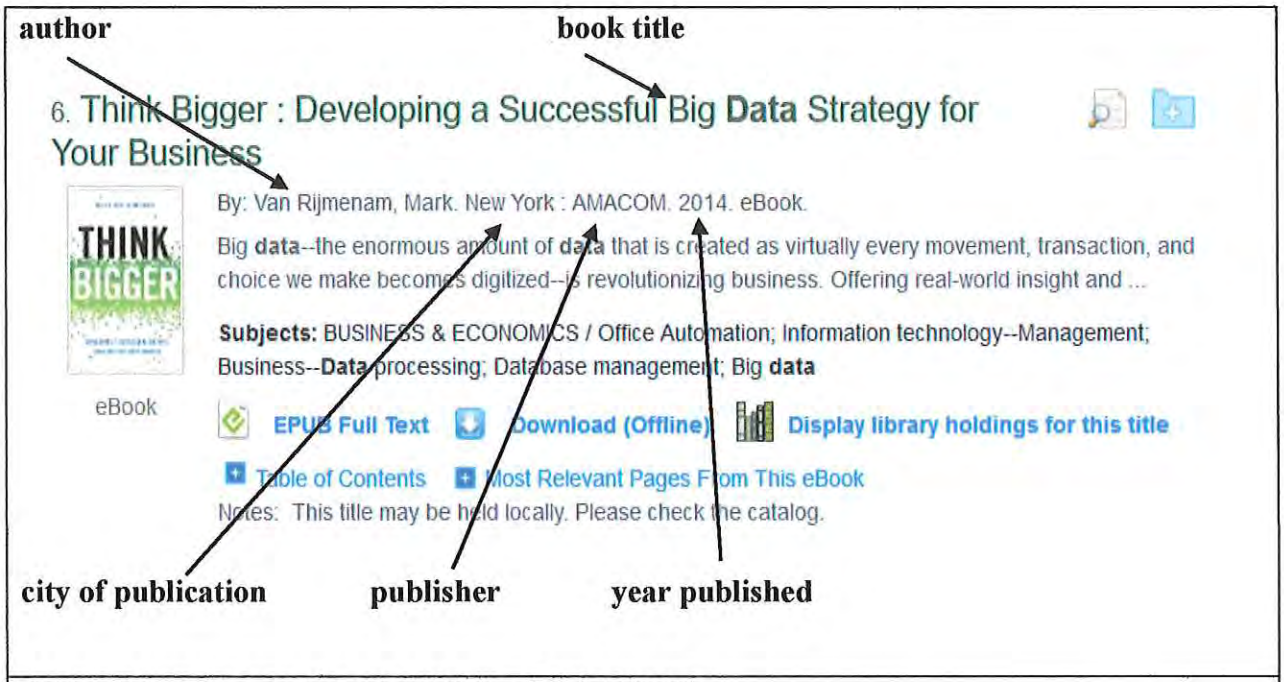
Log into *eBook Collection* (EBSCO)

- Go to the Shasta College Library webpage [http:shastacollege.edu/library]
- Select **Articles & Databases.**
- Select **eBook Collection by EBSCOhost**
  - Note: If you are working off campus, you will be prompted to enter your 14-digit library card number. Need a library card? Visit the Library or click here.

Even though *eBook Collection* is comprised of books, not journal articles, you may repeat a successful *Health Source Nursing Academic* strategy here.



Over 20 books are retrieved, with the most relevant listed first, including:



APA reference sample: *eBook Collection* (EBSCO):

Van Rijmenam, M. (2014). *Think bigger: Developing a successful big data strategy for your business*. New York: AMACOM.

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
POSITION DESCRIPTION

POSITION TITLE:	Director of Health Information Technology and Health Information Management Programs	
JOB CLASSIFICATION:	_x_ Administrator - Educational	____ Confidential
	____ Administrator - Classified	____ Classified
	____ Faculty	
RANGE:	30	
HOURS PER DAY:	Up to 8	
HOURS PER WEEK:	Up to 40	
MONTHS PER YEAR:	Up to 12	
REPORTS TO:	Dean of Instructional Division or designee	

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

To provide leadership, coordination, management, and supervision of the Shasta College Health Information Technology (HIT) and Health Information Management (HIM) Programs, including the baccalaureate degree. Employees in this classification receive limited supervision within a broad framework of policies and procedures, and hire, train, assign, schedule, supervise, and formally evaluate the work of others. This is an educational supervisory position and operates in an overtime exempt supervisory classification. This position requires a thorough working knowledge of various district procedures, board polices, and federal and state regulations.

TYPICAL DUTIES

Essential Functions:

- Plans, organizes, coordinates, manages, and evaluates the day-to-day activities and functions of the Shasta College HIT and HIM programs.
- Assists in screening, selecting and supervising support staff and faculty.
- Coordinates faculty assignments in the HIT and HIM programs.
- Using input derived from faculty, advisory committees, and oversight organizations, develops, updates and modifies or submits for deletion program and/or curriculum forms and supporting documents so that the program courses and degrees meet or exceed all state and national training standards, while simultaneously meeting the needs of the tri-county emergency services community.
- Plans, develops, submits, and modifies current and future course schedules.
- Provides for the day-today management and supervision of all program students, and students' records.
- Ensures that the HIT/HIM programs have well-structured websites that include current program, degree and course information.
- Serves as designated liaison with CAHIIM and other relevant organizations.
- Monitors enrollments, recruitment, retention, problem solving, testing, test control, student welfare and safety, and new student orientation.

- Serves as designated Director of the HIT and HIM programs.
- Implements, reviews, modifies and compiles with HIT/HIM program standard operating procedures, guidelines, goals, and mission statements.
- Acts as a liaison for Shasta College with local, county, and state and federal HIM agencies.
- Seeks out and applies for grants, donations, and other funds which will supplement the current and future HIT/HIM course deliveries.
- Coordinates with the college's Financial Aid Office to maintain currency with federal and state financial aid requirements.
- Oversees the purchasing, inventory management/tracking, security, and operational safety of the equipment, supplies for the HIT/HIM programs.
- Oversees the maintenance and repair of equipment for the HIT/HIM programs; approves or prepares work orders for repairs.
- Complies with all established personnel standards.
- Select, supervisors, and evaluates the performance of program aides and volunteers.
- In conjunction with the division dean receives, reviews, investigates, forwards and/or reports on all student, faculty and staff complaints.
- Resolves personnel issues at the lowest possible level within the organization.
- Ensures that training and personnel records are accurately maintained.
- Complies with local, state and federal training mandates and recordkeeping standards.
- In conjunction with the division dean, support staff, and full-time faculty, develops, proposes, justifies, and modifies, program budgets and new budget requests.
- As required, approves the timely processing of purchase orders and time records for compliance with the college's policies and procedures and state and federal codes, regulations, standards or laws.
- Assists in the development or modification of contracts, facility leases, and rental agreements.
- Participates in a variety of committees and meetings related to the HIT/HIM programs, which may involve travel outside the district or state.
- Performs and/or assists in special projects and assignments as directed.
- Completion of other duties as assigned.

EMPLOYMENT STANDARDS

Knowledge of:

- Federal, state and district policies, procedures, and regulations related to HIT/HIM programs and training delivery.
- Current methodology, pedagogy, and andragogy concepts related to vocational CTE training and education.
- CAHIIM, AHIMA and other applicable requirements.
- Principles and practices associated with the maintenance of records, including computerized electronic data collection and reporting techniques.
- Current managerial and supervisorial techniques for effective and efficient supervision, management and leadership of faculty, staff and classified personnel.

- Computer technology, online course management systems, and technology based education systems.
- Grant writing techniques.
- Program, degree, and course development and evaluation procedures.
- Student learning objectives.
- Risk management assessment and techniques.
- California Title 5 regulations related to program, degree and course development/delivery.

Ability to:

- Plan and organize complex tasks/projects.
- Plan and administer complex, highly regulated HIT/HIM programs.
- Solve complex program and course delivery problems in a timely, effective and efficient manner.
- Communicate clearly, both orally and in writing.
- Make sound operational decisions.
- Organize and prioritize work.
- Professionally represent Shasta College and the HIT/HIM programs in the local and statewide community.
- Supervise, mentor and evaluate the work of assigned staff.
- Effectively participate with federal, state and local agencies.
- Demonstrate sensitivity to, and respect for a diverse population.
- Chair committee meetings.
- Interpret and apply district policies and procedures, national safety standards, laws and regulations.
- Prepare and administer Shasta College HIT/HIM programs budgets.
- Prepare written operating procedures and program standards.
- Effectively work with people at all levels, internal and external to the organization.
- Communicate effectively both orally and in writing.
- Utilize computer technology.
- Accurately estimate resources required to accomplish goals and work within project schedules.
- Work independently in the absence of specific instructions.
- Manage and inventory department equipment and supplies.
- Exercise discretion and tact in the handling and processing of sensitive administrative activities and operations.
- Hire, train, schedule, coordinate, and formally evaluate the work of others.
- Continuously monitor changes in regulations, policies and technology related to overall needs of the program.

QUALIFICATIONS

Education Required:

- Master's degree in Health Information Management and RHIA certification.

Experience Required:

- One year experience managing a HIT or HIM program.

Other Required or Preferred Qualifications:

- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students and staff.

APPROVALS

Date Created/Revised:	06-15-15
Cabinet Reviewed:	07-07-15
Board Approved:	07-08-15

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran. (AP 3410 – Nondiscrimination)

Job Title: (Full-time) Health Information Management Instructor
Opening Date/Time: Mon. 06/08/15 12:00 AM Pacific Time
Salary:
Job Type: Faculty Full-Time
Location: Shasta College - Main Campus - Redding, California
Department: Academic Affairs

Print Job Information | Apply

Description of Basic Functions and Responsibilities | Benefits | Supplemental Questions

Full-time tenure track position for 175 days to teach courses in Health Information Management courses in both the associate degree and baccalaureate programs. Courses may be assigned during day, evening, and weekend periods and may also include off-campus and online assignments.

Available 2016 Spring Semester
Begins approximately January 16, 2016

Typical Duties, Knowledge and Ability:

In addition to the above, the individual will:

- develop curriculum for Health Information Management courses
- maintain up-to-date knowledge in the subject matter area
- participate in the development of alternative teaching modalities, including classes that use the learning management system and/or videoconferencing technologies
- develop/teach online courses
- incorporate varied instructional delivery methods including lecture, group work, real world activities, and critical thinking activities
- assist with curriculum development and articulation with universities and high schools
- attend department and division meetings
- provide student advisement, maintain necessary attendance and scholastic records
- adhere to administrative regulations outlined in the college faculty handbook
- maintain professional standards of conduct and ethics appropriate to the position
- participate in faculty/college governance and student activities
- get involved in off-campus events/organizations in the tri-county community
- fulfill other responsibilities as assigned, which may include the development, implementation and

assessment of student learning outcomes

Experience/Education:

Master's degree from a regionally accredited institution.

- RHIT certification required; RHIA certification preferred
- Experience in the field of Health Information Management, including experience with electronic health record systems
- Experience teaching in a Health Information Management program preferred
- Understanding of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation process
- Experience teaching online courses
- Understanding of and commitment to community college teaching, including college teaching experience
- Experience in working effectively and sensitively in a multicultural student environment
- Commitment to utilizing technology in the teaching/learning experience

Additional Information:

To be considered a candidate for a Faculty position, the applicant must submit the following materials:

- **Online Application**

Additional Required Materials to be attached to your application:

- cover letter addressing criteria listed in the position announcement
- current resume and/or placement file
- college transcripts (unofficial will be accepted at the time of application)
- all AHIMA certifications (AHIMA identification numbers should be included with a copy of your certification)

Internal candidates must also all submit all required materials to be considered for this position.

After formal application has been made, all application materials will be screened.

Interviews will be by invitation only.

Interviews are held on campus. No Skype or Phone Interviews.

A teaching demonstration will be required of candidates chosen for interview.

The District does not provide expense reimbursement for those invited to initial interviews.

Placement on the Shasta College Salary Schedule is commensurate with previous education

SHASTA COLLEGE
invites applications for the position of:

Shasta College

(Full-time) General Counselor (Tenured)

SALARY:

OPENING DATE: 12/14/15

CLOSING DATE: 02/05/16 04:30 PM

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

Provide academic, career, and personal counseling services to all students. This job class requires knowledge of counseling principles, methods, and techniques as well as the ability to effectively relate to a diverse student population. This position will assist in the development and implementation of counseling focused technology such as automated educational planning tools, online orientation, and web based registration systems. This position is responsible for performing and coordinating the day-to-day activities, operations, and services of outreach and recruitment including presentations to a variety of groups. This position is 195-days/year; work schedule to be agreed upon with the supervisor. This position may require irregular hours and/or some evenings and Saturdays and will include services and travel to one or more off-campus locations.

TYPICAL DUTIES, KNOWLEDGE AND ABILITY:

In addition to the above, the individual will:

- Assist in developing programs and services that will attract and retain a diverse student population.
- Provide general orientation and group advising to students on campus and at outreach sites via courses, workshops, interactive teleconferencing, email and/or other technological means.
- Utilize current technology to provide and document counseling services.
- Assist students in clarifying academic/career goals and developing educational plans.
- Assist with testing and interpretation of assessment results.
- Assist in the development and maintenance of print materials and events posted on the College website.
- Serve as Shasta College's outreach representative and liaison between campus departments and other educational institutions.
- Collect, analyze and evaluate data and prepare reports on the effectiveness of outreach programs.
- Schedule, train and supervise student workers (e.g. tour guides and student ambassadors.)
- Serve as a consultant to faculty regarding student performance and retention.
- Teach courses and develop curriculum in Career Exploration and College Success.
- Develop and participate in specialized programs.
- Maintain fiscal records.
- Develop and maintain relationships with faculty, staff, feeder schools and relevant community based organizations.
- Serve on committees related to student success, curriculum, scholastic standards and participatory governance.
- Maintain currency with transfer and other issues in the field through Professional Development programs and activities, including development and assessment of Student Learning Outcomes.
- Participate in campus life (i.e., clubs, athletics, and student/ campus activities).

- Experience working with veterans, dependents and veterans educational benefits
- Knowledge about VA education requirements and benefits, sensitivity to the needs of veterans, and the services offered to veterans.
- Verify academic progress, advise prospective and current Veteran students on Veterans Administration (VA) related issues, and adhere to VA regulations
- Knowledge of and ability to refer veterans to appropriate resources.
- Network with Veterans organizations at the local, regional, state, and national level;
- Understanding of and ability to implement the "Principles of Excellence" for veterans at a post-secondary institution.
- Develop student educational plans specifically tailored for Veterans;
- Advocate in support of Veterans on campus and in the community.
- Fulfill other responsibilities as assigned.

Ability to:

- Understand and work within the mission and philosophy of the California Community College system.
- Establish and maintain effective work relationships with faculty, staff, and community contacts.
- Communicate effectively orally, in writing, and through the electronic medium. Knowledge of a range of computer software applications.
- Exercise independence and initiative, with general supervision; effectively plan, organize and maintain a schedule of activities.
- Assimilate a large volume of changing academic and career information.

EXPERIENCE/EDUCATION:

Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent.

(NOTE: A Bachelor's degree in one of the above listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.)

- Experience in academic and/or career counseling in higher education.
- Knowledge, skills and experience in outreach, recruitment and retention strategies.
- Experience working with faculty advisors, paraprofessionals, and peer counselors.
- Experience with structured counseling programs including assessment, orientation, retention, advisement, placement, follow-up, and research.
- Commitment to provide outreach and instruction for students with diverse abilities and interests including high-risk, under-prepared, and special-needs students. Personal qualities to work effectively and sensitively in a multicultural student environment.
- A valid California driver's license and evidence of appropriate vehicle insurance based on DMV regulations

Experience working with disadvantaged students ***preferred***
Experience with financial literacy counseling ***preferred***
Community college counseling experience ***preferred***
Bi-lingual experience ***preferred***
Knowledge of Microsoft, Scheduling and Reporting Software (SARS), and Ellucian Colleague ***preferred***
Experience working with veterans, dependents and veterans educational benefits ***preferred***

ADDITIONAL INFORMATION:

ANDREW DOWGIERT, MS, HIM, RHIA

[redacted]

Creative College Professor dedicated to providing an informative learning environment for students. Skilled at developing and implementing a class curriculum, preparing daily lessons and assignments, and completing grading duties. Seeking to obtain position at Shasta Community College that will enable the use of exceptional interpersonal, communication, computer, technical and teaching skills.

➢ Profile

- Effective verbal and written English communication skills.
- Good Interpersonal skills including understanding peers, problem-solving, negotiation and conflict resolution skills.
- Demonstrable Leadership qualities in the form of taking charge of the current situation, taking initiative and then seeking to complete the task at hand as also in organizing and managing situations.
- Demonstrated Ability to work in multidisciplinary teams and complete the required projects on time.
- Highly organized and detail oriented.
- Effective time-management skills.
- Strong analytical and strategic- thinking skills, flexible and adaptable to change
- Effectively good skills in MS Word, PowerPoint, Excel and Access, MS outlook.

- Manages self and relationships effectively through self- management, awareness of others' needs.

➢ Education

- Master of Science in Health Information Management 2014
  CAHIM Accredited program
  St. Scholastica College, Duluth, Minnesota
- Bachelor in Health Studies, Ashford University. 2011
- Occupational Therapy AOTA accredited program
  Keiser University, Orlando, Florida 2009
- Medical Transcriptionist –Penn Foster Pennsylvania 2007
- Philosophy of Religion Catholic University of Warsaw Poland 1992

➢ Professional Experience

- Teacher of Social Sciences in Poland. 1988-1992
- Volunteer teacher in Zimbabwe, Africa. 1992-1999
- Supplemental Health Care 2009-2012
- Assured Home Health 2009-2012
- Select Therapies 2010-2012
- Hallmark Rehabilitation Services 2012-2014
- Country Villa-Murrieta Health Center2014-2016
- HCR Manor Care 2014-2016
- Professor of Health Information Management at Shasta Community College 2016-current
- Actively participated in implementation of clinical therapy and played an active role in initiating individual client treatment.
- Assisted the senior staff in case matters.
- Took on to therapeutic duties for companies offices and helped the employees.

- Handled the cases of many war vets and helped them in achieving a normal state of social and emotional state.
- Gave full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Provided the best of personal assistance, medical attention, emotional support, or other personal care to patients.
- Interacted with families and assessed family members' need for education and information concerning patient status.
- Obtained appropriate clinical documentation through extensive interaction with physicians nursing staff other patient care givers to ensure that appropriate reimbursement is received for the level of services rendered to patients and the clinical information utilized.
- Experienced with Dragon Voice Recognition Software.
- Designing Syllabus and course content for Bachelor Degree Program in HIM.
- Teaching HIM courses, responsible for grading assignments, evaluating student performance, and providing final grade.
- Emphasized research as on - going process of discovery and growth, encouraging students to see research and inquiry as activities central to daily life. Teach students to conduct research and critically evaluate the quality of sources.

➢ Medical Language-Courses.

- Medical Language for Medical Transcriptionist.
- Medical Language, Anatomy, and Biology at Keiser University
- Medical Language for Health Care Professionals at Ashford University
- Medical Language, Pre Med Anatomy, Physiology at St. Scholastica College

➢ Professional Affiliations

- Member of the Golden Key International Society

- American Health Information Management Association
- American Occupational Therapy Association
- California State Health Information Management Association (CHIA)

➢ Research/Projects works

- Impact of Big Data on Electronic Health Record and HIM Departments for Health Information Management, College of Saint Scholastica, Duluth, Minnesota
- Evaluating EHR System of MultiCare Health System in Washington State versus Sharp Health System in California for Health Information Management, College of Saint Scholastica, Duluth, Minnesota
- The U.S. Health Care System for Health Administration-Evaluating Medical Insurance Plans versus Patient Protection and Affordable Care Act, Ashford University, Clinton, Iowa
- The Healthcare Ethics and Medical Law for Health Administration, Ashford University, Clinton, Iowa
- The Neuro-reeducation approach in treatment of Cardiovascular Patients, for Occupational Therapy Department , Keiser University, Orlando, Florida

➢ Languages

- English,
- Polish,
- Russian,
- German,

All the above information is true and correct to the best of my knowledge and belief.

Andrew Dowgiert

MANAGEMENT ASSOCIATION

Certificate of Membership

Andrzej Dowgiert, RHIA

has been accepted as a member of the
AMERICAN HEALTH INFORMATION MANAGEMENT
ASSOCIATION and agrees to adhere to the AHIMA code of ethics.
AHIMA membership is effective for one year and expires on 10/31/2016

Lynne Thomas Gordon, Chief Executive Officer

AHIMA
American Health Information Management Association®

detach along dotted line

Thank You

for your commitment to quality health information, demonstrated through AHIMA membership.

AHIMA ahima.org

Membership Card

ID: 1540250
Name: Andrzej Dowgiert, RHIA
Member Type: ACTIVE
Paid Thru: 10/31/2016
State Association: CA

ahima.org/membership

American Health Information Management Association • 233 N. Michigan Ave., 21st Fl., Chicago, IL 60601 USA • +1 (312) 233-1100

Matthew James Kull [redacted]

Core Competencies

- Professional Writing and Editing
- Curriculum Development
- Teaching and Instruction
- Online Teaching and Design
- Strong Communication Skills
- Instructional Design

Career Highlights

- Selected to develop and teach a College Preparatory course for Wounded Warriors at Walter Reed (2012)
- USMC Online Writing Center awarded Best Practices Military Award (2010)
- Appointed to attend USMC Blended Command and Staff College Program as a civilian (2009)
- Selected as liaison with Native American Studies Department at University of Northern Michigan to expand outreach and develop specialized on-line courses for Native American Colleges on reservations (2005)

Professional Work Experience

2015 - Present Shasta College Redding, CA

Adjunct English Professor and Gateway to College Instructor

- Teach a variety of classes for different segments of the student population at Shasta College: STU 92 (Worksite Readiness), ENGL 190 (Reading and Writing II), ENGL 191 (Writing Workplace: Grammar), ENGL 192 (Writing Workplace: Narration), ENGL 194 (Writing Workplace: Compare/Contrast)
- Work as one of the key college instructors for the Gateway to College Program at Shasta College, dealing with at-risk high school students in a hybrid environment who take both high school and college courses
- Wrote, planned, and conducted surveys for Gateway to College students and alumni, and then compiled data for use in the program
- Asked to and will be one of the teachers spear-heading the adult cohort program at Shasta College this summer, starting with STU 70 (Student Leadership) and ENGL 1A (Composition)

2013 - 2015 Timber Ridge School Cross Junction, VA

Case Coordinator

- Managed a caseload of 16 students in the Dogwood Transitional Unit, focusing on preparing students for discharge to community after foster placement
- Created discharge plans and transitional goals for students going to college, vocational school, or the military
- Coordinated academic and counseling services designed to meet students' needs
- Taught weekly Character Education and Daniel Memorial Life Skills Classes
- Wrote all monthly and quarterly progress reports for school administrators and state agencies

2013 - 2015 Lord Fairfax Community College Middletown, VA

Adjunct English and Communication Faculty

- Taught various online, hybrid, and in-class English courses: Developmental English, Composition, Technical Writing, and Literature
- Designed hybrid and online courses using Blackboard and online writing platforms
- Served on English Teaching Team and participated in departmental activities: diagnostic and exit essay scoring, ESL pedagogy development, and reviews of textbooks

2010 - 2012 USMC Expeditionary Warfare School Quantico, VA

Communication Coordinator / Associate Professor DOD

- Created, implemented, and supervised the Professional Communication and Writing Program by designing, developing, and teaching all curriculum
- Instructed 240 resident students (USMC captains and other Service officers) in professional writing and communication projects, including final thesis paper
- Taught full scope of academic writing, executive writing, briefing, and research methods
- Served as Tech Leader for college by designing and managing all online curriculum in Blackboard
- Coordinated with military faculty to ensure Professional Communication Program blended with all other curriculum: History, Socio-Economic, Warfighting, Geo-Political, Professional Studies
- Taught Faculty Development for professional writing and communication for senior Marine officers and faculty at Marine Corps University
- Point of contact for *Marine Corps Gazette* in choosing select articles to be published, both print and online
- Developed special curriculum and outreach programs for Wounded Warriors and International Military Officers
- Supervised two full time writing and communication instructors

2005 – 2010 USMC College of Continuing Education Quantico, VA

Online Writing Center Director / Head Curriculum Editor

- Developed, designed, and created a virtual Marine Corps wide USMC Online Writing Center in Blackboard serving 5,000 officers
- Head online writing instructor for Distance Education students and created all writing curriculum and courses
- Wrote, edited, and published all graduate-level courses (History, Socio-Economic, Warfighting, Geo-Political, Professional Studies) for the USMC Command and Staff College Distance Program with Subject Matter Experts, military officers, and faculty/course development team
- Developed a Marine Corps wide style guide for Marine Corps College of Continuing Education
- Wrote Academic Integrity Manual for College of Continuing Education, and managed and enforced its Academic Integrity Policy in regard to all writing assignments
- Helped manage all curriculum to online Blackboard system, and created writing projects for online courses

2009 - 2012 NOVA Community College Quantico, VA

Adjunct English and Communication Faculty

- Taught various online, hybrid, and in-class English courses for NOVA Woodbridge, NOVA Quantico, and NOVA Extended Learning Institute: Writing and Composition, Blog Writing, Technical Writing
- Designed hybrid and online courses using Blackboard and online writing forums when college expanded distance education

2003 – 2005 Educational Options Arlington, VA

Curriculum Developer Specialist

- Researched and designed online curriculum, testing rubrics, and online textbooks for high school and college level subjects (e.g., English and History)
- Aligned all curriculum to state standards
- Helped develop specialized curriculum and courses for specific schools
- Managed development writing teams for courses and curriculum

Past Teaching Experience

2002 - 2003 Village Green School Lowes Island, VA

Lead Teacher and After School Program Director

Designed enrichment curriculum (Spanish language class, natural observation, tutoring, writing, reading). Taught enrichment-specific classes and managed co-teachers to implement lesson plans.

2001 - 2002 Jill Kinmont-Boothe School Bishop, CA

History/Physical Education Teacher

Taught language arts, English, history, and physical education. Digital technology representative for school, incorporating technology into the school's curriculum.

1999 - 2001 Chinle High School Chinle, AZ

History Teacher

Taught World History, Geography, and U.S. History on the Navajo Indian Reservation. Used technology in the classroom (Digital Divide Project) and on school development committee. Sponsored clubs, helped run the weight room, and was off-season strength and conditioning coach.

1999 - 2001 Dine' (Navajo) College Chinle, AZ

Adjunct English and Communication Faculty

Instructed college English courses: Southwestern Literature, Native American Literature, College Reading and Study Skills, Speech Communications, Writing/Composition. Facilitate information across complex, cultural boundaries, implementing technological innovations of the Digital Divide initiative.

Education

MA Administrative Leadership (Current), University of Oklahoma
MA English (2006), George Mason University
Post-Graduate Certificate Professional Writing and Editing (2006), George Mason University
BA History (1998), George Mason University

Professional Development

Post-Graduate Degree Military Leadership and Operational Planning (2010), USMC Command and Staff College
Waldorf Method (2001), Rudolf Steiner College

DIVISIONAL ORGANIZATIONAL CHART

Dean, Health Sciences
Kathy Royce

Instructional Paraprofessional Staff
Nursing Skills Lab Coordinator
Lynnette Crowe
Dental Hygiene Paraprofessional
Paula Guerrera

Administrative Staff
HS Director, Pathways, Outreach & Retention- Kim Giles
Administrative Assistant – Vacant
Staff Secretary- Barbara Perry & Leslie Bosse
Anita Lennick- Dental Clinic Assistant

HEALTH SCIENCES INSTRUCTIONAL PROGRAMS

Associate Degree Nursing
Program Director – Linda Thomas
Assistant Director – Roxi Redd
Full Time Instructors
Laurie Bish, Brian Busk, Angela Nitsche, Roxi Redd & Linda Thomas
Part time Instructors - Theory, Clinical and CSL instruction

Vocational Nursing
Program Director – Nancy Skaggs
Full Time Instructors
Nancy Skaggs and Elaine Carmena
Part Time Instructors - Theory, Clinical and CSL Instruction

Nurse Aide/Home Health Aide
Program Director – Bobbie Foote
Full Time NA-HHA Instructors
Bobbie Foote and Lyndia McBroome
Part Time Instructors - Clinical and CSL Instruction

Dental Hygiene
Program Director – Charles Cort
Full Time Instructors
Charles Cort and Karen Henderson
Part-time Instructors –Theory, Clinical Instruction

Community & Contract Education
Program Coordinator – Lorrie Berry

Health Information Technology and Health Information Management
Interim Program Director – Janet Daley Janus
Full Time Instructors – Andrew Dowgiert
Part-time Instructors –Theory

TOOLS AND TIPS

Discussions

Discussions is a forum designed to facilitate informal communication between students in a course. It can also be created as an assignment for grading purposes.

Assignments

Important: To submit an assignment, you will need to have the assignment open. Then, click Submit Assignment in the upper-right corner to begin the process of submitting an assignment. You will need to click another Submit Assignment button when you're ready to submit it. If you don't see a Submit Assignment button, your instructor is not currently accepting online submissions for the assignment.

To view an assignment grade and / or instructor comments, click Assignments. Click the assignment name. In the sidebar 'Submission' box, click Submission Details. At the top of the sidebar, you can view the grade. If your assignment was graded using a rubric, click Show Rubric to see what score you received for each criterion.

Notifications

Notifications allow you to determine where and when to be notified about activity in Canvas. Notifications are set for an entire user's account, not on a course-by-course basis.

Announcements

This feature is a communication tool that allows instructors to post announcements for all users in a course.

Online Tutoring (NetTutor)

NetTutor provides free online, on-demand services to meet with live online tutors, submit questions, and review essays.

Rich Text Editor

Use the editor in assignments, discussions, etc., and for embedding video and math formulas. The editor will only appear in assignments if the instructor has selected the text option.

Grades

To see your grades, for a course, click Grades in the left-hand navigation. View the scoring details for an assignment by clicking the checkmark icon. If there are comments, click the bubble icon to view.

Inbox

Conversations is a messaging tool used to communicate an individual student, or a group of students. This is the best method to contact your instructor.

Chat

The Chat feature is for real-time communication with your instructor and/or classmates.

Files

This feature allows you to store documents and media files that are either public or private.

Quizzes

Quizzes in Canvas are assignments that can be used to challenge your understanding and assess comprehension of course material.

Calendar

Your calendar shows all your courses and groups. You can add non-course related events to this calendar by clicking the Plus icon.

Skills for Online Success

This external link directs you to a resources page for online course preparation.

Canvas Simplified for Students:

A Tip Sheet

ABOUT CANVAS

Canvas is a cloud-based learning management system that connects all the digital tools and resources Shasta College instructors use into one place. It is used by more than 2,000 colleges, universities, school districts and institutions around the world.

GET STARTED

Browsers

Canvas is built using web standards and therefore works well in most browsers. Using a browser like Chrome will give you the best results.

Logging In

Click the SC Online link from the Shasta College homepage. www.shastacollege.edu

Your username is the same as your MyShasta username. Your password is your six digit date of birth (mmddyy).

Changing your password

After your initial log-in, Shasta College recommends you change your password. To do so, click the Account icon, click Settings, click Edit Settings, click Change Password.

Mobile

Most Canvas features are supported on mobile devices. Mobile apps are a free download through your Android or iOS App store.

Dashboard

The Dashboard includes information from all your courses, including some upcoming activities and to-do lists.

You can change the color of each course and the course name by clicking the pencil in each box.

Profile

In the Profile, you can customize your notification settings, input your biography, your image, and even set up SMS messaging. To access the Profile, click the Account icon.

LEARN MORE AND GET HELP

Canvas Guides for Students

Canvas maintains a database of guides that can be found at: https://guides.instructure.com/m/8470

Phone and Email support

24/7 Phone support: (844) 303-0351

Email support: sconlinehelp@shastacollege.edu

Course content questions?

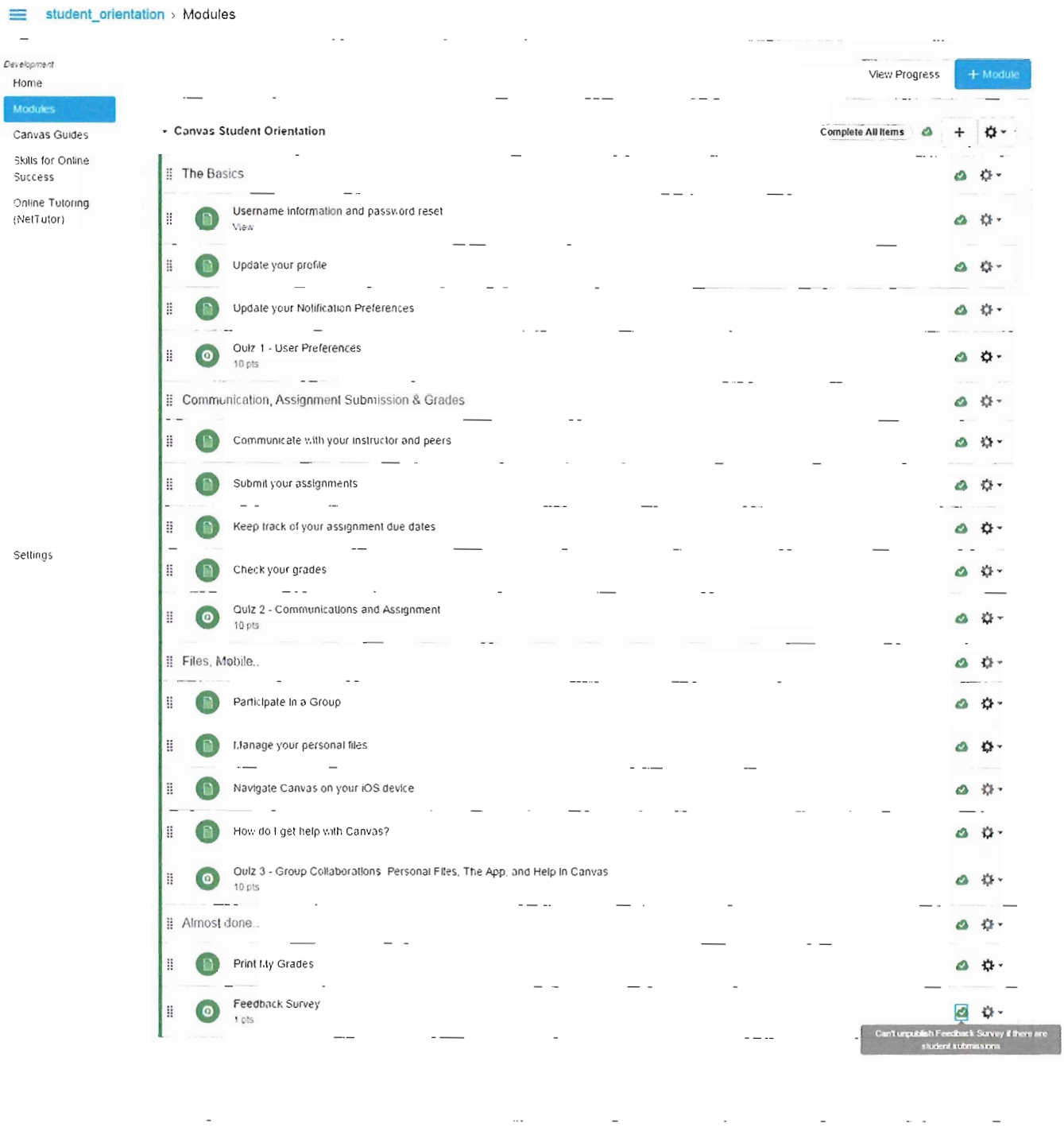
For questions about course content, please contact your instructor. The Inbox in Canvas is the best way to contact your instructor.

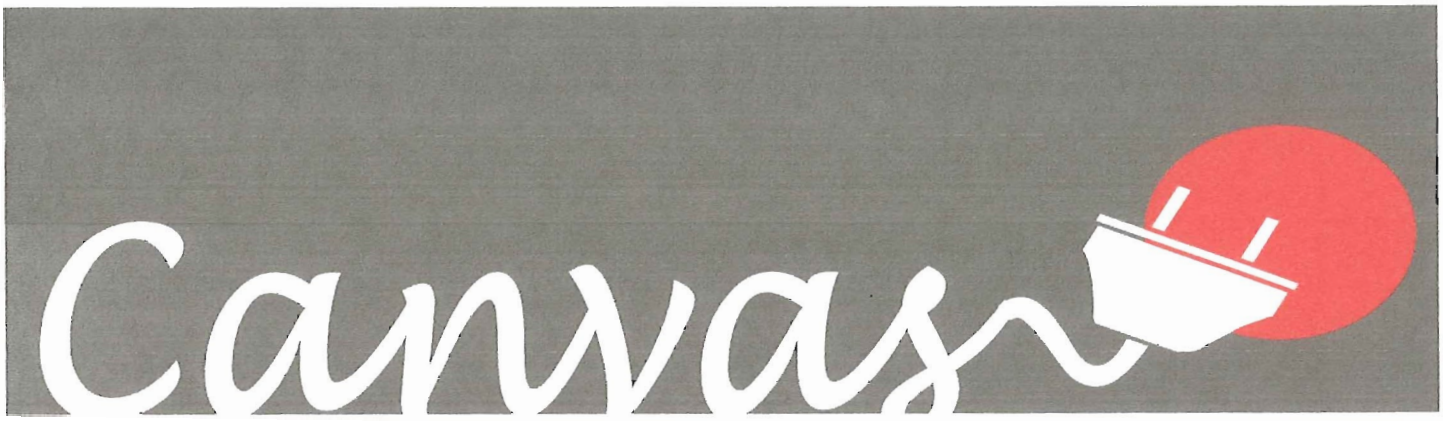
Learn about using all Canvas tools

You can also click HELP (question mark icon) in the lower-left corner of the Canvas window.

There is a self-enroll course at: https://shastacollege.instructure.com/enroll/3YTL7X

Version 4 August 5, 2016


student_orientation › Modules
Development
Home
Modules
Canvas Guides
Skills for Online Success
Online Tutoring (NetTutor)
Settings
View Progress
+ Module
Canvas Student Orientation
Complete All Items
The Basics
Username information and password reset
View
Update your profile
Update your Notification Preferences
Quiz 1 - User Preferences
10 pts
Communication, Assignment Submission & Grades
Communicate with your instructor and peers
Submit your assignments
Keep track of your assignment due dates
Check your grades
Quiz 2 - Communications and Assignment
10 pts
Files, Mobile..
Participate in a Group
Manage your personal files
Navigate Canvas on your iOS device
How do I get help with Canvas?
Quiz 3 - Group Collaborations Personal Files, The App, and Help in Canvas
10 pts
Almost done..
Print My Grades
Feedback Survey
1 pts
Can't unpublish Feedback Survey if there are student submissions



Canvas Simplified

In these one-hour sessions students will learn the features of Canvas to succeed in their course.

Wednesday, August 10, 2016, 11 am to 12 pm, Room 2217

Thursday, August 11, 2016, 2 pm to 3 pm, Room 2217

Tuesday, August 16, 2016, 2 pm to 3 pm, Room 243

Wednesday, August 17, 2016, 2 pm to 3 pm, Room 243

August 18, 2016, 12 to 1 pm, Room 7114 (Tehama Campus)

Tech Skills for Success

This workshop will cover the basic technical skills students will need to succeed in the digital age.

Tuesday, August 30, 2016, 2 pm to 3 pm, Room 243

Wednesday, August 31, 2016, 2 pm to 3 pm, Room 243

Canvas Camp Fall 2016

Mark your calendars for:

Monday, August 8, 2016

and

Tuesday, August 9, 2016

All workshops will be hosted in Room 243

Monday, August 8th

Meet and Greet
How to be Human Online
Gradebook and Assignment Structure
Embedding Academic Success Support in Canvas
Chat with an Expert

Tuesday, August 9th

Meet and Greet
Web Enhanced: Why all this LMS'ing?
Accessibility
Rubrics
Chat with an Expert

Full itinerary on back

canvas

Canvas Camp, Fall 2016

Monday, August 8, 2016

8:30 am – 9:00 am — **Meet and Greet with the Educational Technology team**

9:00 am – 9:50 am — **How to be Human Online**

Bringing a more people focused environment to your online course will increase the relevance of content and improve students' motivation to flourish. This workshop will introduce you to the concept of humanized. Workshop will be led by: Brianne Brichacek

10:00 am – 10:50 am — **Gradebook and Assignment Structure**

In this session, you'll discover how much easier grading is with a set assignment structure. You'll learn tips and trick for making grading more efficient. Workshop will be led by: Paul Burwick

11:00 am – 11:50 am — **Embedding Academic Success Support in Canvas & What Do You Do?**

Learn different strategies for offering assistance to students within your Canvas course, as well as, share with others the strategies you implement. Workshop will be led by: Brianne Brichacek

12:00 pm – 12:50 pm — **Chat with an Expert**

This open computer lab time will allow you the chance to ask specific, course related questions to Paul and Brianne or simply spend time working on your course in the comfort of our lab.

Tuesday, August 9, 2016

8:30 am – 9:00 am — **Meet and Greet with the Educational Technology team**

9:00 am – 9:50 am — **Web Enhanced: Why all this LMS'ing?**

Web-Enhanced Courses are face-to-face courses that use any form of electronic method to deliver content, provide learning resources, and foster student interaction outside the classroom. Even though web-enhanced courses use the internet and other online media, they are not considered distance education courses, however, technology may be used to support instruction and provide an enriching learning experience. This workshop will discuss some methods of integrating Canvas into your face-to-face class. Workshop will be led by: Paul Burwick

10:00 am – 10:50 am — **Accessibility**

In this session, you will learn different approaches for making your Canvas course more accessible to all students through the use of universal design. Workshop will be led by: Brianne Brichacek

11:00 am – 11:50 am — **Rubrics**

Rubric are an assessment tool in Canvas for communicating expectations of quality on an assignment. Canvas allows you to customize Rubrics to define the criteria being used to assess an assignment and various levels of performance for each criterion. Learn how to use Rubrics in your course to reinforce learning outcomes and to add extra credit to an assignment. Workshop will be led by: Paul Burwick

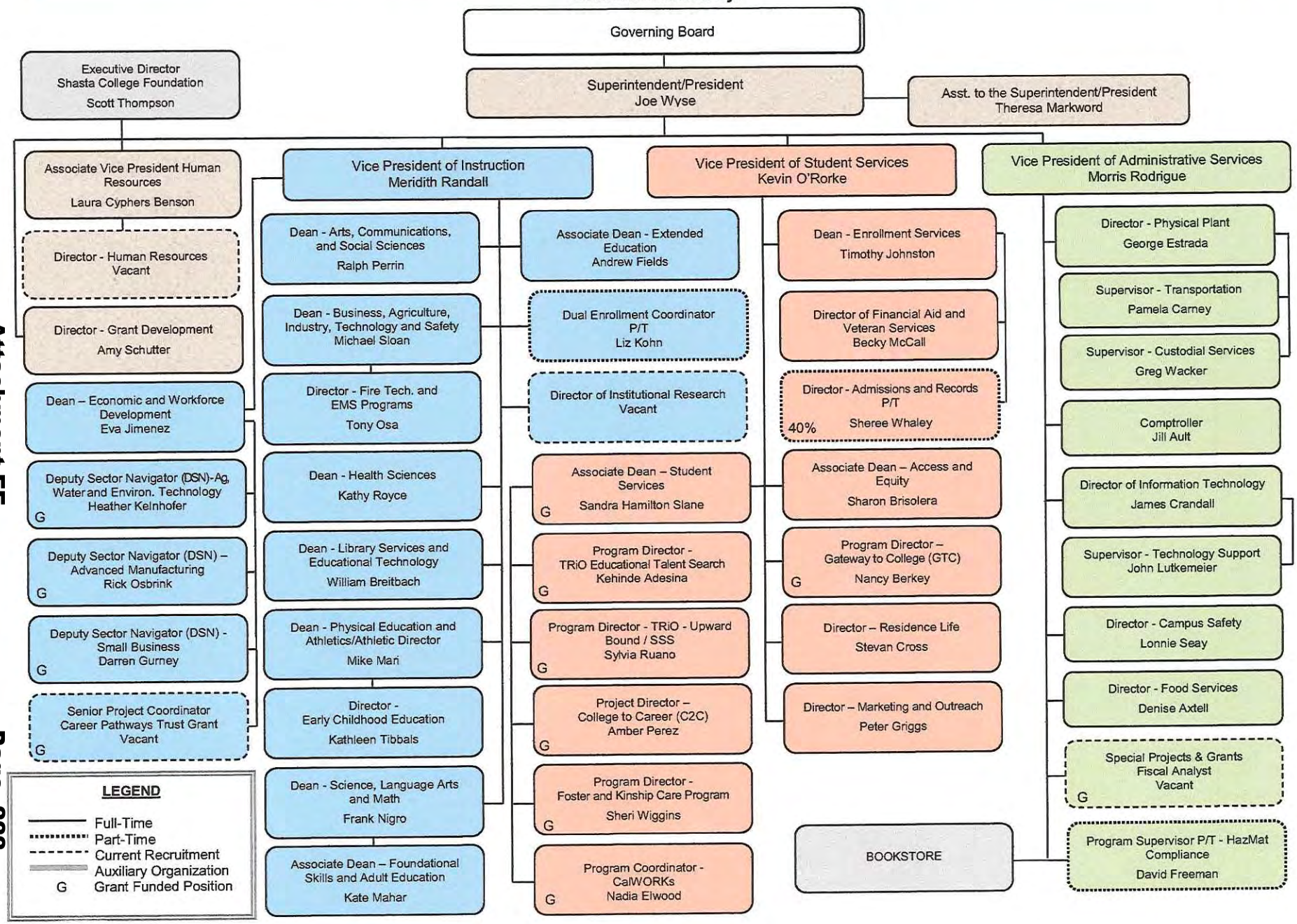
12:00 pm – 12:50 pm — **Chat with an Expert**

This open computer lab time will allow you the chance to ask specific, course related questions to Paul and Brianne or simply spend time working on your course in the comfort of our lab.

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Administrative Assignments

09/09/15

Students Served By:



SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Administrative Functions

09/09/2015

Students Served By:

Governing Board

Superintendent/President

Assistant to the Superintendent/President

Associate Vice President Human Resources

Director of Grant Development

Foundation Executive Director

Vice President Instruction

Vice President Student Services

Vice President Administrative Services

INSTRUCTION

ACADEMIC DIVISIONS:
- Arts, Communications and Social Sciences (ACSS)
- Business, Agriculture, Industry, Technology and Safety (BAITS)
- Health Sciences (HS)
- Physical Education and Athletics (PEAT)
- Science, Language Arts and Math (SLAM)

Adult Education
Baccalaureate Degree Program
Catalog and Schedule
Community Education
Contract Education
Curriculum
Dual Enrollment
Early Childhood Education Center
Economic and Workforce Development
Extended Education
Library and Educational Technology
Research and Planning Office
University Programs

STUDENT SERVICES

Admissions and Records
Articulation
Assessment
CalWORKs
Career and Transfer
Commencement
Counseling
Disabled Students Programs & Services
Enrollment Services
EOPS/CARE
Financial Aid
Foster and Kinship Care
Gateway to College
International Students
Marketing
Orientation
Outreach and Recruitment
Puente
SCI*FI – Foster Youth
Student Clubs and Organizations
Student Conduct
Student Employment
Student Equity
Student Housing
Student Senate
TRiO Programs

ADMINISTRATIVE SERVICES

Business Office / Payroll
Campus Safety
Capital Construction Projects
Custodial Services
Food Services
HazMat Compliance
Health and Wellness
Information Services and Technology
Physical Plant Services
Transportation

Auxiliary/Contract Service:
- Bookstore

LEGEND

- Full-Time
- Part-Time
- Current Recruitment
- Auxiliary Organization

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Division Assignments

09/09/2015

Students Served By:

Governing Board

Superintendent/President
Joe Wyse

Vice President of Instruction
Meridith Randall

Dean
Library Services and Educational Technology
William Breitbach

Associate Dean
Extended Education
Andrew Fields

Dual Enrollment Coordinator
P/T
Liz Kohn

Director of Institutional Research
Vacant

Dean - Arts, Communications and Social Sciences (ACSS)
Ralph Perrin

- Anthropology
- Archaeology
- Art
- College Connection
- Communications
- Dance
- Economics
- History
- Humanities
- Journalism
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Theatre
- Theatre Arts

Dean - Business, Agriculture, Industry, Technology and Safety (BAITS)
Michael Sloan

- Accounting
- Administration of Justice
- Agriculture
- Automotive Technology
- Business Administration
- Computer Information Systems
- Construction Technology
- Diesel Technology
- Electronic Technology
- Energy
- Fire Technology
- First Aid / CPR / EMT
- Heavy Equipment Operations
- Industrial Technology
- Office Administration
- VTEA Coordination
- Water Treatment Technology
- Welding Technology

Dean - Economic and Workforce Development (EWD)
Eva Jimenez

- Baccalaureate Degree Program – Health Information Management
- DSN: Advanced Manufacturing
- DSN: Agriculture, Water and Environmental Technologies
- DSN: Small Business
- Career Pathways Trust Grant
- CTE Collaborative Grant
- CTE Transitions Grant
- Industrial Driven Regional Collaborative Grant
- NFN Coordination

Dean - Health Sciences (HS)
Kathy Royce

- Community & Contract Education
- Dental Hygiene
- Dietary Service Supervisor Program
- Health Information Management
- Health Occupations
- Nurse Aide / Home Health Aide (CNA)
- Nursing – Registered
- Nursing – Vocational

Dean - Physical Education and Athletics / Athletic Director (PEAT)
Mike Mari

- Culinary Arts
- Early Childhood Education
- Family Studies & Services
- Health
- Hospitality
- Kinesiology
- Nutrition
- Physical Education
- Physical Education – Athletics

Dean - Science, Language Arts and Math (SLAM)
Frank Nigro

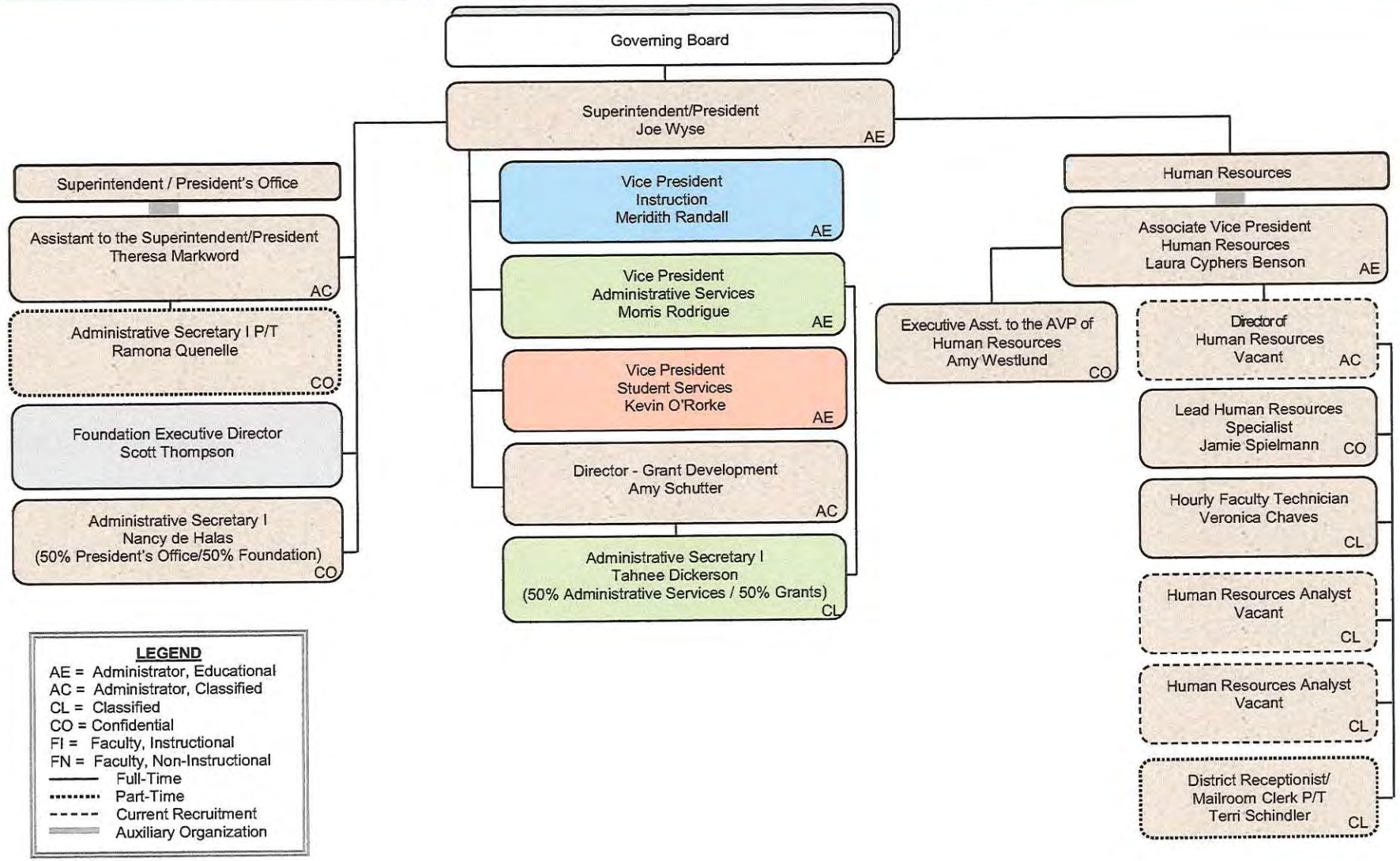
Associate Dean
Foundational Skills and Adult Education
Kate Mahar

- Adaptive Studies
- American Sign Language
- Anatomy
- Astronomy
- Biological Sciences
- Botany
- Chemistry
- Earth Sciences
- Engineering
- English
- English as a Second Language
- Geography
- Math
- Microbiology
- Natural History
- Natural Sciences
- Physics
- Physiology
- Skills Development
- Student Development
- World Languages
- Zoology

LEGEND
- Full-Time
- Part-Time
- Current Recruitment
- Auxiliary Organization

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart
Superintendent/President's Office and Human Resources

09/09/2015

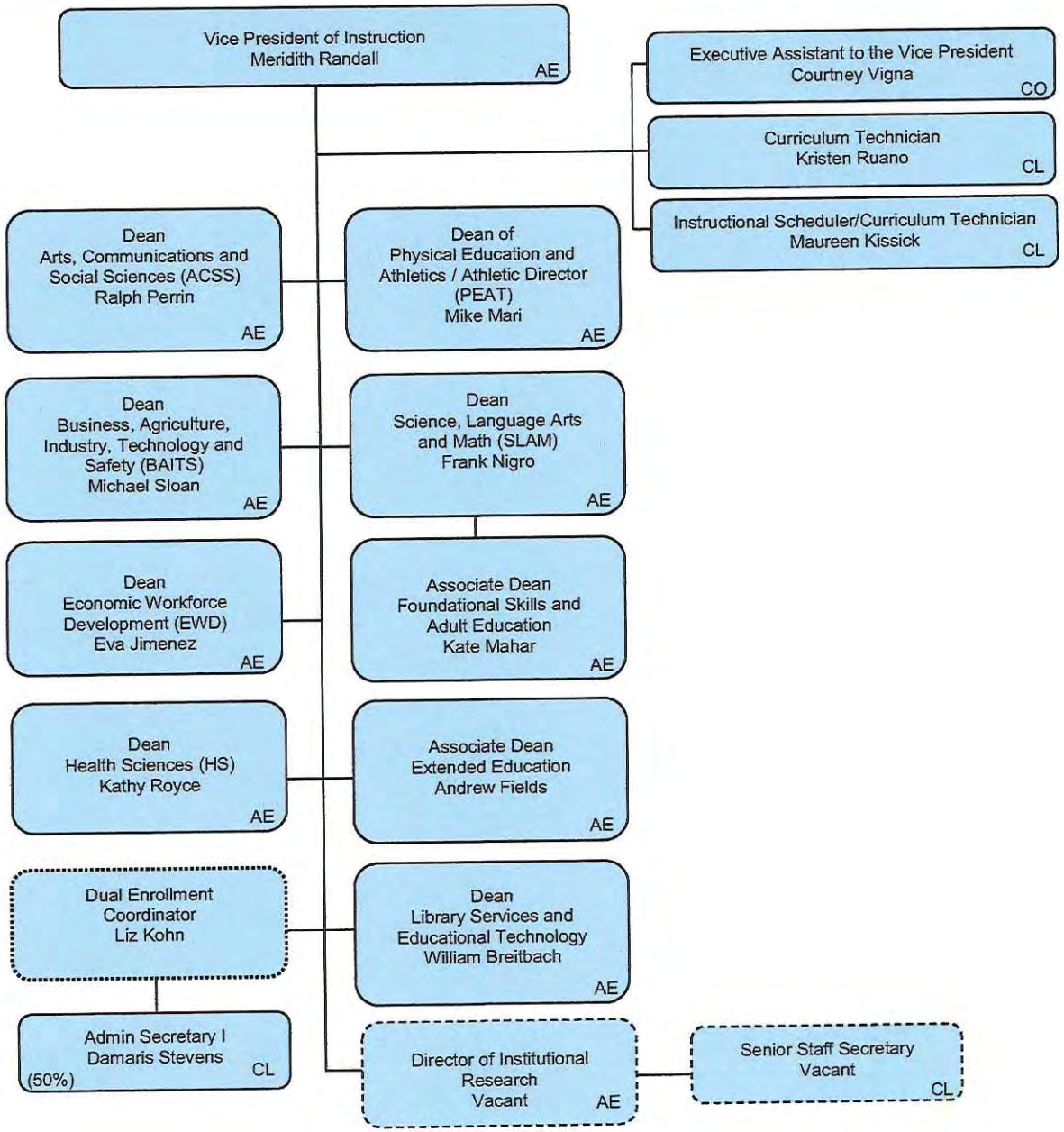


LEGEND

AE = Administrator, Educational
AC = Administrator, Classified
CL = Classified
CO = Confidential
FI = Faculty, Instructional
FN = Faculty, Non-Instructional
——— Full-Time
····· Part-Time
- - - - - Current Recruitment
Auxiliary Organization

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Overview

09/09/2015



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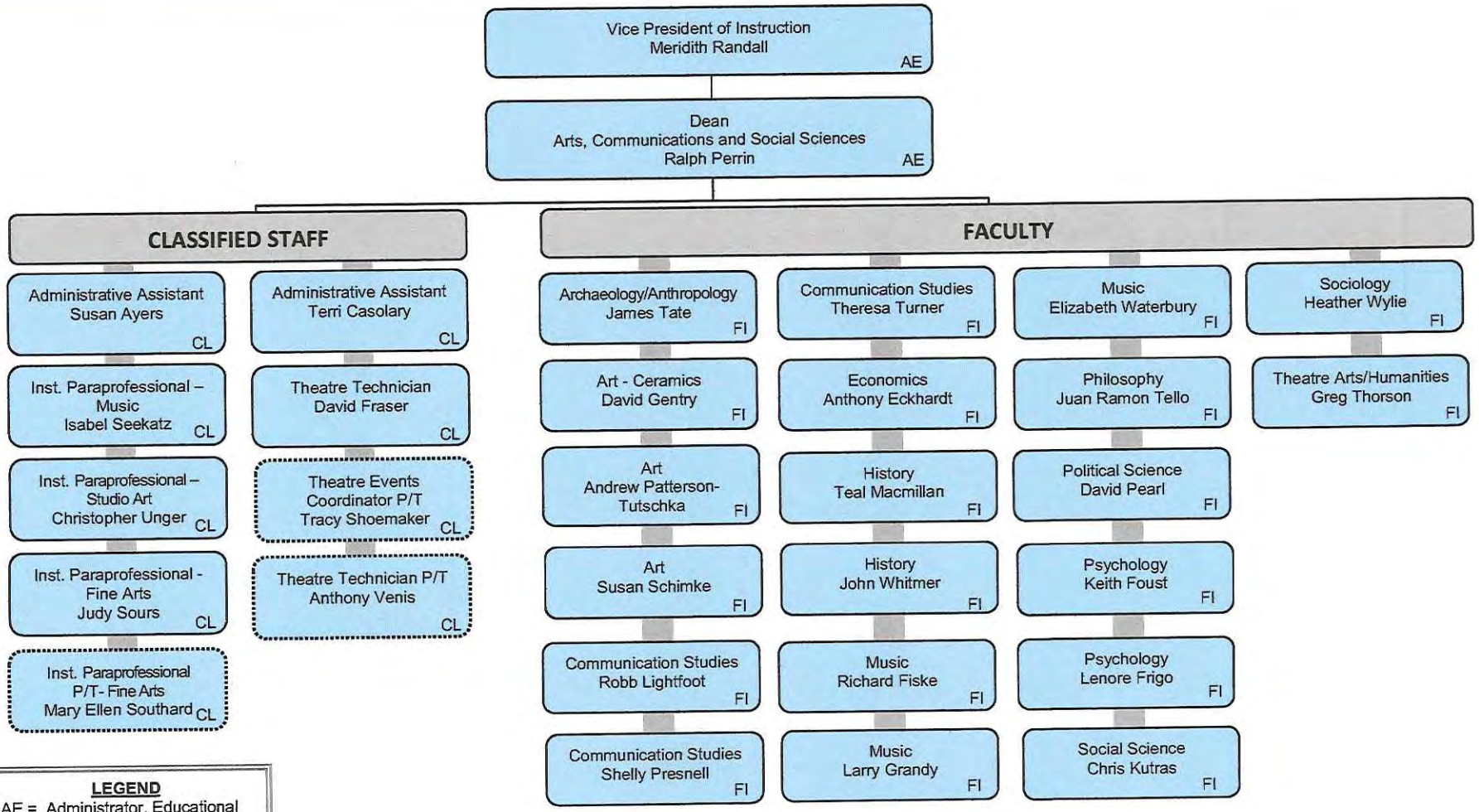
——— Full-Time
····· Part-Time
- - - - - Current Recruitment

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Arts, Communications and Social Sciences (ACSS)

09/09/2015



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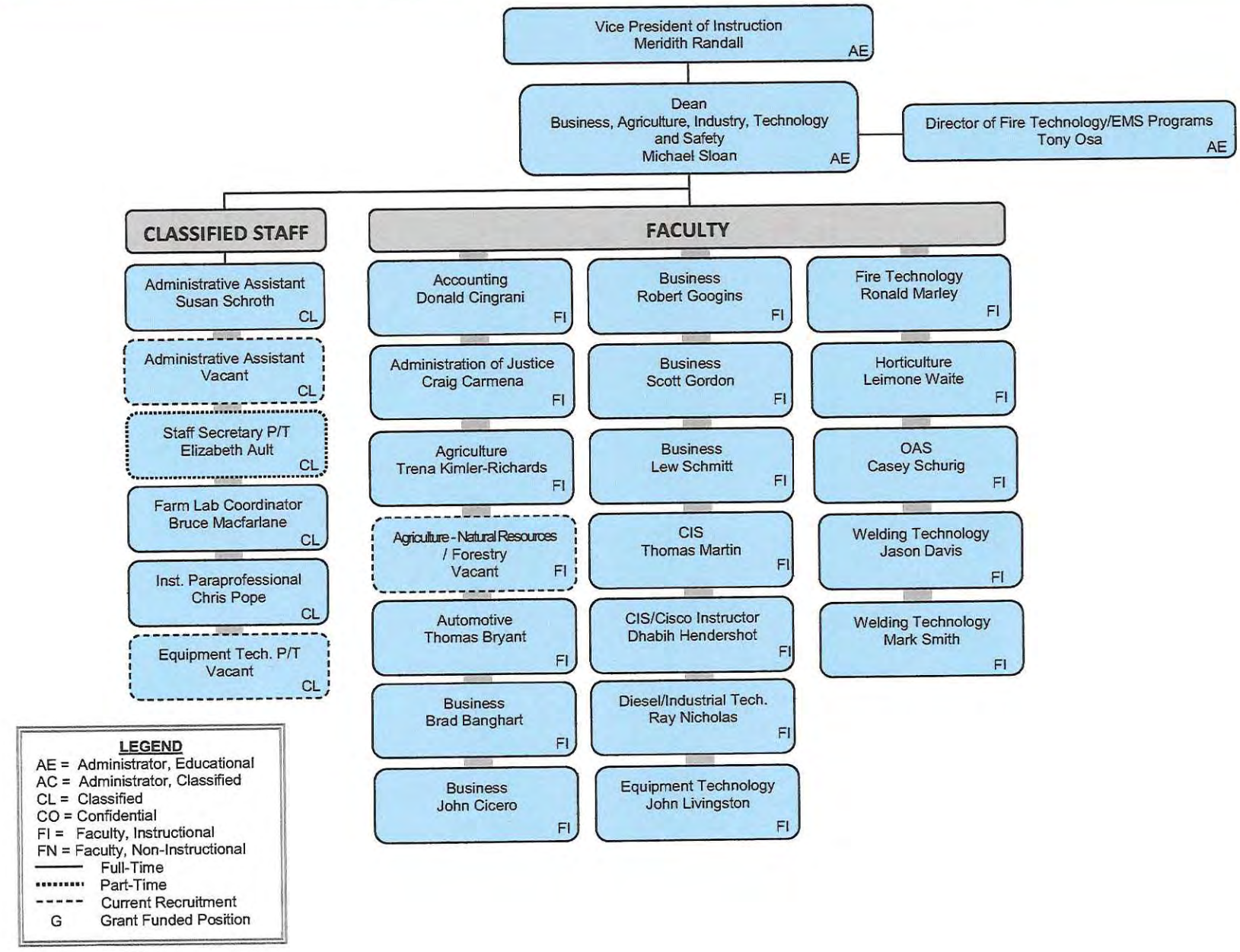
——— Full-Time
····· Part-Time
- - - - - Current Recruitment
G Grant Funded Position

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Business, Agriculture, Industry, Technology and Safety (BAITS)

09/09/2015



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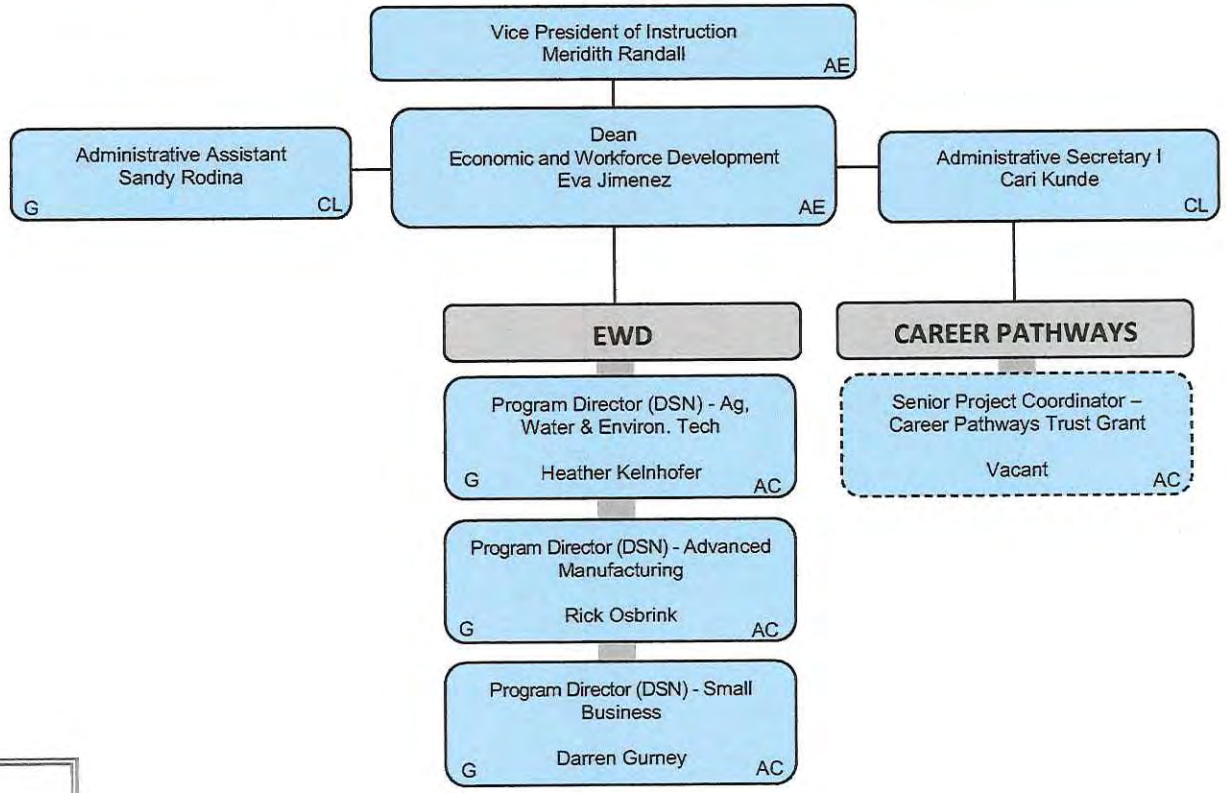
——— Full-Time
····· Part-Time
- - - - - Current Recruitment
G Grant Funded Position

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Economic and Workforce Development (EWD)

09/09/2015



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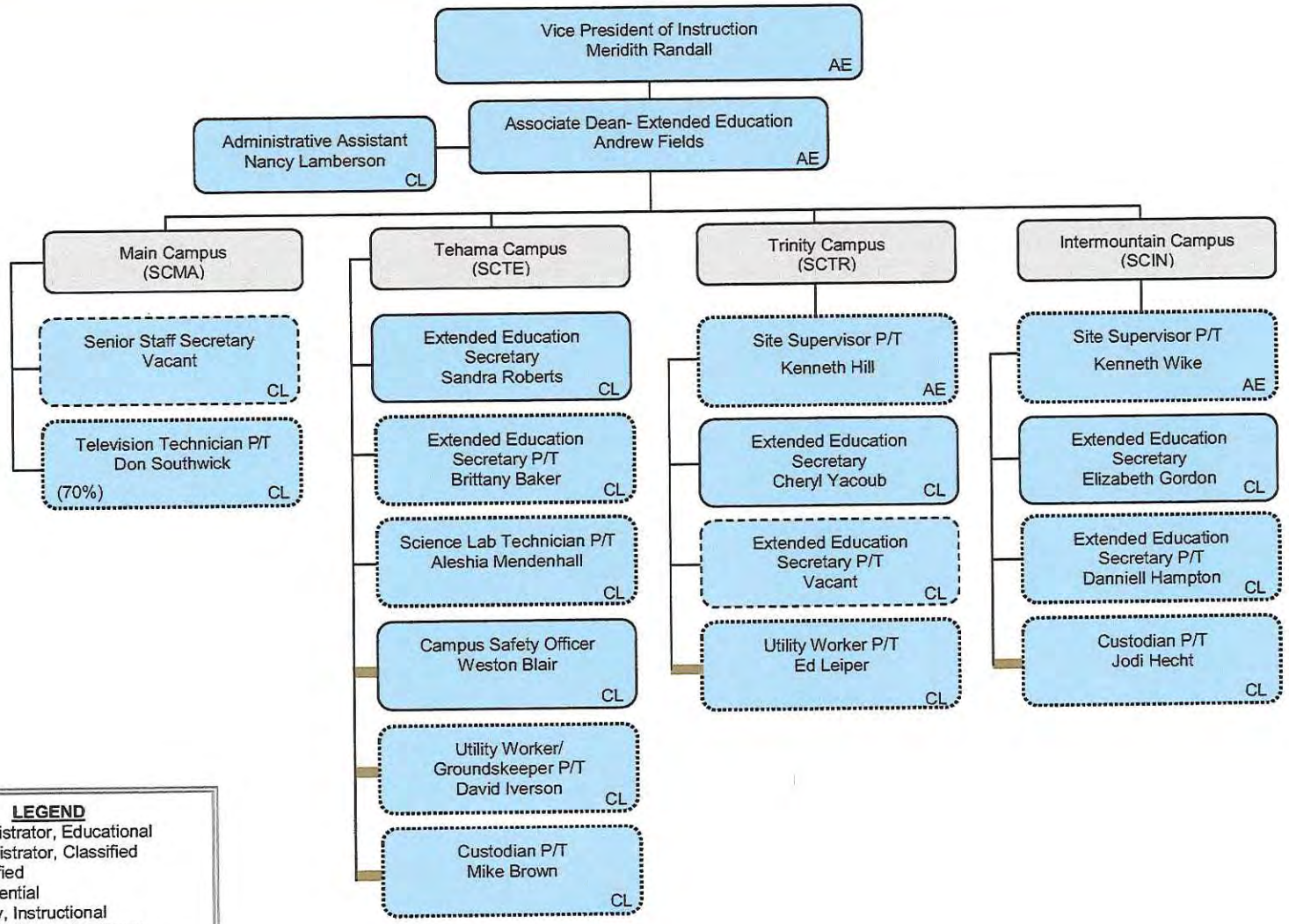
——— Full-Time
····· Part-Time
- - - - - Current Recruitment
G Grant Funded Position

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Extended Education

09/09/2015



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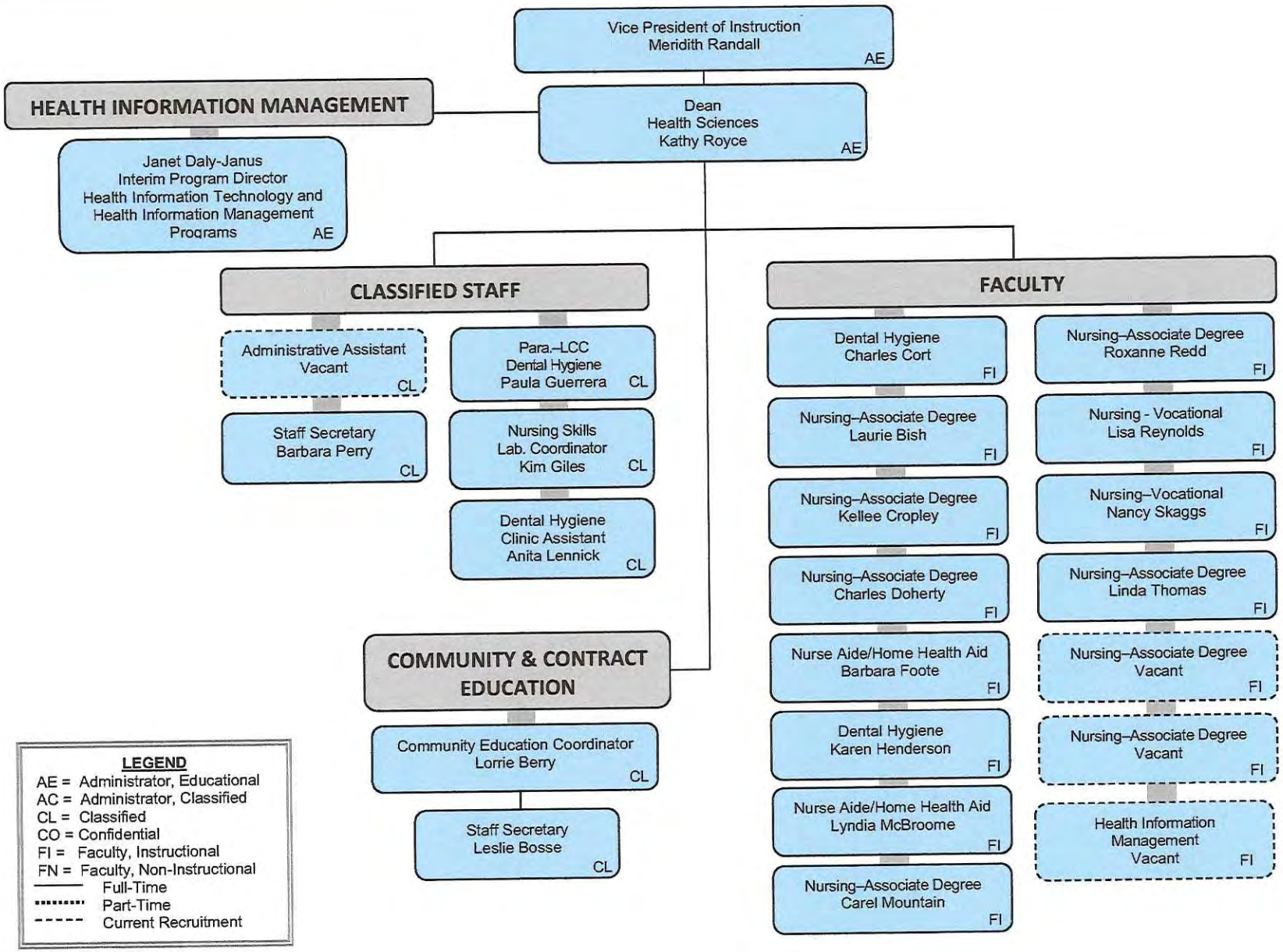
——— Full-Time
····· Part-Time
- - - - - Current Recruitment
▬ Assigned Location

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Health Sciences

09/09/2015



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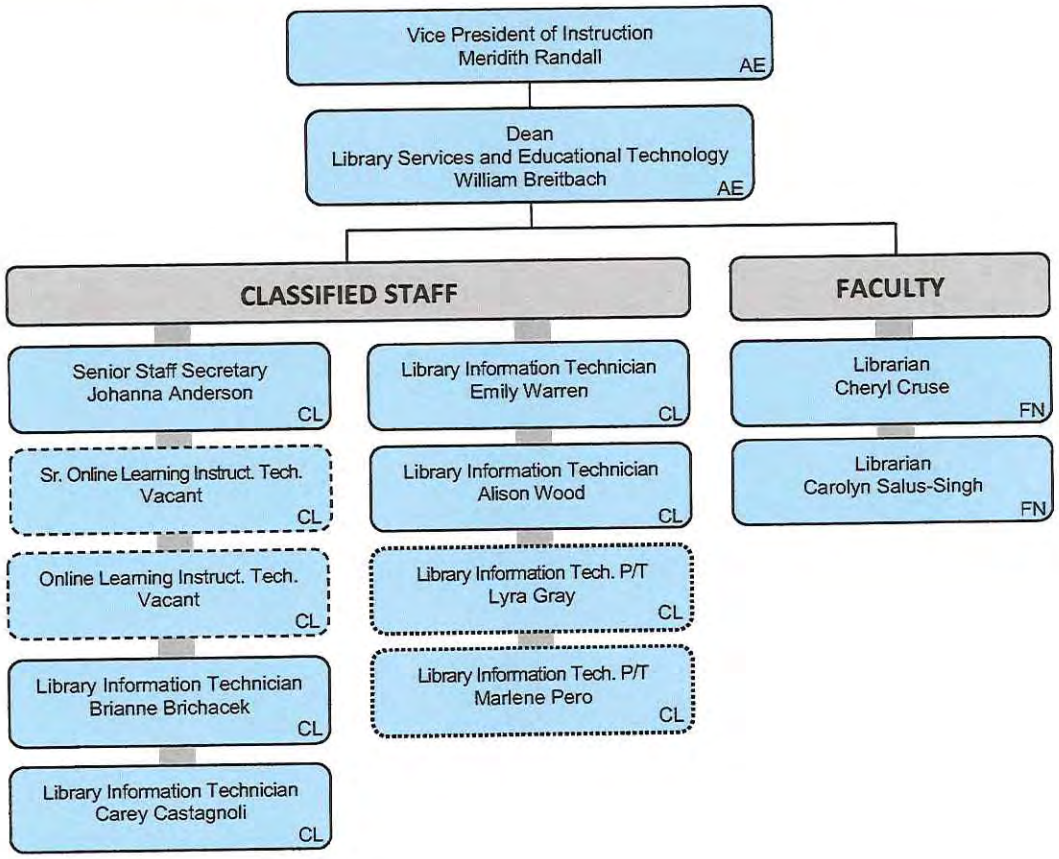
——— Full-Time
····· Part-Time
- - - - - Current Recruitment

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Library Services and Educational Technology

09/09/2015



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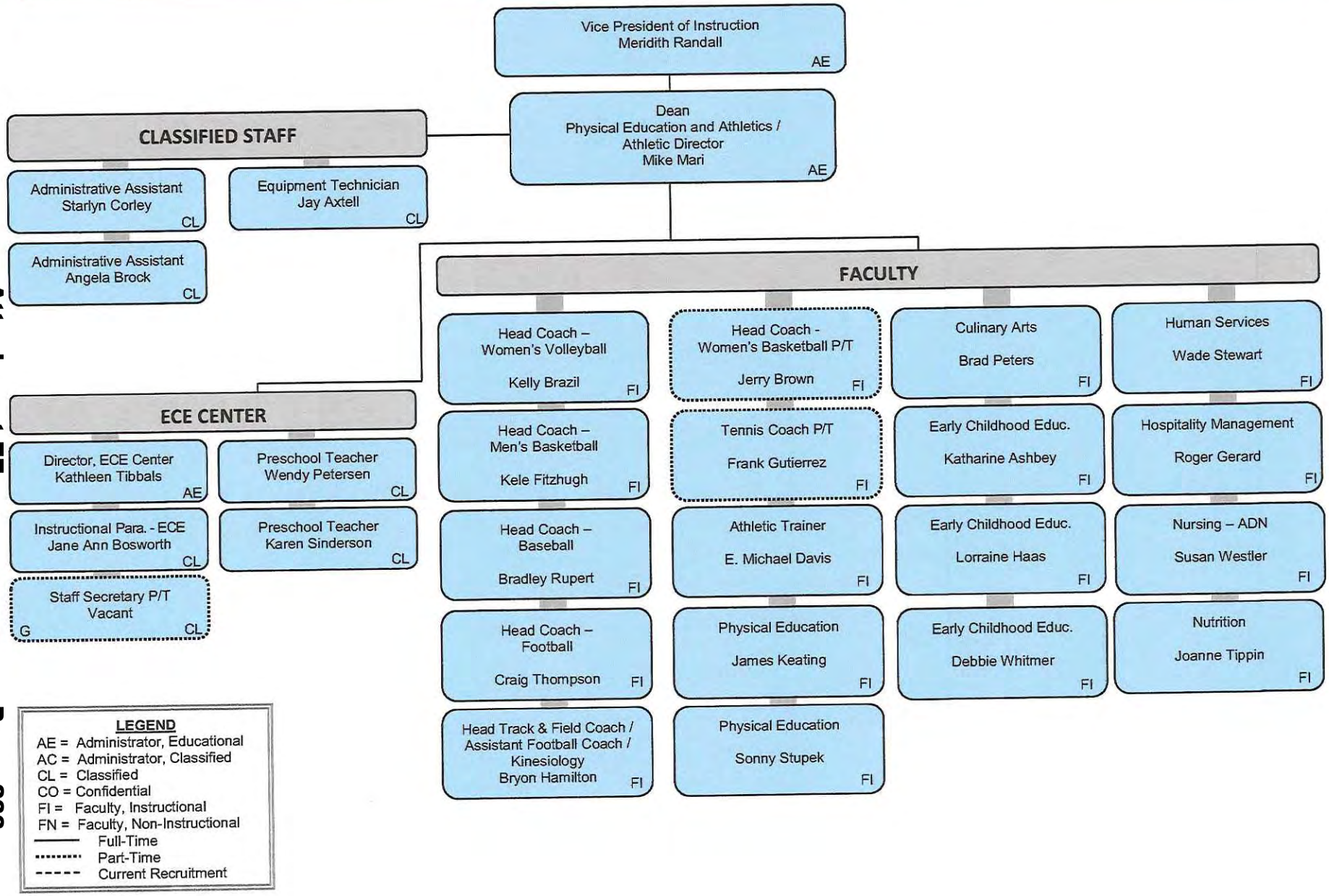
——— Full-Time
····· Part-Time
- - - - - Current Recruitment

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Physical Education and Athletics (PEAT)

09/09/2015



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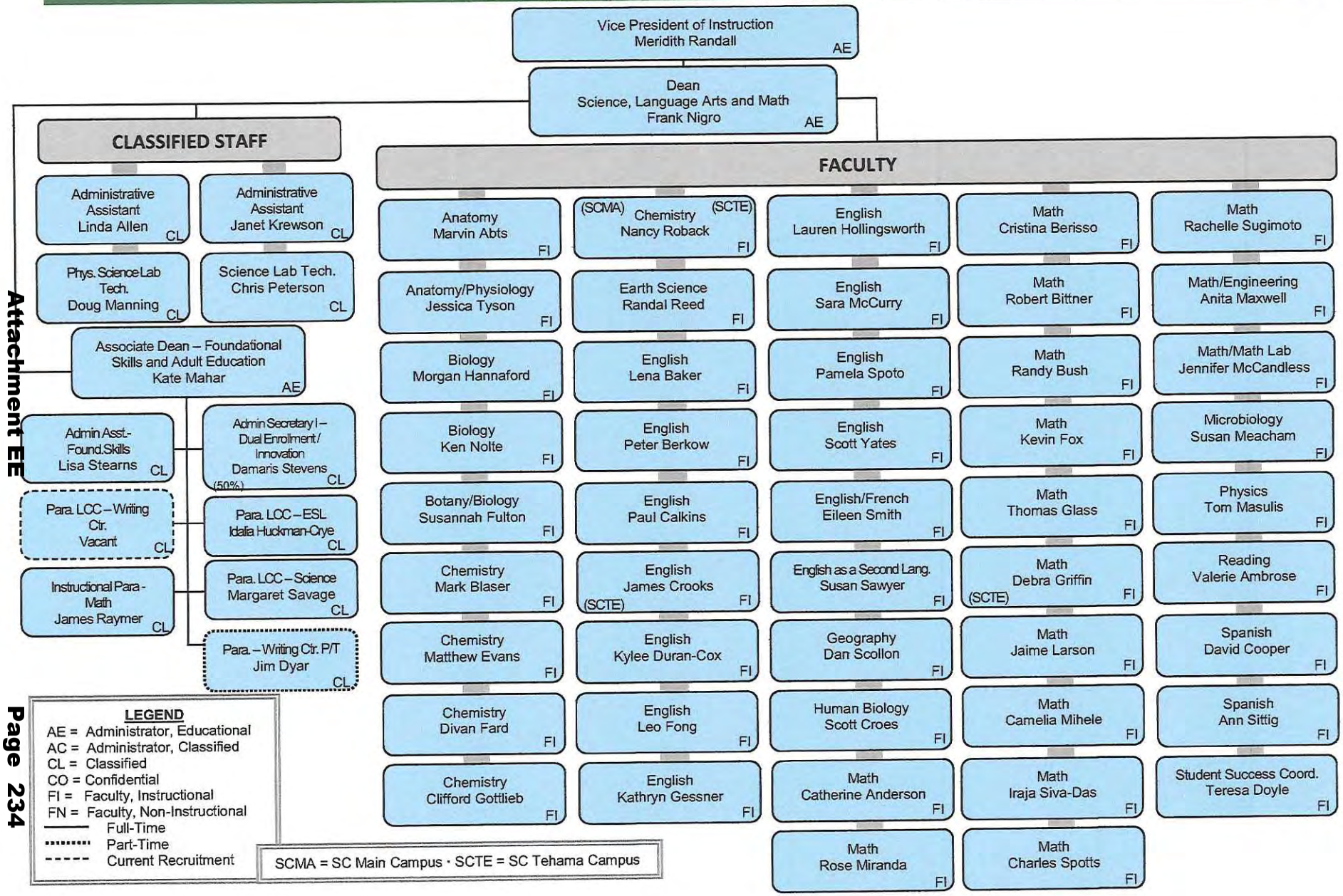
——— Full-Time
····· Part-Time
- - - - - Current Recruitment

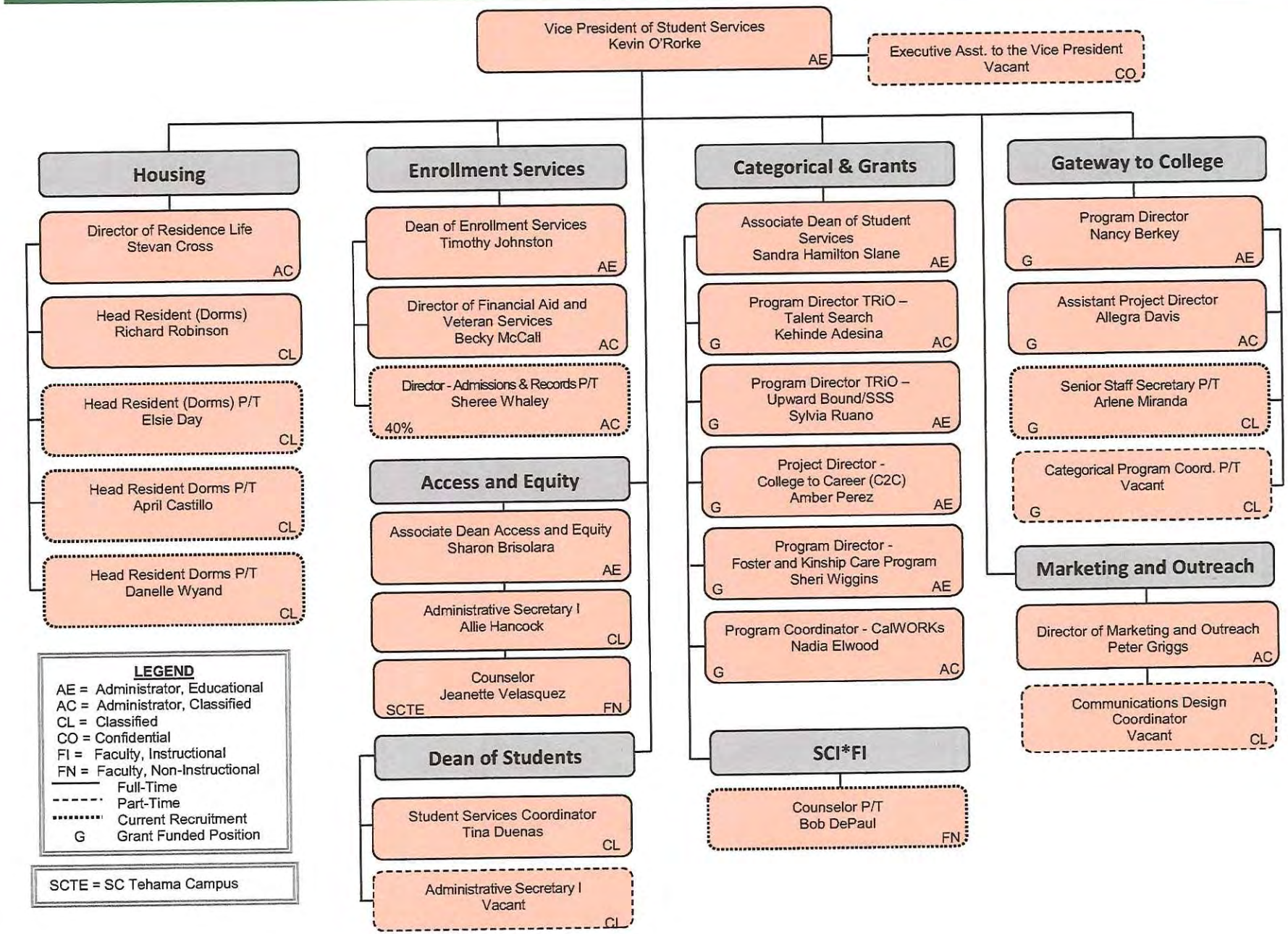
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Instruction
Science, Language Arts and Math (SLAM)

09/09/2015



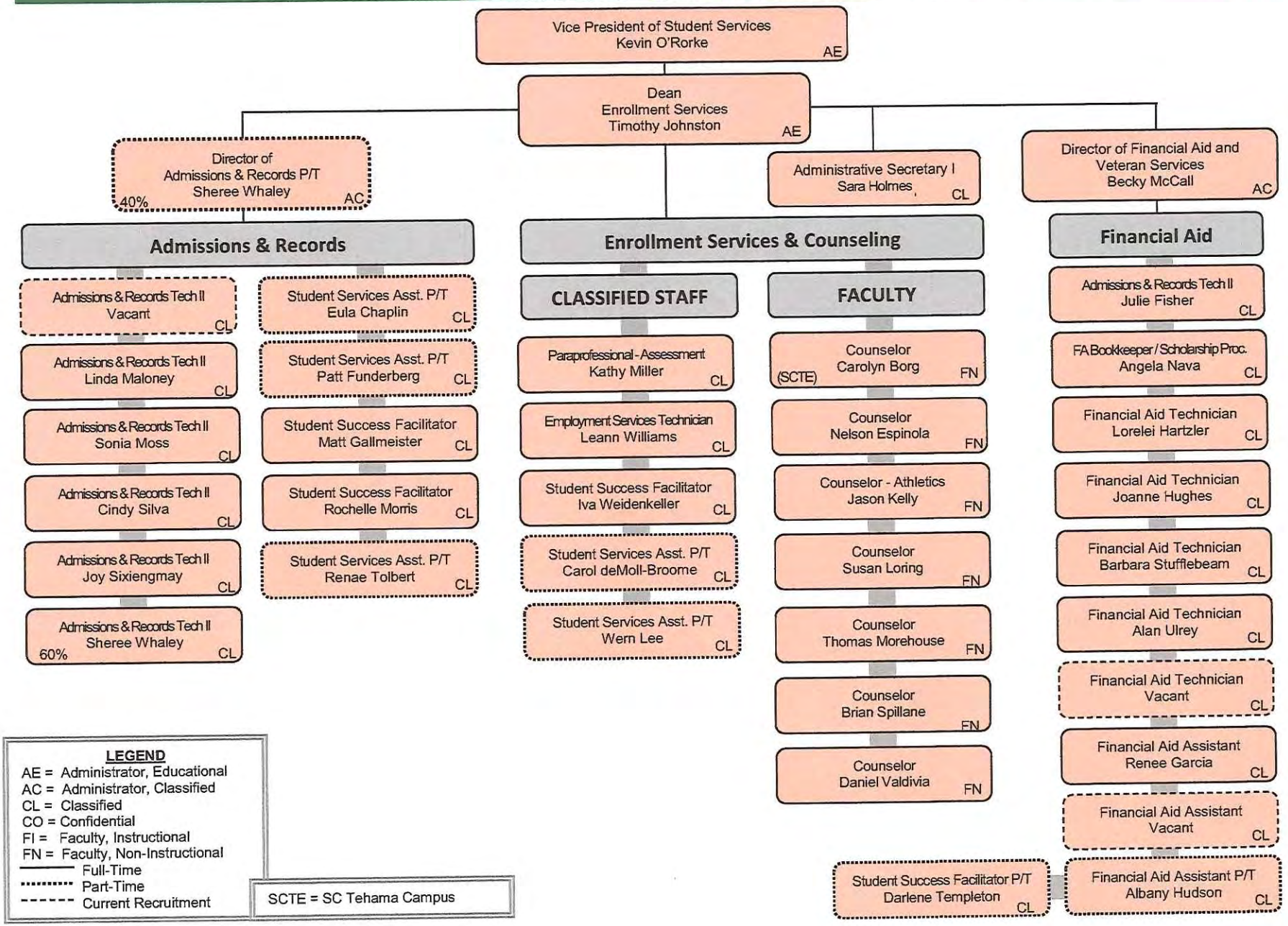
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Student Services Overview

09/09/2015



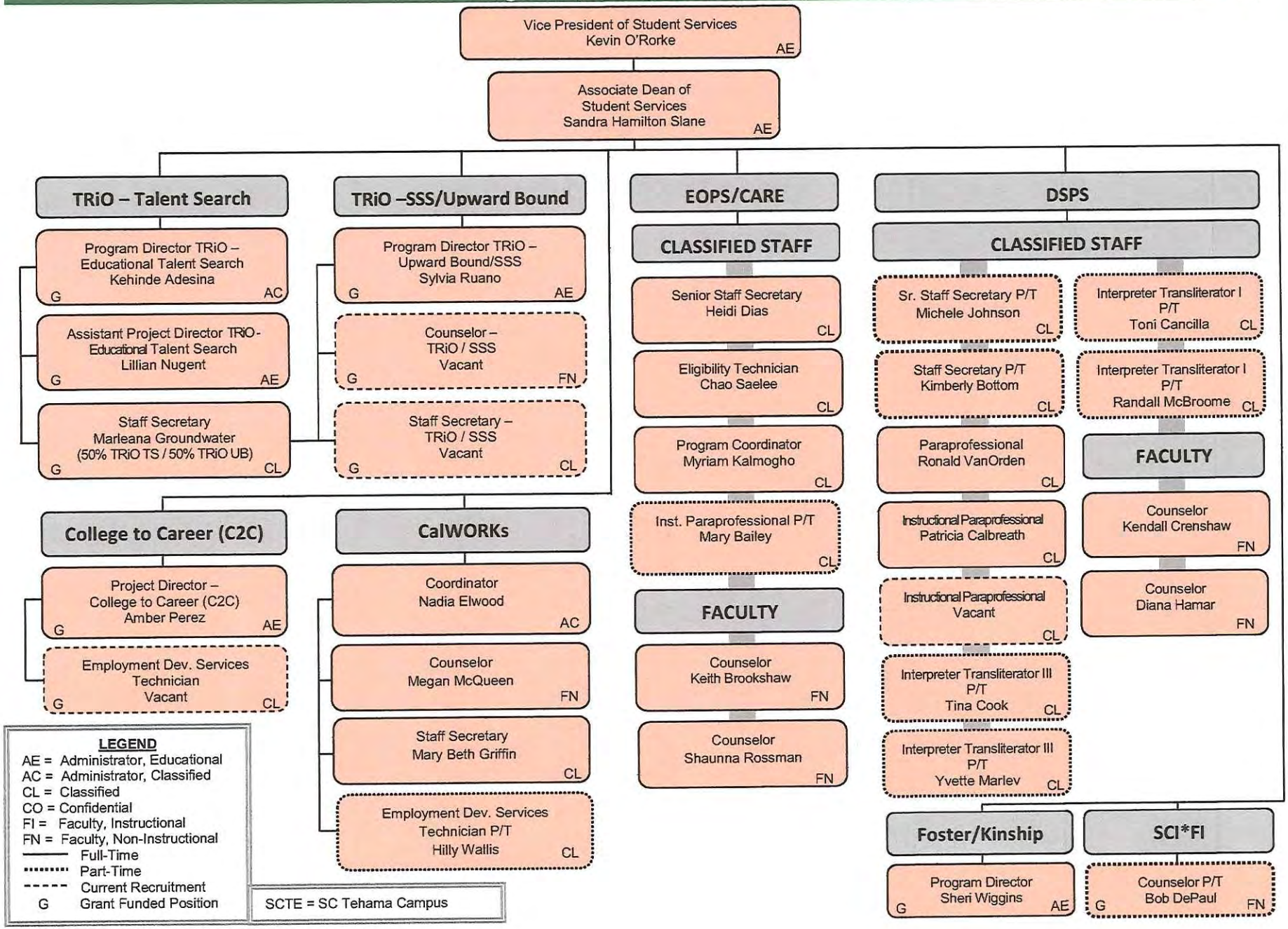
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Student Services
Enrollment Services- Overview

09/09/15



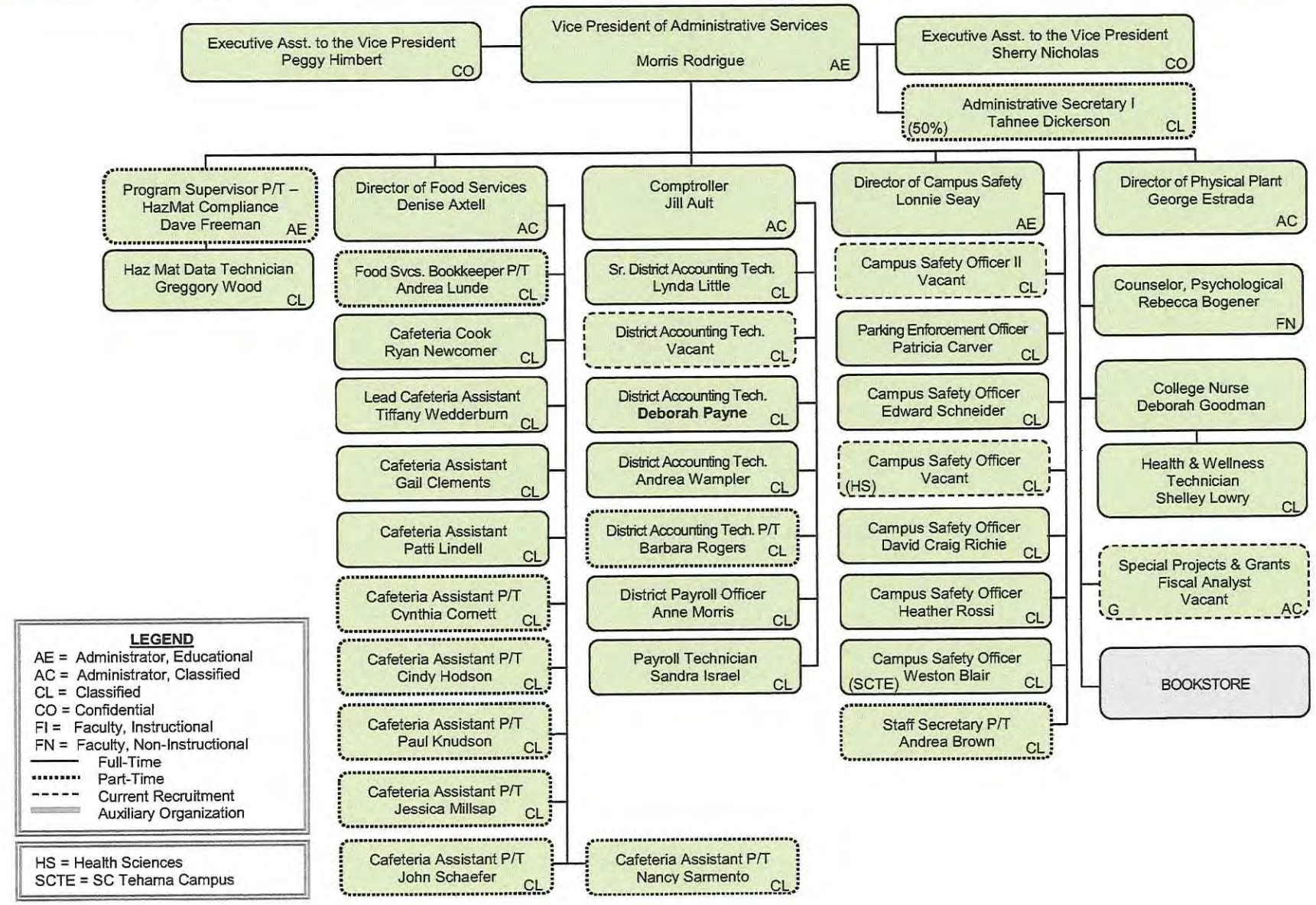
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Student Services
Categorical and Grants – Overview

09/09/2015



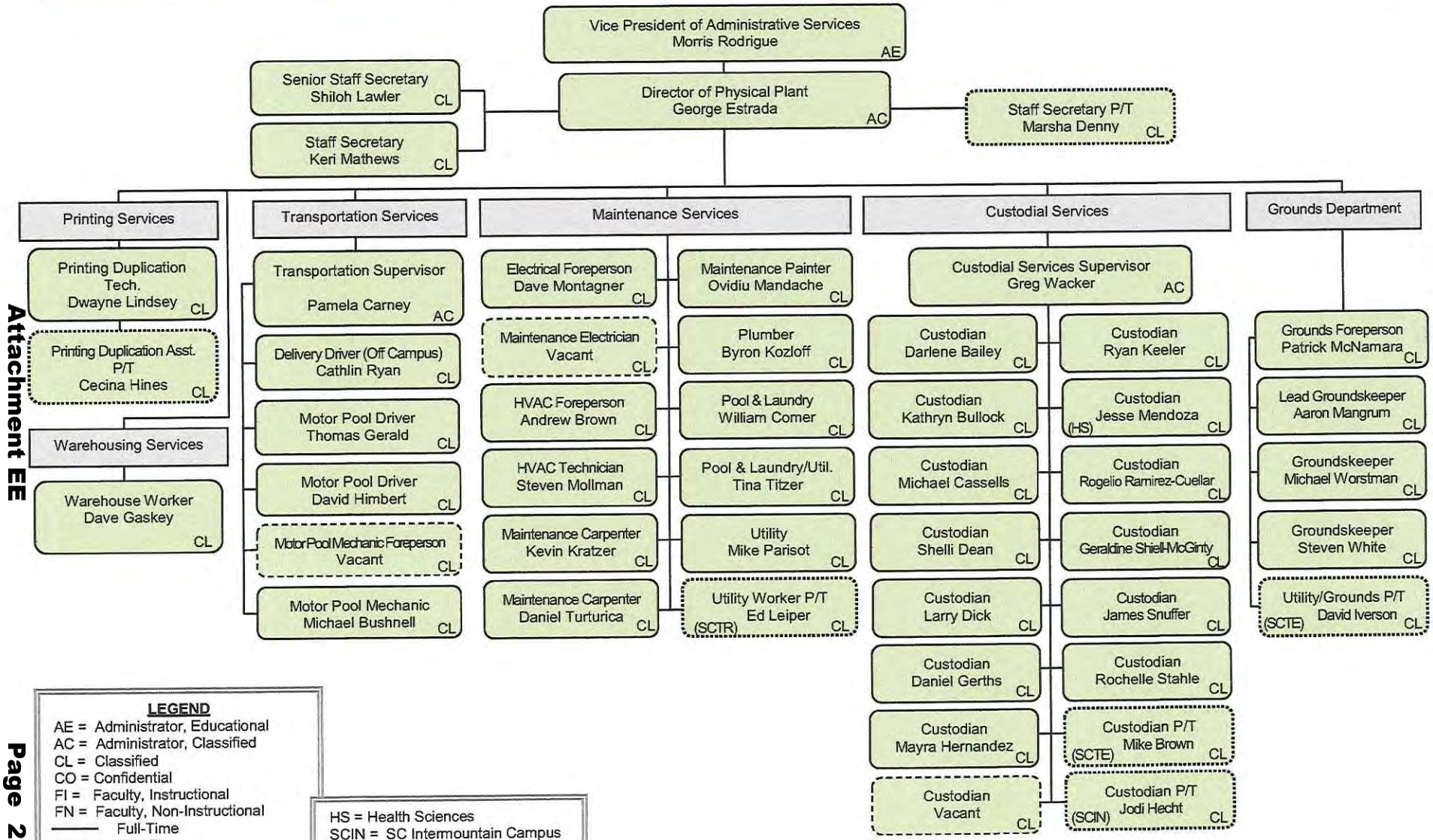
SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Administrative Services Overview

09/09/2015



SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart – Administrative Services
Physical Plant

09/09/2015



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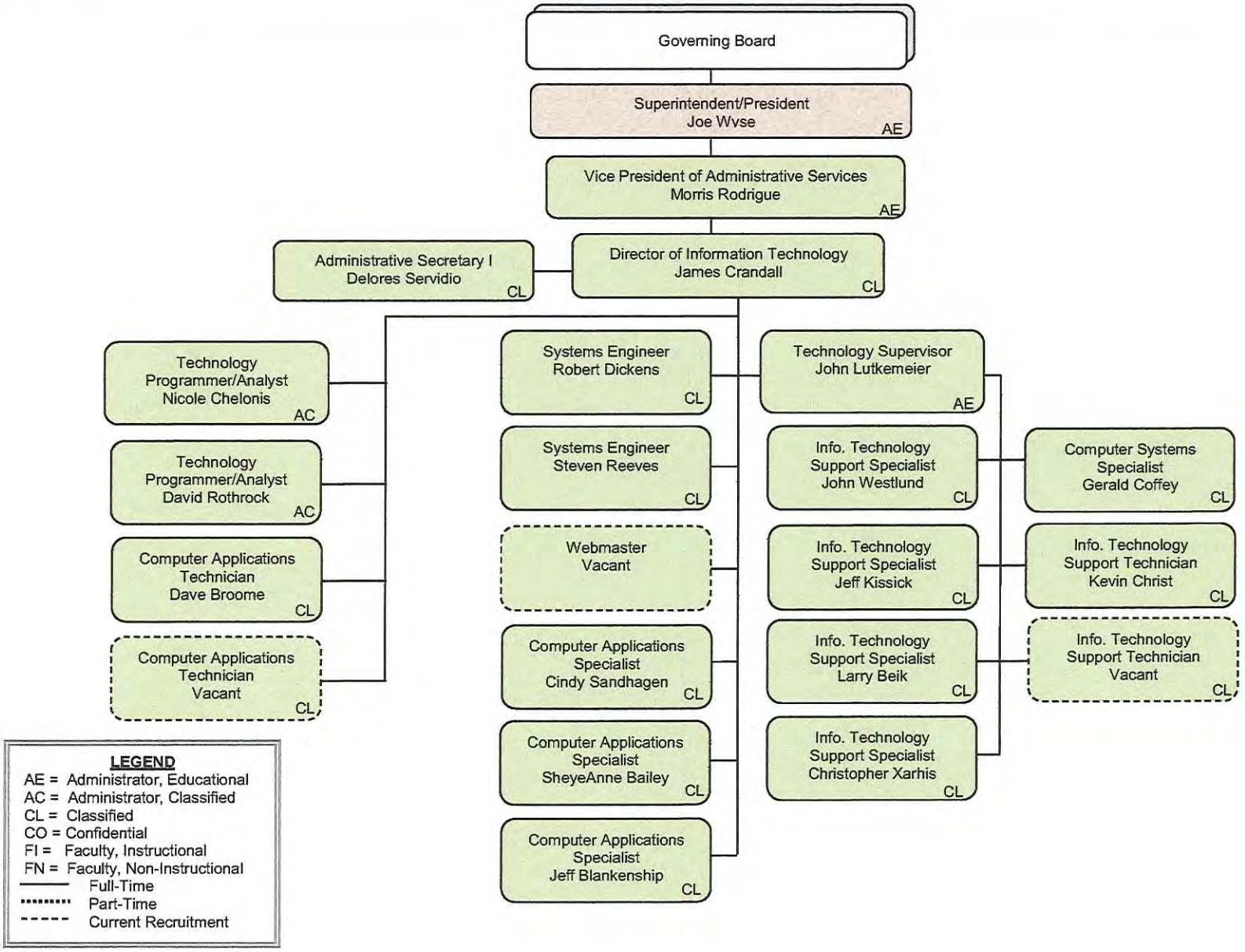
——— Full-Time
····· Part-Time
- - - - - Current Recruitment

HS = Health Sciences
SCIN = SC Intermountain Campus
SCTE = SC Tehama Campus
SCTR = SC Trinity Campus

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
2015-2016 Organization Chart
Information Services and Technology

09/09/2015



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····· Part-Time
- - - - - Current Recruitment

Articulation BP 4050

Reference: *Education Code Sections 66720-66744; Title 5, Section 51022(b); ACCJC Accreditation Standard II.A.10*

The Superintendent/President shall establish procedures, with mutual agreement of the Academic Senate, that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions.

The procedures also may support articulation with institutions, including other community colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.

See Administrative Procedure 4050

Board Approved 4/09/03
Reviewed by the Board Ad Hoc Committee on Policy 11/14/07
Board Approved Revisions 1/16/08
Reviewed by the Board Ad Hoc Committee on Policy 11/12/08
Board Approved 4/15/15 [MANDATED CHANGES]

Distance Education AP 4105

Reference: ***Title 5, Sections 55200-55210; Education Code Sections 66700, 70901 and 70902; Title 29 USC 794d; Title 42 12100 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 602.17.***

Definition

Distance education is defined as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. The District utilizes both Internet-based and interactive television (ITV) delivery methods.

Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made by the District curriculum review process.

Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between the instructor and students, the course shall be separately reviewed and approved by the District's adopted course approval process.

All distance education courses approved by the District will follow the same curriculum review cycle standard as applies to other courses.

Faculty Selection and Workload

Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments: needs of the District, workload, and preparation.

Instructional Quality Standards for Distance Education Instruction

The District recognizes that distance education instruction differs from that of a traditional classroom setting. Because of that difference, instructors wanting to be involved in distance education instruction shall be trained in the development and use of ITV or learning management system (LMS) platforms adopted by the District, and course design of materials and resources to ensure accessibility. When instruction is intended in a fully online or hybrid format, instructors shall be trained in online pedagogy.

Instructor Contact

All courses conducted through distance education shall ensure that there is regular, effective, and substantive contact between the instructor and the students through such synchronous or asynchronous mechanisms as group or individual meetings, discussion boards and chat rooms, online orientations and review sessions, supplemental seminars or study sessions, field trips, telephone contact, correspondence, voice mail, email, or other comparable activities.

Authentication and Verification of Student Identity

To authenticate and verify a student's identity in an Internet-based course, the District will require secure login and password to the LMS and affirmation that the person entering the login is the student registered in the course. If the instructor chooses to conduct a proctored exam, the District will continue to provide proctoring at each of its campuses within the District. The District will review/adopt other technologies and practices as they become available.

The District will continue to promote academic honesty in all courses and incorporate training to promote academic honesty in Internet-based course design.

State Authorization

The District will comply with federal and any applicable state regulations regarding non-resident enrollment in Internet-based classes and will, when practical, seek the necessary authorization to accommodate registration for students permanently residing outside California. Statements apprising potential non-resident students of the regulations will be included in the course catalog and maintained on the District's Distance Education web page.

Other factors which may require the District to seek authorization from other states include, but are not limited to, advertising or marketing within another state, or employing faculty or other representatives within another state.

Reviewed by DEC 10/01/08
Approved by Academic Senate 10/27/08
Board Reviewed 3/11/09
Revised by DEC 4/18/13
Board Reviewed 7/10/13