#### **Substantive Change Proposal**

## Baccalaureate Degree with Intent to Offer 50% or More of the Program Online

Shasta-Tehama-Trinity Joint Community College District

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

Prepared by:

Meridith Randall
Vice President of Instruction

Submitted

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#### **Shasta College**

# Health Information Management (HIM) Program Baccalaureate Degree Substantive Change Proposal With Intent to Offer 50% or More of the Program Online

### A. A concise description of the change and request to add a baccalaureate program that is offered 50% or more online

Shasta College was selected by the state Chancellor's Office through a competitive process to offer one of the first community college baccalaureate degrees in the state of California. The proposed program in Health Information Management (HIM) is designed to provide high-quality, industry-approved instruction that will prepare graduates to take the national certification exam qualifying them to be Registered Health Information Administrators (RHIA). Students may also choose to sit for the Registered Health Information Technician (RHIT) exam after completing the associate degree program. RHIA certification is the requirement for occupations that manage health records at hospitals and other health-provider settings.

Shasta College's baccalaureate program will consist of 130 units; 75 units will consist of lower division credit coursework, including the California State University General Education requirements, and 55 units will consist of upper division credit coursework, including 10 units of upper division coursework outside the HIM core discipline courses that complement the major. The baccalaureate program will build 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. 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.

Based on district needs, instructor availability and a projection of enrollment, Shasta College intends to offer the upper division coursework 50% or more online. The anticipated students in the program will 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. They will be better served by an online program than a

program that requires attendance at scheduled face-to-face classes. 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. Finally, the program will be one of only two community college HIM baccalaureate programs in California (along with San Diego Mesa), and there are likely to be prospective students who cannot reside in the Shasta district for the length of the program. In addition, because the Shasta district is more than 10,000 square miles, even district students may need an online program to participate in the degree.

The proposed 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 for Accreditation of Health Information and Informatics Management Education (CAHIIM) accreditation standards as well as the standards of ACCIC.

#### Evidence that the field of study for the degree is consistent with the institutional mission

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 in July 2014, reads as follows:

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. (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 A)

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 B)

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 C) 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.

#### 2. Rationale for change

Shasta College is requesting approval for this substantive change based on the recent approval of SB 850 and its selection as one of the pilot colleges to offer a community college baccalaureate degree. On September 28, 2014, California Governor Jerry Brown signed SB 850 authorizing the Board of Governors (BOG) of the California Community Colleges, in consultation with representatives of the California State University (CSU) and the University of California (UC), to establish a statewide baccalaureate degree pilot program for no more than 15 California Community Colleges. (Attachment D) Subsequently, Shasta College submitted an application to serve as one of the pilot colleges, and on March 16, 2015, the BOG approved Shasta's Health Information Management baccalaureate as one of the first community college programs under this law. (Attachment E)

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. It would be contrary to our mission to offer the only baccalaureate degree program in a manner than limited participation to Redding residents or those who could attend during regular working hours. Shasta College has a robust online program with multiple layers of technical, professional development and counseling support, and recently gained approval for 66 degrees and 15

certificates offered through distance education. This approval by ACCJC demonstrates that it has the capacity to offer the HIM BS degree online as well. (Attachment F)

B. A description of the new program to be offered; level and rigor of upper-division courses commonly accepted as appropriate to the baccalaureate degree; program length; identification of delivery mode for the courses

Shasta College's proposed Bachelor of Science in Health Information Management will provide the upper division courses to build upon a two-year Health Information Technology degree, offered at the college or from another regionally-accredited institution. Student entering the program at the upper division level will need to have received an associate degree and be qualified to sit for the RHIT certification. The initial cohort of students will be 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 degree requirements and general education. The first class is projected to graduate in Spring 2018.

Shasta College has collaborated with San Diego Mesa College, which is also offering an HIM baccalaureate degree as part of the pilot project, in development of its upper division coursework. Because both colleges will be seeking accreditation from CAHIIM, the major courses are largely determined by that accrediting agency. (Attachment G) Upon successful completion of the degree, students will be able to demonstrate proficiency in health information management functions and take the RHIA certification exam.

The following upper division credit courses will be offered in the HIM degree:

CIS 401 Database Management and Design 4 units

This course is an introduction to 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 Professional and Research Writing 3 units

This course provides an overview of professional writing. The primary concepts include effective workplace writing, the standards, conventions, and technologies of professional writing; communicating to a variety of audiences; the five stages of the writing process, critical reading of medical records and reports, and developing appropriate written responses to

workplace challenges. Other topics will include research writing in APA format and grant writing. This course is designed for health information management majors.

HIMS 405 Fundamentals of Health Information Management 4 units
This course is an introduction to the health information management (HIM) profession. The primary concepts covered in this course include HIM systems management, clinical classification systems, governance and stewardship, data quality and management, health information exchange, electronic health records, 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

This course focuses on analyzing healthcare data to come up with information that enables actionable decisions to be made. The primary concepts covered in this course are using Microsoft Excel to analyze data and information related to clinical and business systems, advanced health care statistics, data analysis, research methods, and epidemiological applications. This course is designed for health information management majors.

HIMS 420 Financial Management in Health Information Management4 units This course covers the fundamentals of financial management in the healthcare setting. The primary concepts covered in this course include capital, operating and/or project budgets using basic accounting principles, performing cost-benefit analysis for resource planning and allocation, evaluating vendor contracts, and negotiation skills. 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. The primary 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 3 units

This course is designed as a high-level overview of project management. 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 4 units

This course examines the theory and practice of leadership, strategic

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 Systems Analysis and Design 4 units

This course is designed to prepare students in the planning, analysis, design, and implementation of healthcare computer-based information and technology systems. The primary concepts covered include 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 450 Legal and Compliance Issues 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 455 Applied Research Project 4 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 or instructor, supporting a local HIM community of interest. Note: This course

may require student travel. To meet course requirements the student may be required to be available during normal business hours (i.e. 8:00 am to 5:00 pm) for site visits, conduction of professional interviews, and data gathering.

#### PSYC 401 Organizational Psychology 3 units

This course examines the methodology and content of Industrial and Organizational Psychology (I/O) Psychology. This is the branch of psychology that examines people in the workplace and all the factors that affect how people behave at work. The primary concepts include individual, group, and organizational issues that enhance the understanding of the world of healthcare and research findings involved in the study of how people behave, think about, influence, and interact with each other at work, with an emphasis on factors that affect job performance. This course is designed for health information management majors.

The schedule of upper division coursework is below:

### COURSE SEQUENCE FOR THE HEALTH INFORMATION BACCALAUREATE DEGREE PROGRAM

#### **SEMESTER FIVE (11 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

#### **SEMESTER SIX (14 units)**

Course Title	Semester Units
PSYC 401 Organizational Psychology	3
ENGL 401 Professional and Research Writing	3
HIMS 415 Healthcare Analytics	4
HIMS 420 Financial Management in Health Information Management	4

#### **SEMESTER SEVEN (14 units)**

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

#### **SEMESTER EIGHT (16 units)**

Course Title	Semester Units
HIMS 440 Leadership and Strategic Management	4
HIMS 445 Systems Analysis and Design	4
HIMS 450 Legal and Compliance Issues in Healthcare	4
HIMS 455 Applied Research Project	4

Lower Division Major Total	41
Lower Division GE Total	34
*CSU GE is 37 units, 3 units are double-counted	
Upper Division Major Total	45
Upper Division GE Total	6
Upper Division Elective	4
Total for Degree	130

As noted throughout this application, Shasta intends to offer most or all of the upper division coursework online to meet the needs of students within the district as well as to ensure that each class has sufficient enrollment to provide the revenue to sustain the program. The college was recently approved by ACCJC to offer more than 60 associate degrees through distance education and has a proven track record of success in online programs.

#### C. A description of the planning process which led to the request for the change

Shasta College began planning for the HIM baccalaureate degree in the Fall of 2014 once it became likely that SB 850 would be signed into law. Based on previous conversations with the community and data collected for the Educational Master Plan, it was apparent that the most management opportunities requiring four-year degrees existed in health care.

In November 2014, a group of medical industry representatives from the Redding area was convened to poll support. Input was provided by eight medical entities and ultimately, the Letter of Intent was sent forward to the Shasta College Academic Senate listing Health Information Management and Health Science (Nursing) faculty as well as employers.

From Lisa LeBlanc, RHIA, CHPS: As the North State Service Area Director for HIM covering Mercy Medical Center Mt. Shasta, Mercy Redding and St. Elizabeth Community Hospital—"I see this as a WIN for our current and future HIM employees." From Jennifer Thomas, President, Far Northern Medical Group Management Association (FNMGMA) and Human Resource & Benefits Specialist, Teamwork HR: "I would like to state that this program would be pivotal for our community. To have an opportunity for Bachelor's degree here in Redding would be a phenomenal benefit not only for our community, but also for our local business owners. In the current tough economic times of our Medical Practices, now is the

time that we really instill in higher education amongst our community. It is a matter of survival. If you don't have top notch staff or managers, it is going to be extremely difficult for your practice to thrive. It is absolutely necessary in order to navigate the difficult and challenging time that medicine is face. To have a Health Information Management, BS would provide such a greater level of education, inspire confidence as well as promote leaders into the ever changing field."

Shasta College also assessed interest and support at the Second Annual Educational Summit and Exhibitor Showcase that was held at the Gaia Hotel in Anderson, California. Attendees were a variety of medical-related businesses; physician medical practices; clinics and other types of business entities. At the conference, 32 business entities, represented by 56 individuals signed their name, e.g., Dignity Health, Shasta Regional Medical Center, MD Imaging, Shasta Pathology, and various physician offices, in support of offering a nationally accredited bachelor degree in Health Information Management.

The need for education and the benefit for Shasta College students is supported by Assemblyman Brian Dahle who states: "Shasta College is in the heart of a seven-county rural region with no CSU or US campuses, leaving residents unable to pursue bachelor's degrees without the added expense of relocation. That shortfall frustrates the aspirations of students and is a drag on the regional economy. Leveraging the resources of the community college to provide a bachelor's-level program in a high-demand career will open new opportunities for students and meet the needs for employers facing a critical shortage of skills."

2010-2020 Occupational Employment Projections for Northern California Includes: Chico MSA, Redding MSA, Sacramento MSA, Yuba City MSA North Coast Region, North Valley Region, Northern								
Includes:	Chico MSA, Redding MSA, Sacramento MSA, Yuba C	Annual Average Employment		Employment Change		Average Annual Job Openings		
SOC Code*	Occupational Title	2010	2020	Numerical [1]	Percent	New Jobs [2]	Replace- ment Needs [3]	Total Jobs [4]
11-9111	Medical and Health Services Managers	2,870	3,380	510	17.77%	52	71	123
21-1022	Healthcare Social Workers	1,340	1,720	380	28.36%	36	33	69
29-2011	Medical and Clinical Laboratory Technologists	1,000	1,050	50	5.00%	5	18	23
29-2012	Medical and Clinical Laboratory Technicians	1,290	1,380	90	6.98%	9	25	34
29-2071	Medical Records and Health Information Technicians	1,240	1,430	190	15.32%	19	24	43
29-2799*	Health Technologists and Technicians, All Other	1,280	1,520	240	18.75%	24	26	50
29-9011	Occupational Health and Safety Specialists	960	1,010	50	5.21%	5	34	39
29-9799*	Healthcare Practitioners and Technical Workers, All Other	850	1,010	160	18.82%	16	30	46
31-9092	Medical Assistants	6,360	7,560	1,200	18.87%	119	97	216
31-9094	Medical Transcriptionists	680	660	-20	-2.94%	0	11	11
31-9799*	Healthcare Support Workers, All Other	2,150	2,410	260	12.09%	26	34	60
43-3011	Bill and Account Collectors	3,300	3,640	340	10.30%	35	64	99
43-6013	Medical Secretaries	7,560	9,760	2,200	29.10%	221	100	321
*	Most occupations are published according to the 2010 Standard Occupational Classification (SOC) system. Occupations denoted with an asterisk may have the same title as a 2010 SOC code, but not the same content; these occupations are assigned a							
[1]	decline. The base and projected year employment are indenew jobs.	pendently r	ounded to	10. Therefore	e, numerical	change	may not ec	ļual
[2]	New jobs are only openings due to growth and do not include job declines. If an occupation's employment change is negative, there is no job growth and new jobs are set to zero. New jobs may not equal numerical change.							
[3]	Replacement Needs estimate the number of job openings created when workers retire or permanently leave an occupation and							
[4]	Total jobs are the sum of new jobs and replacement needs.							

According to current regional employment trends, provided by our Employment Development Department (EDD), we will experience a growth in occupations which would require and benefit from the proposed baccalaureate program. All occupations listed above would lend themselves to someone with a Bachelor's and would allow them to move into management positions. A total of 1,134 total jobs are projected by 2020. Our first graduation cohort is expected in 2018.

According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, the job outlook for health information jobs (technicians <u>and</u> managers) is projected to grow 22 and 23 percent, respectively, from 2012 to 2022--this reflects a rate that is "much faster than the average for all occupations." Medical and health services managers held about 315,500 jobs in 2012. Most medical and health services managers work in offices in healthcare facilities, including hospitals and nursing homes, and group medical practices.

On December 19, 2014, after receiving community support and internal approval from the Academic Senate and Board of Trustees, Shasta College submitted its application to be part of the pilot program. (Attachment H) It received BOG approval on March 16, 2015.

Since state approval in March 2015, Shasta has hired a Program Director for Health Information Technology and Health Information Management (who formerly worked for San Diego Mesa College), and has brought curriculum for the program to the Curriculum Committee for review. The Advisory Committee for Health Information Management met on September 22, 2015, and also reviewed the curriculum, plans to offer the program online, and discussed the process to set up directed practice. On September 23, college administrators consulted via telephone with the Executive Director of CAHIIM to ensure that the curriculum was consistent with their accreditation requirements.

D. Evidence that the institution has analyzed, has the capacity, and has provided for adequate human, administrative, financial and physical resources and processes necessary to initiate, maintain, and monitor the baccalaureate program and to assure that the activities undertaken are accomplished with acceptable quality.

As part of the state application process, Shasta College had to provide assurance that it had the resources to initiate and maintain a baccalaureate program. Overall, Shasta has been stable fiscally for many years despite vicissitudes in state funding; over the past four years, its ending fund balances have been between 23.4% and 27%. Its annual fiscal reports to ACCJC have not resulted in requests for additional review. During a 2014 refunding of general obligation bonds, Standard and Poor's raised the district's rating to AA- citing a strong fund balance and low overall debt burden. Unlike other districts, Shasta did not impose layoffs or furloughs during the recent recession, and has given moderate raises to employee groups in the last two years.

The human and administrative support for the program is stable and well-qualified. The Program Director has 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, who has 15 years of California Community College educational administration experience, 10 of them at the vice president level. The college president has authorized and identified funding to hire two full-time HIM faculty, and the hiring process has been proceeding over the last few months. Qualified part-time faculty and counselors are on staff at the college, and the Program Director has identified others who can teach the online upper division courses.

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 will provide \$350,000 in start up costs in Spring 2016. Once the courses are active in Fall 2016, the district will sustain the program through apportionment and the additional \$84 a unit fee.

While the district does not anticipate the need for additional classroom space due to the online nature of the program, it currently has a large amount of unused classroom capacity as a result of enrollment decline. The college recently switched to Canvas as an online course management system, which is both cheaper and more user-friendly than Moodle was. The district capacity to manage online programs was affirmed by ACCJC in May 2015 as a result of a recent substantive change proposal. (Attachment F)

#### E. Evidence that:

#### 1. The institution has received all necessary internal and/or external approvals

The Shasta College Academic Senate, which oversees the Curriculum Committee, approved the application for the HIM baccalaureate degree on December 10, 2014. (Attachment I)

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

Shasta College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). The most recent reaffirmation of accreditation was in 2013 with the next site visit scheduled for fall 2017. The HIM BS program will be accredited through ACCJC (upon approval of this substantive change application) 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. As mentioned above, the college has been in direct contact with the Executive Director of CAHIIM to ensure that the program is developed in accordance with CAHIIM guidelines, and the Program Director will attend the accreditation forum sponsored by CAHIIM in spring 2016.

## 2. Verification the institution is authorized by its state/government to offer the proposed baccalaureate degree

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 E)

#### 3. There is sufficient demand for the program within the area served by the college

Prior to submitting its application for the pilot program to the state Chancellor's Office, the college researched the need for HIM professionals and consulted with area employers.

Nationally, in 2009, federal legislation was passed requiring healthcare institutions to convert

to electronic health records by 2014. This mandate is driving a need for additional health information management administrators to oversee patient record systems in a variety of facilities. The Bureau of Labor Statistics estimates by 2017 approximately 6,000 additional health information management professionals will be needed annually. In California, according to the State of California Employment Development Department, the job of Health Services Manager is expected to increase by 22.2%, or an increase of 6,200 jobs from 2012-2022. Salaries range from \$82,000 to \$144,000 a year.

In the Shasta College district, the increase in jobs in healthcare will outpace all other sectors over the next several years. The district includes three large hospitals – Mercy Medical, Shasta Regional Medical Center and Saint Elizabeth's – as well as several smaller hospitals, clinics and skilled nursing facilities. Regardless of size, each of these entities will require at least one manager for health information records. In addition, many incumbent workers have expressed an interest in a degree in HIM in order to advance in their careers. Student who have completed an office technology program that includes coding and medical terminology classes have also expressed interest in transitioning to the HIM program; over the last five years, 31 students have completed this program.

## F. Evidence that each Eligibility Requirement will still be fulfilled, specifically related to the change

#### 1. Authority

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.

#### 2. Operational Status

Shasta College has students actively pursuing its degree programs and will continue to do so once it offers the approved baccalaureate degree.

#### 3. Degrees

In addition to the baccalaureate degree, Shasta College offers more than 50 associate degrees, more than 20 being Associate Degrees for Transfer. The majority of students identify themselves as degree-seeking. Associate degrees are at least 60 units in length and will take students an average of two years to complete.

#### 4. Chief Executive Officer

Dr. Joe Wyse is the Superintendent/President of Shasta College and has full-time responsibility to the institution. He was appointed by the Board of Trustees in 2011 and does not serve as chair of the governing board. The college informs the commission immediately when there is a change in the CEO. He is in full support of the proposed baccalaureate degree and authorized the original proposal; he will oversee the HIM program in the same way as he does for all instructional programs.

#### 5. Financial Accountability

Shasta College undergoes an annual audit and has most recently received an unmodified report. As noted above, the college has a reserve of approximately 25% and has given modest salary increases over the last two years. It has identified several funding sources to start the baccalaureate program and has built continuing costs such as faculty into its budget.

#### 6. Mission

Shasta College's mission was revised in July 2014 and reflects its goal of serving the workforce and career needs of its communities. (Attachment K) The proposed baccalaureate is within the scope of the mission, which identifies the college's commitment to student learning and support.

#### 7. Governing Board

Shasta-Tehama-Trinity Joint Community College District is a single-college district governed by a seven-member elected board. The board is sufficient in size and composition to fulfill its responsibilities of ensuring the academic quality, institutional integrity, and financial stability of the institution. In July 2015, the Board of Trustees approved the HIM baccalaureate program and will ensure, as it does for all programs, that financial resources are used to provide a sound educational program.

#### 8. Administrative Capacity

Shasta College has sufficient administrators to provide the services necessary to support the college's mission and programs. Administrators meet minimum qualifications when hired and have the appropriate preparation and experience to fulfill their roles. The Dean of Health Sciences and the Program Director will oversee the HIM baccalaureate program with assistance from the Vice President of Instruction.

#### 9. Educational Programs

Shasta College offers a large number of associate degrees and certificates that are consistent with the college mission. All programs are developed by faculty based on needs assessments as well as input from industry advisory committees and/or transfer institutions. Degree and certificate requirements are high quality, rigorous and based on recognized higher education fields of study. All programs have Program Learning Outcomes that students are required to demonstrate upon completion. Degree programs require a minimum of 60 degree-applicable units and are two years in length. Shasta College's 130-unit Bachelor of Science in Health Information Management degree will demonstrate similar levels of quality and rigor. It will have to meet national standards for the field in order to be accredited by CAHIIM. The online courses will have to meet the standards developed internally for effective distance education programs.

#### 10. Academic Credit

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, which is available online. Academic credit for the health information management degree coursework will be awarded in accordance with Title 5 and California Education Code requirements.

#### 11. Student Learning and Student Achievement

The Shasta College catalog, which is published annually, defines the requirements for every degree and certificate offered at the college and will include the proposed HIM baccalaureate program in the 2016-2017 edition. Catalog listings include pre-requisites, 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. 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 will be required to complete that assessment on the same cycle as the associate degree programs.

#### 12. General Education

All degree programs at Shasta College, including the proposed baccalaureate degree, incorporate a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The HIM baccalaureate degree will include all the areas of general education identified in the California State University General Education pattern and will consist of both lower and upper division general

education courses. These courses will introduce students to major areas of knowledge such as humanities, art, natural science and social science. All general education courses are designed to have the level of quality and rigor appropriate to courses granting credit.

#### 13. Academic Freedom

Board Policy 4030 defines academic freedom for faculty, students and the public, and the college maintains an atmosphere that supports academic freedom. The policy states in part that "[t]here must be freedom of the student and teacher to present their viewpoints in and out of the classroom." By approving the HIM degree, the Board of Trustees implicitly applied the academic freedom requirement to the program, its faculty and students.

#### 14. Faculty

Shasta College has a sufficient number of qualified faculty to support its programs, and is in the process of hiring more faculty for the HIM degree. Faculty responsibilities, including responsibilities for development and review of curriculum as well as assessment of learning, are delineated in the faculty contract and evaluation documents. The program and its faculty fall under the Academic Master Contract by virtue of the program's approval by the Board of Trustees in July 2015.

#### 15. Student Support Services

Shasta College provides all of its students, including baccalaureate students, appropriate student support services that foster student learning and development within the context of the institutional mission. HIM upper division students will have access to online services such as online tutoring, counseling and library resources. All services will be available to HIM students and are sufficient to support their learning.

#### 16. Admissions

Shasta College has adopted and adheres to admissions policies consistent with its mission that specify the qualifications necessary for admission to programs. These policies are in the college catalog and on its website. The HIM program will adhere to the admissions criteria that are available to the public in print and electronically.

#### 17. Information and Learning Support Services

Shasta College supplies a full array of information and learning support services for its students and programs. These services are adequate for all students, whether on

campus or online. Students can access library support and databases via the web, and HIM baccalaureate students will have access to materials and librarian research assistance online or in person. The library will supplement its collections with additional periodicals and databases designed for HIM students. Tutoring is available in person or online through a third-party vendor.

#### 18. Financial Resources

Shasta College has sufficient financial resources to support all instructional programs and services, including the proposed baccalaureate degree. Financial resources are also adequate to improve institutional effectiveness and assure financial stability. The Shasta College district budgets conservatively and carries a general fund reserve of approximately 25%. It has identified several funding sources to support the HIM program until it can sustain itself via enrollment fees and state apportionment.

#### 19. Institutional Planning and Evaluation

Shasta College has a robust integrated planning process that is guided by the recently revised Integrated Planning Manual – 2014 Edition. 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. Through learning outcomes assessment, area planning and program review, the HIM baccalaureate program will be part of this process and resources will be allocated to improve student learning in the program, then the effectiveness of those resource allocations will be evaluated as part of the ongoing planning cycle.

#### 20. Integrity in Communications with the Public

Shasta College revises and publishes its catalog annually; it includes all instructional programs and will include the new Bachelor of Science degree in Health Information Management. To ensure precise, accurate and current information, personnel from all relevant areas of the college review the catalog pages that describe their areas and services. The final review is conducted by the Vice President of Instruction. The catalog is published in printed form and also electronic form on the college website. 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 (once it is approved by ACCJC); 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. Most of the above information is also available in other parts of the college website. Other policies can be found on the website under About Shasta College.

#### 21. Integrity in Relations with the Accrediting Commission

Shasta College adheres strictly to the Eligibility Requirements, Accreditation Standards and Commission policies for all degree programs and certificates, including the HIM baccalaureate degree. The college describes itself in identical terms to all accrediting agencies, communicates any changes in accreditation status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The college complies with all Commission requests, directives, decisions and policies, and makes complete, accurate and honest disclosures in all communications. Several college staff, including the Superintendent/President, have served on accreditation teams and attended accreditation trainings.

## G. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

Shasta College is a fully accredited institution. Its accreditation was reaffirmed without sanction in February 2013 and its Midterm Report was accepted in 2014. It will have its next comprehensive visit in 2017.

The standards most relevant to this substantive change request are addressed as follows:

#### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The college regularly revises its mission and last did so in July 2014. The mission reflects the intention of the college to provide "educational programs...contributing to...economic development of our communities." The mission as written encompasses the proposed HIM baccalaureate program, which will provide students opportunities to advance in careers and support the healthcare industry, and is aligned with the college mission.

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 will participate in program review and disaggregate 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.

All information about the HIM baccalaureate degree provided to the public will be clear and accurate, whether in the college catalog or provided by other means. It 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 will apply to the HIM program and its faculty and students. The HIM program will demonstrate integrity in its relations with its external accrediting agency CAHIIM and with ACCIC.

#### **Standard II: Student Learning Programs and Support Services**

The HIM program, like all instructional programs, will conform to the college's mission and culminate in measurable and identified student learning outcomes. Faculty will participate in the college's professional development program to improve courses and pedagogy with the goal of increasing student success. Every HIM course outline will be approved by the Curriculum Committee and each syllabus will include student learning outcomes consistent with the official course outline. The HIM baccalaureate will consist of 130 credits and will be scheduled to allow students to complete within four years. The upper division courses will be delivered online and will include support services such as tutoring to support equity in success for all students. Course credit will be awarded based on student attainment of learning outcomes, which will 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 will be a key component of the HIM degree and will introduce students to a variety of disciplines. The core HIM courses will comprise focused study and will 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.

Library and learning support services, such as online library databases, online tutoring, research assistance and computer support, will be provided to all HIM students, wherever located. The library will procure additional materials specifically to support HIM students and faculty. HIM students will be surveyed regularly about the adequacy of the library and learning support services to help them achieve success.

Similarly, the college will regularly assess the quality of its student support services for HIM students, and will use the assessment data to make improvements. Counseling will be available online with a counselor dedicated to the program to ensure accurate and up-to-date

knowledge. Admissions policies and pathways to completion will be clear and published in the catalog and on the website. All HIM student records will be maintained permanently and securely.

#### Standard III: Resources

All faculty and administrators employed by the HIM program will meet (or already do meet) qualifications needed to perform duties calculated to ensure student success, institutional effectiveness and academic quality. Faculty will need to possess master's degrees and RHIA certification, and will be evaluated on the same schedule as all other Shasta College faculty. The program director will be evaluated using the management evaluation process and instruments. Evaluations will include a consideration of how the faculty and director use dhte results of learning outcomes assessment to improve teaching and learning. Job descriptions for the faculty and program director accurately reflect duties and authority. The HIM program will have two full-time faculty and sufficient part-time faculty to support the quality of the program. Like all part-time faculty, HIM part-time faculty will receive paid time to participate in governance and professional development. Administrators, faculty and staff in the HIM program will adhere to the professional ethics policies of the institution. All HIM personnel records will be secure and confidential.

Because the HIM baccalaureate program will be primarily delivered online, no additional physical resources are required other than office space for administration, faculty and staff, which has already been allocated. Technology required to deliver online courses has been consistently reviewed and updated, and a full-time dean plus two instructional technology support staff oversee the online instruction. A policy on "regular effective contact" guides the development and delivery of online courses, and a Distance Education Committee consisting of faculty, administrators and staff reviews data about course quality and recommends professional development. Faculty teaching online for the first time must be trained in both the technology and in effective online pedagogy. In 2015, Shasta College switched to Canvas as a learning management system to provide a more user-friendly, versatile system for faculty and students. All courses will be delivered via Canvas by Summer 2016. The college has consistently outpaced the rest of the state in student success and retention in online courses. (Attachment M)

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 will be 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.

#### Standard IV: Leadership and Governance

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, 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.

## H. Evidence that the baccalaureate program meets the minimum requirements for the degree (120 semester units or equivalent)

The proposed Bachelor of Science degree in Health Information Management (HIM) at Shasta College is designed to provide accessible and rigorous instruction. The degree will be composed of 75 lower division units and 55 upper division units for a total of 130 units. The 75 units of lower division coursework are in a two-year association degree program in Health Information Technology, and the baccalaureate program will build upon this degree. The upper

division coursework will consist of 45 units of health information management core courses, 6 units of upper division General Education, and 4 units of upper division elective courses. 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 will provide graduates with the required knowledge, skills and abilities to be successful health information management professionals.

Graduates of the Shasta College program will receive a Bachelor of Science in Health Information Management degree and be eligible to take 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), an essential qualification for employment at the management level. The proposed HIM program will meet the unit and content requirements in the California Code of Regulations. The program will also meet all ACCJC standards as well as CAHIIM accreditation standards.

- I. Evidence that the baccalaureate program meets the minimum baccalaureate level General Education requirements:
  - 1. 36 semester units or equivalent

In accordance with guidelines from the Academic Senate of the California Community Colleges, the HIM degree will encompass the California State University General Education pattern, which is 37 units. It will also have 6 upper division General Education units, for a total of 43.

2. Distributed across the major areas for General Education (arts/humanities, natural science, mathematics, social science, and oral/written communication)

Upon completion of the Shasta College Bachelor of Science in Health Information Management degree, students will have passed 37 units of lower division General Education and 6 units of upper division General Education classes with a C average or better. The California State University General Education pattern included courses in oral communication, written communication, critical thinking, physical sciences, life sciences, mathematical concepts and quantitative reasoning, arts, humanities, and social sciences.

3. Integrated throughout the curriculum (distributed to both lower and upper division courses)

The General Education courses for the HIM degree at Shasta College will be integrated throughout the curriculum and distributed to both lower and upper division courses. Upper division General Education courses include English and psychology.

## J. Evidence that library and learning resources are sufficient in quality, currency, variety, quantity, and depth to support the baccalaureate program

Shasta College has an extensive library overseen by a Dean of Library Services and Educational Technology as well as two full-time faculty librarians. In addition to books and periodicals, the library has electronic resources and online databases. The faculty librarians develop LibGuides for classes and provide research assistance for all students, including those in baccalaureate classes. The library anticipates adding resources for the HIM program and undergoing professional development to learn how best to serve baccalaureate students.

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 will have this service available for the HIM courses. The Center as well as the Library also provide sufficient open computer labs to accommodate HIM students, should they need on-campus resources.

#### K. Evidence that faculty qualifications are rigorous and appropriate in regard to:

#### 1. Discipline expertise

In order to be accredited by CAHIIM, the program must have a qualified Program Director as well as a qualified full-time faculty member. Shasta College's Program Director, Janet Janus, is qualified for her administrative role based on degree and years of experience. The college is in the process of hiring two faculty members, one of whom will teach and focus on upper division HIM courses. This faculty member must have a Master's degree and RHIA certification.

## 2. Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent)'

Both core HIM courses and general education courses at the upper division level will be taught by faculty with Master's degrees in the appropriate discipline.

#### **List of Attachments**

Attachment A – Educational Master Plan Page 25

Attachment B – Educational Master Plan Page 7

Attachment C – 2015-2018 Strategic Plan

Attachment D – SB 850

Attachment E – Board of Governors Final Approval of Pilot Program

Attachment F – ACCJC Letter Approving Distance Education Substantive Change for Shasta College

Attachment G – Council for Excellence in Education Baccalaureate Level HIM Curriculum Map

Attachment H – Shasta College Application for Pilot Program

Attachment I – 12/15/14 Academic Senate Minutes

Attachment J – 07/08/15 Board of Trustees Minutes

Attachment K – District Board Policy 1200

Attachment L – Organization Charts

Attachment M – Distance Education Presentation to the Board on 09/09/15

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

Industry by NAICS Code	2011 John	044 John 2024 John (	Changa	%	% 2011 A		
Industry by NAICS Code	2011 Jobs 2021 Job		Change	Change A		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	14.069	10 100	2.424	23%	\$	22,703	
Management and Remediation Services	14,968	18,402	3,434			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**

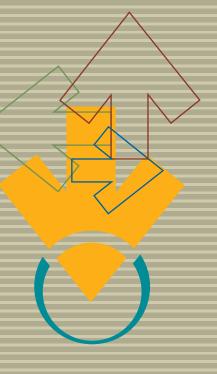
The projections of research indicate a strong need for an increased number of college graduates readied for the workforce. Discussions about the preparedness of students in the United States focus on two main issues: the ability of the United States to meet the leadership demands of a global economy; 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

# 2015F2018





Shasta College is an equal opportunity educator and employer.

## 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.
- 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)



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#### 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:

- 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.
- 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:

- Implement innovative technology-enabled student support services to ease access to existing on-line student support services.
- Implement technology innovations such as a mobile app and redesigned website to improve access.
- 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**

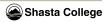
Develop an infrastructure to increase collaboration with local businesses and agencies to increase student work-based and experiential-based learning (e.g., apprenticeships, internships, work experience, education mentoring, volunteering, clinical experience, work study programs and service learning).

### 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.
- 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.
- 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**

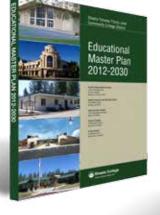
Provide fiscal support for maintaining programs and priorities that are developed through the established participatory planning processes.

### Activities:

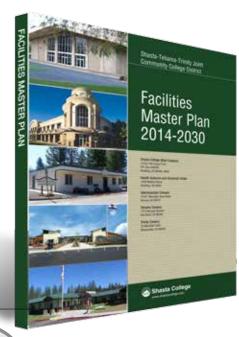
- a. Ensure that the fiscal health of the District is maintained at a level which meets longer term obligations (e.g., OPEB contributions, STRS and PERS employer contributions, the projected effects of the Proposition 30 temporary taxes expiring) while maintaining adequate reserves at a level which does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







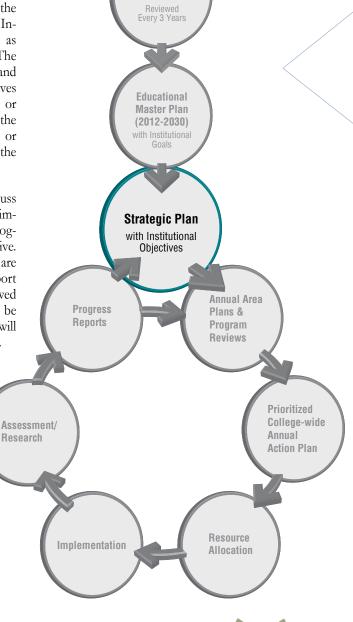




Relation to Other Planning Processes

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.



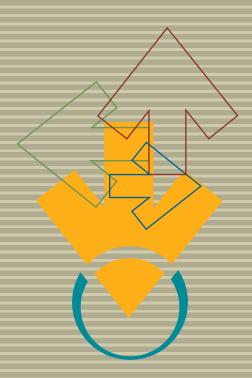
Mission

Statement



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

(530) 242-7500



#### Senate Bill No. 850

#### **CHAPTER 747**

An act to add and repeal Article 3 (commencing with Section 78040) of Chapter 1 of Part 48 of Division 7 of Title 3 of the Education Code, relating to public postsecondary education.

[Approved by Governor September 28, 2014. Filed with Secretary of State September 28, 2014.]

#### LEGISLATIVE COUNSEL'S DIGEST

SB 850, Block. Public postsecondary education: community college districts: baccalaureate degree pilot program.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law requires the board of governors to appoint a chief executive officer, to be known as the Chancellor of the California Community Colleges. Existing law establishes community college districts, administered by governing boards, throughout the state, and authorizes these districts to provide instruction to students at the community college campuses maintained by the districts.

Existing law requires community colleges to offer instruction through, but not beyond, the 2nd year of college and authorizes community colleges to grant associate degrees in arts and science.

This bill would, commencing January 1, 2015, authorize the board of governors, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each, to be determined by the chancellor and approved by the board of governors. The bill would prohibit each participating district from offering more than one baccalaureate degree program within the district, as specified. The bill would require a district baccalaureate degree pilot program to commence by the beginning of the 2017–18 academic year, and would require a student participating in a baccalaureate degree pilot program to complete his or her degree by the end of the 2022–23 academic year. The bill would require participating community college districts to meet specified requirements, including, but not limited to, offering baccalaureate degree programs and program curricula not offered by the California State University or the University of California, and in subject areas with unmet workforce needs, as specified.

This bill would also require the governing board of a participating community college district to submit certain items for review by the chancellor and approval by the board of governors, including, among other Ch. 747 — 2—

things, the administrative plan for the baccalaureate degree pilot program and documentation of consultation with the California State University and the University of California. The bill would provide that the Legislative Analyst's Office shall conduct both a statewide interim evaluation and a statewide final evaluation of the statewide baccalaureate degree pilot program implemented under this article, as specified, and report to the Legislature and Governor, in writing, the results of the interim evaluation on or before July 1, 2018, and the results of the final evaluation on or before July 1, 2022. The bill would provide that on or before March 31, 2015, the board of governors shall develop, and adopt by regulation, a funding model for the support of the statewide baccalaureate degree pilot program, as specified.

This bill would make these provisions inoperative on July 1, 2023, and would repeal the provisions on January 1, 2024.

The people of the State of California do enact as follows:

#### SECTION 1. The Legislature finds and declares all of the following:

- (a) California needs to produce one million more baccalaureate degrees than the state currently produces to remain economically competitive in the coming decades.
- (b) The 21st century workplace increasingly demands a higher level of education in applied fields.
- (c) There is demand for education beyond the associate degree level in specific academic disciplines that is not currently being met by California's four-year public institutions.
- (d) Community colleges can help fill the gaps in our higher education system by granting baccalaureate degrees in a limited number of areas in order to meet a growing demand for a skilled workforce.
- (e) These baccalaureate programs will be limited and will not in any way detract from the community colleges' traditional mission to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement, nor will these programs unnecessarily duplicate similar programs offered by nearby public four-year institutions.
- (f) Community colleges can provide a quality baccalaureate education to their students, enabling place-bound local students and military veterans the opportunity to earn the baccalaureate degree needed for new job opportunities and promotion.
- (g) Twenty-one other states, from Florida to Hawaii, already allow their community colleges to offer baccalaureate degrees. California is one of the most innovative states in the nation, and the California Community Colleges will use that same innovative spirit to produce more professionals in health, biotechnology, public safety, and other needed fields.
- SEC. 2. Article 3 (commencing with Section 78040) is added to Chapter 1 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

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### Article 3. Baccalaureate Degree Pilot Program

78040. For purposes of this article, "district" means any community college district identified by the Chancellor of the California Community Colleges as participating in the statewide baccalaureate degree pilot program. Each participating district may establish one baccalaureate degree pilot program pursuant to Section 78041.

- 78041. Notwithstanding Section 66010.4, and commencing January 1, 2015, the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, may authorize the establishment of district baccalaureate degree pilot programs that meet all of the eligibility requirements set forth in Section 78042. A district pilot program established pursuant to this article shall commence no later than the 2017–18 academic year. A student participating in a baccalaureate degree pilot program shall complete his or her degree by the end of the 2022–23 academic year. For purposes of this section, a pilot program commences when the first class of students begins the program. The statewide baccalaureate degree pilot program shall consist of a maximum of 15 districts, with one baccalaureate degree program each, to be determined by the Chancellor of the California Community Colleges and approved by the Board of Governors of the California Community Colleges.
- 78042. (a) A district shall seek approval to offer a baccalaureate degree program through the appropriate accreditation body.
- (b) When seeking approval from the Board of Governors of the California Community Colleges, a district shall maintain the primary mission of the California Community Colleges specified in paragraph (3) of subdivision (a) of Section 66010.4. The district, as part of the baccalaureate degree pilot program, shall have the additional mission to provide high-quality undergraduate education at an affordable price for students and the state.
- (c) As a condition of eligibility for consideration to participate in the statewide baccalaureate degree pilot program, a district shall have a written policy that requires all potential students who wish to apply for a Board of Governors Fee Waiver pursuant to Section 76300 to complete and submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.
- (d) A district shall not offer more than one baccalaureate degree program, as determined by the governing board of the district and approved by the Board of Governors of the California Community Colleges, and subject to the following limitations:
- (1) A district shall identify and document unmet workforce needs in the subject area of the baccalaureate degree to be offered and offer a baccalaureate degree at a campus in a subject area with unmet workforce needs in the local community or region of the district.
- (2) A baccalaureate degree pilot program shall not offer a baccalaureate degree program or program curricula already offered by the California State University or the University of California.

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- (3) A district shall have the expertise, resources, and student interest to offer a quality baccalaureate degree in the chosen field of study.
- (4) A district shall not offer more than one baccalaureate degree program within the district, which shall be limited to one campus within the district.
- (5) A district shall notify a student who applies to the district's baccalaureate degree pilot program that the student is required to complete his or her baccalaureate degree by the end of the 2022–23 academic year, as specified in Section 78041.
- (e) A district shall maintain separate records for students who are enrolled in courses classified in the upper division and lower division of a baccalaureate program. A student shall be reported as a community college student for enrollment in a lower division course and as a baccalaureate degree program student for enrollment in an upper division course.
- (f) A governing board of a district seeking authorization to offer a baccalaureate degree pilot program shall submit all of the following for review by the Chancellor of the California Community Colleges and approval by the Board of Governors of the California Community Colleges:
- (1) Documentation of the district's written policy required by subdivision (c).
- (2) The administrative plan for the baccalaureate degree pilot program, including, but not limited to, the governing board of the district's funding plan for its specific district.
- (3) A description of the baccalaureate degree pilot program's curriculum, faculty, and facilities.
  - (4) The enrollment projections for the baccalaureate degree pilot program.
- (5) Documentation regarding unmet workforce needs specifically related to the proposed baccalaureate degree pilot program, and a written statement supporting the necessity of a four-year degree for that program.
- (6) Documentation of consultation with the California State University and the University of California regarding collaborative approaches to meeting regional workforce needs.
- (g) (1) On or before March 31, 2015, the Board of Governors of the California Community Colleges shall develop, and adopt by regulation, a funding model for the support of the statewide baccalaureate degree pilot program that is based on a calculation of the number of full-time equivalent students enrolled in all district pilot programs.
- (2) Funding for each full-time equivalent student shall be at a marginal cost calculation, as determined by the Board of Governors of the California Community Colleges, that shall not exceed the community college credit instruction marginal cost calculation for a full-time equivalent student, as determined pursuant to paragraph (2) of subdivision (d) of Section 84750.5.
- (3) A student in a baccalaureate degree pilot program authorized by this article shall not be charged fees higher than the mandatory systemwide fees charged for baccalaureate degree programs at the California State University.
- (4) Fees for coursework in a baccalaureate degree pilot program shall be consistent with Article 1 (commencing with Section 76300) of Chapter 2 of Part 47.

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- (5) A district shall, in addition to the fees charged pursuant to paragraph (4), charge a fee for upper division coursework in a baccalaureate degree pilot program of eighty-four dollars (\$84) per unit.
- (h) (1) The Legislative Analyst's Office shall conduct both an interim and a final statewide evaluation of the statewide baccalaureate degree pilot program implemented pursuant to this article.
- (2) The results of the interim evaluation shall be reported as a progress report, in writing, to the Legislature and the Governor on or before July 1, 2018. The interim evaluation shall include, but is not limited to, all of the following:
- (A) How many, and which specific, districts applied for a baccalaureate degree pilot program, and the baccalaureate degree pilot programs they applied for.
- (B) Which potential four-year baccalaureate degrees were denied and why they were denied.
- (C) Baccalaureate degree pilot program costs and the funding sources that were used to finance these programs.
- (D) Current trends in workforce demands that require four-year degrees in the specific degree programs being offered through the statewide baccalaureate degree pilot program.
- (E) Current completion rates, if available, for each cohort of students participating in a baccalaureate degree pilot program.
- (F) Information on the impact of baccalaureate degree pilot program on underserved and underprepared students.
- (3) The results of the final evaluation shall be reported, in writing, to the Legislature and the Governor on or before July 1, 2022. The final evaluation shall include, but is not limited to, all of the following:
- (A) The number of new district baccalaureate degree pilot programs implemented, including information identifying the number of new programs, applicants, admissions, enrollments, and degree recipients.
- (B) The extent to which the baccalaureate degree pilot programs established under this article fulfill identified workforce needs for new baccalaureate degree programs, including statewide supply and demand data that considers capacity at the California State University, the University of California, and in California's independent colleges and universities.
- (C) Information on the place of employment of students and the subsequent job placement of graduates.
- (D) Baccalaureate degree program costs and the funding sources that were used to finance these programs, including a calculation of cost per degree awarded.
- (E) The costs of the baccalaureate degree programs to students, the amount of financial aid offered, and student debt levels of graduates of the programs.
- (F) Time-to-degree rates and completion rates for the baccalaureate degree pilot programs.
- (G) The extent to which the programs established under this article are in compliance with the requirements of this article.

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- (H) Information on the impact of baccalaureate degree pilot program on underserved and underprepared students.
- (I) Recommendations on whether and how the statewide baccalaureate degree pilot program can or should be extended and expanded.
- (4) A district shall submit the information necessary to conduct the evaluations required by paragraph (1), as determined by the Legislative Analyst's Office, to the Chancellor of the California Community Colleges, who shall provide the information to the Legislative Analyst's Office upon request.
- (5) A report to be submitted pursuant to paragraph (2) or (3) shall be submitted in compliance with Section 9795 of the Government Code.

78043. This article shall become inoperative on July 1, 2023, and as of January 1, 2024, is repealed, unless a later enacted statute that is enacted before January 1, 2024, deletes or extends that date.



PRESS RELEASE March 16, 2015

Contact: Paige Marlatt Dorr

Office: 916.327.5356 Cell: 916.601.8005

Office email: pdorr@ccco.edu

# 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

"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 <a href="https://californiacommunitycolleges.cccco.edu/">https://californiacommunitycolleges.cccco.edu/</a>, <a href="https://www.facebook.com/CACommColleges">https://www.facebook.com/CACommColleges</a>, or <a href="https://twitter.com/CalCommColleges">https://twitter.com/CalCommColleges</a>.

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## 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

Chairperson STEVEN KINSELLA Administrative Member

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Associate Vice President NORVAL WELLSFRY

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.

The following Degrees	& Certificates can be attai	ned 50% or more online	• Ni curt school en elescontrate de autor noi obselvation antificio dell'esta chi elescificio.
University Studies -			Associate Degree for
AA	General Studies - AS	AS	Transfer
			AA-T:
		Applied Geographic	COMMUNICATIONS
Agricultural Sciences	Agriculture Trades	Information Systems	STUDIES
		Computer &	
		Information Systems:	
		Network	
Allied Health	Business - Basic Business	Administration	AA-T: ENGLISH
		Computer &	
	Climatological and	Information Systems:	
Behavioral Sciences	Meteorological Studies	Systems Management	AA-T: KINESIOLOGY
	Coastal Oceanographic		
Biological Sciences	Studies	Fire technology	AA-T: MUSIC
		Hospitality	
Business	Emergency Medical	Management: Culinary	
Administration	Response	Arts	AA-T: PHILOSOPHY
		Office Administration	
		- Administrative	
Child Development	Fire Investigation	Office Professional	AA-T: PSYCHOLOGY
		Office Administration:	
	Fire Service Command,	Health Information	
Criminal Justice	Company Officer	Management	AA-T: SOCIOLOGY
5 .1.6 . 6 .	Food & Beverage &		AA T. CTUDIO ADTC
Earth System Science	Lodging Mgmt		AA-T: STUDIO ARTS
Engineering	Geologic Field Studies		AA-T: THEATRE ARTS AS-T: ADMINISTRATION
Coology	Health		OF JUSTICE
Geology	пеан		AS-T: BUSINESS
Humanities	Human Development		ADMINISTRATION
numanities	Human Development		AS-T: EARLY CHILDHOOD
Language Arts	Humanities		EDUCATION
Liberal Studies -	Humanities		EDOCATION
Teaching Prep	Industrial Technologies		AS-T: PHYSICS
Mathematics	Language Arts		7.5 1.1115165
Meteorology/Climatol			
ogy	Natural Sciences		
~6 <i>y</i>	Office & Computer		
Multicultural Studies	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			

		AA- Art & Theatre	Arts
AA - Music	AS - Agriculture	(non transfer)	Certificates
ering distance has have an interest measurement of the second section of the			Administrative Office
Music	Agribusiness	Art	Assistant
	Environmental		Administrative Office
	Horticulture	Theatre Arts	Professional
			Applied Geographical
	Sustainable Agriculture		Information Systems
			Baking
			Bartender
			Business
			Entrepreneurship
			<b>Business Retailing</b>
			<b>Customer Service</b>
			Academy
			Dietary Service
			Supervisor
			Dining Room
			Management
			Dining Room Staff
			Early Childhood
			Education
			Family Childcare
			Health Information
			Management
			Hotel/Restaurant
			Management
			Life Management
			Pest Control Advisor
			Watershed Restoration
			Web Design
			Windows Server
			Computer Maintenance
			Wastewater Treatment



### **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		Curricular Considerations
Domain I. Data Content, Structure & Standards (Information G	overnance)	
		ntion and terminologies; health record documentation requirements; gration and interoperability; respond to customer data needs; data
Evaluate, implement and manage electronic applications/systems for clinical classification and coding	5 405	<ul> <li>Encoders, Computer Assisted Coding, Systems Development Life Cycle</li> </ul>
<ol><li>Identify the functions and relationships between healthcare classification systems</li></ol>	3 405	<ul> <li>Healthcare classification systems, and taxonomies</li> <li>ICD, CPT, SNOMED-CT, DSM, RxNorm</li> </ul>
3. Map terminologies, vocabularies and classification systems	4 405	<ul> <li>Mapping from a standard clinical terminology to a HIPAA code set</li> <li>LOINC to CPT or SNOMED-CT to ICD</li> <li>Mapping from one code set to another code set</li> <li>One revision of ICD to another</li> </ul>
4. Evaluate the accuracy of diagnostic and procedural coding	5	<ul> <li>Principles and applications of classification, taxonomies,</li> </ul>

This is the curriculum content floor, but not the ceiling.

1

Final Date: November 27, 2013

	405	nomenclatures, terminologies, clinical vocabularies, auditing
Subdomain I.B. Health Record Content and Documentation		
<ol> <li>Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status</li> </ol>	4 405	Health record components     General requirements for documentation for all record types
Compile organization-wide health record documentation guidelines	6 405	Standards and regulations for documentation     o The Joint Commission, CARF, CMS     Health record documentation policies and procedures
Interpret health information standards	5 450	Health information standards and regulations
Subdomain I.C. Data Governance		
Format data to satisfy integration needs	4 C401	<ul> <li>Capture, structure, and use of health information</li> <li>Interoperability</li> </ul>
Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise	6 C401	<ul><li>Data dictionary composition</li><li>Data sources</li></ul>
Demonstrate compliance with internal and external data dictionary requirements	3 410	<ul> <li>Accreditation standards         <ul> <li>The Joint Commission, NCQA, CARF, CHAP, URAC</li> <li>Data ,HL7, ASTM, HEDIS, ACS data standards</li> </ul> </li> </ul>
Advocate information operability and information exchange	5 C401 410	Generally accepted recordkeeping principles
Subdomain I.D. Data Management		
Analyze information needs of customers across the healthcare continuum	4 C401	Capture, structure, and use of health information
Evaluate health information systems and data storage design	5 C401 410	Storage media, disaster recovery, cloud computing
Manage clinical indices/databases/registries	5 410	<ul> <li>Secondary data sources, registries, and indices</li> <li>Healthcare data sets         <ul> <li>HEDIS, UHDDS, OASIS</li> </ul> </li> <li>Indices and registry policies</li> </ul>
<ol> <li>Apply knowledge of database architecture and design to meet organizational needs</li> </ol>	3 C401	<ul> <li>Database architecture and design</li> <li>Data dictionary, data modeling, data warehousing</li> </ul>
Evaluate data from varying sources to create meaningful presentations	5 445	<ul> <li>Presentation software</li> <li>Healthcare data</li> <li>Indices and registries</li> </ul>
Subdomain I.E. Secondary Data Sources		
Validate data from secondary sources to include in the	3	Data stewardship

Secondary data sources, registries, and indices

Domain II. Information Pr	otection: Access,	Disclosure, Archi	val, Privacy & Security
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Definition: Understand healthcare law (theory of all healthcare law to exclude application of law covered in Domain V); develop privacy, Stacking and confidentiality policies, procedures and infrastructure; educate staff on health information protection methods; risk assessment; access and disclosure management.

Subdomain II.A. Health Law		
Identify laws and regulations applicable to health care	3 450	<ul> <li>Health information laws and regulations         <ul> <li>HIPAA, The Joint Commission, State laws</li> </ul> </li> <li>Healthcare legal terminology</li> <li>Centers for Medicare and Medicaid Services (CMS)</li> </ul>
2. Analyze legal concepts and principles to the practice of HIM	4 450	<ul><li>Legal principles</li><li>Legal health records</li></ul>
Subdomain II.B. Data Privacy, Confidentiality & Security		Princedulinasity
Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information	4 450	<ul> <li>Patient verification and identity management policies</li> <li>Privacy, confidentiality, security principles, policies and procedures, federal and state laws</li> <li>E-Discovery</li> </ul>
Recommend elements included in the design of audit trails and data quality monitoring programs	5 450	<ul> <li>Data security</li> <li>Audits, controls, data recovery e-security</li> <li>Disaster recovery planning</li> <li>Business continuity planning</li> </ul>
Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures	4 450	<ul> <li>Health information archival and retrieval systems</li> <li>Data security protection methods</li> <li>Authentication, encryption, decryption, firewalls</li> </ul>
Analyze the security and privacy implications of mobile health technologies	4 450	<ul> <li>Security threats of mobile device, healthcare delivery via mobile devices</li> </ul>
5. Develop educational programs for employees in privacy, security, and confidentiality	6 450	<ul> <li>Education and training principles</li> <li>Privacy and security laws and regulations, adult education strategies, training methods</li> </ul>
Subdomain II.C. Release of Information		
Create policies and procedures to manage access and disclosure of personal health information	6 450	<ul><li>Principles for releasing PHI</li><li>Required elements of an authorization</li></ul>
Protect electronic health information through confidentiality and security measures, policies and procedures	3 450	Audit techniques and principles

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;

<sup>1</sup> This is the curriculum content floor, but not the ceiling.

3

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

obtained from data exploration and mining	L 440	
Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare	4 445	<ul> <li>Statistical analysis on healthcare data</li> <li>Descriptive statistics Attachment G         <ul> <li>Mean, standard deviation, ranges, percentiles</li> </ul> </li> <li>Inferential statistics         <ul> <li>T-tests, ANOVA, regression analysis, reliability, validity</li> </ul> </li> <li>Epidemiological applications</li> </ul>
Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval	3 410 C401	<ul> <li>SQL, Data exploration and mining</li> <li>Data presentation standards and tools</li> </ul>
6. Evaluate administrative reports using appropriate software	5 410	SQL, Reporting tools
Subdomain III.D. Health Care Statistics	, <u> </u>	
Interpret inferential statistics	5 445	<ul> <li>Inferential statistics         <ul> <li>T-tests, ANOVA, regression analysis, reliability, validity</li> </ul> </li> <li>Computerized statistical packages         <ul> <li>SPSS, SAS</li> </ul> </li> </ul>
2. Analyze statistical data for decision making	4 445	Statistical analysis on healthcare data     Descriptive statistics
Subdomain III.E. Research Methods		
Apply principles of research and clinical literature evaluation to improve outcomes	3 410	<ul> <li>Research design/methods         <ul> <li>Quantitative, qualitative, evaluative, mixed, outcomes</li> </ul> </li> <li>Literature search and evaluation</li> <li>Knowledge-based research techniques         <ul> <li>Medline, CMS libraries, AHRQ, and other websites</li> </ul> </li> </ul>
Plan adherence to Institutional Review Board (IRB) processes and policies	3 410	<ul> <li>National guidelines regarding human-subjects research</li> <li>IRB process</li> <li>Research protocol data management</li> </ul>
Subdomain III.F. Consumer Informatics		<u> </u>
Educate consumers on patient-centered health information technologies	3 410	<ul> <li>Patient centered medical homes</li> <li>Patient portals, patient safety, patient education</li> <li>Personal Health Record</li> </ul>
Subdomain III.G. Health Information Exchange		
Collaborate in the development of operational policies and	4	HIE's, local, regional including providers, pharmacies, other

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procedures for health information exchange	410 450	health facilities
<ol><li>Conduct system testing to ensure data integrity and quality of health information exchange</li></ol>	6 410	Integration, interfaces, and data reliability
<ol> <li>Differentiate between various models for health information exchange</li> </ol>	5 410	RHIO, HIE
Subdomain III.H. Information Integrity and Data Quality		Feed 12- Annual Control
Discover threats to data integrity and validity	3 410	Intrusion detection systems, audit design and principle
<ol><li>Implement policies and procedures to ensure data integrity internal and external to the enterprise</li></ol>	3 410	Authentication, encryption, password management
Apply quality management tools	3 445	Control charts, Pareto charts, Fishbone diagrams and other Statistical Process Control techniques
<ol> <li>Perform quality assessment including quality management, data quality, and identification of best practices for health information systems</li> </ol>	4 410	<ul> <li>Data quality assessment and integrity</li> <li>Disease management process         <ul> <li>Case management, critical paths, care coordination</li> </ul> </li> <li>Outcomes measurement         <ul> <li>Patient as patient, customer satisfaction, disease specific</li> </ul> </li> <li>Patient and organization safety initiatives</li> </ul>
5. Model policy initiatives that influence data integrity	3 410 415 C401	Data quality Model     Characteristics of data integrity
Domain IV. Revenue Management	C401	
Definition: Healthcare reimbursement; revenue cycle; chargemaster revenue management (coding compliance initiatives, fraud and abus Subdomain IV.A. Revenue Cycle and Reimbursement	se, etc.) AS	THESE ARE COVERED IN DOMAIN V.
Manage the use of clinical data required by various payment and reimbursement systems	5 420 425	<ul> <li>Clinical Data Management and reimbursement management</li> <li>CaseMix Management</li> <li>Payment systems         <ul> <li>PPS, DRGs, RBRVS, RUGs, Value Based</li> <li>Purchasing (VBP), MSDRGs, commercial, managed care, federal insurance plans</li> <li>Billing and reimbursement at hospital inpatient and</li> </ul> </li> </ul>
2. 2. 3. 3. children and a fair 1500 A 1500 A 1.		
Take part in selection and development of applications and processes for chargemaster and claims management     Apply principles of healthcare finance for revenue	4 425	<ul> <li>outpatient, physician office and other delivery settings</li> <li>Chargemaster management</li> </ul>

6

Implement processes for revenue cycle management and reporting      Domain V. Compliance      Definition: COMPLIANCE activities and methods for all health information.	3 425	CCI-Electronic Billing X12N Compliance strategies and reporting Attachment G Audit process Compliance and reimbursement Revenue cycle process Utilization and resource management  S. For example, how to comply with HIPAA, Stark Laws, Fraud and
Abuse, etc.; coding auditing; severity of illness; data analytics; frauc Subdomain V.A. Regulatory	i surveilland	e, cliriical documentation improvement.
Appraise current laws and standards related to health information initiatives	5 450	<ul> <li>Compliance strategies and reporting</li> <li>Regulatory and licensure requirements</li> <li>Elements of compliance programs</li> <li>Patient safety</li> </ul>
Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle	5 450	<ul> <li>Policies and procedures</li> <li>Non retaliation policies</li> <li>Auditing and monitoring</li> </ul>
Subdomain V.B. Coding		
Construct and maintain processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines	6 425 450	<ul> <li>UHDDS, Federal compliance guidelines</li> <li>Official coding guidelines from CMS, AMA, NCHVS, NCCI</li> </ul>
Manage coding audits	5 425	Audit principles and reporting
Identify severity of illness and its impact on healthcare payment systems	3 425	<ul> <li>Casemix</li> <li>Computer assisted coding systems</li> <li>Payment Systems</li> <li>PPS, DRG, RBRVS, RUG, VBP, MSDRG, commercial, managed care, federal plans</li> </ul>
Subdomain V.C. Fraud Surveillance		10 00 12 13 CB (CR) 12
Determine policies and procedures to monitor abuse or fraudulent trends	5 450	Fraud detection
Subdomain V.D. Clinical Documentation Improvement	In the	A CHILLED TO SENDENDE LOS MEDIO
Implement provider querying techniques to resolve coding discrepancies	3 425	<ul> <li>Query process, written, verbal and template queries, timeliness and interpretation, query retention</li> </ul>
Create methods to manage Present on Admission, hospital acquired conditions, and other CDI components	6 425	<ul> <li>CDI concurrent, retrospective, post-bill review</li> <li>CDI metrics and reporting process</li> </ul>
Domain VI. Leadership		

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Subdomain VI.A Leadership Roles		planning; financial management; ethics and project management
Take part in effective negotiating and use influencing skills	4 440	Negotiation techniques
Discover personal leadership style using contemporary leadership theory and principles	3 440	<ul> <li>Professional development for self</li> <li>Role of HIM in the C-Suite</li> </ul>
<ol> <li>Take part in effective communication through project reports, business reports and professional communications</li> </ol>	4 440	Process re-engineering and work redesign
4. Apply personnel management skills	3 440	<ul> <li>Communication and interpersonal skills</li> <li>Emotional intelligence</li> <li>People developer/staffing mentor</li> <li>Negotiation</li> <li>Leadership and governance</li> </ul>
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		
Interpret concepts of change management theories, techniques and leadership	5 440	<ul> <li>Change Management</li> <li>Mergers</li> <li>Risk exposure</li> <li>Organizational design</li> <li>EHR implementation</li> </ul>
Subdomain VI.C. Work Design and Process Improvement	L	Critt implementation
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     Productivity standards, report cards, dashboards
. Demonstrate workflow concepts	3 445	<ul> <li>Swimlane diagrams</li> <li>Use cases</li> <li>Top down diagrams</li> </ul>
Subdomain VI.D. Human Resources Management	<u></u>	
Manage human resources to facilitate staff recruitment, retention, and supervision	5 430	Principles of human resources management     Recruitment, supervision, retention, counseling, disciplinary action
Ensure compliance with employment laws	5 430	Employment laws, labor laws     Federal and state

	1 700	
Benchmark staff performance data incorporating labor analytics	4 430	Labor trends, market analysis     Attachment G
5. Evaluate staffing levels and productivity, and provide feedback	5	Performance standards
to staff regarding performance	430	Professional development in self and others
Subdomain VI.E. Training and Development		
Evaluate initial and on-going training programs	5 430	<ul> <li>Information systems, clinical documentation improvement, compliance, prospective payment system changes</li> <li>PPS, CDI, EHRs</li> </ul>
Subdomain VI.F. Strategic and Organizational Management		
<ol> <li>Identify departmental and organizational survey readiness for accreditation, licensing and/or certification processes</li> </ol>	3 450	<ul> <li>Accreditation standards</li> <li>The Joint Commission, NCQA, CARF, CHAP, URAC</li> <li>Provider credentialing requirements</li> <li>CMS Conditions of Participation</li> </ul>
2. Implement a departmental strategic plan	3 440	Strategic planning, critical thinking, benchmarking
<ol><li>Apply general principles of management in the administration of health information services</li></ol>	3 430	Organizational structures and theory
Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems	5 P401	<ul> <li>Healthy People 2020</li> <li>IOM reports</li> <li>CDC</li> <li>State, local and federal policies</li> <li>PCORI</li> </ul>
<ol> <li>Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system</li> </ol>	3 405	<ul> <li>Managed care organizations</li> <li>ACOs</li> <li>Payers/providers, all delivery settings</li> <li>Payers' impact to each delivery setting</li> <li>Biotech</li> <li>Medical devices</li> </ul>
Collaborate in the development and implementation of information governance initiatives	4 435 440	<ul> <li>Inter/intra-organizational team-building and leadership</li> <li>Project management</li> </ul>
Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives	4 410	<ul> <li>Information management planning</li> <li>Enterprise information management</li> <li>Master data/information management</li> </ul>
Subdomain VI.G. Financial Management		
<ol> <li>Evaluate capital, operating and/or project budgets using basic accounting principles</li> </ol>	5 420	Budget process

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

Manager and the second of the	INTO MICHIGLAND CONTROL OF THE PROPERTY OF THE
Pathophysiology and Pharmacology	
Anatomy and Physiology	Attachment G
Medical Terminology	
Computer Concepts and Applications	
Statistics	

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

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

<sup>1</sup> This is the curriculum content floor, but not the ceiling.

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Final Date: November 27, 2013



# SHASTA COLLEGE

(SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT)

APPLICATION TO PARTICIPATE IN

CALIFORNIA COMMUNITY COLLEGE

BACCALAUREATE DEGREE PILOT PROGRAM

December 19, 2014

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### 2. Need (Statement of Problem):

**2a).** Shasta College is proposing to offer a Baccalaureate Degree in Health Information Management (HIM). HIM is part of the health care field and has been defined as the practice of acquiring, analyzing and protecting digital and traditional medical information vital to providing quality patient care. A degree in health information management offers a wide range of employment career advancement options. This background will offer opportunities to those students who seek a health care profession that combines interests in computer science, business, management, legal procedures, and research. As health information managers, they will be able to take part in leadership roles in managing confidential medical information systems that serve the needs of patients, health care providers and the administrative staff. Careers in health information management can be found in a wide variety of settings, such as: hospitals; physicians' offices; clinics and other medical or mental health facilities; pharmaceutical companies; educational institutions; insurance companies; government agencies; and vendor firms (http://www.allhealthcaredegrees.com, "Health Information Management Offers Versatility," paragraphs 5-7).

**2b).** Founded in 1948, the District's 337 acre main campus in Redding was constructed primarily between 1966 and 1972. In 1967 a multicounty community college district was named as the Shasta-Tehama-Trinity Joint Community College District. The District encompasses 10,132 square miles of Northern California, an area larger than the State of Massachusetts. Given the size of the District, education sites were established to the east, west, and south of the main campus and currently offer a number of courses through online and interactive television. Located nearby in downtown Redding, 10 miles west of the main campus, the 44,000-square-foot Health Sciences and University Center opened in 2007. This facility houses the college's Dental Hygiene and Nursing Programs as well as hosting baccalaureate degree programs offered by both public and private universities. The District supports 14 associate degrees for transfer to the CSU system; a University Studies transfer degree with 24 areas of emphasis; a General Studies associate degree with 22 areas of emphasis; 30 associate degrees primarily in career-technical areas; and 51 certificates that address the needs of local industry. Through courses offered at the main campus, off-campus sites, and via distance education, the District served 12,465 individual students or 7,224 full-time equivalent students in both credit and non-credit courses in 2013-2014.

This region's geography is mountainous in three directions, with the city of Redding located in the bottomland of the Sacramento Valley. The 2010 population of residents within the District boundaries numbered 272,487, comprising 203,432 adults (age 20+) and 69,055 residents age 19 and younger. The Shasta-Tehama-Trinity Joint Community College District is bordered by six other community college districts: College of the Siskiyous to the north, Lassen College to the east, College of Redwoods to the west, and Feather River College, Butte College, and Mendocino College to the south. Of these, the closest is the College of the Siskiyous in the city of Weed which is 68 miles from Shasta College. The closest CSU campuses are Chico State, 75 miles southeast,

and Humboldt State, 144 miles to the west. The nearest UC campus, UC Davis, is 157 miles to the south.

The ethnic/racial mix throughout the District has remained stable, with the white population making up 75-80% of the total. The total population is projected to grow 38% over the next twenty years with the absolute number of residents projected to increase in each racial/ethnic cohort. The largest numerical increase among non-white groups will be the Hispanic population, with more than 20,000.

**2c).** Given the lack of a nearby public university and the large number of health care providers in the region, community support for a baccalaureate degree in HIM is strong and has been evident through recent events and meetings.

The District convened a group of Medical Industry representatives from the Redding area to poll support. Input was provided by eight medical entities and based on their responses, the Letter of Intent was sent forward to the Shasta College Academic Senate listing Health Information Management and Health Science (Nursing) faculty. These represent our Associate Degree Nursing (ADN); Vocational Nursing (VN); Nurse Aide/Home Health Aid; and Health Information Management. For those that were unable to attend, statements were provided as follows:

From Lisa LeBlanc, RHIA, CHPS: As the North State Service Area Director for HIM covering Mercy Medical Center Mt. Shasta, Mercy Redding and St. Elizabeth Community Hospital—"I see this as a WIN for our current and future HIM employees." From Jennifer Thomas, President Far Northern Medical Group Management Association (FNMGMA) and Human Resource & Benefits Specialist, Teamwork HR: "I would like to state that this program would be pivotal for our community. To have an opportunity for a Baccalaureate degree here in Redding would be a phenomenal benefit not only for our community, but also for our local business owners. In the current tough economic times of our Medical Practices, now is the time that we really need higher education amongst our community. It is a matter of survival. If you don't have top notch staff or managers, it is going to be extremely difficult for your practice to thrive. It is absolutely necessary in order to navigate the difficult and challenging times that medicine is facing. To have a Health Information Management BA would provide such a greater level of education, inspire confidence as well as promote leaders into the ever changing field."

At the Second Annual Educational Summit and Exhibitor Showcase that was held offsite, at the Gaia Hotel in Anderson, California attendees were a variety of medical-related businesses; physician medical practices; clinics and other types of business entities. At the conference, 32 business entities, represented by 56 individuals signed their name, e.g., Dignity Health, Shasta Regional Medical Center, MD Imaging, Shasta Pathology, and various physician offices, in support of offering a nationally accredited bachelor degree in Health Information Management.

The need for education and the benefit for Shasta College students is supported by Assemblyman Brian Dahle, 1st District, who states: "Shasta College is in the heart of a seven-county rural region with no CSU or US campuses, leaving residents unable to pursue Baccalaureate degrees without the added expense of relocation. That shortfall frustrates the aspirations of students and is a drag on the regional economy. Leveraging the resources of the community college to provide a Baccalaureate-level program in a high-demand career will open new opportunities for students and meet the needs for employers facing a critical shortage of skills."

Student interest was assessed during the delivery of existing fall courses related to HIM. Instructors polled students and 90% students expressed interest in learning more about a Baccalaureate program after achieving their associates.

### 2d).

zuj.								
	2010-2020 Occupational Employment Projection	ons for No	orthern Ca	alifornia				
Ir	cludes: Chico MSA, Redding MSA, Sacramento MSA, Yuba City MSA North Co	ast Region	, North V	alley Regio	n, Northe	rn Mount	ain Regio	n
		Annual	Average	Employ	/ment	Ave	erage Annı	ıal
		Emplo	yment	Chai	nge	Jo	b Opening	s
	Replace-							
						New	ment	Total
soc				Numerical		Jobs	Needs	Jobs
	Occupational Title	2010	2020	[1]	Percent	[2]	[3]	[4]
11-9111	Medical and Health Services Managers	2,870	3,380	510	17.77%	52		123
21-1022	Healthcare Social Workers	1,340	1,720	380	28.36%	36	33	69
29-2011	Medical and Clinical Laboratory Technologists	1,000	1,050	50	5.00%	5	18	23
29-2012	Medical and Clinical Laboratory Technicians	1,290	1,380	90	6.98%	9	25	34
29-2071	Medical Records and Health Information Technicians	1,240	1,430	190	15.32%	19	24	43
29-2799*	Health Technologists and Technicians, All Other	1,280	1,520	240	18.75%	24	26	50
29-9011	Occupational Health and Safety Specialists	960	1,010	50	5.21%	5	34	39
29-9799*	Healthcare Practitioners and Technical Workers, All Other	850	1,010	160	18.82%	16	30	46
31-9092	Medical Assistants	6,360	7,560	1,200	18.87%	119	97	216
31-9094	Medical Transcriptionists	680	660	-20	-2.94%	0	11	11
31-9799*	Healthcare Support Workers, All Other	2,150	2,410	260	12.09%	26	34	60
43-3011	Bill and Account Collectors	3,300	3,640	340	10.30%	35	64	99
43-6013	Medical Secretaries	7,560	9,760	2,200	29.10%	221	100	321
TOTALS						567	567	1,134
	Most occupations are published according to the 2010 Standard Occupational Classification	, ,	,				isk may ha	ve the
*	same title as a 2010 SOC code, but not the same content; these occupations are assign							
	Numerical employment change is the net difference between the base and projected			-	b growth o	r decline. 1	The base an	d
[1]	projected year employment are independently rounded to 10. Therefore, numerical c			•				
	New jobs are only openings due to growth and do not include job declines. If an occup	oation's em	nployment	change is no	egative, the	ere is no jo	b growth a	nd new
[2]	jobs are set to zero. New jobs may not equal numerical change.							
[3]	Replacement Needs estimate the number of job openings created when workers retir	e or perma	nently lea	ve an occup	ation and n	eed to be	replaced.	
[4]	Total jobs are the sum of new jobs and replacement needs.							

According to current regional employment trends, provided by our Employment Development Department (EDD), the northern California region will experience a growth in occupations which would require and benefit from our proposed Baccalaureate program. All occupations listed above would lend themselves to someone with a Baccalaureate in HIM and would allow them to move into management positions. A total of 1,134 total jobs in the areas listed in the table above are projected by 2020. Our first graduation cohort is expected in 2018.

According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, the job outlook for health information jobs

(technicians <u>and</u> managers) is projected to grow 22 and 23 percent, respectively, from 2012 to 2022--this reflects a rate that is "much faster than the average for all occupations." Medical and health services managers held about 315,500 nationwide jobs in 2012. Most medical and health services managers work in offices in healthcare facilities, including hospitals and nursing homes, and group medical practices.

**2e).**Further evidence of the need for highly educated employees is summarized in a statement received from Steve Hosler, Vice President of Human Resources, Dignity Health North State: "The healthcare industry is experiencing a significant evolution in the provision of healthcare in the country through the required adoption and use of computer based electronic health records (EHR's), and the adoption of more complex and detailed medical records. The ability for healthcare organizations to recruit and retain qualified Health Information Management (HIM) professionals is essential for our long term success. HIM professionals are key to our ability to facilitate health information exchange to support patient care delivery with high quality in a safe environment. The pool of educated and trained HIM professionals is declining as the need is increasing. As one of the largest employers and the major health care system in the North State, we strongly support Shasta College's efforts to provide more educational opportunities in HIM."

An article contained in www.allhealthcaredegrees.com, stated that HIM careers can lead to certification as a Registered Health Information Administrator (RHIA)—a national certification for health information administrators and managers. The baccalaureate degree curriculum has a strong foundation in general education and lays the groundwork for future advanced learning at the graduate level for those interested in pursuing advanced studies. At the professional coursework level, the baccalaureate degree curriculum requires in-depth knowledge and skills in data content and uses, healthcare systems, information systems analysis and design, selected information and communication technologies, statistical analysis and clinical data management, research and evaluation methods, and strategic management of information resources. The expertise of the baccalaureate degree graduate lies in the planning, analysis, design, and management of healthcare information resources and services. The focus is on preparing mid-level managers. RHIA candidates must pass the national RHIA Certification Exam. By studying health information, students will acquire a versatile yet focused skill set incorporating clinical, information technology, leadership, and management skills. Health information professionals use their knowledge of information technology and records management to form the link between clinicians, administrators, technology designers, and information technology professionals. Health information programs incorporate the disciplines of medicine, management, finance, information technology, and law into one curriculum. Because of this unique mixture, health information graduates can choose from a variety of work settings across an array of healthcare environments.

### 3. Response to Need:

**3a).** Based on Shasta College data tracked for its annual planning process, between 2009 and 2014 the college awarded 393 Office Administration certificates and associate degrees in TOP Code 0514 (226 in TOP code 51400, 166 in TOP code 51420 and one in TOP Code 51420). Retention (course completion) data from 2011 through 2014 showed total percentages above 91% consistently for each year. Course success (Final Grade of A, B, C, CR or P) for the same time period was an average of 79% overall.

Data supports students are pursing certificates and degrees in under our Office Administration programs. All of these students could potentially serve as candidates for the HIM program as they will have completed most of their undergraduate units in a related field.

The chart below details the 166 awards granted by TOP Code 51420 since 2009. These are the current certificates and degrees being offered from which students would likely progress into the proposed baccalaureate degree program.

Awards Granted by TOP CODE	2009	2010	2011	2012	2013	2014
51420	20	35	33	32	31	15
CT.3275 Medical Billing Specialist	П	22	21	10	4	Ι
AS.1355 Medical Office Specialist	6	5	7	3		
CL.3410 Medical - Transcriptionist	2	4	2	1		2
AS.1483 Medical - Transcriptionist	- 1	4	1			
CT.3276 Office Administration - Health Information Management			2	12	13	8
AS.1356 Office Administration - Health Information Management				6	14	4

**3b).** The baccalaureate degree program will be offered to students who have completed prerequisite course work at an accredited college or university or have obtained certification as a Registered Health Information Technician (RHIT). It is projected that the Associates Degree program in Health Information Management, and ultimately the Baccalaureate Degree program will be accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The objective of the degree program will help to prepare graduates with the knowledge, technical skills and work habits that are needed in order to pursue positions in the competitive and growing health information management field. The programs will blend online coursework with on-ground experiences. Graduates of the programs will be eligible to sit for AHIMA's RHIT and RHIA national Certification exams. A variety of marketing methods will be used to reach underrepresented students, such as hosting special

informational sessions, visiting counselors at high schools who work with special populations, and brochures and videos highlighting our new baccalaureate program. In addition to existing students, outreach and marketing efforts will be aimed at incumbent workers who are looking for promotions and a change within their existing careers. Many of our local partners expressed the need for additional skills and education for current employees.

### **3c).** Enrollment projections are listed below:

Shasta College	2						
BA - HIM							
enrollment and gr	aduation t	argets					
12/12/2014 10:54							
					Total		
		Retaine	Retained		Projected		
		d from	from		Units (at 15	Total	Total
Semester at		Prior	Prior	Total	units per	Projected	Projected
Shasta College	Cohort	Term	Year	Enrolled	student)	FTES	Graduates
Fall 2016	30	0	0	30	450	15	0
Spring 2017	20	27	0	47	705	23.5	0
Fall 2017	32	18	24	74	1110	37	0
Spring 2018	22	29	16	67	1002	33.4	24
Fall 2018	34	20	26	79	1191	39.7	16
Spring 2019	24	31	18	72	1083	36.1	26
Fall 2019	36	22	27	85	1272	42.4	18
Spring 2020	26	32	19	78	1164	38.8	27
Fall 2020	38	23	29	90	1353	45.1	19
Spring 2021	28	34	21	83	1245	41.5	29
Fall 2021	40	25	30	96	1434	47.8	21
			Т	179			
NOTES							
Assumes ~90% ret	ention fall	to spring	and ~80%	retention	fall to fall.		
Assumes slow grow	wth in nev	v students	s over time	e.			

**d).** There is no evidence of program duplication with the UC or the CSU systems. The AHIMA website does provide a list of accredited programs in the State of California and only makes note of Loma Linda University, a private institution.

### **3e).** Proposed curriculum for the baccalaureate degree is as follows:

## **Degree Plan—Curriculum and Courses**

### PROGRAM REQUIREMENTS

## **Prior Degree Requirements**

Comparable Associate's or Baccalaureate Degree	60
TOTAL PRIOR DEGREE REQUIREMENTS	60

(Comparability is determined by a course-by-course examination of the prior associate's or Baccalaureate degree against the core requirements of a Shasta College Associates Degree in Health Information Management.)

### **Junior Year**

GE400 General Education Coursework	5
HI 400 Introduction to Health-Records Science	3
HI 401 Advanced Medical Coding Principles and Techniques, Part I	3
HI 403 Pharmacology for Health Information Administration	3
HI 406 Legal Aspects of Health Information Administration	3
HI 407 Long-Term and Alternative Delivery Systems in Healthcare	2
HI 410 Practicum I (Externship)	3
HI 412 Statistics for Health Professions	3
HI 412 Pathology I, II	3 3 3 2
HI 413 Overview of Health Informatics	2
TOTAL UNITS	30
Senior Year	
GE500 General Education Coursework	5
HI 503 Survey of Health-Systems Management—Applied	3
HI 504 Corporate Compliance & Ethics in Healthcare	
HI 505 Advanced Medical Coding Principles and Techniques, Part II	3
HI 508 Health Information Management	3
HI 511 Electronic Health Records—Advanced	2
HI 512 Special Projects in Computer Applications	3
HI 513 Research Methods	3
HI 514 Portfolio Practicum II (Externship)	3 3 3 3 3
HI 515 Medical Ethics and Healthcare	2
TOTAL UNITS	30
	400

### TOTAL PROGRAM REQUIREMENTS

120

(Courses within the Senior Year may be taken only after completion of the Junior Year and Practicum I (Externship), G.P.A. of 2.5, or by permission of the Division Dean. A minimum grade of C (2.0) is required for all courses in the program.)

# **Example of upper division discipline work from Medical Coding:**

(Extracted from a patient's medical record/physician notes):

# ICD-9-CM Coding Example with Inclusion/Assignment of a 5<sup>th</sup> digit for specificity:

**Diagnosis:** Acute exacerbation of chronic obstructive bronchitis

(Step 1) **Alphabetic Index**: Bronchitis, chronic, obstructive with exacerbation (acute) 491.21

(Steps 2, 3 & 4) Tabular: 491 Chronic bronchitis

491.2 Obstructive chronic bronchitis
491.21 With (acute) exacerbation

>>>> Code To Assign: 491.21 Bronchitis, chronic, obstructive, with (acute)

exacerbation

<u>Next step</u>: Analysis and review of ICD-10-CM diagnosis code using General Equivalence Mappings (GEMS) crosswalk to find the corresponding diagnosis codes between the two code sets. In this case, I-9 to I-10--forward mapping. Access the website for the Centers for Medicare & Medicaid Services, (http://www.cms.gov/Medicare/Coding/ICD10/2014) and review the three columns of the GEMS file: I-9; I-10; and Flag. Report your findings and interpret the meaning of the contents of each column comparing the two coding systems and specificity.

# 3f). Example of upper division General Education course work:

NOTE: State Academic Senate is currently working on defining the requirements for Upper Division coursework related to Minimum Qualifications, curriculum, accreditation, etc. However, below is a sample of potential course work requirements for our proposed program. Collaboration would occur between our HIM faculty and faculty in areas listed below.

# **10 units** minimum, can select units from:

<u>Humanities</u> (choose from history, literature, philosophy, foreign language, art/music appreciation/history).

<u>Multicultura</u>l (choose from Language, Art, Political Science, Sociology)
<u>Human anatomy</u> and physiology laboratory, complete sequence
Medical terminology, chemistry, geology, mathematics, astronomy, physics, statistics

# Example and description of Human anatomy and physiology laboratory, complete sequence:

SC 100 – Anatomy and Physiology I (5 units)

A 5-unit course covering structure and function of cells; primary tissues; the integument; osseous tissue and the skeletal system; muscle tissues and skeletal muscles; as well as an introduction to the nervous system.

No pre-requisite; 1 of 2 course sequence.

# SC 150 – Anatomy and Physiology II (5 units)

A 5-unit course covering the organization and functions of the central and peripheral nervous systems and the visceral organ systems.

Pre-requisite SC 100; 2 of 2 course sequence.

# **3g).** Timeline for Program Planning/Implementation:

Activity	Estimated Completion Date
	(Month/Year)
Application Submitted	December 2014
Pilot College Announcement	January 2015
Recruit and Hire HIM Project Director	February 2015 – August 2015
Prepare and submit major change	February 2015-January 2016
application to ACCJC	
Implementation/Management (Ongoing)	January 2015- August 2016
Launch of Baccalaureate HIM	August 2016
Degree Completion (First Cohort	May 2018
Graduates/RHIA)	
CAHIIM Accreditation	August 2015-August 2016

# 4. Program Management/Institutional Commitment:

**4a).** Shasta College is accredited by ACCJC; it most recently received reaffirmation status in February 2013 after being placed on Probation in February 2012 for issues related primarily to integrated planning. It took the college only one year to have accreditation reaffirmed. Shasta College submitted its Midterm Report in October 2014. The next accreditation visit will take place in 2017. Current employees have been active in service on accreditation teams to other schools, including serving on teams to six different institutions in the past three years with two follow up visits. President Wyse has led an accreditation team to another institution and two more employees are scheduled to serve on teams this coming spring.

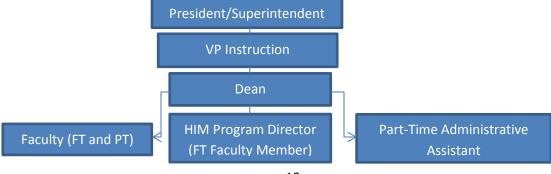
The District's Health Sciences programs are accredited by non-governmental and/or state regulatory organizations of the Department of Consumer Affairs and the Department of Public Health and Safety. Dental Hygiene: American Dental Association, Commission on Dental Accreditation, Associate Degree Nursing (RN): State of California Department of Consumer Affairs Board of Registered Nursing - California (BRN), Vocational Nursing (LVN): State of California Department of Consumer Affairs Board of Vocational Nursing and Psychiatric Technicians (BVNPT), CNA/Home Health Aide: State of California Health and Human Services Agency California Department of Public Health (CDPH). This service and experience provides the college with the institutional capacity necessary to guide the process to gain the necessary accreditation approvals for this proposed program.

Shasta College is prepared to seek accreditation both through the ACCJC and through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) for this proposed baccalaureate program. CAHIIIM is an accrediting organization which has independent authority in all actions pertaining to accreditation of educational programs in health informatics and health information management.

**4b).** Shasta-Tehama-Trinity Joint Community College District has maintained an excellent fiscal standing over the past several years despite cutbacks from the State. Most recently, during a 2014 refunding of the Districts' general obligation bonds, Standard and Poor's raised the District's rating to AA-, citing a strong fund balance and low overall debt burden. Over the past four years the Districts ending fund balances have been 23.4%, 26.9%, 27% and 24.2% respectively. Additionally, the annual required budgetary reports to the ACCJC have resulted in no requests for additional review. The District has been diligent in its annual planning processes. The Budget Committee spends a significant amount of time analyzing local enrollment projections and statewide issues in the development of five year budget projections. These budget projections are updated each semester as more information becomes available from the State relating to community college budgets. These projections help guide the Budget Committee in the current year budget development process and in making recommendations on availability of funds in subsequent years. Overall, Shasta College is fiscally sound and equipped to implement a new Baccalaureate program.

- **4c).**The program will have a Dean overseeing the management and success of the program with involvement of both the Superintendent/President and Vice President of Instruction. The District's primary CTE Dean will take on the new Baccalaureate Degree. She has extensive CTE experience and has served as a faculty member and Dean at Shasta College for over 13 years. The HIM program will be managed by a full-time Director (HIM), who will be a full-time faculty member with release time. The Director position will be a new position and advertised throughout the country to ensure we find the most qualified individual. An additional full-time Faculty member will be hired to support the program and provide instruction. In addition, we will have an Administrative Assistant to assist with daily administrative tasks. At the present time, there are two part-time OAS faculty members that would meet CAHIIM Faculty requirements which provide needed internal expertise. One part-time instructor (MBA/RHIA/CCS-P) has been teaching at Shasta College since 1998. The second Part-time Instructor has credentials that include RHIT/CPC/MA.
- **4d).** While the baccalaureate program is a new proposal for community colleges, Shasta College frequently implements new programs. Shasta College is known statewide for its various Career Technical Education (CTE) programs. Within the past year Shasta College was awarded 3 Deputy Sector Navigator grants because of management experience and success in the division where the baccalaureate will be hosted. Shasta College was recently chosen as the central fiscal agent for the state wide enhancement funds for 13 colleges in the north region. These grants total over 5 million dollars in new grant funds. With a collaborative management team and through alignment of our programs with industry needs and future needs, we continue to provide a knowledgeable and skilled workforce for the regional economy. In our CTE division this year alone, we have managed to leverage and create an entirely new advanced manufacturing program (industry driven), doubled our staff and enrollment in welding, and added numerous certificates/degrees to our computer information systems program. We are attracting new industry partners who are excited to join our advisory committees. Creating and implementing programs successfully requires innovation and strategic planning. With our previous experience and our shared governance structure. we have the foundation and vision needed to implement a successful program

# 4e). Proposed Organization Chart:



## 5. Resources:

- **5a).** Funding to support the planning and implementation of program will come from sources such as Perkins, CTE Grants, CTE Pathway Trust awarded, Student Success funds, Professional Development General Fund, and community partners who are willing to support our program with resources, including but not limited to externship worksites, faculty with minimum qualifications, guest speakers and some financial support to start the program. Shasta College has maintained a professional development funding program of \$20,000 through its general fund in spite of difficult fiscal times. This has been increased to \$40,000 for the current fiscal year. In addition, Shasta College has recently changed to a 17-week semester allowing for faculty to participate in 11 additional flex days related to professional development, several of which focus on improved pedagogy and curriculum revision.
- **5b).** Shasta College recruits for Part-Time faculty throughout the year. We are proactive in selecting qualified individuals and review our incoming applications on a consistent basis. Currently we have our entire faculty in place to cover our existing Associates Degree in HIM, all of who meet CAHIIM's faculty credentials. However, we have other faculty applications in the queue that are qualified to teach in our HIM program. We are fortunate in this HIM program, as for CTE programs it is typically difficult to find qualified instructors. Some contributing factors to our success in finding qualified instructors stem from our community's ability to attract individuals with extensive medical backgrounds.

Appropriate student support services and personnel are available to meet the needs of students enrolled in the Health Information Management BA program. Shasta College offers both online and face-to-face orientations. Counselors will be trained to meet the needs of students who will be enrolled in this program. Online Counseling is available for students who are geographically distant. Admissions and Records Specialist (including those with transcript evaluation experience) and Financial Aid Technicians are trained to meet the needs of students who will be enrolled in this program. In addition, Shasta College also features a full range of student support services including: Disabled Student Programs and Services (DSPS) and additional services for Veterans. Accommodations include sign language interpreters, note takers, an Assistive Technology Lab and a Learning Services Office.

Shasta College has numerous academic support systems in place to ensure that students reach their academic goals. All students have access to our comprehensive Learning Resource Center which provides tutoring and small group support in Mathematics and with writing across the curriculum. Currently we have one tutor in the Learning Resources Center dedicated to assist students enrolled in our existing Health Information Management program. Shasta College is prepared to evaluate and provide additional academic support for students in the HIM program.

The library provides access to research materials and information competency instruction in all subject areas that support College curriculum. Research support services are available every hour that the library is open. Students who are unable to come to campus can arrange a phone appointment, use the live chat service, and get help via email. Online students have 24/7 online live support to help students resolve technical problems. The department is in the process of developing an online student readiness workshop to further support student success. Shasta College is a proud participant in the statewide Online Education Initiative in which we will work with other colleges to collaboratively offer online classes. Our selection for the competitive program is recognition of the efforts we have made to ensure quality online education.

**5c).** The 337-acre main site is comprised of 83 buildings, totaling approximately 495,000 square feet of educational building space. Currently we manage our HIM Associate's degree by utilizing our 2200 (Business Education) which is located in the west portion of the main Shasta College campus. The one-story, 13,183-squarefoot building contains 6 classrooms, two of them being computer class labs. The new program would utilize classrooms and labs (as needed) in the 2200 building as well as our online capacity. The 2014 Facilities Master Plan confirms underutilization of educational space throughout our campus. We plan to increase utilization of classroom space in other buildings by moving classes from Associate's and Certificate programs currently scheduled in the 2200 building to other buildings in order to ensure that all Baccalaureate courses are scheduled in the 2200 building. As well, we plan to have office spaces available for both the Program Director and Full-Time faculty member in the 2200 building.

We are confident the program would only require prioritized classroom space. Curriculum dictates lecture and some lab time on computers. Field work would take place while completing Externship unit requirements. Our existing classrooms are equipped and currently provide instructional equipment to successfully deliver all courses in the proposed program. The college's intentions are to offer portion of the required courses online which will allow students to complete the program with minimal use of facilities on the main campus. In 2009-10 the current facilities were supporting over 8200 FTES. This year the District is anticipating supporting approximately 7000 FTES, which demonstrates that we have room to grow.

Any needed supplies or equipment which may be identified as we implement the program will have access to funding through Perkins, Grants and General Fund dollars committed to the success of this program.

**5d).** Based on the resources identified in section 5a through c above, it is evident that Shasta College has the resources and support that are required for a Pilot Baccalaureate Degree program. If the need for new resources arises, the District has a full-time Grants Director who can identify resources of funding and prepare applications.

# Academic Senate Special Session MINUTES

Monday, December 15, 2014 3:00 – 4:45 p.m. Room 1109

	Exe	cutive (	Committee Members Pr	esent	
Х	Cathy Anderson		Mark Blaser		Keith Brookshaw
х	Paul Calkins		Kendall Crenshaw		Camilla Delsid
х	Richard Fiske	х	Leo Fong	х	Lenore Frigo
х	Scott Gordon		Debra Griffin	х	Karen Henderson
х	Susan Keller	Х	Robb Lightfoot	х	Jennifer McCandless
	Rob McCandless	х	Susan Meacham	х	Ray Nicholas
	Brad Peters		Mark Racowsky	х	Carolyn Salus-Singh
х	Terrie Snow	Х	Brian Spillane		Craig Thompson
	Don Cingrani (N/V)		Ron Marley (N/V)	Х	Meridith Randall (N/V)
		Ot	her Faculty Present		
Х	Janmarie Malik	Х	Casey Schurig		
		_1		1	1
			Guests		
х	Eva Jimenez	х	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

# MEETING OF THE BOARD OF TRUSTEES OF THE SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT WEDNESDAY, JULY 8, 2015

## **MINUTES**

The Board of Trustees of the Shasta-Tehama-Trinity Joint Community College District met in regular session on Wednesday, July 8, 2015, in the Board Room of the Shasta College Administration Building located at 11555 Old Oregon Trail, Redding, California.

## 1. CALL TO ORDER

The meeting was called to order by Mr. Robert Steinacher, Board President, at 7:02 p.m.

# 2. ROLL CALL

Roll Call indicated the following:

Trustees Present

Trustees Absent

Dr. Rob Lydon

None

Mr. Duane Miller

Ms. Rhonda Nehr

Mr. Kendall Pierson

Mrs. Rayola Pratt

Mr. Robert Steinacher

Mr. Scott Swendiman

Mr. Cullen Smith, Student Trustee (arrived at 7:08 p.m.)

# 3. FLAG SALUTE

Mr. Steinacher led the flag salute.

## 4. INTRODUCTION OF SPECIAL GUESTS

Superintendent/President Dr. Joe Wyse said everyone who comes to the Board meeting in July is special, so thank you for showing up.

# 5. CALL FOR REQUESTS FROM THE AUDIENCE TO SPEAK TO ANY ITEM ON THE AGENDA

Mr. Steinacher asked if there were any requests from the audience to speak to any item on the agenda. There were no requests.

#### 6: REPORTS

# 6.1 FACULTY ASSOCIATION REPORT

Mr. Anthony Eckhardt, Faculty Association President, was unable to attend the meeting.

## 6.2 **ACADEMIC SENATE REPORT**

Mr. Robb Lightfoot, Academic Senate President, was unable to attend the meeting.

# 6.3 CLASSIFIED EMPLOYEES' ASSOCIATION REPORT

Mr. Steven Reeves, President of CSEA Chapter 381, was unable to attend the meeting.

# 6.4 **STUDENT SENATE REPORT**

Mr. Cullen Smith, Student Senate President, greeted the Board and provided the following report:

First, I'd like to apologize for being a few minutes late. My car had some engine trouble. I look forward to working with all of you. Student Senate is taking action before school starts. We held a survival day for high school graduates, and are getting the Student Senate office in order for training new senators.

# 6.5 **BOARD MEMBER REPORTS**

Mr. Steinacher asked if there were any Board Member reports. There were none.

# 6.6 <u>SUPERINTENDENT/PRESIDENT'S REPORT</u>

Dr. Wyse said I have a couple of things to report. We did get our preliminary numbers on how many students were cleared as graduates with AA-T and AS-T degrees which is our Associate Degree for Transfer to CSU Chico or other CSU schools. In 2013-2014, there were 89. Last year, 128 students graduated with degrees in these areas. We've seen good growth in these degrees which provide flexibility for a student transferring to any CSU. They graduate from Shasta College with 60 units, and need just 60 more to get their Bachelor's degree. It's exciting so see this becoming popular. This is due to our counseling staff and faculty working hard on program development.

There have been a couple of really interesting news items this week. The UC system just announced they are going to develop their own version of the degrees I just talked about. They will provide for 60 units to be achieved at a community college after which the student can get in to any UC where they will need just 60 units to finish. They are focusing on the most popular majors. The only thing that would make it better is if they said what works for the CSUs will work for us so students wouldn't have to choose between CSU and UC transfer degrees. But this is a good thing. It will provide for mobility around the state and will be more efficient. They've just announced this, so there is not a lot of information but we plan on having extra work to develop our degrees for UC transfer.

Yesterday Representative Scott from Virginia and Senator Baldwin from Wisconsin introduced jointly into the House and Senate in Washington D.C. a bill called America's College Promise Act of 2015. This bill is intended to provide funding for President Obama's bid made in January to provide the first two years of college free for certain students meeting certain requirements throughout the nation. The initial act will require \$80 billion in funding over the next 10 years go to the states somehow. This will be debated and is national news. Community colleges are continuing to get a national profile as a good way for student to start their higher education. I will be sure to inform you of developments as they happen at the Federal level.

If you didn't notice, our theatre performance of Guys & Dolls starts this weekend. The performance dates are July 9-11, 16-18, and 23-25 at 7:30 p.m. There are also matinees on 7/12 and 7/19 at 12:00 noon. This is good summer theatre.

You'll notice that the athletics schedules are in the consent agenda. There could be some changes, but these are the planned athletic schedules so mark your calendars.

I'd like to welcome Cullen Smith. Dr. Kevin O'Rorke [Vice President of Student Services] welcomed Mr. Smith and said I haven't had the pleasure of meeting you, but it was a very successful year with Lindsey [Matheney] who you worked alongside, and I understand it was a landslide election. The Governing Board welcomed Mr. Smith.

## 6.7 SHASTA COLLEGE FOUNDATION QUARTERLY REPORT

Mr. Scott Thompson, Executive Director of the Shasta College Foundation, greeted the Board and provided the following report:

Shasta College Foundation / The McConnell Foundation Speaker Series - Update
On April 21<sup>st</sup>, our second speaker, environmental activist and writer of over 30 books, Rick
Bass, presented a standing room only student workshop in the afternoon. That evening,
Rick spoke to students and community members in the theatre, then returned the next day
to join festivities in the quad for Earth Day. Our experience with Rick was powerful and he
made a positive impact on our students inspiring them to improve their writing skills. He
encouraged people to think about how important political activism is, to fight for things you
truly believe in and preserve the wilderness and ecosystem for future generations.

On November 21<sup>st</sup>, our third speaker for fall will be writer Pam Houston. Her stories have been selected for volumes of Best American Short Stories, The O. Henry Awards, the 2013 Pushcart Prize, and Best American Short Stories of the Century. She is the Director of Creative Writing at UC Davis.

Last month we learned that The McConnell Foundation will be funding the Community Speaker Series for another year, along with a match from the Shasta College Foundation. The driving hope for our Speaker Series is to foster campus and community discussion and activism.

# Aquarium Project / Earth Sciences

A few years ago a 1,000 gallon aquarium was donated to the college for our Earth Sciences area. It's been in storage on the farm waiting for funding to get it up and running. The Foundation Board approved funding in the amount of \$6,600 to launch this project under the direction of Instructor Randy Reed. The aquarium will feature an array of salt water creatures, including "Spot" a Swell shark who has lived at the College in a small aquarium for the past 8 years. This aquarium will be an incredible learning tool for our Earth and Life Sciences students for years to come.

# **Burney Property Update**

The building in Burney was utilized by a group called *Burney Reunites* to host their Welcome Center during the recent Burney Basin Days event over the 4<sup>th</sup> of July weekend. Ken Wike emailed me letting me know they heard nothing but positive comments regarding the Welcome Center and said it was one of the best additions to Burney Basin Days in years. The center included a wonderful art show as well as a large display featuring "vintage" Burney, from old logging displays to signage from local businesses of the past.

# "Pay it Forward"

Our "Pay it Forward" voluntary payroll deduction staff drive continues to be an important program for funding campus programs and events. Since April, the Foundation has sponsored the following events:

Programs and Events			
Cinco de Mayo Celebration – 5/5/15 prizes/supplies (Kevin O'Rorke/Darlene Templeton) Bus transportation for students	\$285.19		
"One Flew Over The Cuckoo's Nest" t-shirts for cast 3/19/15 (Ken Hill) Advertising for play	\$107.50		
Guest Speaker Rick Bass – 4/21/15 (Foundation) Student Workshop Lunches	\$344.90		
Earth Day featuring Rick Bass – 4/22/15 (Randy Reed) Lunches for Booth Participants	\$295.36		
Triple Bogey Golf Tournament – 4/25/15 (James Crandall) Custom advertising tags for players	\$240.00		
CSEA Star Awards – 4/30/15 (Theresa Markword) Breakfast for Classified Staff	\$322.50		
Student Art Show Opening – 4/30/15 (Susan Schimke) Overage for reception	\$51.26		
Performance Rights for Film "Rich Hill" – 5/6/15 (Sharon Brisolara/Carolyn Singh)	\$307.98		
Civic Expo – 4/27 (\$105.00), 4/29 (\$70.00), 5/5 (\$105.00), 5/7 (\$70.00) (Shelly Presnell) Appreciation pizza celebrations for student participants	\$350.00		
Coral Sea Research Vessel – Oceanography Class – 5/9/15 (Randy Reed) Class fundraised \$980.00	\$2,000.00		
Cram Week Refreshments in Tutoring/Learning Center – week of 5/11/15 (Teresa Doyle) Refreshments for students	\$216.30		
Cram Week Refreshments in Library – week of 5/11/15 (Will Breitbach) Refreshments for students	\$280.00		
Cram Night Refreshments at Tehama Campus – week of 5/11/15 (Susan Ayers/Helaine Rampley) Refreshments for students	\$53.87		
"Day of the Teacher" - Breakfast for Faculty – 5/13/15 (Meridith Randall)	\$315.89		
Tutor Appreciation Luncheon for Learning Lab Tutors – 5/14/15 (Teresa Doyle)	\$325.30		
Special Drama Guest Performer, Dash Waterbury - July 9-26, 2015 (Ken Hill) Drama Consultant Honorarium "Guys & Dolls" Summer Play	\$1,000.00		
Total from April to present	\$6,496.05		

# **OpWall Update**

The OpWall trip to Honduras is going on right now. Instructor Randy Reed just returned with his group after a two week adventure, and Instructor Susannah Fulton left last Monday for Honduras with her group. We've been receiving photos and video clips and have been posting them to the Foundation's web page, as well as our Facebook page. The Shasta College Foundation and The McConnell Foundation funded a total of \$20,000 in scholar-ships. Randy is here this evening for a brief presentation with photos. We plan to have a full presentation to the campus community this fall.

Mr. Randy Reed [Earth Sciences Instructor] gave a presentation regarding Opwall [Operation Wallacea]. Mr. Reed said we offered NHIS-5 which is Natural History of the Neotropics through two trips to Honduras. One trip was overseen by Mr. Reed and the other was overseen by Susannah Fulton [Botany Instructor]. He thanked Meridith Randall, Caryn Bailey, Courtney Vigna and Kristen Ruano for all their hard work on the curriculum for this class. He also thanked Peter Griggs [Director of Marketing and Outreach] and Morris Rodrigue [Vice President of Administrative Services]. 35 students participated overall. We're looking to keep our relationship with Opwall and perhaps develop it into a larger program over the years. Our study abroad program is underway.

Mr. Thompson said in fall there will be a presentation just for this. Everyone can be there, including students who want to come next year. Mr. Reed said the presentation will be in late August or early September. Part of the course is developing a project and presenting it. We're hoping there will be an opportunity to hear from the students first hand as well as see the projects they developed while in Honduras. Mr. Pierson asked, are other students from other parts of world there at the same time? Mr. Reed replied yes, there are lots of individuals from Great Britain and Scotland. The researchers are on a global scale, with 75 to 80 of them being British. The bat researcher was from Mexico, and the birder was from Poland. There were also Norwegian G.I.S. individuals and entomologists. Part of the experience involved cultural exchange with the local population. They provided the guides and food, and there were families at the base camp. We had more interaction with the British researchers, as we worked side-by-side with them throughout much of it. Mr. Pierson said it sounds like a good experience. Mr. Reed replied it was amazing.

# 6.8 **INSTRUCTION REPORT**

Ms. Meridith Randall, Vice President of Instruction, said at the last meeting Rayola [Pratt] brought up some questions about our Deputy Sector Navigators, and all three of them are here to make a short presentation. I'm sorry we don't have any slides or music, but we do have a handout [attached hereto as Exhibit A]. There are three different grants for three different sectors. Advanced Manufacturing is managed by Rick Osbrink; Agriculture, Water and Environmental Technology is managed by Heather Kelnhofer; and Small Business is managed by Darren Gurney. I asked if they could provide a snapshot of this past year. We've had these grants for two years, and they are entering the third year. The front of the handout is actually specific to the District, and the back of the handout lists regional projects. As a reminder, we serve seven different colleges. These grants are housed at Shasta College, but we still have the responsibility to work within the seven counties which are listed there.

Mr. Osbrink said through the Advanced Manufacturing grant we are working with Rockwell Automation. We worked directly with faculty, Sierra Pacific Industries, and Knauf Insulation, among others. We are now able to offer a Rockwell Automation certificate. Rockwell is a national leader, so students get industry-recognized certification. Class starts this fall. We hope to help incumbent as well as new students.

Ms. Kelnhofer said through the Agriculture, Water and Environmental Technology grant, this past May we co-sponsored with SWAG [Sacramento Watersheds Action Group] and one of our faculty—John McCullah—a two-day erosion control summit at Shasta College. It was very well received. There were over 40 individual attendees from the Bay Area to Nevada. We worked closely with John Livingston and our students, and received lots of accolades. Mr. Pierson asked, are most of the people interested in that in the construction industry? Ms. Kelnhofer replied they were in a whole gamut of different businesses. Some of them were in forestry involving streams.

Mr. Gurney said through the Small Business grant there is an entrepreneur project sponsored every year with high school students ages 14 to 18. This year about 500 students from five different counties competed. Our local West Valley High School competed and placed third out of 20. The competition involves innovation through bringing an idea forward to try and pitch and sell it to investors. I work with the community to get business owners as the judges. U.S. Bank gives out prizes and awards. Mr. Pierson asked, can you give us an example of one of the ideas? Mr. Gurney replied flutter shutter, which is similar to Google Glass but it takes a picture when you wink. Mr. Swendiman asked, can the student market it and make money from it? Mr. Gurney replied there is an investor in Silicon Valley interested in the idea, and they are talking about how to move forward on prototyping.

Ms. Jimenez said this gives you a snapshot of some of our activity. Our DSNs have been setting the stage as role models for other DSNs. They are doing so much more than many others across the state. Thanks to them for making us all look good.

# 6.9 STUDENT SERVICES REPORT

Dr. Kevin O'Rorke, Vice President of Student Services, said he had no report.

# 6.10 ADMINISTRATIVE SERVICES REPORT

Mr. Morris Rodrigue, Vice President of Administrative Services, provided the following report.

# Lease Revenue Bonds Expenditures

Mr. Rodrigue said there are no changes in the upper part of the report, but in the lower part, you'll see a couple of hundred thousand dollars difference. All that money will be gone soon because the water loop project was approved. Mrs. Pratt asked, is that what we see in the far north corner of campus? Dr. Wyse said you mean the blue tubes. Mr. Rodrigue said the pipes you're looking at in the north parking lot are not just in that area but in all different areas. We're boring and putting in pipes underground. Mr. Rodrigue presented some photographs of the project [attached hereto as Exhibit B]. Mr. Swendiman said you're boring rather than trenching? Mr. Rodrigue replied yes. Mr. George Estrada [Director of Physical Plant] said it creates a vacuum for investigative purposes. We follow the pipeline to make accurate drawings. Mrs. Pratt asked, is there flexibility in those pipes? Mr. Rodrigue replied yes. I wanted to give you an idea of the water loop project and how it's coming along. Mrs. Pratt asked, how is the pipe spliced together? Mr. Estrada replied it's heat welded. We're doing night welding due to the heat. Mr. Rodrigue said it's likely that by the next report the funds showing will largely be gone.

# Report of Budget to Actuals

Mr. Rodrigue said our target is 91.66%. Last year at this time we were at 87.32%. Currently, we're sitting at 83.69%. Once again, this percentage is off because of the large amount of cash sitting in Fund 12 from grants we've brought in that we haven't had in the past. They are getting expended. I don't think the 83.69% is accurate. The percentage is probably higher than 87.32%, but below the 91.66% target.

# 7. APPROVAL OF MINUTES

# 7.1 MINUTES OF THE BOARD'S SPECIAL MEETING HELD JUNE 2, 2015

It was moved by Mr. Scott Swendiman and seconded by Dr. Rob Lydon TO APPROVE THE MINUTES OF THE BOARD'S SPECIAL MEETING HELD JUNE 2, 2015. The matter passed 7-0, and the Student Trustee abstained.

# 7.2 MINUTES OF THE BOARD'S REGULAR MEETING HELD JUNE 10, 2015

It was moved by Mr. Kendall Pierson and seconded by Dr. Rob Lydon TO APPROVE THE MINUTES OF THE BOARD'S REGULAR MEETING HELD JUNE 10, 2015. The matter passed 7-0, and the Student Trustee abstained.

## 8. CONSENT/ACTION AGENDA

Dr. Wyse said all of Section 8 is the consent agenda, and there are two corrections. The one on page 35 corrects the length of an assignment to 11 months (from 12 months). On page 54 is a resignation. With these two corrections, I recommend approval of the consent agenda. Mr. Pierson said page 70 has contract agreements and MOUs. It looks like there is a little over \$30,000 in marketing contracts. Is this running about the same, more or less? Dr. Wyse said it's about the same as the last two years. These contracts are for this coming year. Mr. Pierson said I don't recall seeing them in this format. About the same amount has been expensed? Dr. Wyse said we may do a little more on the internet, but it's pretty similar.

It was moved by Mr. Duane Miller and seconded by Mr. Kendall Pierson TO APPROVE THE CONSENT/ACTION AGENDA as corrected. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9. **DISCUSSION/ACTION AGENDA**

# 9.1 STRATEGIC PLAN 2015-2018 FOR THE SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

Dr. Wyse said we continue to follow the procedures outlined in our integrated planning manual. The most recent product is our next 3-year Strategic Plan. In front of you is the gussied up version. It was made to look nice and fancy. We did a limited print run and will check for any errors. We'll then follow with a big print run so they will be available on Welcome Back Day in August. This is not an action item, but we recommend you acknowledge receipt. A lot of good work was done by the task force under College Council, and we got feedback from the entire campus community. We're very happy with the process which each time is getting better with planning. Mrs. Pratt asked for the activities, what did you actually do? Dr. Wyse said that's a good question. We're working on our final report for the 2012-2015 Strategic Plan, and will probably have that done by September. The lack of a researcher during the last few months has put a crimp in the production of our report. We're producing a wrap up report to summarize what we accomplished in our last Strategic Plan. Mrs. Pratt said we need to be looking back to see outcomes. Dr. Wyse replied we've done two annual updates to the plan but not the wrap up for the final report. Mrs. Pratt said one thing I did notice we achieved is our Facilities Master Plan. I thought it was a wonderful thing. Dr. Wyse said that's the type of thing we will summarize. We won't have accomplished everything. The problem is we're not striving hard enough if we accomplish all of it and some things will probably always be carried forward. Board President Robert Steinacher acknowledged receipt of the report.

# JULY 8, 2015

# 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 <u>SECOND READING OF REVISED OR NEW BOARD POLICIES/ADMINISTRATIVE PROCEDURES</u>

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 <u>APPROVAL TO PARTICIPATE IN STATE BACCALAUREATE DEGREE PILOT PROGRAM – HEALTH INFORMATION MANAGEMENT</u>

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

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back has Nursing listed on 5-65, 5-66 and 5-67. It's as it says in the back; here it is. Whatever it is you saw is corrected. Ms. Randall said Rayola [Pratt] is right. There are things that are not really clear.

It was moved by Mr. Kendall Pierson and seconded by Mrs. Rayola Pratt TO APPROVE THE 2015-2016 SHASTA COLLEGE CATALOG. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.6 **GRANT PROPOSAL – SHASTA COLLEGE NATURAL RESOURCE RESTORATION CREWS**

Ms. Randall said this is a very interesting grant that Ms. Eva Jimenez [Dean of Economic and Workforce Development] will describe. Ms. Jimenez said as some of you may know, this is our third year now for the Resource Advisory Committee [RAC] grant. RAC is very supportive by having a couple of crews work during the summer that are hired out of our natural resources program. They work on dedicated projects to learn about our local environment. RAC seeks us out, and gives job opportunities to our students.

It was moved by Mr. Duane Miller and seconded by Dr. Rob Lydon TO APPROVE THE SHASTA COLLEGE NATURAL RESOURCE RESTORATION CREWS GRANT PROPOSAL AND AUTHORIZE ACCEPTANCE OF THE FUNDS SHOULD SHASTA COLLEGE BE SELECTED TO RECEIVE THE GRANT AWARD. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.7 GRANT PROPOSAL – NEW SCHOLARSHIPS

Ms. Randall said Ms. Jimenez will speak to this item. Ms. Jimenez said you are all familiar with our Non-traditional Employment for Women [NEW] event which we've been holding for five years now. The Women's Fund is a local women's group that is very supportive of the NEW event. Initially they supported us by providing dollars for the event. We are taking a different spin on it this time with Amy Schutter's [Director of Grant Development] assistance. The proposed scholarships will provide an opportunity to come to school. One of the requirements is the student must attend a NEW event and then they can apply for a scholarship. Mr. Cullen Smith asked what are the non-traditional employment areas students would apply for? Ms. Jimenez replied Welding, Heavy Equipment, Administration of Justice, Computer Information Systems, Fire, Transportation, and Diesel Technology.

It was moved by Mrs. Rayola Pratt and seconded by Mr. Scott Swendiman TO APPROVE THE NEW SCHOLARSHIPS GRANT PROPOSAL AND AUTHORIZE ACCEPTANCE OF THE FUNDS SHOULD SHASTA COLLEGE BE SELECTED TO RECEIVE THE GRANT AWARD. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.8 <u>ATHLETIC TRAINING COVERAGE AGREEMENT WITH SHASTA ORTHOPAEDICS & SPORTS MEDICINE</u>

Ms. Randall said this is a renewal of our agreement to have athletic training coverage.

It was moved by Mr. Scott Swendiman and seconded by Dr. Rob Lydon TO APPROVE THE RENEWAL AGREEMENT WITH SHASTA ORTHOPAEDICS & SPORTS MEDICINE. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

#### 9.9 PERSONAL SERVICES AGREEMENT WITH FREDERICK DAVID, M.D.

Mr. Rodrigue said this is an agreement with the physician who helps out in our health clinic.

It was moved by Mr. Scott Swendiman and seconded by Mrs. Rayola Pratt TO APPROVE THE PERSONAL SERVICES AGREEMENT WITH FREDERICK DAVID, M.D. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.10 RESOLUTION TO ENTER INTO AGREEMENT WITH CALIFORNIA DEPARTMENT OF FORESTRY AND FIRE PROTECTION (NO. 2015-16-01)

Mr. Rodrigue said this is the agreement we enter into every year for coverage at our fire house which is shared with CAL FIRE. Basically, they staff it in the winter and we pay for them to stay on campus during the off-season.

It was moved by Mrs. Ravola Pratt and seconded by Mr. Duane Miller TO APPROVE THE CALIFORNIA DEPARTMENT OF FORESTRY AND FIRE PROTECTION AGREEMENT. AND ADOPT RESOLUTION NO. 2015-16-01 APPROVING THE AGREEMENT FOR THE PERIOD JULY 1, 2015 THROUGH JUNE 30, 2016. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.11 INCOME AND EXPENDITURES – CASH BASIS

Mr. Rodrigue said we are seeking approval of our cash expenditures. Please note the unusually high ending cash balance in the General Fund 11 & 12 column. This is due to the high dollar amounts landing in Fund 12.

It was moved by Mr. Kendall Pierson and seconded by Mrs. Rayola Pratt TO APPROVE THE INCOME AND EXPENDITURES - CASH BASIS REPORT FOR THE MONTH OF MAY 2015. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.12 AUTHORIZATION TO AWARD CONTRACT FOR DENTAL HYGIENE CHAIRS, EQUIPMENT AND INSTALLATION PROJECT

Board President Robert Steinacher said this item has been pulled from the agenda.

# DONATION OF SHASTA COLLEGE DNETAL HYGIENE CHAIRS

Board President Robert Steinacher said this item has been pulled from the agenda.

## 9.14 AUTHORIZATION TO REISSUE PAYROLL CHECK

Mr. Rodrigue said as you've experienced here before, we need to reissue a payroll check that was not cashed or was lost.

It was moved by Mr. Kendall Pierson and seconded by Mr. Scott Swendiman TO AU-THORIZE THE BUSINESS OFFICE TO DRAW A NEW PAYROLL CHECK IN THE AMOUNT OF \$147.17 TO JAIME L. SCHMIDT. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.15 AUTHORIZATION TO DISPOSE OF SURPLUS PROPERTY

Mr. Rodrigue said we have a few of these types of items on the agenda tonight. This first group doesn't have any sale value, so it's up for recycle. We recommend recycling these items.

It was moved by Mr. Scott Swendiman and seconded by Dr. Rob Lydon TO AUTHORIZE DISTRICT ADMINISTRATION TO DISPOSE OF THE SURPLUS PROPERTY AS PRESENTED. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.16 <u>AUTHORIZATION TO HOLD SURPLUS PROPERTY SALE</u>

Mr. Rodrigue said this surplus property was deemed valuable enough to put out for sale. We would like to have a surplus property sale to get rid of these items.

It was moved by Mr. Kendall Pierson and seconded by Mr. Duane Miller TO AUTHORIZE DISTRICT ADMINISTRATION TO DISPOSE OF THE SURPLUS PERSONAL PROEPRTY THROUGH THE MEANS OF A SURPLUS SALE OR AUCTION AND FINALIZE THE SALE OF THE ITEMS BASED ON THE HIGHEST ACCEPTABLE BID PER ITEM. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

# 9.17 RECYCLING OF DISTRICT ELECTRONIC PROPERTY

Mr. Rodrigue said this is property we would like to recycle and get rid of. It no longer has any value or use.

It was moved by Mrs. Rayola Pratt and seconded by Mr. Kendall Pierson TO APPROVE THE RECYCLING OF ELIGIBLE DISTRICT ELECTRONIC PROPERTY AS PRESENTED. The matter passed 7-0, and the Student Trustee Advisory vote was affirmative.

## 10. **ANNOUNCEMENTS**

10.1 FUTURE REGULAR BOARD MEETING DATES Mr. Steinacher announced the future regular Board Meeting dates as:

- August 19, 2015 (in lieu of August 12, 2015)
- September 9, 2015
- October 14, 2015

10.2 OTHER MEETING DATES

August 22, 2015 (Board Retreat, HSUC – Room 8114)

## 11. COMMENTS FROM INDIVIDUAL MEMBERS OF THE BOARD

Mr. Steinacher asked if there were any comments from the individual members of the Board. There were no comments.

# 12. **COMMENTS FROM THE AUDIENCE**

Mr. Steinacher asked if there were any comments from the audience. There were no comments.

## 13. RECESS TO CLOSED SESSION

Mr. Steinacher recessed the meeting to Closed Session at 7:58 p.m. regarding:

- 13.1 <u>California Government Code Section 48912:</u>
  CONSIDERATION OF STUDENT SUSPENSION OR OTHER DISCIPLINARY ACTION NOT EXPULSION
- 13.2 <u>California Government Code Section 3549.1:</u>
  COLLECTIVE BARGAINING SESSION
- 13.3 <u>California Government Code Section 54957:</u>
  PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

# 14. RECONVENE IN OPEN SESSION

Mr. Steinacher reconvened the meeting in open session at 9:21 p.m. and said with regard to closed session items 13.1, 13.2 and 13.3, there is nothing to report.

# 15. ADJOURN

It was moved by Dr. Rob Lydon and seconded by Mr. Kendall Pierson TO ADJOURN THE MEETING. The vote was 7-0 in favor of adjournment.

Board President Robert Steinacher adjourned the meeting at 9:22 p.m.

Respectfully submitted,

Mulli Mullward

Theresa Markword

Recorder

# **EXHIBITA**



# What the DSNs are doing for Shasta-Tehama-Trinity Joint Community College District

# **Advanced Manufacturing:**

Development of new industry-recognized Rockwell Automation certificate STEM Pathways Day
Skills Gap survey
Assisted in supporting CPT Grant
Shasta Union High School District Robotics curriculum
Assisting Anderson Union High School District develop "Makers" model
Rockwell professional development training

# **Agriculture, Water and Environmental Technology:**

Development of Hands-on Irrigation testing model, which can be used regionally Chainsaw safety training for college faculty Intern for Mobile Irrigation Lab at Tehama County Resource Conservation District Partnership with Central Valley High School for Ag Program revitalization Agriculture and Chernistry Soil course development at Red Bluff High School Erosion Control BMP Summit

## **Small Business:**

Manufacturing/Entrepreneurship degree created
Revised Inde-1 course to include entrepreneurship as a career path
Edu-Preneurs training events
NFTE training/certification for 8 high school teachers
Entrepreneurship Program expansion and NFTE certification
Google in the Classroom workshop series
Internship/Apprentice Program (received \$25,000 mini grant to support Internship Program)
Industrial Entrepreneurship course - Shasta College

# **Collaborative DSN Projects:**

Leadership High school
Non-traditional Employment for Women
Trio presentations
Counseling to Careers workshop
STEM Career Day for 9th grade students
Youth Entrepreneurship Program (local champion was selected to compete at the statewide competition in Sacramento)

# **Regional Projects:**

Butte, Humboldt, Lassen, Mendocino, Plumas, Shasta and Siskiyou Counties

# **Advanced Manufacturing:**

Regional VEX robotics clubs
Welding professional development
3D modeling curriculum (Butte)
North State Grow Manufacturing Expo
Incumbent worker training (Industrial electrical)
Math in Manufacturing courses (Plumas)
Manufacturing dual enrollment (Siskiyous)

# **Agriculture, Water and Environmental Technology:**

International Ag Export Documentation training

Peak of the Valley Food Expo

Feather River College - Support for application and development of BA Program in Equine Management

Mendocino College - CTE Career Pathways project

crops writing Day tor high school teachers

Agriculture and Chemistry Soil course development at Gridley High School

**Power of Three Summit** 

Lassen College - Irrigation curriculum development

# **Small Business:**

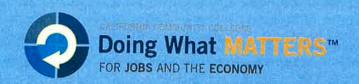
Microsoft certificate - Lassen College

Entrepreneurship pathway and alignment with 5 high schools - Mendocino College

Small Business Podcast Statewide (200 participants)

21st Century Skills course expansion -Feather River College

National Association for Community College Entrepreneurship (NACCE) membership for all 7 colleges Statewide Small Business/Entrepreneurship website for hosting and sharing curriculum in between high schools and community colleges.



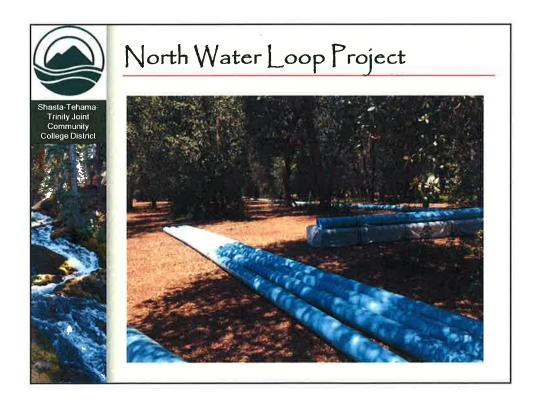


# Shasta College

# North Water Loop Project

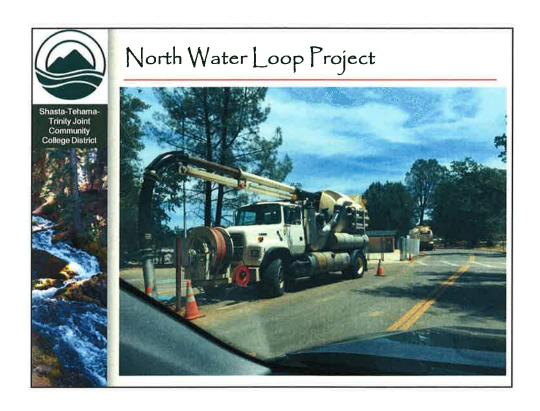
July 8, 2015

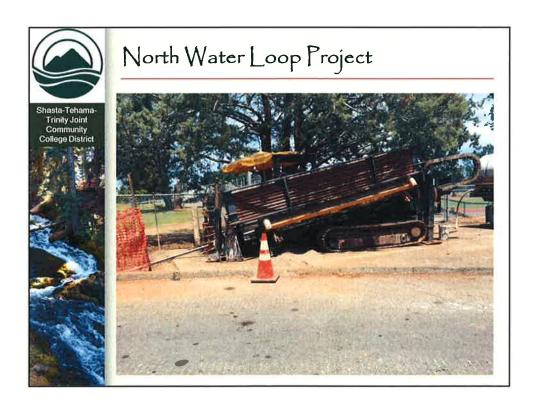
Morris Rodrigue, Vice President of Administrative Services

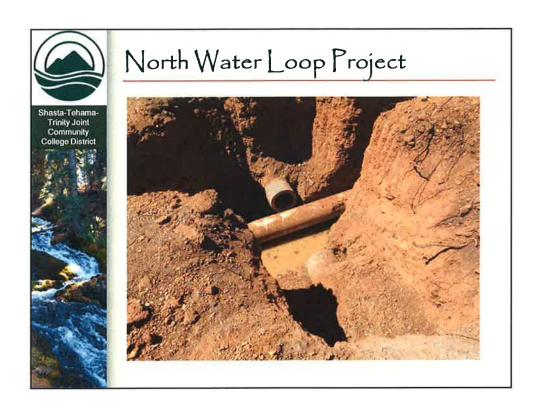














# Shasta-Tehama-Trinity Joint Community College District Board of Trustees Board Policy Manual

District Mission BP 1200

Reference: ACCJC Accreditation Standard I.A

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.

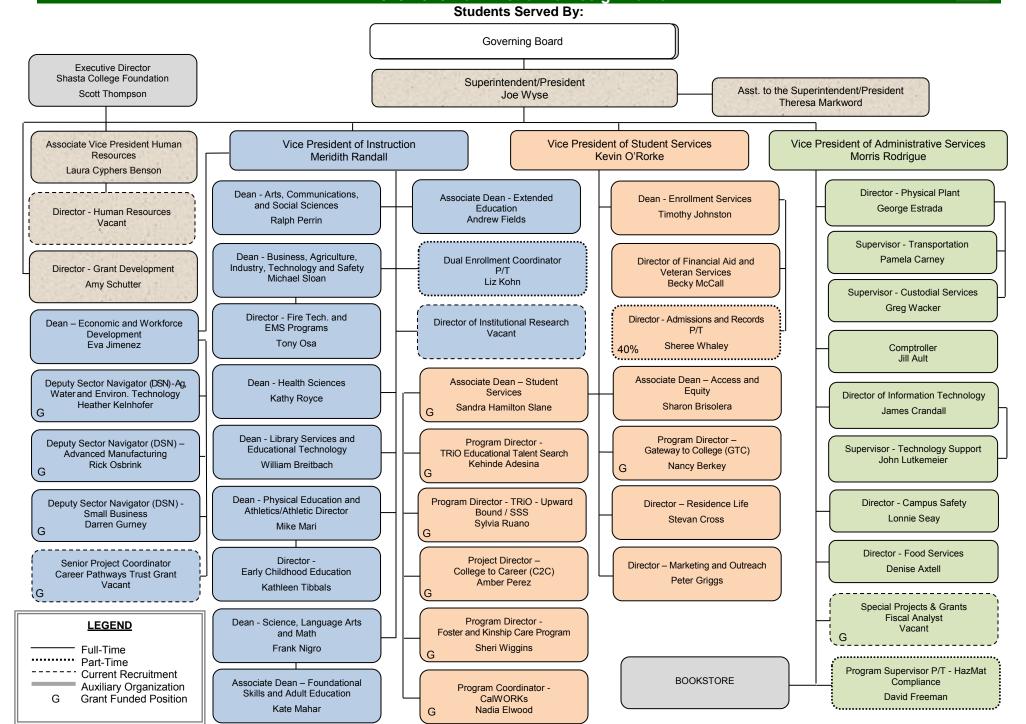
The mission is evaluated and revised on a regular basis as outlined in the District's Integrated Planning Manual.

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

# SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT 2015-2016 Administrative Assignments

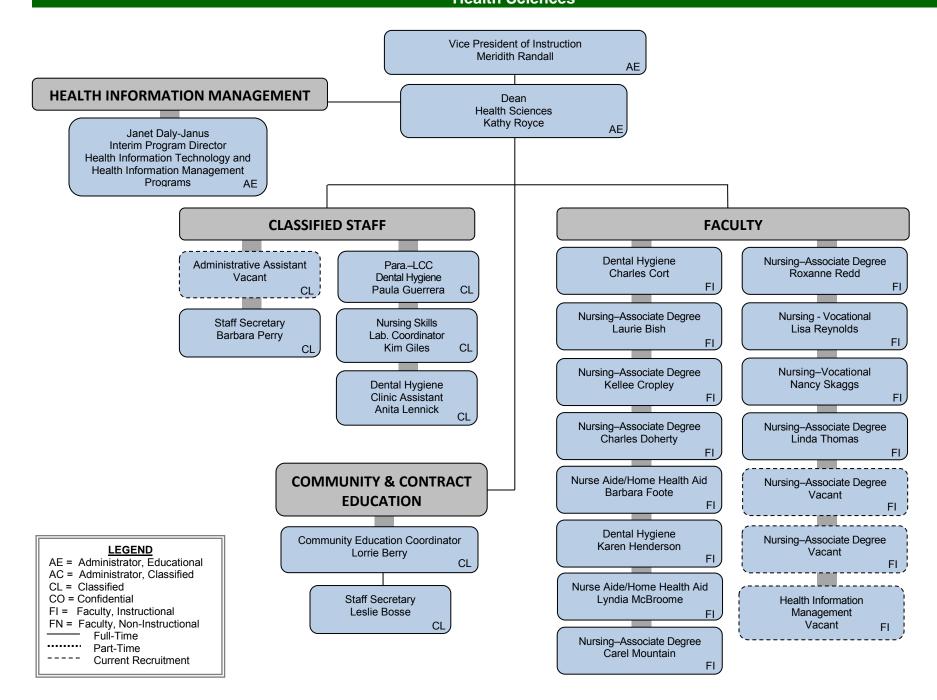
09/09/15





# SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT 2015-2016 Organization Chart – Instruction Health Sciences







# Distance Education Shasta College Board Report

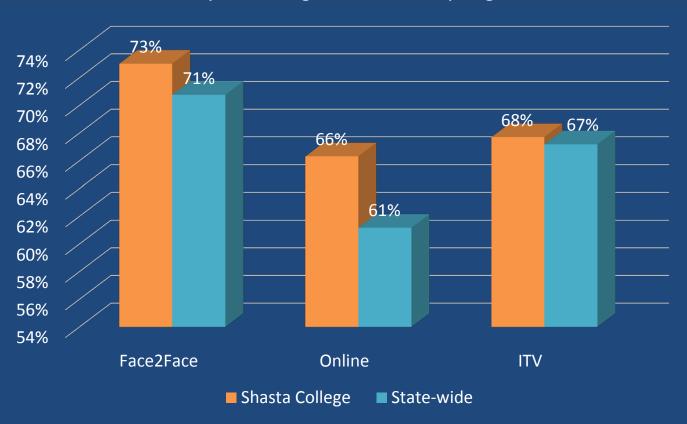
September 2015

Will Breitbach, Dean of Library Services & Educational Technology Dr. Andy Fields, Associate Dean of Extended Education



# Success Rates

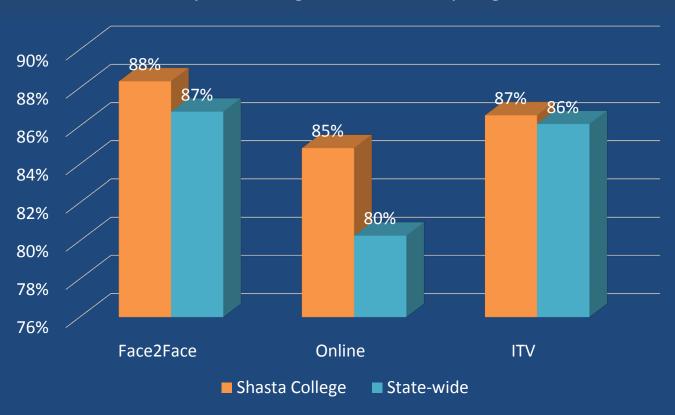
# Three-year average Fall 2012 to Spring 2015





# Retention Rates

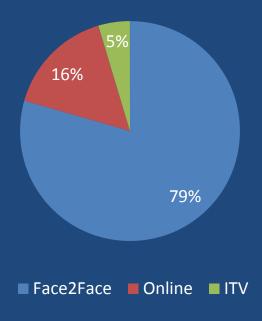
# Three-year average Fall 2012 to Spring 2015





# FTES by Instructional Method

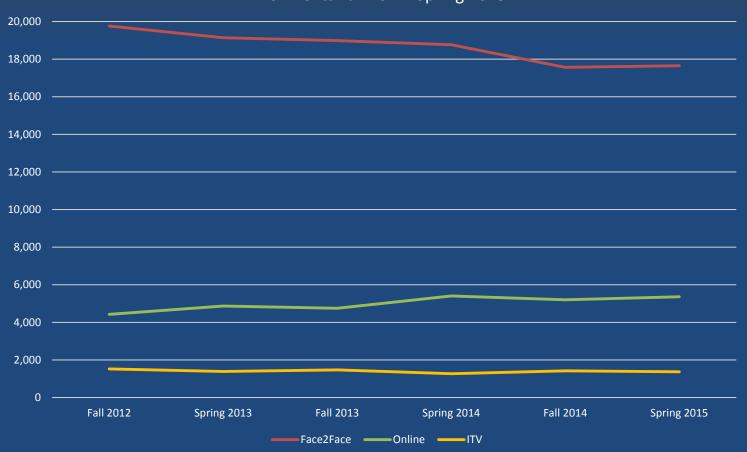
Average Fall 2012 - Spring 2015





# Shasta College Enrollment Trends

Enrollments Fall 2012- Spring 2015





# Successes

- Redesign of the ITV two-plan (coursework)
- Changing the scheduling process for ITV
- New online pedagogy training (50 faculty members)
- Substantive Change Proposal approved by ACCJC



# Challenges

- Support staff vacancies
- ITV: limited classrooms
- Rural: limited connectivity
- Equity/Access: low socio-economic students are lacking computers for online coursework



# Moving forward...

- Developing better pathways toward degree completion
  - Programs offered 100% online or combo with ITV
  - Short-term CTE with BAITS
  - Community outreach and partnerships
  - Three year plan for Distance Education
  - Online Education Initiative
- Enhancing faculty development
  - Professional Development opportunities
  - Center for Excellence in Teaching & Learning



# Moving Forward...

- Improving Student Support Services
  - Online Tutoring
  - More Counseling
  - Redesign of Tehama front office experience
- Improving the online and extended education student experience
  - New Learning Management System
  - Technology trainings



# Questions?