

May 1, 2017

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

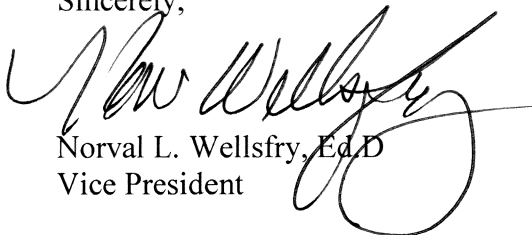
Dear Superintendent/President Wyse:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met April 21, 2017 to review the Six Month Baccalaureate Program Follow-Up Visiting Team Report for Shasta College. The Final Report from the team is attached.

The Baccalaureate Program Team Report for the College will be forwarded to the Comprehensive Evaluation Team scheduled in the Fall of 2017. This team will review the progress of the baccalaureate program to address the recommendations from the Baccalaureate Substantive Change Visiting Team.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to develop and implement this baccalaureate degree. If you should have any questions concerning this letter or the Committee action, please don't hesitate to contact me.

Sincerely,



Norval L. Wellsfry, Ed.D  
Vice President

cc: Mr. William Breitbart, Accreditation Liaison Officer

The Report of Substantive Change 6-Month Site Visit for Baccalaureate Degrees

Visitation Date: December 6, 2016

COLLEGE:

Shasta College

PROGRAM:

Health Information Management

Evaluators:

Team Chair: Dr. Michael White

Program Content Representative: Dr. Jacqueline Rogers

Baccalaureate Content Representative: Dr. Steven Reynolds

ACCJC Representative: Dr. Norv Wellsfry

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

Introduction and Summary of Visit

A four member baccalaureate substantive change evaluation team visited Shasta College on December 6, 2016 for the purpose of determining whether the College's Health Information Management baccalaureate program meets the requirements for the baccalaureate degree as identified in the Eligibility Requirement, Accreditation Standards, and Commission Policies. In preparation for the visit, the team reviewed the original substantive change report and evidence that was presented by the college.

The team also reviewed numerous materials including documents and evidence supporting the Eligibility Requirement, Accreditation Standards, and Commission Policies. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, College policies and procedures, enrollment information, committee minutes and materials, and College governance information.

The team greatly appreciated the enthusiasm and support from College employees throughout the visit. The team appreciated the assistance of key staff members who assisted with requests for meetings and other needs throughout the evaluation process. College staff met all requests.

## Team Observations

### Visiting Team General Observations:

The Team Visit focused on the content of the original substantive change proposal and updated information. The Team used the *Protocol and Policy on the Accreditation of Baccalaureate Degrees* developed by ACCJC to determine the College's compliance with Accreditation Standards and Commission Policies, including the *Policy on Accreditation of Baccalaureate Degrees*.

The following review standards were applied by the visiting Team to the baccalaureate program previously approved through the substantive change process.

### Areas of Inquiry

#### Mission and Authorization:

Eligibility Requirement 1

Accreditation Standards:

I.A.1, I.A.2, I.A.3, I.c.1, II.A.1

#### Student Learning Outcomes:

I.B.2, I.C.3, I.C.4, II.A.3, II.A.11

#### Institution Set Standards:

I.B3

#### Assessment:

I.B.7

#### Baccalaureate Requirements:

II.A.5, II.A.6, II.A.9, II.,10, II.A.13, II.A.14

#### General Education:

II.A.12

#### Support Services/Library:

II.B.1, II.C.6

#### Infrastructure Support:

III.A.1, III.B.3, III.C.1, III.D.1, IV.A.4

#### Faculty Qualifications:

III.A.2, III.A.7

The program has been in operation for less than a full academic term. As such, the Team was unable to assess those standards that require the institution to utilize such data for program improvement and planning. However the team has noted that the College also has a weak process in place for the assessment of Student Learning Outcomes. This institutional weakness complicates the College's ability to effectively assess the baccalaureate program. This is especially evident in the Upper Division General Education courses.

## Elements of the Substantive Change Proposal

### Eligibility Requirements and Accreditation Standards

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

<b>Area of Inquiry - Mission/Authorization</b>
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<u>Introduction:</u>
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<p>The Team confirmed that Shasta College (SC) is authorized to operate as a post-secondary educational institution and to award Health Information Management (HIM) baccalaureate degrees. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. However, the Team found that institution could not demonstrate the use of data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.</p>
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**Eligibility Requirement 1. Authority:** *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

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

**Specified Baccalaureate Degree Program Evaluation Criteria:**

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

*Evidence:*

As required by each of the jurisdictions or regions in which it operates, the team confirmed that

Shasta College (SC) is authorized to operate as a postsecondary, degree-granting institution by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

Evidence was provided by the College of the institution's authorization to offer a Health Information Management baccalaureate degree following the July 8, 2015 Shasta-Tehama-Trinity Joint Community College District approval. Evidence also included a California Community College Chancellor's Office (CCCCO) approval letter as well as system office web site posting of the first fifteen CCCCCO bachelor's degree programs. The Bachelor of Science in Health Information Management program was approved by ACCJC through a Substantive Change Proposal in January 2016. The College anticipates to initiate the processes for the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation during the fall 2017 semester. 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.

*Findings:*

Shasta College is authorized or licensed to operate as a post-secondary educational institution and to award baccalaureate degrees by the U.S. Department of Education and the California Community College Chancellor's Office. The College has not yet been accredited by the Commission on Accreditation for Health Informatics and Information.

**Standard I.A. Mission:**

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The Evaluation Team confirmed Shasta College's widely-distributed board-approved (Board Policy 1200) mission statement reflects regional community and California Community College system values and intent. The College displays the mission in prominent locations and publishes in documents distributed to students and the community, including in the course schedule and

catalog. College planning evidence, such as the Shasta College Integrated Planning Manual and Strategic Plan, was submitted in support of compliance with this standard, and additional evidence was submitted during the team visit.

*Findings:*

Undergraduate student learning and achievement is emphasized within the current mission statement, noting: “general education, transfer and career-technical programs”. The Team concluded the Health Information Management baccalaureate program, reflected in the College 2012-2030 Education Master Plan and the 2015-2018 Strategic Plan, is intentional and contributes to the: “social, cultural, intellectual, and economic development” of the Shasta College service area communities. The institution provided the Evaluation Team evidence before the visit, later confirmed during visit interviews, that these mission-driven plans emanated from appropriate College-wide governance processes.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The Team reviewed the Shasta College Baccalaureate Level HIM Curriculum Map as evidence of the institution’s intent to evaluate student learning outcome results. As expected, though, the College was unable to provide evidence of a comprehensive HIM program assessment. The College was unable to provide the Evaluation Team members with initial formative assessments and/or an assessment schedule. During the visit, the HIM Program Director expressed an intent to develop, collect, interpret and use student learning outcomes for planning and compliance purposes. The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) requires will require the College to demonstrate program vitality through the annual submission of an Annual Program Assessment Report (APAR).

*Findings:*

The College demonstrated that it has program review, called Annual Area Plans, and budget allocation processes driven by the College mission statement that guides resource allocation. The establishment of institutional priorities is demonstrated in the Integrated Planning Manual and was described to the Team during the visit. The College mission statement consistently informs institutional goals for student learning and achievement. Shasta College demonstrates a regular and systematic program review cycle that will include the HIM baccalaureate program. However, at the time of the visit, a program review had not yet been conducted on the HIM program because it was in the initial semester of implementation. There was no data available related to the HIM program.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The Evaluation Team reviewed evidence that the College uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. The Team examined an existing Health Science Program Review document. The College provided an Integrated Planning Manual – 2014 Edition, describing a systematic evaluation and resource allocation process. This document is made available to both internal and external stakeholders.

Team interviews with faculty and administrative leaders confirmed Shasta College's decision to apply for, and support, the HIM program is aligned with the College mission statement and has guided decision-making processes. Consistent with its mission the College decision to compete for and launch a 100% online HIM program was determined after analysis of labor market data projecting growth in HIM positions will occur throughout California. Analysis of data regarding competing programs and numbers of graduates in both HIT and HIM guided the institution's decision-making.

*Findings:*

As stated in the introduction of the Integrated Planning Manual: "The integrated planning cycle is a comprehensive set of planning processes that are linked to one another so that there is an ongoing and systematic cycle of assessment, goals, allocation, plan implementation, and re-assessment." Though the Team confirmed established assessment and resource allocation systems, again, without evidence of a comprehensive 2-year HIM program review cycle, the College cannot, at this time, demonstrate the extent to which student learning and achievement data will guide future decision-making with regards to this program.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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



*Evidence:*

Shasta College demonstrates integrity in all policies, actions, and communication through appropriate documentation such as the College catalog. In addition, the schedule of classes is also available on the web-site and contains information about assessments, orientation, educational planning services, financial aid, as well as the adding and dropping of classes. Past College catalogs are posted on the web.

Catalog information is available in print and online, though the Team found inconsistencies in the HIM program information in the printed catalog. The College catalog should provide students and the community with current information on student services, programs, policies and procedures. In fact, the College acknowledged HIM program unit count requirements printed in the catalog, for example, were inaccurate. Program unit requirements for transfer students found in the printed catalog were also unclear. In regard to accreditation by CAHIIM, the College catalog notes in its description of the HIT program that the HIT program is not yet accredited, but it makes no comparable claim regarding the accreditation status of the HIM program. The college stated that this would be clarified in the next edition of the catalog.

*Findings:*

While the College demonstrates the intent and ability to provide students and prospective students, personnel, and all persons or organizations with quality information, HIM student learning assessment data is not yet available to those audiences. Program requirements were not accurately printed in the catalog.

All accredited Health Information Management programs are required to demonstrate student outcomes and assessment process through the Annual Program Assessment Report (APAR). As inaugural 2016-2017 HIM student cohort data is not yet available to the College, the institution cannot yet provide prospective students, the public, and CAHIIM with student achievement results.

Academic freedom (BP 4030) and integrity policies (Guide to Supporting Academic Integrity Online) are in place.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The team reviewed evidence confirming that College programs are offered in fields of study consistent with the strategic goals of the College mission, Educational Master Plan (EMP), and Strategic Plan. The development of a new Shasta College Health Information Management program was informed by regional and state-wide Labor Market Information (LMI) and industry council. The Team was provided Shasta College Curriculum Committee and General Education Committee minutes as evidence that appropriate institutional processes were followed as the data-informed HIM program proposal was advanced to the President.

*Findings:*

The Evaluation Team reviewed Labor Market Information (LMI) data provided by the College as evidence of how the baccalaureate HIM program is appropriate to higher education and will culminate in students' employment. American Health Information Management Association and Bureau of Labor Statistics data identified a national need. As only one of two community college HIM programs in the state (San Diego Mesa has the second), and with an already robust online capacity, the College decision to launch a baccalaureate Health Information Management program provides: "... a diverse student population open access to undergraduate educational programs and learning opportunities".

The College has modeled student completion outcomes and achievement of HIM baccalaureate degree completion rates, though the College could not produce actual completion and employment outcome data.

<b>Area of Inquiry - Student Learning outcomes</b>
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<b><u>Introduction:</u></b>
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The College provided evidence of institutional strategic planning procedures through the Integrated Planning Manual, committee meeting minutes, and interviews. While Shasta College's Education Master Plan and Strategic Plan are well documented, the institution did not demonstrate the identification of Student Learning Outcomes at the HIM course, program, and degree levels. The College did not demonstrate the regular assessment of student progress toward achievement of Student Learning Outcomes driving institutional planning for the HIM program.
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**Standard I.B.2:** *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

In their Special Report on the Baccalaureate Degree submitted by the College and dated September 27, 2016, the student learning outcomes for the upper division were identified as those

outcomes required by the national accrediting organization for Health Information Management programs, the Commission on Accreditation of Health Informatics and Information Management and provided as an attachment. However, the degree of depth and rigor expected in the HIM baccalaureate program could not be assessed without examining the student learning outcomes for the lower division HIT program.

*Findings:*

During the onsite visit, the program director provided the Team a Side by Side Progression Map created by the AHIMA Council on Excellence in Education. This document outlined the learning outcomes for the associate, baccalaureate, and master's degree in Health Information. The progression map contained documentation of the advanced level of depth and rigor for the upper division program.

The baccalaureate program began in fall 2016 and at the time of the site visit, the first 3 core courses had been completed in the 8-week term. The program director informed the team there was no assessment of student learning outcomes completed to date.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The baccalaureate HIM program has been placed in the regular cycle of program review which is scheduled to occur every 2 years.

*Findings:*

To confirm the assessment of student learning and achievement, the team requested confirmation when the program would be reviewed. The Dean of Health Sciences confirmed the regular program review of the baccalaureate HIM program would be conducted in 2018. During further discussion, the Dean stated the program would be reviewed during the Annual Area Plan. The Team could not confirm that the College has developed a systematic student learning outcome assessment cycle which would include the HIM baccalaureate program.

At the time of the site visit, three of the baccalaureate program core courses had been had been completed in the fall 8-week term. There was no documentation of the assessment of student learning which could be provided to the team.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The college catalog provides an overview of the baccalaureate degree and lists the courses and program learning outcomes.

*Findings:*

Program requirements content and course requirements were not accurately printed in the catalog. The College needs to ensure that the HIM program unit count requirements printed in the catalog are accurate. It was also noted that program unit requirements for transfer students found in the printed catalog were unclear.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The program learning outcomes are identified in the College catalog. Student learning outcomes are listed within each course syllabi provided in the Special Report on Baccalaureate Programs.

*Findings:*

There was no documentation provided at the time of the site visit to show assessment of learning outcomes for the 3 core HIM courses completed prior to the site visit. The Team was not provided a clear timeline as to when the baccalaureate courses and baccalaureate HIM program learning outcomes would be assessed in a manner consistent with institutional processes.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The program-specific student learning outcomes in the baccalaureate program were found consistent with and reflect higher levels expected. The Team was provided evidence during the visit of a Side by Side Progression Map authored by AHIMA Council for Excellence in Education and accepted by CAHIIM, the national accreditation organization for HIT and HIM programs.

*Findings:*

There was no documentation provided, however, to show inclusion of Shasta College Institutional Outcomes appropriate to the baccalaureate level in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The Team interviewed the Chair of the College's Curriculum Committee, who confirmed that the Committee had not yet determined appropriate upper division learning outcomes for general education requirements.

<b>Area of Inquiry – Institution Set Standards</b>
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<b><u>Introduction:</u></b>
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The Team found evidence that the College has developed an institution-set standard for course success and program completion in the HIM baccalaureate degree. At the time of the visit, the College had no established program completion rates, board/certificate pass rates, and employment rates.
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**Standard I.B.3:** *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The Special Report on Baccalaureate Program states the institution-set standard for course success and program completion in the baccalaureate degree is 80%. Attachment I (p. 37), taken from the college Fact Book 2014, identifies the institution-set standard for state board/certificate pass rates for lower division programs i.e., Associate Degree Nursing, Nurse Aide, Dental Hygiene, and Licensed Vocational Nursing, at 80%. The institution-set employment rate is 75% for agriculture, business and management, family and consumer sickness, health, and public and protective services. The Team was not provided an institution-set standard employment rate for the HIM program graduates.

*Findings:*

At the time of the visit, the program was in the initial semester. The baccalaureate program began in fall 2016 and has yet to establish program completion rates, board/certificate pass

rates, and employment rates. Course success rates for the 3 core courses completed prior to the site visit were provided verbally to the team at 100%. The institution-set standards for the baccalaureate program in course success, program completion, board/certificate pass rates, and employment rates are not published.

## Area of Inquiry - Assessment

### Introduction:

Generally, the Team was provided evidence of institutional planning in the forms of the College's Governance Manual, the Integrated Planning Manual, the Strategic Plan, the Education Master Plan, the Prioritized College Wide Annual Action Plan, the Trac Dat Manual, and an established program review cycle. However, the College was unable to provide the Team with existing Student Learning Outcomes at the HIM program and course level and the assessment of said outcomes as the undergirding of institutional effectiveness and continuous quality improvement.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

### *Evidence:*

The Team reviewed the College's Governance Manual, the Integrated Planning Manual, the Strategic Plan, the Education Master Plan, the Prioritized College Wide Annual Action Plan, the Trac Dat Manual, and the College's program review cycle. The HIM program is included in the list of programs to be reviewed. The Director of the HIM program and the Dean of Health Sciences provided a copy of a program review document from the Associate Degree Nursing (ADN) program as a sample of how the HIM program review may look. The Integrated Planning Manual, 2014 Edition, outlines resource allocation in general.

### *Findings:*

The Dean of Health Sciences articulated to the site Team the College President has assured full support of the baccalaureate program, as evidenced in the Education Master Plan, College Strategic Plan, and the Prioritized College Wide Annual Action Plan. The Dean also confirmed to the Team there is a separate funding source for baccalaureate faculty professional development activities.

The program review cycle at Shasta College is a 2-year cycle. The cycle of review and planning is recorded on the document "Instructional Area Plans and Program Reviews." Each program undergoes its evaluation every other year. The first review of the HIM program will occur Fall 2018, and the next will occur 2020. According to the schedule, the 2018 HIM Program Review will not be looked at by the Program Review Committee, but the 2020 Review will be. The HIM program is also scheduled to create Annual Plans for every year 2016-2020. According to

the College's Integrated Planning Manual, the Annual Plans and Program Reviews provide the basis for action plans and resource requests to address the needs, goals, and desired improvements identified in the Annual Plans and Program Reviews, thus the needs of the HIM program are expected to feed into the resource allocation and budget cycle.

The HIM program is so new that the College was unable to provide a copy of either an Annual Plan or Program Review. They did, however, provide a copy of the latest program review from the ADN program. This document analyzed program learning outcomes (PLOs) and tied them to resource requests to improve student learning and student performance on assessments.

Though the College described a model projecting the total cost of ownership of the HIM program, the Team was not provided evidence to that effect. An operational budget plan was provided to the site Team and included financial resources for personnel, travel, and operational expenses. Student support services appeared adequate, though ad hoc, for the existing HIM program cohort of six students. Because the first cohort is so small, the counseling and informational needs of these students have been easily addressed and the students well-taken care of. Learning support services and student services have been anticipated in advance of the first cohort of students. The director of the program and the counselor assigned to assist Health Sciences students have been able to provide personal attention to the small number of students enrolled. However, the Team found no evidence of a systematic evaluation and recognition of student support service management.

The Team reviewed more closely the procedures for assessment reporting and program review in the College's Trac Dat Manual. Trac Dat is the system that the College uses to collect, analyze, and report data for the purposes of program evaluation and planning. This manual outlines step-by-step procedures for recording, analyzing, and reporting PLO and course SLO assessment results. These data and analyses form the basis for the narratives in the program review and annual plan reports. The College's institutional planning and evaluation processes are adequate to serve the needs of the baccalaureate program. The HIM program is on schedule to be reviewed according to the College's program review and planning cycle.

However, the Team's interview with the chair of the Curriculum Committee revealed that not all faculty may be fully implement the assessment of course and program learning outcomes and fold into the program review and planning process. It appears that the assessment of SLOs may be treated as an optional activity for faculty. The Team also interviewed the two faculty members who teach in the HIM program. Both reported that they assess SLOs in their courses, but assessment data had not been collected and analyzed in program review.

## Area of Inquiry – Baccalaureate Requirements – Units/upper Division

### Introduction:

The HIM baccalaureate degree program as identified in the College catalog generally meets the minimum of 40 semester credits/equivalent in total upper division coursework including the major core and general education with a total of 54 units. These courses are scheduled in such a manner to allow students the opportunity to successfully complete the Health Information management baccalaureate degree program. However, the College did not provide the Team with evidence of substantial learning outcome assessments, assignments and examinations of the upper division courses demonstrating the rigor commonly accepted among like degrees in higher education.

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

### Specified Baccalaureate Degree Program Evaluation Criteria:

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.
- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.
- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

### *Evidence:*

The baccalaureate degree program as identified in the College catalog meets the minimum of 40 semester credits/equivalent in total upper division coursework including the major core and general education with a total of 54 units. The College acknowledged HIM program unit count requirements printed in the catalog were inaccurate. Program unit requirements for transfer students found in the printed catalog were also unclear. None of the lower division credits are



listed as part of the total credits in the baccalaureate program listed in the catalog as 54 credits versus the 129 credits required.

The instructional level and curriculum of the upper division courses are comparable to those found in other baccalaureate HIM courses as required and published by the national accreditation organization CAHIIM.

*Findings:*

Students are accepted into the program in a cohort model and are expected to complete courses in sequence including upper division general education requirements offered each semester. It was reported by the program director an exception to this requirement had already been made due to non-academic reasons where a student was unable to maintain course expectations. This student has been permitted to take General Education courses only during the first year and will start the HIMS courses with the second cohort to stay on track to complete the baccalaureate degree within the cohort model.

The program length of 129 credits is appropriate for the level of rigor, though the College was not able to provide substantial learning outcome assessments, assignments and examinations of the upper division courses demonstrating the rigor commonly accepted among like degrees in higher education.

The fully online delivery mode of instruction is reported to be used to aid working HIT professionals and supported by the Program Advisory Committee as the best delivery option for their employees.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The baccalaureate courses are scheduled in 8 week terms within each of the four semesters required to complete the program.

*Findings:*

The current schedule assumes students will continue in the cohort model and remain enrolled full time in the fully online program. It was reported by the program director one of the original 6 students is not co-enrolled in the first semester general education course. There was no plan provided how this student will maintain the expected time to degree within the cohort model.

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

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

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

*Evidence:*

The student learning outcomes for the baccalaureate program have been adopted from the those prescribed by the national accreditation organization CAHIIM, the approval of which the College is seeking for the baccalaureate program. Program courses are not based on clock hours.

*Findings:*

The outcomes within the HIM core are consistent with equivalent baccalaureate programs in health information management nationally. Two important issues, however, are whether the SLOs of the baccalaureate general education courses are at the higher level of baccalaureate and whether SLOs in any of the courses are assessed to determine if credit or degrees should be awarded. The College did not demonstrate any assessment for the baccalaureate courses, as the site visit occurred during the semester launch. Additionally, the College could not provide evidence of student learning outcomes assessment of any of its courses.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

*Evidence:*

The college catalog outlines tracks for admission into the baccalaureate program called Track 2. Students entering Track 2 are required to be graduates of accredited 2-year HIT programs and must complete the CSU or IGETC general education pattern prior to entering the baccalaureate degree in HIM.

*Findings:*

During the onsite visit, the health science counselor identified the need to review lower division general education coursework who transfer from other colleges' HIT programs to assure it meets the pre-requisite requirements for entry into the upper division HIM program. Students must also demonstrate that they are graduates of a CAHIIM accredited associate degree HIT program.

The College acknowledged that the timing of the accreditation of the College's 2-year HIT program may warrant review of the admission policy so as not to eliminate the ability of graduates from the College's own 2-year program from entering Track 2 into the baccalaureate program.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The baccalaureate degree program has a focused study on health information management.

*Findings:*

The upper division non-core general education courses also provide focus on applied professional writing, organizational leadership for HIM administrators, and database management and design for health care professionals.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

Once receiving national CAHIIM accreditation, graduates of the baccalaureate program will be able to sit for the national certification as Registered Health Information Administrator (RHIA).

*Findings:*

The RHIA credential is sought by employers as noted by the program director from the HIM

Advisory Committee. At the time of the visit, though, the College had not earned CAHIIM accreditation. The College intends to apply for CAHIIM accreditation when it is able to comply with the accreditors eligibility requirements. CAHIIM accreditation is not required for employment in the field although graduation from an accredited program does provide an advantage to job applicants. Graduates will be unable to apply for positions that require graduation from a CAHIIM accredited program until the program acquires that level of program accreditation.

<b>Area of Inquiry – Baccalaureate Requirements – General Education</b>
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<b><u>Introduction:</u></b>
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The College provided evidence that the HIM degree includes at least 36 semester units or equivalent of lower and upper division general education, with 9 units in the upper division once core course in ethics is approved as a general education course by the College’s Curriculum Committee. The College demonstrated to the Team’s satisfaction that upper division general education courses are relevant to the HIM program of study.
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**Standard II.A.12:** *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.
- At least 9 semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower division and upper division courses.
- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

***Evidence:***

There are at least 36 semester units or equivalent of lower and upper division general education,

with 9 units in the upper division once core course in ethics is approved as a general education course by the College's Curriculum Committee.

The general education requirements are integrated and distributed to both lower and upper divisions with the majority of general education in the lower division as required by CSU General Education pattern.

*Findings:*

The upper division general education courses are relevant to the program of study. The faculty teaching the applied writing course provided examples to the Team how he uses examples from the program core in his writing assignments.

The College acknowledged HIM general education unit count requirements printed in the catalog were inaccurate. Program unit requirements for transfer students found in the printed catalog were also unclear. None of the lower division credits are listed as part of the total credits in the baccalaureate program listed in the catalog as 54 credits versus the 129 credits required which included lower division core and general education coursework.

<b>Area of Inquiry – Support Services/Library</b>
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<b><u>Introduction:</u></b>
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The College provided evidence that it supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The Team found these online services to be sufficient in quantity, currency, depth, and variety to support HIM program students. The Team encourages the College to organize a focused student support system for online HIM students in anticipation of program growth.
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**Standard II.B.1:** *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

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

*Evidence:*

The Team reviewed the Library's website and databases of periodicals and interviewed the Dean of Library Services and Educational Technology. The Team reviewed one of the online HIM classes in Canvas (the College's learning management system) and interviewed two of the instructors. The Team also looked at the College's websites for its tutoring programs and learning centers, such as the Writing Center.

The Team also interviewed a student in the program via telephone to learn more about the student perspective.

*Findings:*

The Library's website is easy to navigate and has many electronic resources available to online students, including access to e-books and articles. Among the databases of periodicals, the College has subscribed to a number of databases to serve students in Health Sciences programs. The list of databases can be sorted by subject area, including Health Information., making it easy for HIM students to zero in on articles and e-books that will help them in their studies. The Library's holdings and subscriptions are currently adequate to serve the needs of online HIM students.

A Shasta College library card is required of all students who want to access the Library's online services. Online students in the HIM program can obtain a library card by applying online. The Library's link to "Apply for a Library Card" is very visible—the first link at the top of the Library's home page. The Library site, however, does not include an online orientation to the Library's services to distance students. It does have a page for "Frequently Asked Questions," but this FAQ page is not highly visible because it is not linked to the Library's homepage. It is linked within the page called "About the Library."

In addition to electronic access to the Library, the College provides other learning support services to distance students. On the College's webpage for the Writing Center, there are instructions for how students can receive tutoring on writing skills using a combination of telephone and email contact. The website for the Writing Center provides distance tutoring for online students during normal business hours. The webpages for the Math Learning Center and the Science Learning Center do not provide any information on how they serve distance students.

In the Canvas LMS, each course includes a link to Net Tutor, a service to which the College has subscribed to connect online students with tutoring services. Net Tutor is a third party vendor that specializes in tutoring for high school and higher education. It provides all-the-time access to tutors on any subject, including Allied Health.

The student who was interviewed had many positive things to say about her experiences with the program and the learning support services. She had used the College's Writing Center services to help with writing papers. She had a positive experience using telephone and email interactions with a tutor. She believed that the assistance she received helped her to be

successful in the courses, especially the English course.

Both instructors in the program stated that they also assist students in using the library and other learning support services by referring students to the resources and websites that will help them.

The online students in the HIM program have adequate library and learning support services.

The Library could improve its online orientation and information such that distance students can readily learn how to conduct research and access information from off campus. The Tutoring and Learning Centers could also improve the information that they provide to distance students. Currently, the information and services provided by the Tutoring and Learning Centers are geared more toward traditional on-campus students. Only the Writing Center advertises that it is able to serve distance students.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The Team reviewed the College Catalog, which contains policies and procedures for college admissions as well as the special admissions requirements and procedures for the HIM program. The Director of the HIM program and the counselor assigned to Health Sciences students provided narrative information regarding their experiences admitting the first cohort of students.

*Findings:*

The Catalog spells out prerequisites for admittance into the HIM program and outlines the program of study, including all required courses, unit requirements, and degree requirements. The Director of HIM conducted most of the intake for the first cohort of students who wished to apply for admissions into the program. Students' transcripts were reviewed to ensure they met the requirement of having completed a degree in Health Information Technology. The Counselor assigned to Health Sciences students has assisted the students in the first cohort with the development of their education plans, mapping out for them which courses they will take in which semesters.

Among the graduation requirements, however, the catalog does not clearly outline the lower

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

division general education (GE) requirements. The prerequisite for entry into the HIM program is the associate degree in HIT. The HIT degree at Shasta College includes 37-39 units of lower division general education. These 37-39 units are counted toward the GE requirements for the baccalaureate degree. The College Catalog does not address the possibility that a student transferring with the HIT associate degree from another college may not have completed those 37-39 units of lower division GE. The Catalog should spell out more succinctly in its program description that the prerequisite HIT degree includes 37-39 units of transferable lower division GE.

The Team encourages the College to organize a focused student support system for online HIM students in anticipation of program growth. It appeared to the Team that the Counseling services for HIM were ad hoc—students contact the program director by phone or email, who then may forward the message to the appropriate counselor. As the number of HIM program participants grows from 6 to the desired 25 students, the Team is concerned about efficiencies and sustainability of these ad hoc practices.

<p><b>Area of Inquiry – Infrastructure Support</b></p>
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**Introduction:**

The College demonstrated sufficient human, physical, technological, and fiscal resources to assure the integrity and quality of the Health Information baccalaureate program. Shasta College has developed and executed a broadly-based governance and committee structure. The institution has a demonstrated history of successful online curriculum delivery. However, the Team encourages the College to develop a systemic online student support system for HIM students in anticipation of program growth. As the number of HIM program participants grows from 6 to the desired 25 students, the Team encourages the College to develop, implement, and assess efficient and sustainable support services.

**HUMAN RESOURCES**

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The Team interviewed the two faculty members who currently teach in the program, the Director of the HIM program, the Dean of Health Sciences, the Dean of Library Services and Educational



Technology, and the Online Learning Technician.

The duties and responsibilities for faculty members teaching were provided in the job posting on NEOGov for the HIM faculty position and included the RHIT required, RHIA preferred; experience in Health Information Management, online teaching experience required, and experience working in a multicultural environment.

*Findings:*

There is no specific job description for faculty members as is the case in most California Community Colleges, where statutory minimum qualifications exist. Faculty degree requirements are state-standardized at the Master's degree. The two faculty members meet the minimum qualifications for professors teaching in their respective disciplines. Both have also received training in effective online pedagogical practices and in operating the Canvas LMS. Both instructors have had several years' experience teaching online courses. Prior to arriving at Shasta College, the HIM instructor had taught courses for other institutions using Blackboard LMS.

### **PHYSICAL RESOURCES**

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The baccalaureate program is offered completely online.

*Findings:*

Offices for baccalaureate program faculty and support staff are assigned. The College reported that no other physical resources are required by the HIM program.

### **TECHNOLOGY RESOURCES**

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:* The College demonstrated use of the statewide Canvas LMS system, providing the Team with access into HIM course sections. Canvas is remotely hosted on the vendor's servers

and is funded through the statewide California Community College Chancellor's Office Online Education Initiative. The Team met with the Dean of Library Services and Educational Technology, the Online Learning Technician, and HIM faculty, who demonstrated proficiency in use of the learning management system. Counselors and Library support service personnel described existing online support services delivered via email and the web. The Team also reviewed one of the online virtual classrooms in Canvas.

*Findings:* All upper division general education and Health Information Management coursework is delivered online. The College demonstrated to the Team a long-standing commitment to this mode of delivery, describing that nearly one-quarter of all lower division full-time equivalents (FTES) is currently delivered online.

The College has been using the Canvas LMS for more than a year now. This platform allows for the uploading of instructional materials and media, regular and effective contact between the students and the instructors and between the students and their classmates, and provides an online environment for assessing student learning. The online classroom that the Team observed demonstrated regular and effective contact. The Team looked at a week's worth of discussion at the beginning of the term and also a week of discussion at the end of the term. Expecting to see waning participation from students at the end of the term, the Team was satisfied to see that the energy in student-teacher interactions was sustained even to the last week of class.

The Canvas LMS is comprehensive in that it provides for such interactions, allows the instructor to upload any number of resources to improve student learning, and includes testing applications for assessing student learning. In addition to the discussion boards, the instructors and students can communicate through the messaging system, and they can share materials in two-way interactions.

The system rarely goes down, so the classroom door is always open. The Online Learning Technician stated that the system has had only one bad day when Internet speeds were slow, but that was a city-wide issue associated with external communications providers and not associated with the LMS. The only time the LMS is not available is when the Canvas group completes its server maintenance and upgrades once per week during an off-peak hour, such as 4:00 a.m. on Saturdays.

Regarding student authentication for online learning, the students' log-in ID is their college login—the same ID and password that students use to log into the College's online registration system. This login ID is unique to each student. Students are informed to guard their student ID to protect their privacy since it is the same ID that they use to access unofficial transcripts and other confidential personal information. Students create their own passwords to access the College information system and the LMS.

The College has adequate technology support for offering a 100% online baccalaureate program. The fact that the program is 100% online is attractive to students who are already working in the Health Information industry so that they can flex their class schedules around their work schedules. The HIM student who was interviewed attested to this.

The Team encourages the College to develop a systemic online student support system for HIM students in anticipation of program growth. It appeared to the Team that many of the Library

and, in particular, Counseling services, were ad hoc – students emailing to the program director, who then may forward to the appropriate counselor or librarian. As the number of HIM program participants grows from 6 to the desired 25 students, the Team is concerned about efficiencies and sustainability of these ad hoc practices.

## **FINANCIAL RESOURCES**

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:* During interviews with the Team, the College demonstrated appropriate institutional planning and financial management, ensuring financial stability. Resource allocation, grounded in Annual Area Planning and outcome assessment, informs recommendations to the President. The College Integrated Planning Manual: 2014 Edition describes this process.

The College has leveraged an existing Innovation Award and Career Pathway’s Trust grant and general funds, augmenting the California Community College Chancellor’s Office baccalaureate program start allocation. System-wide Strong Workforce funding may also support the HIM program.

*Findings:* The College described a multi-year HIM program modeling that projects total cost of ownership into the future. The College acknowledged disappointment in the relatively small size (6) of the initial cohort and the financial challenges this presents. As a result of conversations with the President and CBO, the Team is confident of the College commitment to the HIM program. The Team does suggest to the College, however, a strategic investment in marketing and promotion in order to grow and sustain the HIM program.

## **Governance**

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:* The College provided the Team with Integrated Planning Manuals and various committee minutes (Curriculum and General Education Committee) as evidence of collegial discussion around the new HIM program. The College Educational Master Plan and Participatory Governance Manual were also provided to the Team.

During interviews with the Team, College representatives described initial LMI data analysis and subsequent recommendations to the President to explore Shasta’s application for a baccalaureate level HIM program to the state. In interviews with faculty and management alike, the Team found evidence of broadly understood integrated planning practices at the College.

*Findings:* Shasta College has developed and executed a broadly-based governance and committee structure. Faculty, staff, students and administrators contribute in governance committees intended to improve practice, programs and services. The Superintendent/President has primary responsibility for the College and demonstrated effective and collegial leadership. The Shasta-Tehema-Trinity Joint Community College District Board of Trustees approved the baccalaureate level HIM program application.

<b>Area of Inquiry – Faculty Qualifications</b>
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<b><u>Introduction:</u></b>
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The College provided Team members with evidence of qualified full and part-time Health Information Management and upper division General Education instructors within the HIM program. The full-time HIM faculty member meets CAHIIM requirements and has earned the Registered Health Information Administrator (RHIA) national certificate.
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**Standard III.A.2:** *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master’s degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.
- In cases where no Master’s degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a

bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.

- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

*Evidence:*

The qualifications for faculty teaching upper division courses in the baccalaureate degree program require a master's degree or doctoral degree in an appropriate discipline.

*Findings:*

The faculty member hired and assigned to the baccalaureate HIM program meets the qualifications for faculty teaching in the upper division program with a Master's degree in Health Information Management from a CAHIIM-accredited graduate program and earned the Registered Health Information Administrator (RHIA) national certificate.

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

Specified Baccalaureate Degree Program Evaluation Criteria:

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

*Evidence:*

The College has a full time faculty member assigned to the baccalaureate program as well as part-time faculty in the upper division general education disciplines.

*Findings:*

During the Team interview, the full time faculty member reported he also has teaching responsibilities in the AS degree HIT program. The Dean of Health Sciences did acknowledge the possibility of a future need for a second full-time HIM instructor as the program grows. During interviews, the Team was told that any future HIM full-time faculty resource allocation decisions would follow existing staffing decision-making procedures.

## Catalog Requirements

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

### 1. General Information

#### - Course Program and Degree Offerings

- *Evidence:* College Catalog
- *Findings:* The college catalog provides an overview of the baccalaureate degree and lists the courses and program learning outcomes; however, program requirements content and course requirements were not accurately printed in the catalog (see below). In regard to accreditation by CAHIIM, the College catalog notes in its description of the HIT program that the HIT program is not yet accredited, but it makes no comparable claim regarding the accreditation status of the HIM program.

### 2. Requirements for

#### - Degrees, Certificates, Graduation and Transfer

- *Evidence:* College Catalog.
- *Findings:* The Catalog describes prerequisites for admittance into the HIM program and outlines the program of study, including all required courses, unit requirements, and degree requirements. The College acknowledged, however, that HIM program unit requirements printed in the catalog, for example, were inaccurate. Among the graduation requirements, however, the catalog does not clearly outline the lower division general education (GE) requirements. The prerequisite for entry into the HIM program is the associate degree in HIT. The HIT degree at Shasta College includes 37-39 units of lower division general education. These 37-39 units are counted toward the GE requirements for the baccalaureate degree. The College Catalog does not address the possibility that a student transferring with the HIT associate degree from another college may not have completed those 37-39 units of lower division GE. During the onsite visit, the health science counselor identified the need to review lower division general education coursework who transfer from other colleges' HIT programs to assure it meets the pre-requisite requirements for entry into the upper division HIM program.

## **Commission Policies**

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

- Standards and Performance with Respect to Student Achievement
  - *Evidence:* College catalog, course outlines of record
  - *Findings:* The SLOs for the courses and program are appropriate for the baccalaureate level. However, without evidence of assessments, the College could not demonstrate that credit for courses and awarding of degrees is based on student achievement of learning outcomes for courses or programs.
- Credits, Program Length, and Tuition
  - *Evidence:* College catalog, course outlines of record
  - *Findings:* The program length and number of units required to obtain the HIM degree is appropriate for a baccalaureate degree. Tuition amounts are clearly published in the College catalog.
- Transfer Policies
  - *Evidence:* BP 4050, College Catalog
  - *Findings:* BP 4050 states that the College has procedures for transfer of credit from other institutions; however, no such procedure was presented to the Team. The HIM program description in the College catalog clearly states that applicants must have completed an associate degree in HIT prior to applying, yet the prerequisite unit requirement for acceptance needs to be stated more clearly in the catalog and on the HIM program webpage.
- Distance Education and Correspondence Education
  - *Evidence:* online class websites
  - *Findings:* The Team observed the online classrooms and interviewed faculty and the Online Learning Technician. The courses and program fall within the ACCJC policy definitions of Distance Education. The courses are constructed such that there is regular and effective contact between the instructor and the students. Student authentication is handled through unique student identifiers and secure passwords for logins. The College provides student support services and learning support services for online students that are equivalent to services provided to on-the-ground students.
- Institutional Disclosure and Advertising and Recruitment Materials
  - *Evidence:* College catalog, HIM webpages on the Shasta College website

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

- *Findings:* The catalog and the HIM webpages describe basic information of the HIM program accurately: its purpose, learning outcomes, admissions requirements, course sequence, number of units, and time to completion. The website provides more detailed descriptions of the program, job opportunities for graduates, and the application process. Although the information is clear and accurate for students who complete the prerequisite associate degree in HIT at Shasta College, the Team recommends that more information regarding lower division CSU general education requirements needs to be provided for students who transfer in with an associate degree in HIT from another college.

#### RECOMMENDATIONS AND FOLLOW UP

The College is scheduled for a comprehensive site visit in 2018. This report will be forwarded to the site visiting team. The College should consider the comments and recommendations included in this report as it prepares for the comprehensive site visit.

The Team recommends that the College engage in a broad-based dialogue leading to the identification of Student Learning Outcomes at the HIM course, program, and degree levels and ultimately the regular assessment of student progress toward achievement of the outcomes. The team further recommends that the institution develop ongoing and systematic student learning outcome assessment procedures to be used in institutional decision-making and resource allocation leading to the continuous quality improvement of the HIM program as well as overall institutional effectiveness.

The team recommends that the College provide students and prospective students, personnel, and all persons or organizations with quality information at the HIM course, program, and degree levels. The team further recommends this information include accurate accreditation, transfer of credit policy, and student learning assessment data that is not yet available to those audiences.