



2018-19

Instructional Program
Review

Health Information
Management

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1. PROGRAM/DISCIPLINE MISSION/GOALS AND LINK TO STRATEGIC PLAN

1A. DESCRIBE PROGRESS TOWARD GOALS SET IN PREVIOUS REVIEW, ANNUAL BUDGET PRESENTATIONS, AND/OR STRATEGIC BUDGET PLANNING.

Before the narrative of the HIM program review begins, the program lead would like to explain the creation of the Health Information Management (HIM) program and the initial goals of the HIM strategic plan.

In preparing for the HIM program to be approved by the Commission on Accreditation of Health Informatics and Information Management (CAHIIM), the lead needed to go back to school for a post-baccalaureate certificate in Health Information Management. The next step was taking the Registered Health Information Administrator (RHIA) exam. Both steps were completed by the end of 2015 or beginning of 2016, thus completing the first initial goal. The second goal was to redesign the medical office program into the health information management program that meets CAHIIM curriculum standards. The program meets CAHIIM's 2012 standards and is under revision to comply with the 2018 standards.

The Oregon Board of Education approved the HIM program 2014.

An essential part of the strategic plan for the HIM program was recruiting students into the program. After a few slim years of low enrollment, the decision to increase marketing by increasing visibility in student orientation and high school/dual credit was set in motion. These strategies helped increase student enrollment. Enrollment is still a concern, but with third party accreditation, KCC will continue to see growth and provide a high-quality program.

Current goals include increasing professional practicum experience (PPM) clinical sites in both Klamath and Deschutes County for students to participate in the work experience with community contracted partners as well as achieving third party accreditation.

Improve prosperity

Improve student access and prosperity by providing opportunities for students to gain industry knowledge and certifications.

1. **Professional Practicum Experience II (PPE II)**, HIM 280 allows the KCC student to work in a healthcare setting of their choice. The student researches the setting where they would like to work once graduated. This research can be part of two classes that are offered through the HIM program: HIM 205 Data Governance & Comparison, and HIM 180 Professional Practicum Experience II (PPE I). HIM 205 allows students to explore the many settings available to the HIM professional. HIM 180 through the EHR Go simulation lab allows students to interact with the electronic health record. For example, activities include data analysis, detailed coding, architecture management, and quality improvement. This class also requires the student to shadow an individual in one or two organizations in which the student is interested during that term. In theory, HIM 180 and HIM 205 refine the program skills needed to prepare the student for the PPE II work experience site.
2. **National Healthcareer Association (NHA) (part of the Assessment Technologies Institute®)**

KCC students can enhance their skills, knowledge and qualifications by obtaining certifications in the areas of electronic health record specialist and the billing and coding specialist. The HIM Advisory Committee agreed that having a certification for program students would be beneficial until accreditation from CAHIIM is attained. KCC students are eligible to sit for either/both of the Electronic Health Records Specialist (CEHR) or Billing and Coding Specialist (CBCS) during their second year and last term at KCC.

3. Commission on Accreditation for Health Informatics and Information Management (CAHIIM)

CAHIIM supports graduate competencies and job marketability by delivering a structured framework for ensuring sound educational practices, which involve faculty and staff in a comprehensive evaluation plan for the academic program. CAHIIM motivates self-improvement by providing nationally acceptable standards against which the program can self-evaluate to meet the needs of students, the profession, and the public. Finally, CAHIIM also provides a frame of reference for the program to identify resources that are needed to maintain or enhance the curriculum.

Of importance, a few KCC HIM graduates have not attained job placement due to the fact that the HIM program is not accredited by CAHIIM. This is direct feedback from graduates.

Improve Access

Improve student access through a variety of instructional delivery formats and celebration.

1. The HIM program is an open access program. It utilizes multiple learning platforms, including distance education, face to face and hybrid learning. The HIM lab is utilized for EHR simulation and study groups.
2. An HIM Get-Together was held in Fall 2018 to provide support for new incoming students from HIM Alumni. Feedback was very positive. This will be a continued event for all students: presently enrolled, new enrollees, and alumni.
3. Klamath Community College certificates and program partnership with Health Information Management:
 - a. Management Electronic Health Record Career Pathway Certificate
 - b. Business Technology Administration Office Professional Office Support
4. College Now partnership with Klamath Union High School:
 - a. Health Information Management Electronic Health Record Career Pathway Certificate
5. Community Education - Medical Administrator Assistant, students have an opportunity to earn their certification through National Healthcareer Association and seek job placement or move into the HIM academic program.

Enhance Reputation for Excellence

Enhance program reputation through results of increased student evaluations and surveys, EHR Go Software, National Health Careers Association, and attaining third party accreditation from CAHIIM.

1. Student evaluations and an HIM survey were created to attempt to glean information that would lead to program improvements.

- a. Klamath Community College student quarterly course evaluations (*See Appendices 1A and 1B - Course Evaluations*)
 - b. Klamath Community College Health Information Management Student Feedback Survey (*See Appendix 2 - HIM survey results*)
2. EHR Go Software is an educational platform that introduces students to the complexities of the electronic health record (EHR). Students develop skills by using technology, while having fun, either at home or in the HIM Learning Lab, room 813. EHR Go is a web-based program that aligns with CAHIIM competencies and student learning outcomes.
 3. National Healthcareer Association – Allied Health Certification is used to elevate the quality of patient care through certification. The HIM program uses it for two certifications: Electronic Health Record Specialist, and Billing and Coding Specialist. This product does allow for analytics of student performance and improved predictability for student success. However, this certification is not recognized by most industry healthcare HIM departments.
 4. CAHIIM has many functions that provide outcomes information about the academic program through a peer review organization whose function is to assess quality and content of the educational experience with entry- level competencies for the profession. CAHIIM supports the process of professional certification by providing reasonable assurance of quality educational preparation and learning outcomes. Finally, CAHIIM provides an implied level of assurance of a quality health care workforce dedicated to the safety and protection of health information through quality educational preparation.

Increase Community Partnership

Improve local industry network through both the professional practicum experience (PPE) and the HIM Community Education program.

1. HIM 280 PPE: By the beginning of spring term, many local healthcare agencies in the Klamath Falls community are contacted to inquire about opportunities for student work experience placement. Sky Lakes Medical Center is the top employer for the HIM graduate. However, many other local healthcare agencies can employ KCC graduates, including DaVida Dialysis, Klamath Basin Behavioral Health, Klamath Hospice, local veterinary clinics, Cascade Comprehensive Care and, most recently, Basin Eye Care. Sky Lakes Medical Center and the network of physician offices have employed HIM students in the past. However, additional sites are necessary, which reflects the program's growth.
2. HIM Community Education: HIM faculty in conjunction with K-CET, WIOA, SNAP and STEP now offer a ten-week course, Medical Administrative Assistant (MAA). The community education program uses NHA for MAA certification and an introduction to EHR Go for front office simulation.

1B. HAVE YOU MET YOUR PREVIOUSLY SET GOALS? IF NOT, HOW DO YOU PLAN TO MEET THEM?

Yes

No

As mentioned above, initial goals were met: HIM lead education and designing a new program based on CAHIIM standards. More recently, the goal of increased student enrollment was achieved. Current goals

were stated, including the addition of more sites for PPE opportunities and third party accreditation by CAHIIM.

2. PROGRAM/DISCIPLINE DESCRIPTION AND OVERVIEW

2A. PROVIDE THE CATALOG DESCRIPTION OF THE PROGRAM.

Two-Year Associate of Applied Science Degree

The Health Information Management (HIM) AAS degree program is designed to meet increasing health industry demands for trained health information specialists. This program includes a combination of human science, computer technology, and health information courses that prepare the student for employment in health care organizations. The program includes both theoretical instruction and practical laboratory experience on the Klamath Community College campus and through affiliations with health care providers in the area.

Health information management professionals hold diverse and unique skill sets. They are experts in data collection, analysis, monitoring, maintenance, and reporting activities in accordance with established data quality principles, legal and regulatory standards, and professional best-practice guidelines. These functions include processing and using health data for treatment, billing, compliance, and surveillance purposes.

The program begins each fall term with a maximum of 20 students. The classroom is designed to correlate classroom and lab experience with practical (cooperative work) experience in health care facilities.

At this time, the program is pursuing accreditation through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Once accreditation is awarded, students will be eligible to sit for the Registered Health Information Technician (RHIT) certification. Currently there are two national certification exams available through National Health Career Association. Students may be eligible for electronic health record specialist and/or billing and coding specialist. Klamath Community College is an NHA testing center site for both exams.

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

- Demonstrate correct documentation and how a diagnosis is supported through documentation, clinical findings and discharge status.
- Promote the importance of healthcare policy-making as it relates to the healthcare delivery system.
- Evaluate or implement the use of clinical quality measures and/or core objectives for patient care by healthcare providers.
- Analyze classification and terminology systems for diagnosis/procedure codes according to current guidelines.

- Summarize the test standards and information to pass a national exam in health information management.
- Apply professionalism skills in the practicum setting.

Less-Than-One-Year Certificate of Completion

This pathway certificate is designed to provide the technical skills and basic knowledge for students interested in a professional setting for electronic health record career. This pathway is a hands-on, theory-based delivery for professionals in the health care industry. Students interested will understand software application and equipment operations, engage in insurance and billing process, complete patient charting, understand and comply with healthcare regulations and quality improvement measures and reporting. This certificate is for individuals seeking skills needed to work in physicians' offices, hospitals, veterinary offices, behavioral offices, etc.

Program Learning Outcomes

Upon successful completion of this certificate, students will be able to:

- Manage day-to-day functions of EHR data.
- Manage backup of EHR data.
- Acquire external patient data.
- Maintain a provider database for the purpose of continuity of care.
- Audit charts to ensure compliance of proper charting.
- Maintain security of protected health information in compliance with HIPAA.

2B. DESCRIBE HOW AND TO WHAT DEGREE THE PROGRAM DESCRIPTION REFLECTS THE PROGRAM'S OVERALL GOALS. IF IT DOES NOT, REVISE PROGRAM DESCRIPTION.

The program description reflects the overall goals. At this time, the program learning outcomes align with the 2012 CAHIIM learning outcomes.

2C. COMMUNITY LABOR MARKET NEED ANALYSIS AND PROJECTION

2C.I. HAS THE DEMAND FOR GRADUATES CHANGED IN THE PAST FIVE YEARS? IF SO HOW AND TO WHAT DEGREE?

- Yes
 No

2C.II. WHAT IS THE EXPECTED MARKET DEMAND FOR THE FUTURE? HOW MIGHT THE PROGRAM ADJUST TO THESE PROJECTIONS?

The labor market need analysis provided for the HIM 2018-2019 budget states both there is job growth both nationally and in Oregon between 15-20% for the HIM professional.

According to the labor market, "employment in this occupation in 2012 was much larger than statewide average for all occupations. The total number of job openings projected is much higher than the

statewide average number of job openings for all occupations through 2022.” The potential earning for our region is \$36,905.

The HIM program will continue to adjust to changes in the healthcare field, as stated from an article: *Health Information Management 2025: Current “Health IT Revolution” Drastically Changes HIM In The Future* (Dimick, 2012) “AHIMA has also promoted the addition of specialization tracks to associate degree programs, which would allow students to train in specific HIM and HIT areas in order to land more specialized job roles upon graduation.” The new tracks will allow the associate level graduate to move beyond the entry level career in either data management or revenue management. Thus, students will continue to earn their Associate of Science in Health Information Management while choosing the specific track at Klamath Community College.

2D. DESCRIBE THE SPECIFIC CURRICULAR, INSTRUCTIONAL, OR OTHER CHANGES MADE IN THE PREVIOUS FIVE YEARS.

As mentioned above, the HIM program was approved by the Oregon Department of Education in 2014. The program continues to make improvements to meet the accreditation standards, while also working to meet community needs.

The program has recently (spring 2019) completed the HIM Pathway for Klamath Union High School and, potentially, for Henley High School.

3. RESOURCES

3A. DESCRIBE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT.

3A.I. WHAT PERCENT OF FACULTY ARE FULL-TIME? PART-TIME?

As of May 2019, there is one full-time faculty member and two part-time faculty members teaching in the HIM program. The HIM program requires students to complete courses in both medical terminology and anatomy & physiology classes. Recently, a few HIM students are also completing pathway certificates as office support specialists or in bookkeeping. There are skilled and wonderful instructors, especially Mark Cassady, Kathy Hewitt and Cathy Saunders, who teach these courses.

3A.II. WHAT ARE THE MINIMUM DEGREE QUALIFICATIONS? WHAT PERCENT OF FACULTY EXCEED MINIMUM DEGREE QUALIFICATIONS?

Faculty	Courses	Degrees and certifications
Jennifer Briscoe, Lead	HIM courses (103, 104, 105, 106, 180, 204, 205, 210, 212, 272, 275, 280, and 292) MDA 101 & 102, HPE Classes	MBA, Post Baccalaureate Certification and Registered Health Information Administrator (RHIA)
Dawn Jones, Adjunct	HIM medical coding, insurance classes (131, 231, 232, & 234	Bachelor of Science and Certified Coding Professional
Dr. Kristine Taylor, Adjunct	MDA 101 and 102	Doctor of Chiropractor Medicine

3A.III. LIST THE SPECIFIC PROFESSIONAL DEVELOPMENT PROGRAM FACULTY ATTENDED INCLUDING BOTH ON-SITE AND OFF-SITE TRAININGS; HOW DID THE PROFESSIONAL DEVELOPMENT IMPACT INSTRUCTION, DESIGN, AND DELIVERY?

The HIM faculty members are required to earn continuing education to maintain their certifications and Dr. Taylor is required to complete her continuing education to uphold her license.

All three instructors are required to earn at least 24 CEU every two years.

The HIM lead will be using faculty senate funds to travel this summer to the Assembly on Education/Faculty Development Institute (AOE/FDI) in Atlanta, Georgia. There are many tracks to attend, but the topics will encompass "Aligning for Learning: Degree Outcomes, Course Outcomes, Assessments, and Teaching Strategies." These topics align with the HIM program and Klamath Community College goals.

Faculty members are encouraged to attend the Center for Teaching and Learning trainings in assessment, Canvas, instructional design, educational technology use, and teaching best practices.

3A.IV. ARE FACULTY COMPOSITION, QUALIFICATIONS, AND PROFESSIONAL DEVELOPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

Yes

No

Somewhat

3B. DESCRIBE THE SPECIFIC FACILITIES, EQUIPMENT, AND MATERIALS USED BY THE PROGRAM.

The Work Skills Technology building has nine classrooms that are solely dedicated to KCC programs; three of these classrooms include synchronous learning labs for instruction to remote locations. Two of the classrooms have two monitors per workstation, three large screens mounted on three walls of the lab, a SMART Board, and a printer. Student feedback has been fantastic for all classrooms. The HIM lab (813) is used for HIM classes, open lab time is available for the students 2-3 times per week and in blocks of 1.5-3 hours. Academic benefits are observed in improved student quiz scores, team applications, and EHR Go simulation assignments. The double monitors are perfect for successful EHR simulation use.

During the 2018 academic year, the HIM program received funding from HECC for several sets of coding codebooks for students to borrow for HIM 131, 231, 232, and 234. These books are updated annually, in October, by Centers for Medicare and Medicaid Services.

Since the codebooks are required for HIM classes, the department lead has budgeted for ordering updated medical coding books. The grant money allowed the lead to purchase other textbook resources for the students when completing HIM case studies.

If funding were available, the department lead would like Lab 813 to have recording ability for distance education learning for both college and high school students. The lead is aware of classroom 817's operational ability to record. However, the lead would prefer to continue utilizing the 813 lab as much as possible.

3B.I. ARE FACILITIES MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

Yes

No

Somewhat

Course work for the HIM program is essentially delivered through the Work Skills Technology Center (building 8). The building is technology advanced, well designed, user friendly and well maintained.

3B.II. IS EQUIPMENT MEETING INSTRUCTIONAL NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

Yes

No

Somewhat

Instructional needs are being fully met through the work skills technology building. The HIM faculty and students appreciate the HIM lab (813), along with quick and reliable access of Information Systems (IS) staff. IS staff is friendly, efficient, and easy to locate when the technology goes awry or the users cannot figure it out, which is more often the case.

3B.III. ARE INSTRUCTIONAL MATERIALS MEETING PROGRAM NEEDS? IF NOT, DESCRIBE ANY PLANS THAT WILL ADDRESS THIS.

Yes

No

Somewhat

Instructional materials effectively meet the needs of faculty and students in the HIM program. Resources are carefully selected to support student use beyond the classroom and into the work place. Cengage, AHIMA Press and EHR Go are primary publishers; they are industry relevant and provide real world scenarios. Review of OERs for a number of HIM classes is planned over the 2019 summer term.

3C. DESCRIBE THE INSTRUCTIONAL SUPPORT SERVICES THE PROGRAM USES.

3C.I. REVIEW LRC HOLDINGS FOR RELEVANCY AND CURRENCY TO PROGRAM.

The KCC library's holdings of and access to information resources are sufficient to support the HIM program and the needs of students in the program. The library's print and digital collections and online subscriptions are continually developed, according to library best practices to serve the changing needs of HIM students.

As a member of the Sage Library Consortium, the LRC provides students and faculty access to the holding of 77 member libraries in 15 counties of eastern and central Oregon. The KCC Library is also a member of Orbis Cascade Alliance, which provides students access to the holdings of 38 academic libraries in Oregon and Washington.

3C.II. REVIEW PROGRAM STUDENT USE OF TUTORING AND E-TUTORING.

The LRC Tutoring Center provides supplemental instruction on a drop-in basis for individual students and study groups. Tutors provide help with coursework for business classes and for other classes commonly taken by business administration students, including mathematics, writing, and computer skills. Online tutoring in business and many other subjects is available 24 hours a day, seven days a week, free of charge to KCC students through TutorMe.

Data are not currently available to specifically show the extent of HIM student use of tutoring and e-tutoring. Although the HIM students use the work skills and technology lab (813) and the health science building (building 6) for open anatomy and physiology lab, many HIM students also have access to TRIO and seek tutoring there in Founders Hall.

3C.III. REVIEW PROGRAM STUDENT USE OF TESTING SERVICES.

The KCC Testing Center provides placement testing, exams for college credit, and business related licensing and certification exams.

At this time, the testing center is not used for HIM exam proctoring. HIM students use the Canvas learning management system for quizzes and exams. The HIM Lab (room 813) is used for all NHA proctored exams; these exams are proctored during finals week.

Once the HIM program receives accreditation for the Registered Health Information Technician certification, it is the goal of the HIM lead for the testing center to be a Pearson VUE testing center for all AHIMA certifications.

3C.IV. REVIEW OTHER INSTRUCTIONAL SUPPORT SERVICES (STUDENT CLUBS, ADVISING, TRIO, VETERANS SERVICES, ETC.) IF APPLICABLE.

Not applicable at this time.

3D. DESCRIBE TO WHAT DEGREE THE PROGRAM USES THE COLLEGE'S LEARNING MANAGEMENT SYSTEM (CANVAS) FOR ALL METHODS OF DELIVERY (FACE-TO-FACE, ONLINE, SYNCHRONOUS, HYBRID).

All faculty in the HIM program use Canvas for delivery of program course work: face-to-face, online, synchronous, and in hybrid format. Faculty members are trained in Canvas tools and applications and work with the Center for Teaching and Learning for assistance in course design. All program course work is available in both face-to-face and online versions to meet student needs.

4. EFFECTIVENESS

4A. STUDENT LEARNING OUTCOMES ASSESSMENT

4A.I. COURSE LEARNING OUTCOMES (CLO)

See Appendix 3 for the course learning outcomes (CLOs) for the HIM courses.

At the time of this review, two HIM program courses were scheduled to be assessed for course learning outcome achievement. Of the two courses scheduled for assessment, only one provided quality data.

4A.I.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN CLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

Course learning outcomes (CLOs) were assessed for HIM 232 during winter 2019.

Table 4.1: CLO Plan and Results, Winter 2019

Course	HIM 232 01 Insurance and Billing
Course learning outcome assessed	Simplify the process of completing claims
Target	If 80% of students can complete a HCFA claim 1500 form for multiple insurance companies (Medicare, OHP, BCBS, etc) with less than 2 errors, I will be successful in my teaching of this outcome for the class.
Artifacts	HCFA 1500 claim form
Percentage of proficient students	100%
What contributed to success?	All five students attended open lab and practiced correctly filling out the insurance 1500 claim form.
Were assessment methods accurate?	The assessment method for the insurance claims form was an accurate indicator because it allowed the student to independently demonstrate their data entry skills for a complicated insurance form.
Compare students' self-assessment with your direct assessment results	Students' perception of their progress did match direct assessment data. 100% of students reported proficiency, and direct assessment data showed that 100% were proficient.
Course adjustments?	HIM open lab to help students meet the challenges of correct billing
Resources needed for adjustments?	Continued use of open lab and practice completing the insurance 1500 document.

HIM 204 Electronic Health Record, was scheduled to be assessed during winter 2019, but there were only two students; midway through the term one student dropped. This instructor had to revamp the final project and could not collect the data needed to assess the course learning outcome. HIM 204

outcomes are group work driven and require at least two to six students for successful data collection. Fall 2019 class looks promising, as 12 students have been advised to register for this class.

4A.I.2 DESCRIBE THE SPECIFIC PROCESS FOR ADVISORY COMMITTEES FOR REVIEWING COURSE CONTENT AND OUTCOMES GUIDES (CCOGS). IF THERE IS NO PROCESS, DESCRIBE PLANS TO ADDRESS THIS.

All course content and outcomes guides (CCOGs) are scheduled for review on a three-year cycle. During the term in which a CCOG is scheduled for review, the lead determines if revisions to outcomes and content are necessary and revises the CCOG based on input from those who teach the course. The department lead works with the assessment and curriculum coordinator for approval and eventual publication.

4A.I.3 WHICH COURSES HAD LEARNING OUTCOMES REVISED/UPDATED AND WHY?

The HIM 103 CCOG was revised in 2017. During 2018, the CCOGs for 9 classes were revised, including HIM 105, HIM 106, HIM 205, HIM 210, HIM 212, HIM 232, HIM 275, HIM 292 and HIM 293. During Spring 2019, HIM 104 and HIM 234 were updated. Three classes are scheduled for revision in and during Fall 2019, HIM 131, HIM 204, HIM 231 and HIM 272. As mentioned above CCOGs are reviewed on a three-year cycle.

4A.I.4 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF CLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

HIM Lab (813) moves students from theory to application. The use of double monitor screens and the use of the simulated EHR Go allows students to translate the theory into industry readiness. This was apparent with HIM 232 Insurance and Billing: 100% pass rate correctly completing the CMS 1500 document.

4A.II PROGRAM LEARNING OUTCOMES (PLO)

Upon successful completion of the HIM program, students will be able to:

- Demonstrate correct documentation and how a diagnosis is supported through documentation, clinical findings and discharge status.
- Promote the importance of healthcare policy-making as it relates to the healthcare delivery system.
- Evaluate or implement the use of clinical quality measures and/or core objectives for patient care by healthcare providers.
- Analyze classification and terminology systems for diagnosis/procedure codes according to current guidelines.
- Summarize the test standards and information to pass a national exam in health information management.
- Apply professionalism skills in the practicum setting.

4A.II.1 DESCRIBE EVIDENCE OF STUDENT PROFICIENCY IN PLOS. IF THERE IS NO EVIDENCE, DESCRIBE PLANS TO ADDRESS THIS.

During spring 2018, the program learning outcome “Apply professionalism skills in the practicum setting” was assessed for HIM 280.

During spring 2019, the program learning outcome “Promote the importance of healthcare policy making as it relates to the healthcare delivery system” is being assessed for HIM 104.

4A.II.2 IDENTIFY AND GIVE EXAMPLES OF CHANGES MADE IN INSTRUCTION THAT OCCURRED AS THE RESULT OF PLO ASSESSMENT. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

During spring 2018 the professional practicum experience (PPE) sites evaluated the students’ performance in a number of technical areas. The feedback from previous PPE sites identified the need for increased professionalism. The lead initiated two measurable proficiencies: first, in HIM 272 Leadership, a case study was assigned to students to explain and role-play the importance of empathy and emotional intelligence when interacting with peers and patients. Second, the HIM 280, PPE work experience students were rated on essential soft skills, dress, timeliness, and technical skills. The PPE site manager performs evaluations at the midterm and in the final week at the PPE site. The student is rated according to a 4-point scale, starting with number one as ‘needs improvement’ to number four as ‘excellent.’ Of the four students completing their PPE, three of the four students had scores marked at level 3 or 4 in their PPE evaluations and have been hired in the local healthcare community.

4B. STUDENT SUCCESS

4B.I. DESCRIBE ENROLLMENT TRENDS AND PLANS TO ADDRESS THEM.

Enrollment trends for the HIM program have been fluctuating, but change occurred during fall 2018 term. The HIM program has started seeing consistent enrollment from fall to spring of 2019. All classes have at least 12 students in the one hundred level classes.

For example, HIM 104 Data and Structure I, class was offered in fall 2018 and spring 2019 with both classes having an enrollment of 15 -20 students. This is an interesting phenomenon as this class has never been offered twice in one academic year, and yet both offerings had high enrollment.

The HIM lead and the marketing team have worked closely together to create fun and appealing merchandise. The KCC HIM logo has been used on travel mugs, t-shirts, and stickers. This merchandise is distributed at high school functions and HIM get-togethers. In addition, all fall KCC HIM students that enrolled for the spring term received a black HIM hoodie.

As mentioned earlier, the HIM lead worked closely with the Dean of CTE to develop a career pathway certificate for College Now at Klamath Union High School and, potentially, at Henley High School. Also mentioned earlier, the HIM lead is also working closely with the Community Education program for Medical Administrator Assistant.

The HIM lead believes that the most significant accomplishment for the growth of the HIM program would be to achieve accreditation by the Commission on Accreditation for Health Informatics and Information Management. The cost is not out of the ordinary for accreditation agencies. Klamath

Community College allowed the HIM lead to attend accreditation readiness in Chicago 2017. The experience was invaluable and learning obtained then will be applied in the future.

Accreditation would solidify student enrollment, graduation, and employment opportunities. Interesting note, when the HIM Lead was at the spring directors meeting in Salem, the Portland Community College (PCC) HIM Director stated that the KCC HIM lead could “simply send her students to PCC to earn their RHIT.” The KCC HIM lead does not like this idea and would prefer to have third party accreditation as stated many times in this document.

4B.II. DESCRIBE DEGREE AWARDED TRENDS AND PLANS TO ADDRESS THEM.

As stated previously, enrollment trends for the HIM program have been fluctuating. This is apparent from the enrollment graph and Number of Awards (*Appendix 4 - Enrollment by Term*), which is typically 2-7 students each year, starting in 2015 and projecting to 2019.

Data collected from the HIM students reveals that the majority of each graduating class has successfully acquired employment. Many of the students have also earned NHA certification in one or both Electronic Health Record Specialist and Coding and Billing Specialists. The certifications do represent knowledge of the subject matter and show perseverance from the student; however, NHA is not recognized in the healthcare industry, while AHIMA is considered the gold standard.

Starting the academic year 2018- 2019, many HIM students are being counted as completers and are earning the pathway certificate for completing four classes in a two term period. The classes are HIM 104, HIM 105, HIM 106 and MDA 101. At this time, the goal is to continue this track for KCC students and for the Klamath Union High Schools students. For our KU students, we will be using both of the synchronous technology and distance education platforms.

HIM 234 Advanced Coding is for the student who lives to code. This class was restructured for serious coding students to prepare for the Certified Coding Specialist exam. AHIMA requirements include an associate degree with the following courses: anatomy & physiology, pathophysiology, pharmacology, medical terminology, reimbursement methodology, intermediate/advanced ICD diagnostic/procedural and CPT coding. Unfortunately, students must travel to Medford to take the exam at a Pearson VUE testing center.

Careful planning will continue as the HIM program moves forward for student success and employment.

4B.III. REVIEW TRANSFERABILITY OF PROGRAM.

4B.III.1 DESCRIBE TRANSFERABILITY FROM HIGH SCHOOL TO KCC TO OUS.

Students enter the HIM program from many pathways. As discussed, earlier College Now is a pathway that has been successful for the HIM program. Additionally, the HIM lead believes that the Work Source and, specifically, Workforce Innovation and Opportunity Act (WIOA) is also helping to successfully grow the HIM program. Displaced workers are entering the HIM program, bringing to the classroom a wealth of knowledge and experience that enriches the classroom setting and allows the diverse student

population to engage in lively class discussions. The HIM lead appreciates the work source center and the WIOA on campus. Thus, the goal of the WIOA and the students that are part of this program are seeking employment rather than degrees.

At the end of winter term, the HIM lead was contacted by the program director, Dr. Lillian Smith, at Boise State University asking if the students of the HIM program might be seeking a baccalaureate degree. The dean of CTE and the HIM lead are working with Boise State to offer their transfer degree, Bachelor of Arts in Public Health, to any HIM graduates that are interested. We are working to validate that all classes from the HIM AAS degree will be accepted and they will continue to honor the no out of state fee for KCC students. At this time, I have two students that will graduate from the HIM program in spring 2020 who are exploring this option.

4B.III.2 HAS THIS CHANGED OVER THE LAST FIVE YEARS? IF SO, WHY? WHAT ARE THE IMPACTS ON STUDENTS AND THE PROGRAM?

Yes, change is the only constant. Thus, the HIM lead will follow best practice pedagogy for the HIM program.

4C. STUDENT ENGAGEMENT AND SATISFACTION

4C.I. COURSE EVALUATIONS DATA AND ANALYSIS

4C.I.1 DESCRIBE CHANGES MADE IN INSTRUCTIONAL METHODS BASED ON STUDENT COURSE EVALUATION DATA. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

4C.I.2 DESCRIBE CHANGES MADE TO THE COURSE BASED ON STUDENT COURSE EVALUATION DATA.

Students have expressed concern over the amount of assignments required for the HIM classes. One comment was made that some students may have dropped from the program due to the amount and rigor of the workload. Students who shared their thoughts regarding the winter class evaluations are distance education students and do not utilize the HIM open lab. (*Attachment 2, HIM Survey*)

Spring term has led to much reflection and need for adjustment in course work. As the program and classes grow, there will need to be adjustments in assigned work. The HIM lead is contemplating merging HIM 210 Disease Process and 212 Pharmacology, creating a 4 credit class focusing on the pathology and providing the biologics that are used for each disease. The HIM lead believes that if this could be a hybrid class, where all students are required to attend face-to-face class once a week, there could be a potential benefit for all students. The lead suspects that if projects are decreased and quizzes increased there would be less work, but competencies can still be tracked.

HIM 105 HIM Law and Ethics will be reevaluated for fall and winter term during the summer months.

The HIM lead has been reviewing the 2018 Associate Curriculum Guidance from CAHIIM and will adjust the curriculum accordingly. In addition, the lead will be attending the Assembly on Education/Faculty

Development Institute (AOE/FDI) conference that will feature degree outcomes, course outcomes, assessments, and teaching strategies.

Moving forward, the HIM lead will take into account the new curriculum guidelines set forth by CAHIIM/Council for Excellence in Education (CEE) while working closely with both Ms. Jones, the coding instructor, and the HIM advisory committee. Nevertheless, it is important to remember that academic rigor is necessary when working in healthcare.

4C.II JOB PLACEMENT DATA AND ANALYSIS (IF AVAILABLE)

Students from previous years have provided the HIM lead with news of employment. Many times, the HIM lead is also a reference for KCC graduates. The data is limited, but employed graduates are reflected below.

Year graduated	# Students graduated	# Employed in healthcare	# Employed else where	# Earned NHA certification
2015	4	2	2	3
2016	4	4	0	4
2017	3	2	1	2
2018	6	5	1	5
2019 (the last of the stragglers from 2016)	2			
2020 projection	15 -17			

5. BUDGET

5A. PROVIDE FIVE-YEAR COST MARGIN DATA AND ANALYSIS.

Cost Margin (*See Appendix 5 - HIM Budget*)

Academic Year	HIM
2014-2015	(\$18,171.62) -109%
2015-2016	(\$64,248.89) -229%
2016-2017	(\$31,969.60) -158%
2017-2018	(\$20, 626.85) -62%

After reflection, the HIM lead is hopeful that the upside down cost margin trend will continue to reflect a less negative margin in the coming year. The increase in tuition, technology, and other fees have helped to offset the costs of the program, resulting in an improved margin for the HIM program. During the transition period of 2014-2017, the offering of smaller class enrollment was necessary to get

students graduated. The smaller class numbers have been discussed throughout the years. The lead is hopeful that the trend of increased student enrollment will continue, leading to a more balanced cost margin. Continued purposeful planning in class scheduling, student recruitment, and increased marketing will certainly lead to a positive outcome for the budget.

5B. SUMMARIZE PREVIOUS ANNUAL PROGRAM VIABILITY STUDY RESULTS AND EXPLAIN HOW CHANGES IMPACTED STUDENT LEARNING OUTCOME PROFICIENCY. IF THIS HAS NOT OCCURRED, DESCRIBE PLANS TO ADDRESS THIS.

The Health Information Management program was selected for a viability study to be completed during spring term 2019. As the first scheduled meeting is May 30, 2019, there is no information available at the time of submission.

5C. EXPLAIN ANY BUDGETARY CHALLENGES AND ANY PLANS TO ADDRESS THEM.

The HIM program is working towards accreditation, as discussed throughout the program review. Accreditation is a necessary expense that will propel the program and KCC students forward with the competitive edge that is needed in the HIM field. Accreditation will assure a quality healthcare workforce dedicated to safety and protection of health information through quality educational preparation.

Initial Accreditation	Pre-Application Fee	\$500
	Candidacy Status Fee	\$7,500
	Self-Assessment Late Fee	\$500
	*Site Visit Processing Fee	\$8,000
	Appeals Procedures Processing Fee	\$5,000

Site Visit Processing Fee This fee is inclusive of the following expenses related to the review and site visit for a three-member team: lodging, ground transportation, parking, rental car, airfares, and meals with the exception of the lunch the first day at the institution. For total of airfares beyond \$2,000 or reschedule of the site visit, the program will be invoiced the difference after notification and approval. This fee structure applies only to site visits within the Contiguous United States. Visits to Alaska, Hawaii, Puerto Rico and other countries will be priced at a different rate.

KCC always tries for the lowest airfare without inconveniencing the site visitor and they are required to get our approval prior to booking. The fee is non-refundable in the event of cancellation of the site visit. The program is invoiced in advance of the site visit with payment due within 30 days or the process may be delayed.

<http://www.cahiim.org/him/fees.html>

6. CONCLUSION

In summary, the HIM program lead's vision is for KCC's program to be a recognized and trusted accredited organization for Health Information Management students and professionals. KCC's HIM program lead strives to collaborate with local and statewide healthcare facilities, to ensure the development of a workforce that meets the challenges of an information intense environment, and to positively affect the healthcare industry with graduates who have met the professional standards that are often a prerequisite for entering the HIM profession.

6A. DESCRIBE PROGRAM STRENGTHS.

Program strengths include:

- Advanced technology in classrooms; software available for teaching and student engagement.
- Combined 40 years' experience in the healthcare industry.
- Faculty continue to be proactive in continuing education.
- Faculty established in the community, allowing for extensive student PPE opportunities and employment.
- Pass rates at 85% or higher of the CEHR and CSBS. While not the industry standard, the pass rates reflect that the program lead is capable of proctoring and preparing students to pass the RHIT exam.

6B. DESCRIBE PROGRAM WEAKNESSES.

Program weaknesses include:

- Limited PPE sites, which contributes to limited contact with potential employers.
- Time to incorporate 2018 CAHIIM standards into curriculum in preparation for accreditation.
- Money allocated for CAHIIM for application and initial site visit, plus an annual accreditation fee.
- Resources must include a lead with master's degree with a minimum RHIT certification and one full-time instructor with a minimum of bachelor's degree with scholarship and sufficient practice experience in area of specialty.
- Commitment by KCC administration to support development of HIM program and CAHIIM accreditation status.

6C. DESCRIBE SUPPORT NEEDED.

The lead requests assistance in continuing marketing of the program to increase enrollment. Another appeal is made to administration for monetary support of this milestone (CAHIIM accreditation). This milestone will, in turn, help recruit students to the KCC campus for the HIM program.

6D. CREATE NEW GOALS AND LINK THEM TO THE STRATEGIC PLAN.

- Complete accreditation process, which should lead to increased enrollment.
- Continued pass rates of 85% or higher once revised CAHIIM standards are implemented.
- Once CAHIIM accreditation is received, the new goal will be to continue to follow CAHIIM standards and the needs of the community work force.

8. APPENDICES

APPENDIX 1 COURSE EVALUATIONS

1A. Winter 2019 Course Evaluations.pdf – See SharePoint for linked document

1B. Fall 2018 Course Evaluation

Course:	HIM 103 1 - Intro to Health Services	Department:	HIM
Responsible Faculty:	JENNIFER BRISCOE	Responses / Expected:	10 / 10 (100%)

Questions about yourself Please answer the following:	HIM 103 - 1							--- Survey Comparisons ---					
	Responses					Course		HIM			All		
	A	U	S	R	N	N	Mean	N	Mean	--+ ¹	N	Mean	--+ ¹
Q1 I was self-motivated to learn the course material.	5	5	0	0	0	10	4.5	28	4.5	=	1.7K	4.5	-
Q2 I was well-prepared for each class.	8	2	0	0	0	10	4.8	28	4.6	++	1.7K	4.5	++
Q3 I asked the instructor for help / guidance when I needed it.	9	1	0	0	0	10	4.9	28	4.6	++	1.7K	4.5	++
Q4 I invested enough effort to fulfill course requirements.	6	4	0	0	0	10	4.6	28	4.6	=	1.7K	4.6	=
Q5 I participated actively and contributed thoroughly in class.	6	4	0	0	0	10	4.6	28	4.5	=	1.7K	4.6	++
Q6 I attended class.	5	5	0	0	0	10	4.5	27	4.8	--	1.6K	4.7	-
Q7 I completed the class reading assignments.	3	6	1	0	0	10	4.2	28	4.5	--	1.6K	4.6	-
Q8 I completed the homework for this class.	8	2	0	0	0	10	4.8	28	4.8	=	1.7K	4.7	++

Responses: [A] Always=5 [U] Usually=4 [S] Sometimes=3
[R] Rarely=2 [N] Never=1

¹ This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Questions about the course Please answer the following:	HIM 103 - 1							--- Survey Comparisons ---					
	Responses					Course		HIM			All		
	A	U	S	R	N	N	Mean	N	Mean	--+ ¹	N	Mean	--+ ¹
Q9 The course was well-planned and organized.	8	2	0	0	0	10	4.8	28	4.7	=	1.7K	4.7	++
Q10 The course had clear learning outcomes.	8	2	0	0	0	10	4.8	27	4.7	+	1.7K	4.7	++
Q11 The content of the course supported the learning outcomes.	9	1	0	0	0	10	4.9	28	4.7	+	1.7K	4.7	++
Q12 The evaluation process (quizzes, exams, papers, labs, projects, etc.) was fair and appropriate and measured my mastery of the course content.	9	0	0	0	0	9	5.0	27	4.9	+	1.7K	4.7	++
Q13 The course increased my interest in the subject matter.	4	6	0	0	0	10	4.4	28	4.4	=	1.7K	4.4	-
Q14 The course helped me develop my critical thinking and problem solving.	7	3	0	0	0	10	4.7	27	4.6	=	1.6K	4.5	++
Q15 The course helped me develop my communication skills.	5	5	0	0	0	10	4.5	27	4.3	+	1.6K	4.4	++
Q16 The course helped me develop my community and global awareness.	7	3	0	0	0	10	4.7	27	4.4	+	1.5K	4.3	++
Q17 The course helped me develop my professional competence and my confidence/ability to meet goals.	7	3	0	0	0	10	4.7	27	4.5	+	1.6K	4.5	++
Q18 This course helped me develop my ability to participate as a member and a leader of diverse teams.	7	2	1	0	0	10	4.6	26	4.4	=	1.5K	4.4	++

Responses: [A] Always=5 [U] Usually=4 [S] Sometimes=3
[R] Rarely=2 [N] Never=1

¹ This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

Questions about the instructor Please answer the following:	JENNIFER BRISCOE							--- Survey Comparisons ---					
	Responses					Individual		HIM			All		
	A	U	S	R	N	N	Mean	N	Mean	--+ ¹	N	Mean	--+ ¹
Q19 The instructor clearly connected the course outcomes to course assignments and assessments.	9	1	0	0	0	10	4.9	28	4.8	+	1.7K	4.7	++
Q20 The instructor encouraged me to connect my experience to the course.	9	0	1	0	0	10	4.8	26	4.6	+	1.7K	4.7	++
Q21 The instructor provided clear and useful feedback to improve my learning.	10	0	0	0	0	10	5.0	28	4.7	++	1.7K	4.7	++
Q22 The instructor inspired interest in the course material.	9	1	0	0	0	10	4.9	27	4.6	++	1.7K	4.6	++
Q23 The instructor was supportive and helpful.	10	0	0	0	0	10	5.0	28	4.7	++	1.7K	4.8	++
Q24 The instructor communicated ideas and information clearly and effectively.	9	1	0	0	0	10	4.9	27	4.7	+	1.7K	4.7	++
Q25 The instructor evaluated my course work fairly.	10	0	0	0	0	10	5.0	28	4.9	+	1.7K	4.8	++
Q26 The instructor treated students and their ideas with respect.	10	0	0	0	0	10	5.0	28	4.9	+	1.7K	4.9	++
Q27 The instructor used learning resources effectively.	9	1	0	0	0	10	4.9	28	4.8	+	1.7K	4.8	++

Responses: [A] Always=5 [U] Usually=4 [S] Sometimes=3
[R] Rarely=2 [N] Never=1

¹ This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+]
 Higher, [++] Much Higher

APPENDIX 2 HIM SURVEY

Klamath Community College Health Information Management Student Feedback Survey

Q1 What brought you to Klamath Community College and what was the leading factor in choosing Health Information Management as your major?

Answered: 21 Skipped: 0

#	RESPONSES	DATE
1	I received the opportunity from SNAP to receive a chance to the HIM certification program and enrolled.	3/13/2019 12:09 PM
2	I am looking for a job in the medical field in a clerical position. I have past experience in this position and I needed to update my skills.	3/13/2019 10:06 AM
3	I want to be a Pharmaceutical Rep	3/12/2019 6:28 PM
4	It acts as an introduction to the health care field and one doesn't have to deal with be up close and personal.	3/11/2019 6:35 PM
5	what brought me to KCC was to do my prerequisites for Dental Hygiene. This helps me know medications better and helps my career as well.	3/10/2019 7:46 PM
6	Needed a major change in my life!	3/10/2019 6:50 PM
7	My family brought me to this college and HIM sounded like a good career.	3/8/2019 8:23 AM
8	KCC offers the classes that I need to accomplish my goals in HIM. HIM was my first choice due to the fact that my family is in the healthcare field.	3/7/2019 2:36 PM
9	I would like to eventually work from home and this goal led me to the HIM program.	3/7/2019 1:46 PM
10	To get a better job and to learn for a new job.	3/7/2019 10:55 AM
11	In high school I took quite a few classes with KCC and liked their classes and programs so I chose to finish college there. I wanted to be in the medical field but not have to go to school for a lot of years and a HIM as my major helps me do that.	3/7/2019 9:53 AM
12	I wanted a job in the health field. The opportunity to take most classes online was also appealing.	3/6/2019 9:51 PM
13	I came to Klamath Community College because I was not sure what degree I wanted to study, so I was mainly coming to get my generals done without starting off college in debt. I took a HIM class fall term and I liked it so since then it has been what I wanted to do.	3/6/2019 3:35 PM
14	I wanted to make my future better and knew that I wanted to work in Medical Billing and Coding, sought out the adviser and enrolled.	3/6/2019 3:06 PM
15	I wanted to continue my education, and I chose the program through the inspiration of my office manager and my mother who both do medical billing.	3/6/2019 2:55 PM
16	Wanting to better myself and be in the health information without working with blood or people in general.	3/6/2019 2:38 PM
17	job availability is the reason I went into HIM-- displaced worker	3/6/2019 2:01 PM
18	It was a good start for returning to school and I choose health information management because it is a degree that will follow me where ever I choose to go.	3/6/2019 1:59 PM
19	A layoff from a job, and having to start over in a job at minimum wage brought me to KCC, I chose the health information management as my major because I looked into this field about 30 years ago and was interested in it than, however I didn't realize that it had changed so much and now has so much to offer. Another reason I chose this major was that the job outlook was very good and the likelihood of finding a job in the field is very good.	3/6/2019 1:28 PM
20	I felt learning new things Educate me for the future and I love and enjoy all the teachers and programs that you all provide to us	3/6/2019 12:23 PM
21	want a job that would be there in the future figured that medical office was where it was at because don't like bodily fluids	3/6/2019 12:08 PM

Klamath Community College Health Information Management Student Feedback Survey

Q2 What student support services provided by KCC were most helpful to you?

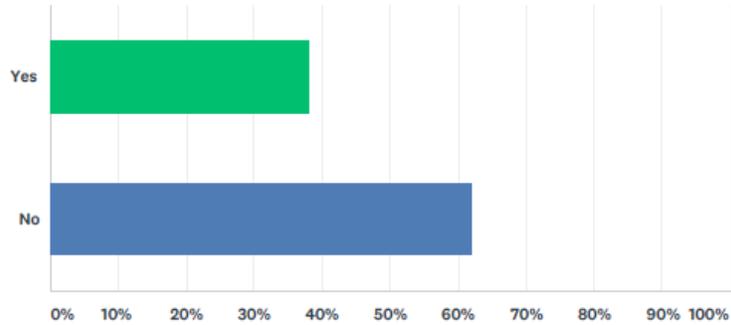
Answered: 21 Skipped: 0

#	RESPONSES	DATE
1	The mentors in the LRC and the SNAP program. The food pantry also was helpful.	3/13/2019 12:09 PM
2	The community education division was the most helpful to me.	3/13/2019 10:06 AM
3	Shane from student services	3/12/2019 6:28 PM
4	I did not use any of the student support services.	3/11/2019 6:35 PM
5	Online etiquette	3/10/2019 7:46 PM
6	Beyond helpful!!	3/10/2019 6:50 PM
7	The tutors	3/8/2019 8:23 AM
8	My teacher in the HIM program is the best support I could get.	3/7/2019 2:36 PM
9	I haven't really used any student support services, but having Jennifer as an advisor has been great.	3/7/2019 1:46 PM
10	Trio.	3/7/2019 10:55 AM
11	The student support services provided by KCC that were most helpful to me are learning resource center.	3/7/2019 9:53 AM
12	the faculty has always been helpful.	3/6/2019 9:51 PM
13	Health information management open lab, and anatomy open lab. Having an advisor that I know is also helpful.	3/6/2019 3:35 PM
14	I use the tutors on campus, I use the HIM lab during open lab times, I use my adviser, I use my study groups and other online aids that support my HIM needs.	3/6/2019 3:06 PM
15	mostly if I needed help I just contacted my teacher	3/6/2019 2:55 PM
16	TRIO, tutors	3/6/2019 2:38 PM
17	A & P tutors	3/6/2019 2:01 PM
18	Trio and the tutor center	3/6/2019 1:59 PM
19	I don't think I have used any support services	3/6/2019 1:28 PM
20	Teachers and programs that are guiding us the right direction	3/6/2019 12:23 PM
21	the tutor center was very helpful as well as my advisor	3/6/2019 12:08 PM

Klamath Community College Health Information Management Student Feedback Survey

Q3 Did you attend New Student Orientation?

Answered: 21 Skipped: 0

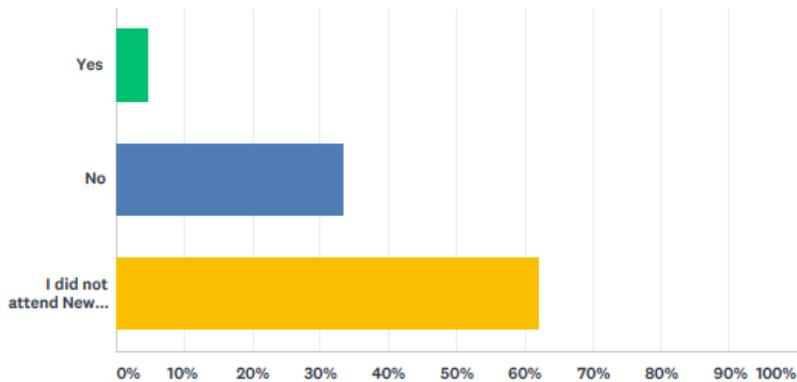


ANSWER CHOICES	RESPONSES	
Yes	38.10%	8
No	61.90%	13
TOTAL		21

Klamath Community College Health Information Management Student Feedback Survey

Q4 Did attending New Student Orientation influence your choice to major in Health Information Management?

Answered: 21 Skipped: 0

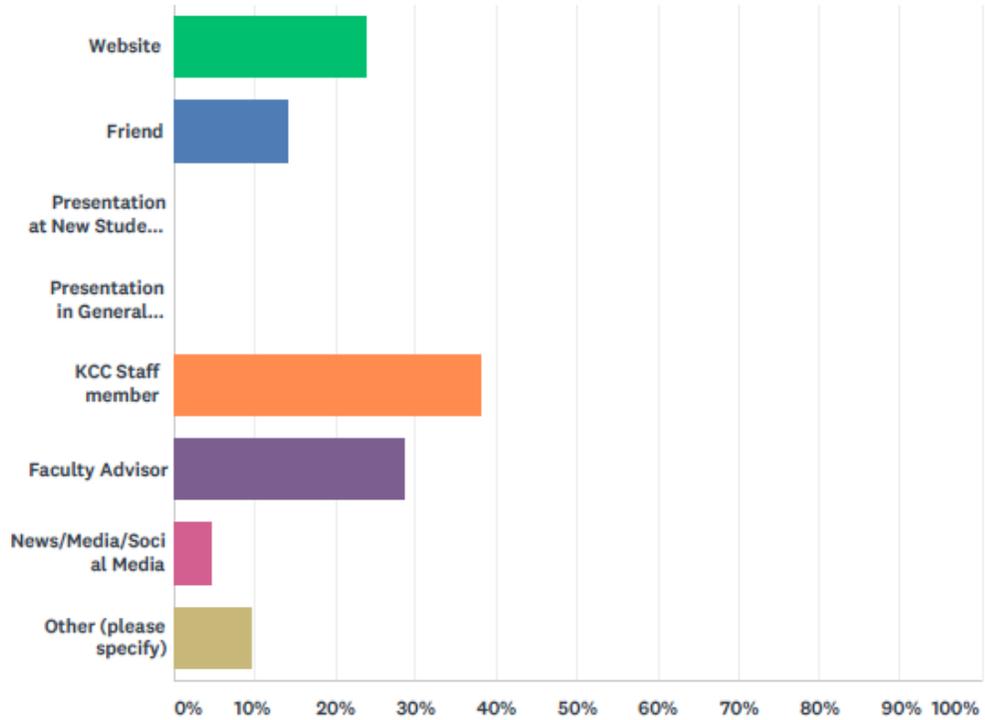


ANSWER CHOICES	RESPONSES	
Yes	4.76%	1
No	33.33%	7
I did not attend New Student Orientation	61.90%	13
TOTAL		21

Klamath Community College Health Information Management Student Feedback Survey

Q5 How did you hear about the Health Information Management program at KCC?

Answered: 21 Skipped: 0



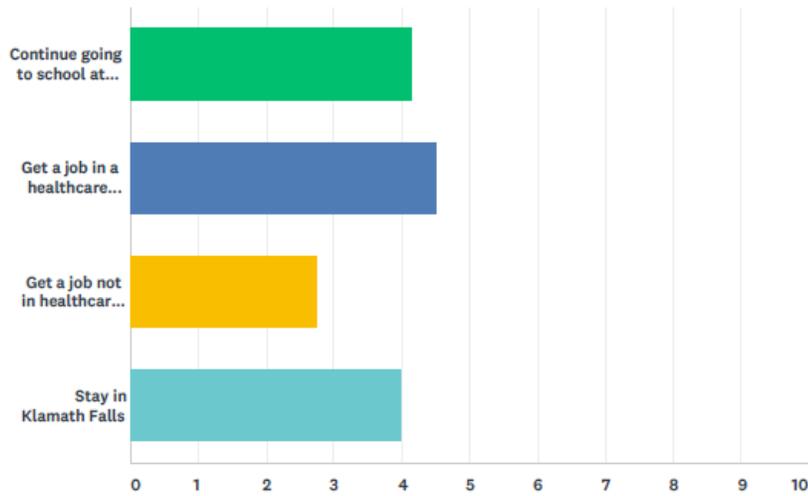
ANSWER CHOICES	RESPONSES
Website	23.81% 5
Friend	14.29% 3
Presentation at New Student Orientation	0.00% 0
Presentation in General Science classes	0.00% 0
KCC Staff member	38.10% 8
Faculty Advisor	28.57% 6
News/Media/Social Media	4.76% 1
Other (please specify)	9.52% 2
Total Respondents: 21	

#	OTHER (PLEASE SPECIFY)	DATE
1	research	3/6/2019 2:01 PM
2	my counslor at KBBH	3/6/2019 1:59 PM

Klamath Community College Health Information Management Student Feedback Survey

Q6 How likely do you rate following events happening in the next one year.

Answered: 21 Skipped: 0



	NOT AT ALL LIKELY	UNLIKELY	50/50 CHANCE THAT THIS WILL OCCUR	LIKELY	VERY LIKELY	TOTAL	WEIGHTED AVERAGE
Continue going to school at KCC or at another college	9.52% 2	0.00% 0	19.05% 4	9.52% 2	61.90% 13	21	4.14
Get a job in a healthcare related field	0.00% 0	0.00% 0	19.05% 4	9.52% 2	71.43% 15	21	4.52
Get a job not in healthcare related field	5.00% 1	45.00% 9	35.00% 7	0.00% 0	15.00% 3	20	2.75
Stay in Klamath Falls	10.00% 2	0.00% 0	20.00% 4	20.00% 4	50.00% 10	20	4.00

Klamath Community College Health Information Management Student Feedback Survey

Q8 Please finish this comment. What ever you do, don't change...

Answered: 21 Skipped: 0

#	RESPONSES	DATE
1	Your presentations for instructing the HIM course.	3/13/2019 12:09 PM
2	What ever you do, don't change the instructor for the HIM classes. Jennifer Briscoe was a pleasant person to work with. She listened to the students requests and took them into consideration. She was also available in off hours to assist with assignments and questions the students had.	3/13/2019 10:06 AM
3	Julia Brisco, shas amazing and she is the best teacher for this program.	3/12/2019 6:28 PM
4	who you are.	3/11/2019 6:35 PM
5	Jeniffer Briscoe is an amazing instructor who was willing to help when I needed it. She is great teacher definitively have loved attending her class wouldn't change anything of how she teaches.	3/10/2019 7:46 PM
6	the support that is offered!	3/10/2019 6:50 PM
7	idk	3/8/2019 8:23 AM
8	your goals and drive to better your life and career goals.	3/7/2019 2:36 PM
9	Jennifer Briscoe.	3/7/2019 1:46 PM
10	the classes any more.	3/7/2019 10:55 AM
11	Again, I haven't started the program yet so I don't know what not to change.	3/7/2019 9:53 AM
12	You. You're always helpful.	3/6/2019 9:51 PM
13	Don't get rid of the EHR go. It is really fun!	3/6/2019 3:35 PM
14	Whatever you do, don't change who we are as people because that would be changing who are as individuals and then we are no longer unique.	3/6/2019 3:06 PM
15	How quickly you respond, and your comments on the assignments.	3/6/2019 2:55 PM
16	your dedication.	3/6/2019 2:38 PM
17	the approachability of the instructors	3/6/2019 2:01 PM
18	who you are, what you want and where you go in life. It is your life, live it the way you want.	3/6/2019 1:59 PM
19	Jennifer Briscoe, I believe that she is the back bone of the program and brings a lot of real life experience, knowledge and practicality to the program. You can learn a lot from a book but it is the people with experience that are the most valuable to new learners.	3/6/2019 1:28 PM
20	The wonderful teachers and programs that educate us	3/6/2019 12:23 PM
21	the advisor she's great	3/6/2019 12:08 PM

Klamath Community College Health Information Management Student Feedback Survey

Q7 If the Health Information Management Program was to make one change for improvement, what you you want it to be?

Answered: 21 Skipped: 0

#	RESPONSES	DATE
1	To have access to current topics in healthcare and the opportunities for employment available.	3/13/2019 12:09 PM
2	The only thing I would submit for a change would be to not offer the community education HIM class in the winter term. The weather was a factor in how many classes we were able to attend. This is a shorter class term and every class makes a difference in the success of the student.	3/13/2019 10:06 AM
3	Im not in this degree, im just taking this class for an elective.	3/12/2019 6:28 PM
4	I have no improvements.	3/11/2019 6:35 PM
5	to do Pharmacology like the one offered at OIT	3/10/2019 7:46 PM
6	Have Jenifer teach ALL the classes!	3/10/2019 6:50 PM
7	Less assignments	3/8/2019 8:23 AM
8	Radiology	3/7/2019 2:36 PM
9	Have more distance ed available.	3/7/2019 1:46 PM
10	Have the classes in person not online.	3/7/2019 10:55 AM
11	I haven't really started the program yet I am working on finishing my general studies degree so I'm not really sure where there could be improvement.	3/7/2019 9:53 AM
12	Make the A&P classes not mandatory. I went to class with first responders who didn't have to have the class to get their current job.	3/6/2019 9:51 PM
13	I would want to do more busy work, and EHR go. I love to do busy work rather than power points. Power points are a little long, if there is any way to condense them that would be cool.	3/6/2019 3:35 PM
14	Not require the entire biology series because it is very stressful. Allow some other way to incorporate the need for those style of classes to the HIM students. Change the way that they are structured towards the style of the HIM goals.	3/6/2019 3:06 PM
15	video lectures	3/6/2019 2:55 PM
16	More face-to-face classes.	3/6/2019 2:38 PM
17	less assignments -- 4 a week is a bit much for 3 credit classes	3/6/2019 2:01 PM
18	To be credited after graduation rather then going back to school repeatedly	3/6/2019 1:59 PM
19	I would like to see the program become accredited so that when I graduate I would have my RHIT as well as an associates degree	3/6/2019 1:28 PM
20	Nothing love it	3/6/2019 12:23 PM
21	be able to get all the accreditation needed through KCC without going to outside source	3/6/2019 12:08 PM

APPENDIX 3 COURSE LEARNING OUTCOMES

HIM 103 - INTRO TO HEALTH SERVICES

Upon successful completion of this course, students will be able to:

- Explain the role of information technology in healthcare.
- Summarize the impact of managed care orally or in writing.
- Explain the role of the federal government in healthcare.

HIM 104 - INTRO TO HEALTH DATA AND CONTENT I

Upon successful completion of this course, students will be able to:

- Analyze the documentation in health records to ensure it supports the diagnosis and reflects the patient's progress at discharge.
- Analyze policies and procedures to ensure organizational compliance with regulations and standards.
- Apply confidentiality, privacy and security measures including policies and procedures for internal and external use of the electronic health record.

HIM 105 - LEGAL & ETHICAL ASPECTS OF HEALTHCARE

Upon successful completion of this course, students will be able to:

- Use healthcare legal terminology in writing and orally.
- Apply legal concepts and principles to the practice of health information management.
- Apply policies and procedures surrounding issues of access and disclosure of protected health information.
- Evaluate the consequences of a breach of healthcare ethics.
- Evaluate content of medical records in order to protect and secure data.

HIM 106 - HEALTH DATA CONTENT & STRUCTURE II

Upon successful completion of this course, students will be able to:

- Use data analytics and information governance in various health care settings.
- Explain healthcare documentation principles orally and in writing.
- Apply record documentation and legal health record guidelines.
- Recite federal and state requirements and accreditation guidelines.
- Analyze specialty healthcare setting documentation.
- Create documentation in ambulatory, home health, hospice, and long-term care settings.

HIM 131 - MEDICAL CODING

Upon successful completion of this course, students will be able to:

- Recognize and respond appropriately to verbal and written communications involving the use and application of the patient's record.
- Apply the skills needed to perform, analyze, critically think, problem solve and apply computation for the HIM duties.
- Apply diagnosis/procedure codes according to the current guidelines.
- Validate coding accuracy using clinical information found in the health record.
- Adhere to current regulations and established guidelines.
- Use and maintain electronic applications and work processes to support clinical classification and coding.
- Apply policies and procedures for the use of clinical data required in reimbursement and prospect payment systems in healthcare delivery.
- Ensure accuracy of diagnostic/procedural grouping.
- Recognize the opportunities and challenges as we seek to better understand, evaluate and manage the patient's information.

HIM 180 - COOP WK EXP: HIM PROF PRAC EXP I

Upon successful completion of this course, students will be able to:

- Recognize and respond appropriately to verbal and written communications involving the use and application of the patient's record.
- Understand and apply the skills needed to perform to successfully operate the technology for seeking, retrieving, and analyzing documents as required for HIM duties in the patients EHR.
- Recognize the opportunities and challenges as students seek to better understand, evaluate and manage patient information. Community and Global Awareness (Social, Cultural, and Civic Responsibility)
- Collect and maintain health data. Apply policies and procedures to ensure the accuracy of health data. Verify timeliness, completeness, accuracy and appropriateness of data and data sources for patient care. Use appropriate electronic or imaging technology for data/record storage. Use specialized software in the completion of HIM processes such as record tacking, grouping, and imaging.

HIM 204 - HEALTHCARE DELIVERY & TECHNOLOGY

Upon successful completion of this course, students will be able to:

- Recognize and respond appropriately to verbal and written communications involving the use and application of the patient's record.
- Apply the skills needed to perform, analyze, critically think, problem solve and apply computation for the HIM duties.
- Demonstrate knowledge in the following:
 - Maintenance and monitoring of data storage systems
 - EHR migration path
 - EHR project management scope and resources
 - Healthcare workflow and process mapping
 - Software that supports EHR
 - Documentation strategies
 - Enterprise Control Records Management (ECRM) technologies
- Recognize the opportunities and challenges as we seek to better understand, evaluate and manage the patient's information.

HIM 205 - HEALTH INFO AND DATA GOVERNANCE

Upon successful completion of this course, students will be able to:

- Explain regulatory issues in different health information management systems.
- Create HIM documentation in order to compare different settings.
- Explain how software is used to conduct reimbursement and funding.
- Implement hospital-wide improvement programs.
- Explain how utilization management focuses on the appropriateness, efficiency, and cost effectiveness of health care.
- Summarize risk management and legal issues.
- Describe the role of the HIM manager.

HIM 210 - DISEASE PROCESS

Upon successful completion of this course, students will be able to:

- Apply knowledge of pathology to mechanisms disease.
- Explain common diseases and disorders of various body systems.
- Use research strategies to examine diseases and disease processes.
- Use correct medical terminology when describing diseases and disease processes.
- Analyze information in medical records, case reports, or current medical literature.

HIM 212 - INTRO TO PHARMACEUTICALS

Upon successful completion of this course, students will be able to:

- Use pharmacologic principles in subsequent allied health studies.
- Identify classifications of medications including desired effects, side effects and adverse reactions in a clinical setting.
- Apply the relationship between terminology, anatomy and physiology of all body systems and medication used for treatment of each.
- Utilize both abbreviations and symbols using in calculating medications dosages in a clinical setting.

HIM 231 - CPT CODING

Upon successful completion of this course, students will be able to:

- Communicate effectively, including listening, observing, speaking, writing, and information literacy.
- Explain basic healthcare businesses to advance education, knowledge, skills, and competencies to fill a variety of roles.
- Recognize the opportunities and challenges as we seek to better understand, evaluate and control the nation's health care system.

HIM 232 - MEDICAL INSURANCE & BILLING APPLICATIONS

Upon successful completion of this course, students will be able to:

- Describe major insurance programs.
- Explain federal health care legislation and regulation.
- Use national diagnosis and procedure coding systems to assign correct codes to diseases.
- Examine coding compliance and clinical documentation improvement on health care settings.
- Simplify the process of completing claims.

HIM 234 - ADVANCED MEDICAL CODING

Upon successful completion of this course, students will be able to:

- Communicate effectively, including listening, observing, speaking, writing, and information literacy
- Explain basic healthcare businesses to advance education knowledge, skills, and competencies to fill a variety of roles.
- Recognize the opportunities and challenges as we seek to better understand, evaluate and control the nation's health care system.

HIM 272 - HIM LEADERSHIP AND MANAGEMENT

Upon successful completion of this course, students will be able to:

- Communicate effectively, including listening, observing, speaking, writing, and information literacy
- Explain basic healthcare businesses to advance education knowledge, skills, and competencies to fill a variety of roles.
- Recognize the opportunities and challenges as we seek to better understand, evaluate and control the nation's health care system.

HIM 275 - QUALITY IMPROVEMENT IN HEALTHCARE

Upon successful completion of this course, students will be able to:

- Identify ways to prepare the organization for accreditation, licensure, and certification.
- Use data from facility-wide outcomes reporting for quality management and performance improvement.
- Explain how the utilization review and case management processes affect the revenue cycle.
- Analyze data and utilize tools to monitor, report, and improve processes in support of executive decision making.
- Use data for facility-wide outcomes reporting relating to quality management and performance improvement.
- Analyze policies and procedures to ensure organizational compliance with regulations and standards.

HIM 280 - COOP WK EXP: HIM PROF PRAC II

On completion of this course, the student will be able to:

- Discuss the structure and organization of the chosen worksite
- Detail the various policies and procedures that regulate the agency and its personnel e.g. confidentiality, dress code, professional behavior and so forth.
- Describe the site's services and clients
- Use critical thinking skills to adapt to the policies and procedures of the chosen site
- Demonstrate knowledge gained in the Health Information Management Curriculum as you participate at the chosen work site.
- Describe the structure and operation of the workplace site, including the mission and overall organizational purpose
- Demonstrate an understanding of the relative functions within the organization, including the management structure and their functions
- Define terminology commonly used as related to the work experience
- Describe the role that business ethics plays in the organization
- Identify potential career trends or opportunities within the industry

HIM 292 - EXAM REVIEW – HER

Upon successful completion of this course, students will be able to:

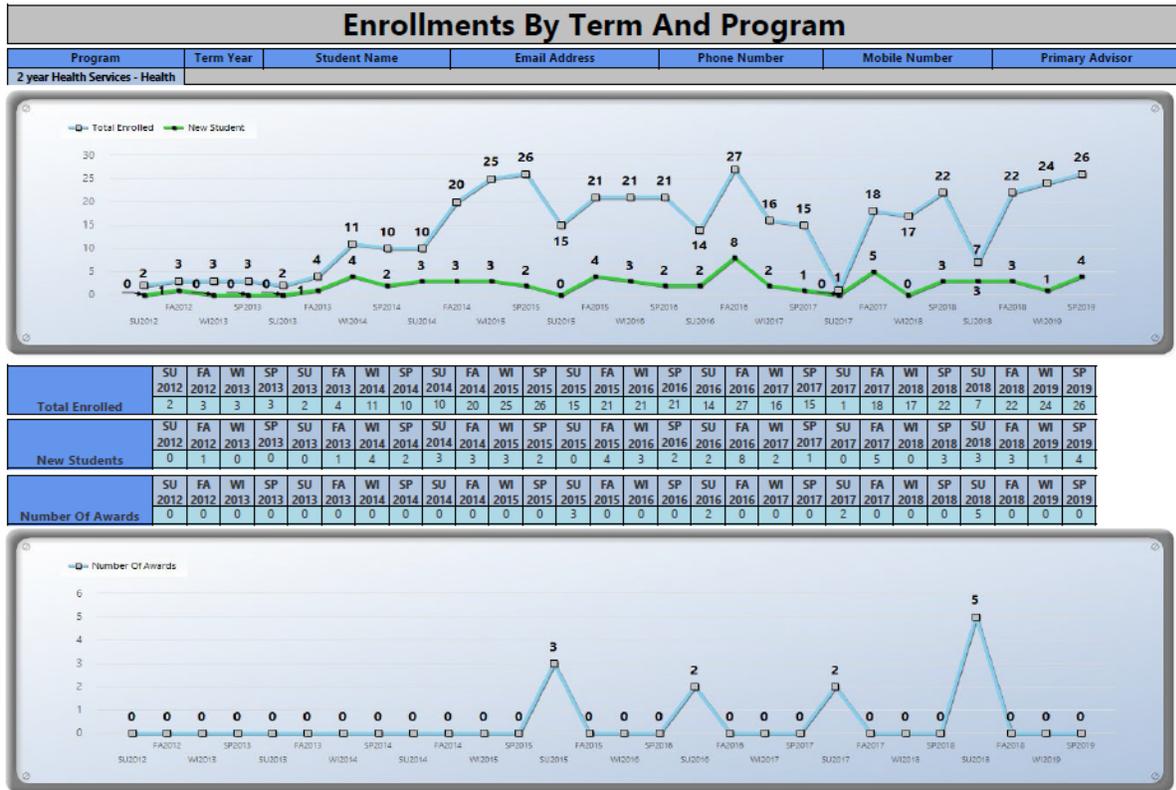
- Summarize the standards and information in order to pass the certified electronic health records specialist exam.

HIM 293 - EXAM REVIEW – CBS

Upon successful completion of this course, students will be able to:

- Summarize the standards and information in order to pass the certified electronic health records specialist exam.

APPENDIX 4 ENROLLMENTS BY TERM AND PROGRAM

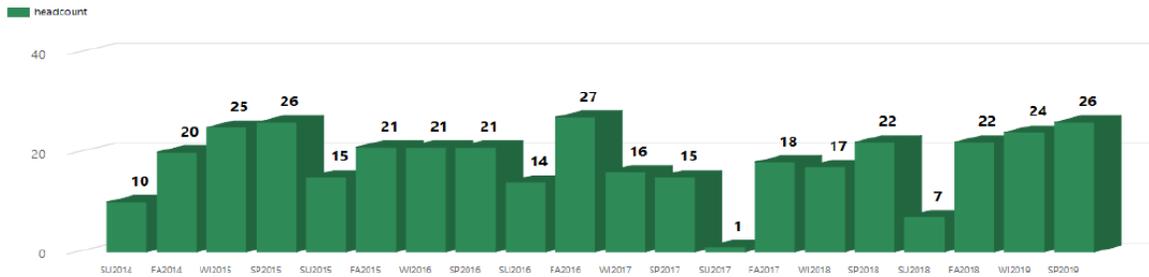


Appendix 5 HIM Budget

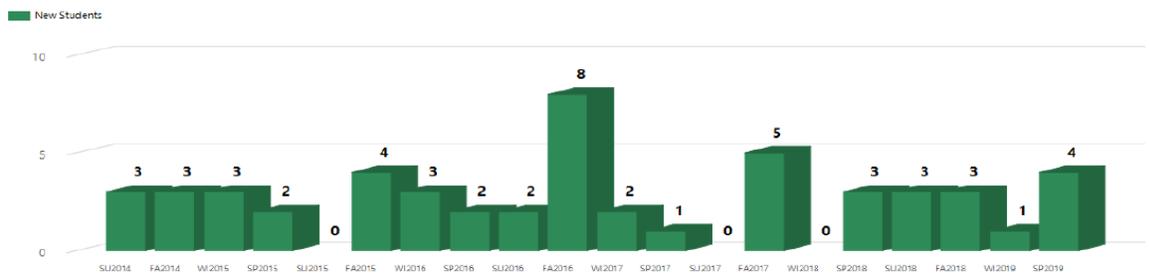


5 Year New Students Comparison		
Academic Year	Term Year	New Students
AY 2014-15	Total	11.00
AY 2015-16	Total	9.00
AY 2016-17	Total	13.00
AY 2017-18	Total	8.00
AY 2018-19	Total	11.00
Total		52.00

5 Year Headcount Comparison		
Academic Year	Term Year	Headcount
AY 2014-15	Total	81
AY 2015-16	Total	78
AY 2016-17	Total	72
AY 2017-18	Total	58
AY 2018-19	Total	79
Total		368



5 Year Credit Hours Comparison		
Academic Year	Term Year	Credit Hours
AY 2014-15	Total	834
AY 2015-16	Total	751
AY 2016-17	Total	681
AY 2017-18	Total	543
AY 2018-19	Total	913
Total		3722



Klamath Community College Instructional Program Review: HIM

HIM HLTH INFO MGMT

	SU2014	FA2014	WI2015	SP2015	AY Total	SU2015	FA2015	WI2016	SP2016	AY Total
CREDIT_INST_LOAD	1.75	8	12	16	37.75	0.75	13	12.75	9.25	35.75
CE_INST_LOAD	0	0	0	0	0	0	0	0	0	0
OVERSIZE	0	0	0	0	0	0	0	0	0	0
Lecture Credits	3	0	7	9	19	0	3	7	10	20
Lab Credits	0	0	0	0	0	0	0	0	0	0
Combined For. Cr.	0	13	9	0	22	0	10	9	10	29
FacilityFee	\$ 96.00	\$ 504.00	\$ 840.00	\$ 888.00	\$ 2,328.00	\$ 36.00	\$ 594.00	\$ 660.00	\$ 522.00	\$ 1,812.00
Tuition	\$ 1,577.00	\$ 7,518.00	\$ 12,530.00	\$ 13,306.00	\$ 34,931.00	\$ 537.00	\$ 9,458.50	\$ 9,845.00	\$ 8,187.00	\$ 28,027.50
TechnologyFee	\$ 64.00	\$ 336.00	\$ 560.00	\$ 592.00	\$ 1,552.00	\$ 24.00	\$ 412.00	\$ 440.00	\$ 360.00	\$ 1,236.00
CourseFee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 580.00	\$ 720.00	\$ 1,610.00	\$ 2,910.00
DistanceFee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,452.00	\$ 1,270.50	\$ 1,237.50	\$ 3,960.00
StudentGovtFee	\$ 40.00	\$ 210.00	\$ 350.00	\$ 370.00	\$ 970.00	\$ 15.00	\$ 257.50	\$ 275.00	\$ 225.00	\$ 772.50
TotalTuitionFees	\$ 1,777.00	\$ 8,568.00	\$ 14,280.00	\$ 15,156.00	\$ 39,781.00	\$ 612.00	\$ 12,834.00	\$ 13,210.50	\$ 12,201.50	\$ 38,858.00
Reimbursable_FTE	0.582347	3.623514	4.162717	4.399968	12.768546	0.388233	3.709786	3.472523	2.652915	10.223457
Headcount	7	26	54	49	136	3	35	41	34	113
ADJPay	\$ 834.25	\$ -	\$ -	\$ -	\$ 834.25	\$ 594.34	\$ -	\$ -	\$ -	\$ 594.34
FTPAY	\$ -	\$ 13,549.70	\$ 22,687.87	\$ 36,030.80	\$ 72,268.37	\$ -	\$ 24,475.08	\$ 49,828.00	\$ 17,414.96	\$ 91,718.05
CEPay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TotalPay	\$ 834.25	\$ 13,549.70	\$ 22,687.87	\$ 36,030.80	\$ 73,102.62	\$ 594.34	\$ 24,475.08	\$ 49,828.00	\$ 17,414.96	\$ 92,312.39
PayPerCreditLoad	476.7151163	1693.712523	1890.656183	2251.924928	1936.493369	792.45	1882.69875	3908.078723	1882.69875	2582.164711
Margin	\$ 742.75	\$ (6,031.70)	\$ (10,157.87)	\$ (22,724.80)	\$ (38,171.62)	\$ (57.34)	\$ (15,016.58)	\$ (39,983.00)	\$ (9,227.96)	\$ (64,284.89)
				Margin/Tuition	-109%				Margin/Tuition	-229%

HIM HLTH INFO MGMT

	SU2016	FA2016	WI2017	SP2017	AY Total	SU2017	FA2017	WI2018	SP2018	AY Total
CREDIT_INST_LOAD	1.25	9	5.25	7.75	23.25	0	7.75	7.75	10.45	25.95
CE_INST_LOAD	0	0	0	0	0	0	0	0	0	0
OVERSIZE	0	0	0	0	0	0	0	0	0	0
Lecture Credits	0	4	5	8	17	0	6	3	5	14
Lab Credits	0	0	0	0	0	0	0	0	0	0
Combined For. Cr.	3	13	6	10	32	0	8	11	10	29
FacilityFee	\$ 78.00	\$ 480.00	\$ 318.00	\$ 456.00	\$ 1,332.00	\$ -	\$ 596.40	\$ 630.00	\$ 663.60	\$ 1,890.00
Tuition	\$ 1,163.50	\$ 7,339.00	\$ 4,922.50	\$ 6,802.00	\$ 20,227.00	\$ -	\$ 9,982.50	\$ 11,839.50	\$ 11,652.00	\$ 33,474.00
TechnologyFee	\$ 52.00	\$ 328.00	\$ 220.00	\$ 304.00	\$ 904.00	\$ -	\$ 680.00	\$ 712.00	\$ 752.00	\$ 2,144.00
CourseFee	\$ -	\$ -	\$ 135.00	\$ 483.00	\$ 618.00	\$ -	\$ -	\$ 959.00	\$ 1,486.00	\$ 2,445.00
DistanceFee	\$ -	\$ 940.50	\$ 907.50	\$ 429.00	\$ 2,277.00	\$ -	\$ 1,353.00	\$ 1,006.50	\$ 231.00	\$ 2,590.50
StudentGovtFee	\$ 32.50	\$ 205.00	\$ 137.50	\$ 190.00	\$ 565.00	\$ -	\$ 212.50	\$ 222.50	\$ 235.00	\$ 670.00
TotalTuitionFees	\$ 1,326.00	\$ 9,320.50	\$ 6,680.50	\$ 8,664.00	\$ 25,991.00	\$ -	\$ 13,198.20	\$ 15,729.65	\$ 15,310.60	\$ 44,238.45
Reimbursable_FTE	0.517644	3.192141	1.531361	1.94116	7.182306	0	2.760762	3.500377	3.623508	9.964647
Headcount	5	28	21	28	82	0	31	29	37	97
ADJPay	\$ 935.47	\$ 2,511.60	\$ 3,767.40	\$ 5,023.20	\$ 12,237.67	\$ -	\$ 4,203.62	\$ 3,843.30	\$ 7,401.99	\$ 15,448.91
FTPAY	\$ -	\$ 19,384.62	\$ 6,461.54	\$ 12,923.08	\$ 38,769.24	\$ -	\$ 6,414.27	\$ 15,744.12	\$ 16,210.61	\$ 38,369.00
CEPay	\$ 45.00	\$ 464.06	\$ 136.13	\$ 544.50	\$ 1,189.69	\$ -	\$ 80.44	\$ 202.50	\$ -	\$ 282.94
TotalPay	\$ 980.47	\$ 22,360.28	\$ 10,365.06	\$ 18,490.78	\$ 52,196.60	\$ -	\$ 10,698.33	\$ 19,789.92	\$ 23,612.60	\$ 54,100.85
PayPerCreditLoad	784.3794118	2484.475646	1974.297988	2385.906951	2245.014984	#DIV/0!	1380.429977	2553.538053	2259.578837	2084.811217
Margin	\$ 183.03	\$ (15,021.28)	\$ (5,442.56)	\$ (11,688.78)	\$ (31,969.60)	\$ -	\$ (715.83)	\$ (7,950.42)	\$ (11,960.60)	\$ (20,626.85)
				Margin/Tuition	-158%				Margin/Tuition	-62%

INSTRUCTIONAL PROGRAM REVIEW RUBRIC

	Highly Developed	Developed	Emerging	Initial
1—Accomplishments in Achieving Goals	Exhibits ongoing and systematic evidence of goal achievement.	Exhibits evidence of goal achievement.	Exhibits some evidence that some goals have been achieved.	Minimal evidence that progress has been made toward achieving goals..
2—Labor Market Projection	Thoroughly explains projected market demand and potential effects on program; presents highly developed plan to address projection.	Explains projected market demand and discusses several possible actions to address projection.	Minimally explains projected market demand and lists one or two actions to address projection.	Presents labor market demand without analysis/explanation and fails to list possible actions to address projection.
3—Resources				
Professional Development	Exhibits ongoing and systematic support of professional development opportunities.	Exhibits support of regular professional development opportunities.	Evidence of intermittent professional development opportunities.	Minimal evidence of professional development opportunities.
Faculty Meeting Instructional Needs	Employs a sufficient number of highly qualified faculty to meet instructional needs.	Employs an adequate number of qualified faculty to meet instructional needs.	Has a plan to employ an adequate number of qualified faculty to meet instructional needs.	Faculty numbers and/or qualifications are insufficient to meet instructional needs.
Facilities and Equipment	Facilities and resources meet current and future needs.	Facilities and resources meet current needs.	Evidence of a plan to have facilities and resources meet current and future needs.	Minimal evidence that facilities and resources meet current and future needs.
4—Effectiveness				
Student Learning Outcomes Assessment	Exhibits ongoing and systematic SLO assessment to adjust instruction.	Exhibits student learning outcomes assessment and uses results to change instruction.	Has a plan to engage in ongoing and systematic SLO assessment, including using results to change instruction.	Minimal evidence of SLO assessment.

Student Success	Thoroughly analyzes trends in enrollment, degrees awarded, time-to-completion rates, and formulates comprehensive plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and formulates plans to address them.	Describes trends in enrollment, degrees awarded, time-to-completion rates, and makes an attempt to plan to address them.	Minimal description of trends and/or fails to formulate plan to address them.
5—Budget	Financial resources meet current needs and are projected to meet future needs.	Financial resources meet current needs.	Evidence of a plan to acquire financial resources to meet current needs.	Minimal evidence that financial resources meet current needs.
6—Strengths and Weaknesses	Strengths and weaknesses are described accurately and thoroughly.	Most strengths and weaknesses are described accurately and thoroughly.	Some strengths and weaknesses are described accurately and thoroughly.	Minimal evidence that strengths and weaknesses are described accurately and thoroughly.
7—New Goals and Plan	Multiyear planning process with evidence of use of assessment data in planning.	Multiyear planning process with some assessment data.	Short-term planning process recently implemented.	Minimal evidence of planning process.
8—Overall Evaluation	Evidence of ongoing systematic use of planning in selection of programs and services.	Exhibits evidence that planning guides program and services selection that supports the college.	There is evidence that planning intermittently informs some selection of services to support the college.	Minimal evidence that plans inform selection the of services to support the college.
	Highly Developed	Developed	Emerging	Initial