



Health Information Management Applied Baccalaureate Degree Program

Program Proposal

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Tacoma Community College

Degree: Health Information Management CIP Code: 51.0707

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

Associate of Applied Science Health
Degree: Information Technology CIP Code: 51.0707 Year Began: 1965

Degree: _____ CIP Code: _____ Year Began: _____

Planned Implementation Date (i.e. Fall 2014): Fall 2016

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.
Page Limit: 30 pages*

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Chief Academic Officer

29Apr2015

Date

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Introduction

Tacoma Community College proposes an applied baccalaureate degree in Health Information Management that brings together theory and practice and prepares graduates to work effectively in the increasingly integrated and technologically complex Health Information Management career field. The degree will be appropriate for Tacoma Community College graduates of the two-year CAHIIM accredited Health Information Technology (HIT) program who have successfully obtained their Registered Health Information Technician (RHIT) credential; transfer students from Washington community and technical colleges who have CAHIIM accredited HIT associate degrees and who have successfully obtained their RHIT credential, and current working professionals who hold their RHIT credential.

The BAS in Health Information Management meets the expressed needs of community college students seeking access to a bachelor's degree. Historically, the HIT technical degree has not been transferable, making it difficult for graduates to progress to a bachelor's degree in HIM and obtain the Registered Health Information Administrator (RHIA) credential. The BAS in HIM at TCC is intended as a progression degree; this degree will provide a true pathway for RHIT to RHIA progression in Washington State.

Providing the BAS in HIM as an online accessible degree will allow us to leverage the experience gained from TCCs completely online Associate Degree in Health Information Technology and provide current working RHITs access to a bachelor program and progression to the RHIA credential. The BAS will allow us to provide place bound students who play critical roles in protecting, analyzing, and managing health information the opportunity to obtain their bachelor degree and sit for the RHIA credential, bringing a higher level of knowledge and expertise to all areas of the state.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

TCC's HIT and HIM programs are writing intensive with significant technical writing expectations sufficient for preparation for master's programs.

1.1 Program Learning Outcomes and Assessment

The BAS in HIM will seek accreditation through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) allowing graduates of this degree to sit for the RHIA credentialing exam. To comply with CAHIIM requirements, the program must ensure students meet the Baccalaureate Level Entry Level Curriculum Competencies (ELC) set forth by the American Health Information Management Association (AHIMA). The program outcomes align directly with the AHIMA Baccalaureate Level ELCs.

Upon successful completion of the Health Information Management Bachelor of Applied Science program, students will be able to:

1. Evaluate and implement policies and procedures surrounding Information Governance, to include classification systems, health record content and documentation, data governance, data management, and secondary data sources. (*ELC 1)(COK, COM,CRT, IIT, RES)
2. Assess, implement, and improve systems to ensure the protection of health information, to include health law, data privacy, confidentiality and security, and the release of information. (*ELC 2)(COK, COM,CRT, IIT, RES)

3. Analyze and Interpret data and implement technology used in informatics, to include health information technologies, information management strategic planning, analytics and decision support, health care statistics, research methods, consumer informatics, health information exchange, and information integrity and data quality. (*ELC 3)(COK, COM, CRT, IIT, RES)
4. Apply the principals of revenue management and implement processes for management and reporting of the revenue cycle. (*ELC 4)(COK, COM, CRT, IIT, RES)
5. Interpret policies and construct procedures for compliance of healthcare regulatory requirements, to include medical coding, fraud surveillance, and clinical documentation improvement. (*ELC 5)(COK, COM, CRT, IIT, RES)
6. Evaluate leadership models, theories, and skills required for successful leadership to include the areas of change management, work design and process improvement, human resource management, training and development, strategic and organizational management, financial management, project management, vendor/contract management, enterprise information management, all of which comply with the ethical standards of practice. (*ELC 6)(COK, COM, CRT, IIT, LWC, RES)

*The symbol *ELC in the program learning outcomes above parallels to the corresponding AHIMA Entry Level Competency – A full listing of the AHIMA competencies can be accessed at: http://www.ahimafoundation.org/downloads/pdfs/2014%20Final%20Baccalaureate_Level_Curriculum_Map.pdf*

All Program Level Outcomes also align with TCC’s Degree Learning Outcomes. TCC has six measurable outcomes that all degree recipients are expected to meet.

- Core of Knowledge (COK): Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.
- Communication (COM): Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
- Critical Thinking & Problem Solving (CRT): Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
- Information & Information Technology (IIT): Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
- Living & Working Cooperatively/Valuing Differences (LWC): Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.
- Responsibility & Ethics (RES): Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

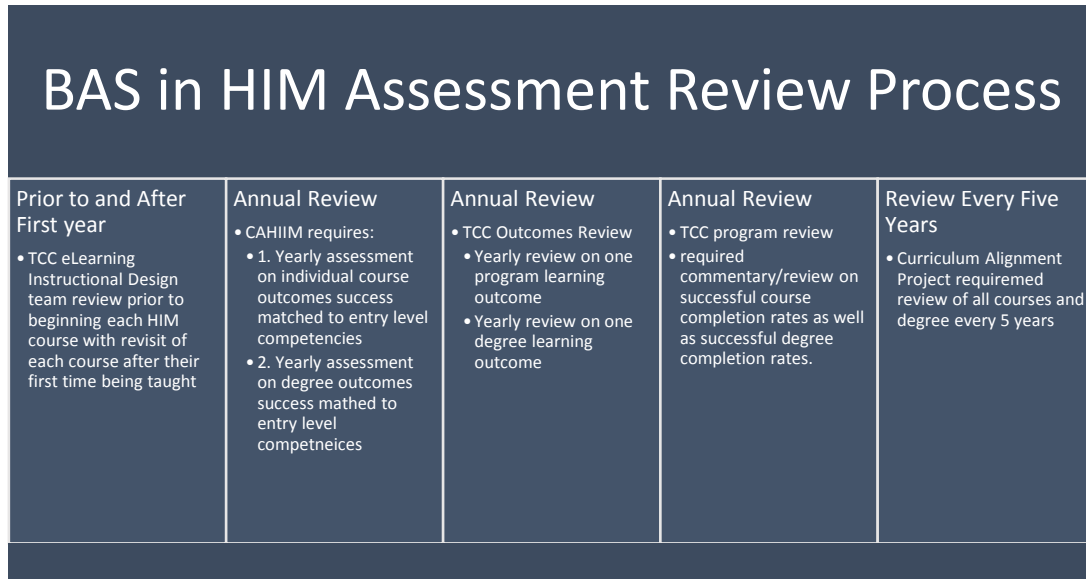
1.2 Program evaluation Criteria and Process

The evaluation of TCC’s HIM BAS program will take place on a number of different fronts (see figure 1):

- TCC’s Curriculum Committee
- TCC’s eLearning Instructional Design Team

- TCC yearly outcomes reviews
- TCC’s yearly program reviews
- CAHIIM accreditation requirements

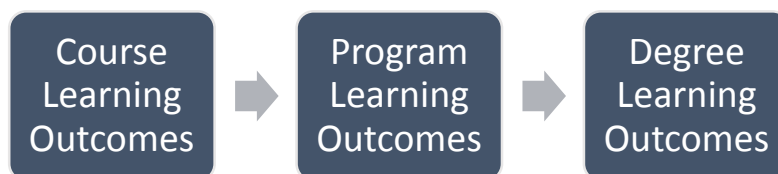
Figure 1 BAS in HIM Assessment Review Process



Curriculum Committee

Courses, certificates, and degrees at Tacoma Community College all align with three sets of outcomes: 1) Course Learning Outcomes (CLOs), 2) Program Learning Outcomes (PLOs), 3) Degree Learning Outcomes (DLOs). The CLOs are aligned with the PLOs and then PLOs are aligned to the DLOs. (See Figure 2)

Figure 2 Outcome Alignment



To ensure the alignment of these three levels of outcomes, all new courses, degrees and certificates are vetted by the Curriculum Committee. Current courses go through the Curriculum Alignment Process (CAP) with the Curriculum Committee every five years to ensure the outcomes are still aligned and appropriate. As an advisory council to the Executive Vice President for Academic & Student Affairs, the Curriculum Committee reviews, evaluates, and recommends action on all matters related to the curriculum of the college.

The course proposals for all BAS courses will be reviewed through TCC’s Curriculum Committee to ensure the courses have measurable course level outcomes, that the courses have the appropriate pre-requisite requirements to support student success, and that the CLOs align with the PLOs. The Office of the Executive Vice President will oversee orientation to ensure that all members of the curriculum committee are prepared to evaluate 300 and 400 level course work. The

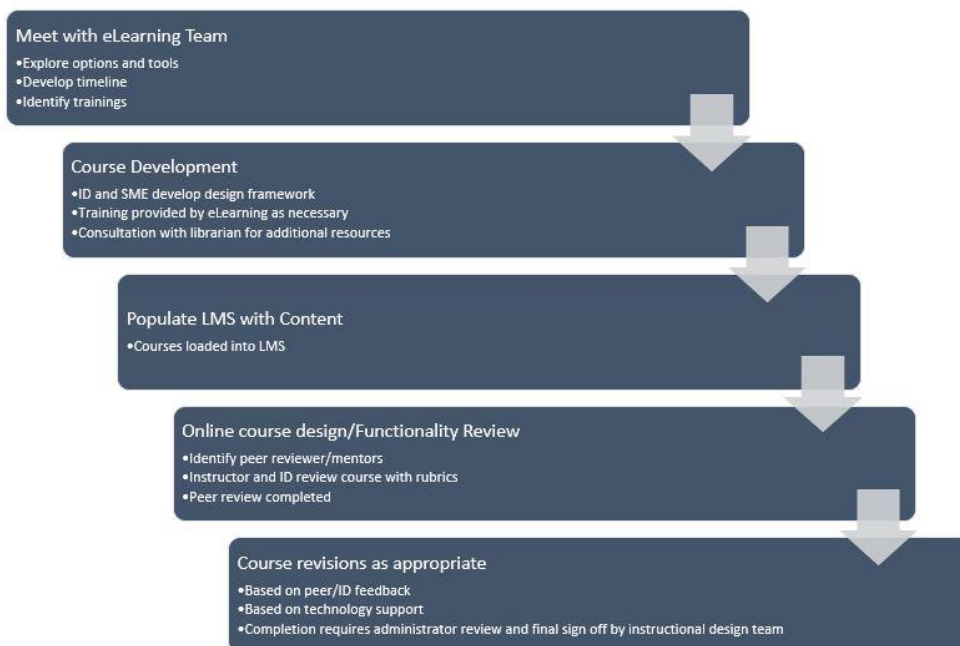
Curriculum Committee chair, Dr. Barbara Peterson, has experience with both teaching and curriculum development at the university level. After recommendation for approval is attained through the Curriculum Committee, the recommendation is forwarded to the Executive Vice President for Academic & Student Affairs for action. After the initial approval of all courses, any updates to credits, outcomes, prerequisites, or alignment with PLOs will be submitted to Curriculum Committee for recommendation of approval. Every course in the BAS program will be reviewed by the Curriculum Committee every five years through the CAP process to ensure continued alignment and relevance.

The BAS degree will also be submitted through TCC’s Curriculum Committee to ensure 1) degree alignment with TCC’s DLOs and 2) course sequencing is logical and appropriate. Once approved, the BAS degree will return to Curriculum Committee for review if any changes are made to the degree. Every five years the degree will be reviewed by the Curriculum Committee through the CAP process to ensure continued alignment and relevance.

TCC’s eLearning Instructional Design Team

The BAS program will be developed as an online degree. The development of online courses is supported by the Instructional Designer & Open Educational Resource Coordinator. The design and development process is based on the Quality Matters standards and is a collaborative effort that incorporates technical support, multimedia production, and peer review (see Figure 3). In cooperation with the Organizational Learning & Effectiveness Division, the eLearning department offers faculty learning communities that explore topics such as blended course design, inclusive excellence, studio learning, flipping the classroom, and improving practices in teaching, learning, and institutional stewardship.

Figure 3 eLearning Design Process



TCC Yearly Outcomes Reviews

Coordinated by our Organizational Learning and Effectiveness Division, TCC annually conducts assessments on course, program and degree learning outcomes. Individual programs perform assessment on the effectiveness of each of their program learning outcomes every five years. The entire campus participates in assessment of a specified degree learning outcome each year to assess for student success in learning. Finally, the college uses faculty surveys to collect information on the performance of course learning outcomes assessment and the achievement of student learning.

TCC Yearly Program Review

TCC requires all programs to complete a yearly program review to be assessed by the Division Dean and the Executive Vice President of Instruction. Through the annual review, programs identify gaps and gains realized in the previous year and set program goals for the upcoming year to address those gaps or build on the gains. Program reviews are used to identify additional resources needed as well as to show best practices.

CAHIIM Accreditation Requirements

TCC's BAS program will seek accreditation through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM requires program reviews on all accredited programs through their Annual Program Assessment Report (APAR).

Through CAHIIM's APAR, program curriculum is assessed using two metrics: 1) pass rates for the RHIA exam, 2) successful course completion rates for the program. The program must meet or exceed the national average on these metrics in order to receive a "Quality Letter" from CAHIIM indicating the program is in good standing. If the BAS program falls below either of these metrics the program must submit a performance improvement plan targeting any deficiencies and document the successful correction of any issues before the receipt of the Quality Letter from CAHIIM to show they are in good standing.

Through CAHIIM's APAR, the BAS program will conduct an annual assessment of performance metrics, to include graduation rates, job placement, employer satisfaction, program attrition, complete rates, and national certification scores. The TCC BAS program will report quantitative and qualitative analysis on the programs strengths and weaknesses through the APAR. Any noted deficiencies found in the APAR will result in an action plan and process improvement. The results of the action plan is then reported in the following year program review to show results.

The BAS program director will create a curriculum matrix showing course outcome alignment with the AHIMA HIM entry-level curriculum competencies. All course syllabi will list the corresponding AHIMA ELCs. The HIM BAS program faculty will, on an annual basis, review curriculum for continued alignment with the AHIMA entry-level curriculum competencies. Through the curriculum matrix, the program will also indicate how each entry level competency is being assessed. The BAS program will complete this matrix as part of its initial CAHIIM accreditation application. The faculty will work to ensure there are a variety of evaluation methodologies used to assess for the appropriate cognitive level of outcomes. In addition, once students begin graduating and sitting for their RHIA exam, the BAS program will receive data around how well students perform on the RHIA exam. This data will also be used to ensure inclusion of all material that teaches to all entry-level competencies at the BAS level.

1.3 Course Preparation Needed by Students Transferring with a Technical Associate Degree.

The BAS in HIM is an RHIT to RHIA progression program. As such the following preparation is required:

- Individuals must hold the RHIT credential
- Individuals must have an Associate’s Degree in Health Information Management or Health Information Technology from a CAHIIM accredited program
- Individuals must have completed the following courses with a C or higher in each course and a 2.5 or higher cumulative GPA from a regionally accredited college.
 - 5 credits in English Composition
 - 5 credits in Human Biology
 - 5 credits in Human Disease or equivalent Pathophysiology course
 - 5 credits in college level quantitative skills (such as Math& 107 or Statistics)
- 8-10 hour orientation course specific to BAS program (to be completed prior to start of Fall)
- Students new to online learning will be required to take OLL 101 or CU 101 or equivalent
- Students who fall below the required 2.5 GPA may be allowed to petition for admission with submission of letter of explanation of circumstances.

1.4 General Education Requirements

If students enter with the equivalent of the general education requirements of the TCC HIT Associate degree, 40 credits of general education is required for the BAS.

Table 1

General Education Requirements for HIM BAS Degree			
Distribution Area	Required Credits for Graduation	AAS Level	BAS Level
Communication Skills	10	ENGL& 101 Written Composition I	ENGL 301 Professional Writing and Communication in Healthcare
Quantitative/Symbolic Reasoning Skills	5	MATH& 146 Introduction to Statistics	
Humanities	10		PHIL 401 Biomedical Ethics AND 5-credit Humanities distributions – at the 100-200 level
Social Science	10		PSYCH 301 Fundamentals of Research for Healthcare AND 5-credits of SS distribution, at the 100-200 level
Natural Science	10	BIO& 175 Human Biology (lab) SCI 160 Pathophysiology for Health Information Professionals	
General Electives	15		Required: BUS& 101 Introduction to Business AND 10 credits of approved distribution electives at the 100-200 level

A complete list approved 100-200 level distribution courses is available at:
<http://www.tacomacc.edu/catalog/14-15catalog/approved-distribution-course-list.htm>

1.5 Course Work Needed at Junior and Senior Levels in the BAS

As noted previously, the HIM BAS will seek CAHIIM accreditation. As such, the curriculum must align with the AHIMA Baccalaureate Level Entry Level Curriculum Competencies.

Careful thought was given to ensure that all instruction is delivered in an appropriate sequence of didactic, laboratory, and professional activities. As noted previously, all courses will be reviewed by the TCC Curriculum Committee for recommendation of approval.

In order to ensure success for students who are new to learning in an online environment, students who have never taken an online course will be required to take OLL 101, CU 101, or an equivalent course prior to beginning the HIM BAS program. TCC is currently exploring creating a MOOC course to satisfy this requirement as well.

All student who enter the HIM BAS will hold an RHIT credential. All students who enter the BAS program will have already had their entry courses in medical science, computer literacy, and health record content at the Associate Degree level. The HIM BAS courses build on the requisite skills learned at the Associate Degree level. Instead of the HIM BAS courses building on each other, they build on the skills learned at the Associate Degree Level. The HIM BAS courses can be taken in any order.

The BAS program will have a Professional Practice Experience (PPE) that is designed and supervised to reinforce didactic instruction and include program coordinated experiences at professional practice site(s). Some of the PPE will consist of simulation activities that replicate portions of the PPE, to ensure all students get a baseline experience.

Our PPEs will include the following:

- Simulations using Essentials of Health Information Management by Cengage
- Simulations using iCARE Electronic Health Record (EHR)
- Simulations using Online Internship for Medical Coding
- Simulations/Projects for PPE from AHIMA CoureShare
- Students will be provided with the opportunity for field experience
- Students will be provided the opportunity to do interviews with professionals
- Students will be required to register for the mentorship program through the AHIMA
- Students who are currently working in the HIM field will be given the opportunity to partner with a facility to complete a special project with a deliverable to the site
- Students who are not currently working in the field will complete an on-site PPE

TCC credits for the Professional Practice Experience is a ratio of 33:1, which translates to thirty-three hours of professional practice for every one credit. Students will complete 99 hours of PPE that include a combination of simulations, projects, and onsite practice at healthcare facilities.

You will find the Junior and Senior level course listings in Table 2 below. A complete listing of the proposed course descriptions and outcomes for the Junior and Senior Level courses is available at:
http://www.tacomacc.edu/UserFiles/Servers/Server_6/File/him//BAS/BASProgramCourseDescriptionsAndOutcomes.pdf

Table 2*BAS Course Work*

Junior Level (300)			
Course No	Title	Credits	Distr Course
ENG 301	Professional Writing and Communication in Healthcare	5	Communication
PSYCH 301	Fundamentals of Research for Healthcare	5	Social Science
LS 301	Research Skills for Healthcare	2	
HIM 310	Healthcare Privacy, Confidentiality, and Security	3	
HIM 320	Data Governance	5	
HIM 330	Revenue Cycle Management	5	
HIM 340	Data Quality Management and Performance Improvement	5	
IT 350	System Analysis and Design	5	

Senior Level

Course No	Title	Credits	Distr Course
PHIL 401	Biomedical Ethics	5	Humanities
HIM 410	Healthcare Compliance	5	
HIM 420	Human Resource Management and Leadership	5	
HIM 430	Data Analytics	5	
HIM 440	Organization Management in Healthcare	5	
HIM 450	Profession Practice Experience	3 (99 hours)	
HIM 455	Capstone	2	

The following is a sample schedule for a student attending full time. This schedule is intended to provide students with the most efficient path to completing their degree. Because the HIM BAS courses build on the requisite skills learned at the Associate Degree level instead of the HIM BAS courses building on each other, the HIM BAS courses can actually be taken in any order.

The HIM BAS program runs six quarters, including summer.

Table 3*Full time Students (15 credits/qtr.)*

Fall			
Course Number	Title	Credits	
ENG 301 (COM)	Professional Writing and Communication in Healthcare	5	
HIM 310	Data Governance	5	
General Elective	See approved list	5	
Winter			
HIM 320	Healthcare Privacy, Confidentiality, and Security	3	
PSYCH 301 (SS)	Fundamentals of Research for Healthcare	5	
LS 301	Research Skills for Healthcare	2	
General Elective	See approved list	5	

Spring		
HIM 330	Revenue Cycle Management	5
HIM 340	Data Quality Management and Performance Improvement	5
IT 350	System Analysis and Design	5
Summer		
PHIL 401 (HUM)	Biomedical Ethics	5
General Elective	See approved list	5
HIM 410	Healthcare Compliance	5
Fall		
HIM 420	Human Resource Management and Leadership	5
HIM 430	Data Analytics	5
Humanities Distribution	See approved list	5
Winter		
HIM 440	Organizational Management in Healthcare	5
HIM 450	Professional Practice Experience	3
HIM 455	Capstone	2
Social Science Distribution	See approved list	5

In the surveys we conducted for our Statement of Need, approximately half of responders indicated that they wanted a part time option. Table 4 suggests courses for students who chose part time.

Table 4 – Part Time Students (10 cr/qtr.)

Summer	Fall	Winter	Spring
*OLL 101	ENG 301	HIM 320	HIM 330
* CU 101	HIM 310	PSYCH 301 LS 301	HIM 340
Summer	Fall	Winter	Spring
HIM 410	HIM 420	HIM 440	IT 350
BUS & 101	HIM 430	Social Science Distr	Humanities Distr
Summer	Fall		
General Elective	HIM 450		
PHIL 401	HIM 455		

* students new to online learning required to complete OLL 101 or CU 101

Full 180 credit HIM BAS Curriculum

<i>Table 5</i>			
<i>Full four year curriculum</i>			
Course Number	Title	Credits	Distribution
ENG& 101	English Composition I	5	Communication
BIOL& 175	Human Biology w/lab	5	Natural Science
Math& 146	Statistics	5	Quantitative
CU 103	Excel I	3	
IT 230	Project Management	2	
HIT 105	Comprehensive Medical Terminology	5	
HIT 110	Healthcare Delivery Systems	5	
HIT 125	Record Content and Standards I	5	
HIT 126	Health Information Technologies	5	
HIT 141	Beginning ICD-10-CM Coding	2	
HIT 145	Healthcare Statistics	2	
HIT 160	Pathophysiology for HIT	5	Natural Science*
HIT 165	Pharmacology for HIT	2	
HIT 170	OP Procedural Coding	5	
HIT 173	Data Analytics	5	
HIT 175	Data Quality and Performance Improvement	5	
HIT 179	Ethical Issues in HIT Seminar	3	
HIT 195	Health Law and Ethics	3	* HIT 160 currently being redesigned to be renamed SCI 160 and count as natural science distribution
HIT 221	Inpatient Coding	5	
HIT 225	Record Content and Standards II	5	
HIT 230	Revenue Cycle	5	
HIT 235	Health Records in Alternate Care	2	
HIT 242	Leadership/Management	5	
HIT 245	Advanced Coding and Compliance	5	
HIT 254	HIT Capstone	3	
HIT 255	HIT Professional Practice Experience	4	
HIT 179	Ethical Issues in HIT Seminar	3	
Associate Degree Total		103	
BAS Degree			
100-220 level General Elective from approved list		15	
100-200 Level Social Science from approved distribution list		5	
100-200 Level Humanities from approved distribution list		5	
ENG 301	Professional Writing and Communication in HC	5	Communication
PSYCH 301	Fundamentals of Research for HC	5	Social Science
PHIL 401	Biomedical Ethics	5	Humanities
HIM 310	Data Governance	5	
HIM 320	Healthcare Privacy, Confidentiality, and Security	3	
LS 301	Research Skills for HC	2	
HIM 330	Revenue Cycle Management	5	
HIM 340	Data Quality Management and Performance Improvement	5	
IT 350	System Analysis and Design	5	
HIM 410	Healthcare Compliance	5	
HIM 420	Human Resource Management and Leadership	5	
HIM 430	Data Analytics	5	
HIM 440	Organizational Management in Healthcare	5	
HIM 450	Professional Practice Experience	3	
HIM 455	Capstone	2	
BAS Degree Total		90	
Total		193	

Criteria 2: Qualified Faculty

The TCC HIM BAS will seek CAHIIM accreditation for this degree. To comply with the CAHIIM requirements the following will be true of faculty for the HIM BAS program:

- 1 A minimum of two full time individuals will be declared to the program
 - A program director
 - A full time faculty member
- 2 The program director must:
 - Be a full time employee
 - Have a minimum of a Master's Degree
 - Be certified as an RHIA
 - Doctorate preferred
- 3 The full time faculty member must:
 - Have a minimum of a Master's Degree in HIM
 - Be certified as an RHIA

It should be noted that, in the field of Health Information Management, successful practitioners often hold no higher than baccalaureate-level credentials. Currently, the highest level HIM credential is the Bachelor level RHIA. When a master's level degree credentialed faculty member is not available due to lack of advanced degrees in HIM we would hire faculty with a bachelor's degree plus specialized certification (for example, we would consider a faculty with a Bachelor Degree in HIM who holds an RHIA credential as well as a CHPS (Certified in Healthcare Privacy, and Security) to be qualified to teach HIM 320 Healthcare Privacy, Confidentiality and Security. As we hire new faculty for the BAS programs in future years, we will specifically source those applicants who hold a master's or doctoral degree as a preferred qualification. Professional development funds of a minimum of \$1000 per year will be set aside for currently employed faculty who teach in the BAS to achieve the next level of educational credentials from a regionally accredited institution.

The BAS in HIM builds on the strengths of the long-standing associate-degree program in Health Information Technology, therefore, the program can take advantage of the faculty expertise that already exists within the HIT department (see table 6). The TCC HIT program has a number of faculty currently pursuing their Master's degree, as you can see in table 6 below.

Table 6

<i>Current Associate-Degree HIT Faculty qualified to also teach in the BAS program</i>			
Faculty	Credentials	Comments	Courses qualified to teach
Charlene Gore	BS, RHIA, CCS	Currently in M.Ed. program	HIM 310, 320, 330, 340, 410, 420, 430, 440, 450, 455
Kimberly Lee	BA, RHIA, CCS-P, CPC	Holds a minor in Computer Science - Currently in M.Ed. program	HIM 310, 320, 330, 340, 410, 420, 430, 440, 450, 455, IT 350
Jonathan Eastabrooks	BS, RHIA	Currently completing MBA program	HIM 310, 320, 330, 340, 410, 420, 430, 440, 450, 455
Marie Freyre	MD		HIM 320
Joseph Hoffert	RN, BC, MS, Security +		HIM 310, 320, 410, 420, 430, 440, IT 350
Carrie Cordero	MHA, RHIA		HIM 310, 320, 330, 340, 410, 420, 430, 440, 450, 455

The HIM BAS program contains required courses in general education distributions. For distribution requirements, faculty must be prepared to the level as is customary by the specified discipline. Doctorate-preferred faculty will be given preference for upper-division distribution course assignments. In no case will upper-division distribution courses be taught by anyone with less than a master's-level credential.

Table 7

Faculty Teaching Distribution Requirements		
Faculty	Degrees	Course
Alexis McMillian-Clifton, MA	Masters of Arts in English from Northern Arizona University	ENG 301
Bernard Comeau Ph.D	Ph.D. in Religious Studies from University of Ottawa with an Master of Arts in Religious Studies from the University of Calgary	PHIL 401
Craig Cowden, Ph.D	Ph.D. in Clinical Psychology Pennsylvania University with a Master of Science in Clinical Psychology from Pennsylvania State University	PSYC 301
Healthier Gillanders, MFA, MLIS	Master of Library and Information Science from the University of Washington and a Master of Fine Arts from Cranbrook Academy of Art	LS 301

Criteria 3: Admissions

The admission process will be moderately selective. The admission criteria will include:

- ✓ Completion of HIT BAS program information sheet
- ✓ Associate of Science or Associate of Applied Science degree in Health Information Management or Health Information Technology from a CAHIIM accredited program with a minimum cumulative GPA 2.5 (on a 4.0 scale). Transcripts must include sufficient general education courses Individuals must have completed the following courses with a C or higher in each.
 - 5 credits in English Composition
 - 5 credits in Human Biology with lab
 - 5 credits in a Human Disease or Pathophysiology course
 - 5 credits in college level quantitative skills (such as Math& 107 or Statistics)

*Students who fall below the required 2.5 GPA may be allowed to petition for admission with submission of letter of explanation of circumstances.
- ✓ **Must be a Registered Health Information Technician (RHIT) ***
- ✓ Resume of professional and educational background
- ✓ Successful completion of the online Orientation course prior to the first day of academic classes

* Students who have completed a CAHIIM approved Associate of Science or Associate of Applied Science degree in Health Information Management or Health Information Technology must sit for and be granted their RHIT credential prior to beginning the TCC HIM BAS degree program.

Students who have completed a medical office or medical coding program from a regionally accredited college may be able to have some courses articulate into the TCC HIT Associate degree program. Upon completion of the TCC HIT Associate Degree students who sit for the RHIT exam would be eligible to enter the TCC HIM BAS degree program.

Offers of admission will be made to 10 candidates in the first year, 15 in the second year, 20 in the third year, and 25 candidates for years 4-5, who have submitted a complete application by the priority date. If we have more candidates than we had planned for admission then we will consider increasing the number of admissions offered. To be considered complete, all requirements must be met on or before the deadline. If the circumstance arises that we have more candidates than we have room to offer admission, we will maintain a waiting list of eligible candidates.

Qualified candidates will be admitted on space available basis. Candidates will go into a pool upon successful proof of completion for all admission criteria. Candidates will be reviewed by an admission panel made up of student services and faculty. If enrollment demand exceeds our planned cohort size, we will use the following criteria to determine an application score for admission priority:

- Cumulative GPA for courses taken in completion of Associate of Science or Associate of Applied Science degree in Health Information Management or Health Information Technology.
- Additional college level science, math, and computer technology courses with a minimum grade of B (2 points each)
- Work experience in the field of Health Information Management
- Letter of reference

Calculating an Application Score

Cumulative GPA

Students are awarded points based on their cumulative GPA for courses required to complete their HIT Associate Degree. Points are awarded based on actual GPA. For example, a student with a 4.0 GPA will receive 4.0 points, a student with a 3.97 GPA will receive 3.97 points, a student with a 2.6 GPA will

Additional Courses

Additional college level science, math, communication, and computer technology courses taken outside of HIT/HIM Associate Degree with a minimum grade of B (2 points each)

Work Experience

Applicants may earn additional points by providing proof of Health Information Management related work experience (paid or volunteer). A resume must be provided with application.

Years of Experience	Points
1-2	1
3-5	3
5-10	5
10+	7

References

Applicants may earn additional points by providing a letter of reference. One letter of reference *must* be from a recent or current employer in the HIM field. Applicants may earn 1 point per letter of reference for up to 2 points.

Other factors we may consider

1. Current working RHITs in the local service area
2. Professionals who hold the RHIT and who are current active duty military or Veterans.
3. Professionals who hold the RHIT who work as civilians in the military.
4. Professionals who work in underserved areas (per Medicare definition)
5. Tacoma Community College graduates with a GPA of 2.5 or higher
6. Graduates from community colleges with whom we have signed articulation agreements and whom graduated from approved the Associate Degree Program with a GPA of 2.5 or higher

This will allow us to serve place bound students while offering the pathway to others in the region. This plan will allow us to control the number of students we serve and track potential enrollees should others drop due to normal attrition. By offering the HIM BAS program as a true progression 2+2 degree with online delivery and allowing for acceptance of lower GPA for extenuating circumstances we hope to increase the diversity of our program by attracting individuals from around the state who currently have their RHIT credential but are unable to take advantage of higher education because of location, cost, or their performance at the Associate Degree level.

Criteria 4: Student Services Plan

BAS Program Director

The program director will be responsible for the organization, administration, continuous program review, planning, development, and general effectiveness of the program. The program director will be involved in curriculum development and evaluation, counseling of students, program management and administrative duties within the institution. The HIM BAS program director will be the point person for student advising and will communicate regularly with student services regarding issues of advising.

Academic Advising

TCC has a shared advising model. Once students are declared and prepared for their major, they move from general advising to a program faculty advisor. Students entering the BAS will be assigned an HIM faculty advisor upon entry to BAS program as they will already be declared and prepared. Students will meet quarterly with their HIM faculty advisor to ensure they are following proper course sequencing. Student advising can be done in person, on the phone, over email, or over teleconference, whichever best meets the student's needs.

Early Alert

TCC has an Early Alert system that is intended to promote student success. The intention of the Early Alert System is to identify struggling students early on so they can be offered guidance to help them be successful. At the tenth day of instruction, the course faculty will

initiate an Early Alert for any student who falls below the course minimum passing score, or is close to falling below. The Early Alert goes to the student and the advisor and into the student's electronic file. The Early Alert includes information regarding the student's performance, what resources are available to the student, and encourages them to speak with the course faculty immediately for guidance. The student's advisor will then also check in with the student to see if any additional resources are needed. The HIM program will also use the Early Alert system at midterm as a way of staying in touch with students who are in jeopardy of failing the course. Providing multiple ways to communicate progress to a student is important. We look at the student holistically and find that a partnership between the student, faculty, and advisor is vital to student success.

Online Learning OLL 101

Through the work of a faculty learning community, TCC offers OLL 101, which is a course in online learning. The course is currently run as a 2-credit course, taught in both online and hybrid formats, each quarter. The course exposes students to best practices in learning in an online environment. This course is currently being studied to be offered as a MOOC, using badges to show that students have mastered certain areas of online learning.

Career Advising

The Career Center assists students with the Career search process as it relates to their education at TCC, assists students with resume writing, interviewing, basic job search and internship search.

Veteran's Services

TCC has been identified as a Military Friendly School. TCC has both a Veterans Services Coordinator and a Veterans Navigator to assist students. TCC is approved by the US Veterans Administration for attendance by students in multiple VA education programs to include: Chapter 30, 31, 33, 35, 1606, 1607, and Section 901 of Title 10 & Title 31 U.S.C.

Financial Aid

TCC's Financial Aid department is staffed by experienced and knowledgeable professionals who are committed to serving students and guiding them through the financial aid application process. TCC Financial Aid professionals are experienced working with distance learning students and as such distance students will receive the same access to services as local campus students. Students can complete their FASFA and apply for aid online. Students also have access to all Financial Aid documents through their web-based student portal.

TCC offers a wide range of financial aid, including grants, loans, and scholarships from a variety of sources. In addition to the helpful and detailed information found on the Financial Aid pages of the TCC student portal and TCC website, TCC offers workshops on "Ways 2 Pay 4 College" to help students navigate their funding choices. TCC's Workforce Department also provides students with connections to funding sources.

Counseling/Resources TCC offers confidential personal, academic, and career counseling for students. In addition, TCC's Workforce Department supports students by providing access to community resources.

MECA

TCC's Center for Multi-Ethnic and Cultural Affairs (MECA) provides program and support services designed to promote the academic persistence, success, and graduation of our

diverse student body. Programs and services through MECA include financial aid & scholarship research, transfer advising & research, instructional lab including tutoring & computers, emergency book loans, peer monitoring, advocacy, campus and community resource information, student leadership development, and cultural events & activities.

Access Services

TCC's Access Services department works with students to assist with access and accommodation needs. TCC offers a variety of accommodation solutions, unique to each student depending on their disability. Some example of services include direction to alternative text & study resources, assistance with taping lectures, assistance utilizing note-takers or interpreters, alternate testing arrangements, tutors, counselors, class and career advising, use of computer adaptive equipment, and referral to outside agencies.

TCC Learning Network

TCC's Learning Network is an online support center that provides students access to a variety of support from anywhere in the world. From the TCC Learning Network launch page, students can receive support for our Learning Management System, Information Systems, Media Production, Enrollment Services, Institutional Research, the TCC library, Business Ed Center, Math Advising & Resource Center, Writing and Tutoring Center, and Study Spaces.

Library

The TCC Library provides timely and responsive academic support for students, faculty, and staff in academic, developmental, transfer, and professional programs by teaching and promoting information literacy, collecting relevant materials in the most useful formats, and providing access to educational technology. Librarians teach library research workshops; teach online and hybrid two-credit LS courses; and create online learning objects such as LibGuides and video tutorials to support specific research assignments. Librarians also provide research assistance at the reference desk, via e-mail or phone, and via our 24/7 Chat service. Features of the library include study rooms; a variety of print and online books, scholarly journal articles, magazine and newspaper articles, and films; a "SuperSearch" discovery tool that provides students the ability to search across 20+ research databases and the library catalog in one Google-like search; and a computer lab with 85 desktop PCs and 20 laptops available for check-out.

eLearning

Recognizing that the right tools and support are crucial for academic success, comprehensive resources have been made available to students and faculty through the eLearning department. The eLearning department provides technical support, multimedia production support, and Instructional Design support in a team-based, collaborative approach. The eLearning technical support team is located in the Information Commons computer lab and consists of three full time staff, four part time staff, and approximately 11 work study staff. The computer lab has 86 computers available, as well as equipment available for checkout such as laptops, microphones, and cameras. The help desk support staff are available Monday through Saturday. The media production team consists of two full time staff and two part time staff. They provide multimedia production support for students on such projects as recording class speeches and for faculty on projects like instructional videos and live streaming events.

Students and faculty also have 24/7 access to self-help and can submit support requests directly to our support team through our Parature support site. There are over 1,000 knowledgebase articles that are revised and added based on student and faculty questions. eLearning technical support, Information Systems and Services, eLearning Multimedia Production, the Math Advising Resource Center, Writing and Tutoring Center, Library, and Business Education Center all participate in the digital, centralized learning network Parature support site. Support can be provided synchronously and asynchronously through the Parature support site, email, phone, and through online screen-sharing with Collaborate. To meet the individual needs of students and faculty, the eLearning support staff provide one-on-one training for both faculty and students, as well as face to face and online Canvas orientation sessions for classes.

TCC offers students many options for test proctoring, both online and in person. To increase online testing security, the Respondus Lockdown browser is used on campus, available for students to install at home, and is integrated into the Canvas Learning Management System. For test proctoring, instructors have the option to allow students to go to the TCC Testing Center, meet with an instructor on campus, use the student-paid ProctorU full online option, or have students use the Panopto screen capture tool. Active duty military students can also be proctored by his or her commanding officer.

TCC has been a community college leader in online and hybrid courses. TCC offered our first online course 16 years ago and over the last 3 years (Winter 2012 to Winter 2015), we have offered over 1700 online course sections. Approximately 10% of all TCC course sections are offered fully online. TCC is an experienced online course provider and has ample support in place to provide support for additional BAS students.

At TCC, Information Systems, eLearning, and the Library are all housed in the same division under a Dean of Instruction. This unique relationship allows for collaboration and ease of communication between these departments, which increases access to students.

Tutoring

TCC's writing and tutoring center supports student's academic success by providing tutoring services that supplement the student's classroom instruction. Tutoring is available in a wide variety of subjects. The BAS program includes a number of general education and distribution courses, all of which the Writing & Tutoring center are already adept at handling. Tutoring is available in many settings, including one-on-one sessions, group tutoring, drop-in tutoring and online tutoring. TCC is also a member of the Northwest eTutoring Consortium, along with many other colleges in western states. eTutoring is available for math, science, and writing assignments. For local students, the Writing & Tutoring Center has student computers available on campus for students to draft papers and do research.

The TCC Writing & Tutoring Center along with the Computer Assisted Learning Lab (CAL) has also worked to create LearnDotTacomacc (<http://learn.tacomacc.edu/>). LearnDotTacomacc is a website with a host of online, open education resources to help students with "do it yourself" learning. From this website students can participate in open resources on a multitude of subjects, including, but not limited to, English, grammar, science, math, and even keyboarding.

Math Advising Resource Center (MARC)

The MARC provides students with resources for success in math courses. The MARC has an open student area and computer lab on campus with drop in tutoring available as well as math advising. The MARC provides students with access to reference books, whiteboards, textbooks, calculators, rulers, and headphones.

Business Education Center (BEC)

TCC's BEC provides tutoring support for students enrolled in accounting, computer user, business math, business, economics, and statistics courses.

Enrollment Services

Enrollment Services maintains Documentation for student admission, advisement, counseling, and evaluation. Grades and credits for courses are recorded on the student transcript and permanently maintained by TCC in a safe and accessible location. Students can apply to TCC with an online application. All enrollment functions (add/drop/withdrawal) can be performed either by visiting campus in person or online through the enrollment services staff. TCC enrollment services are experienced professionals in transcript review. Students can request official TCC transcripts in person or online through their student services portal.

Bookstore

Students can purchase required texts from the TCC bookstore on campus or online. The bookstore stocks all required texts for courses as noted by the course faculty. When possible, the TCC bookstore will provide the option of buying used books for students to decrease costs. The TCC bookstore also offers textbook rental when possible for required textbooks. Students who purchase their books online can have them shipped to their home.

Student Life

TCC's Student Life provides students with access to cultural, educational, recreational, and social learning opportunities. Through TCC's Student Life, students can participate in Student Government, student clubs, and the student newspaper. TCC Student Life coordinates the Artist & Lecture Series, which consists of 3-4 professional speakers and presentations per quarter. Visitors to the college through the Artist & Lecture series provide students with presentations that expand what students are learning in the classroom.

Early Learning Center

For local students, TCC's offers students the Early Learning Center for their children. The Early Learning Center is located on the Main Campus at TCC. The program is staffed by early childhood professionals. Care is available for full or half days for children ages one month to five years.

Advisory Committee

The BAS program will have an advisory committee representative of its communities of interest that will meet at least bi-annually. The committee responsibilities will include assisting the BAS program faculty and TCC personnel with the development and revision of program goals and curriculum, monitoring program needs and expectations, and ensuring program responsiveness to change. The BAS advisory committee will be separate from the HIT Associate degree advisory committee. The BAS advisory committee will meet twice a year.

HIM Program Dedicated Lab Space

The BAS program will be housed in the Harned Center for Health Careers. The HIM BAS program and HIT AAS program have a dedicated lab space in this building. The lab is used for study groups, peer tutoring, presentations, small course seminars, and quiet studying. The lab is stocked with all current program textbooks and resources for student success.

Criteria 5: Commitment to Build and Sustain a High Quality Program

Tacoma Community College has planned for and designed the Applied Baccalaureate in Health Information Management to ensure sustained institutional support using four strategies: integration and scaffolding with TCCs existing high quality Health Information Technology program, leveraging of existing institutional staff expertise and resources, investment in ongoing development of faculty and staff, and modest initial targets coupled with slow growth. Together, these strategies limit initial sunk costs and assured feasibility to allow tuition revenues to build to self-support over a three year period.

Integration and scaffolding with TCCs existing high quality Health Information Technology program.

The presence of an established, accredited, and high quality HIT program at TCC has allowed TCC to build staff and infrastructure upon which the applied baccalaureate will rely. The advantages of this approach are particularly relevant given the online delivery format of both the existing HIT program and proposed BAS. The tight curricular progression from RHIT to RHIA credential will make transition for students seamless.

Leveraging of existing institutional staff expertise and resources.

As noted elsewhere in the proposal, existing TCC staff are qualified to teach junior and senior level courses in the proposed BAS. Clerical, technical, and administrative staff are already familiar with the goals and outcomes of the HIT program and will be able to transition easily to supporting the BAS. This approach allows TCC to ensure that it meets the CAHIIM Accreditation Standard III. 19 Staff "The program must have clerical, technical and administrative staff to adequately support achievement of the program's goals and outcomes (III. 19 Staff).

Investment in ongoing development of faculty and staff.

Using Perkins funds and dedicated local funds, TCC will ensure ongoing professional development of the faculty and staff in this program as it has previously for the HIT program. Dedicated dollars in the budget ensure sufficient support for faculty development in support of CAHIIM Accreditation Standards II.6. *Faculty Development Goal "The program must provide a plan for faculty that establishes or assesses the knowledge, skills, qualifications, and experience pertinent to the professional curriculum content that they are assigned to teach,"* and III.18 *Professional Development, "The program director and all faculty must demonstrate continuing professional development related to the curriculum content to which they are assigned."*

Modest initial targets coupled with slow growth.

As noted in the revenue forecast in Table 7, TCC is not expecting the program to enroll sufficient numbers of students to fully support the program until the 4th year. The anticipated first cohort of 10 students is a realistic expectation given the interest of existing students and the growth

plan anticipates adding only five students per cohort until the first full cohort of 25 students enroll in the fourth year. While these modest initial enrollment targets do not cover program costs, TCC is committed to use of local funds to support the program’s continued growth and quality. As a testament of TCC commitment to the BAS one of its current HIT faculty and associated operational funds will be transitioned to the BAS program as shown. *This approach allows TCC to ensure that it meets the CAHIIM Accreditation Standard IV. 22 “Resources to support the program’s goals and outcomes must include evidence of financial support for the program. The sponsoring educational institution must provide financial support to the program to achieve its goals and outcomes, and provide resources and support for faculty development”*

Revenue

Table 7. Five Year Budget Revenue Projections

Revenues:	Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Minimum Expected Student Enrollment</i>						
15	\$110,498	\$110,498	\$110,498			
20	\$147,330		\$147,330	\$147,330		
25	\$184,163			\$184,163	\$184,163	
25	\$184,163				\$184,163	
50 students (25 per year)	\$368,325					\$368,325
Total Revenue		\$110,498	\$257,828	\$331,493	\$368,325	\$368,325

Annual tuition is calculated based on the a rate of \$245.45 per credit hour and 30 credit hours earned each year multiplied by the number of registered students. In the first year of the program, TCC will run only one cohort and expects ten students to register. In year two, TCC will complete the first cohort of ten students and welcome a new cohort of 15, continuing to add 5 students per new cohort each year until two cohorts of 25 students (1 junior cohort, 1 senior cohort) are registered each year. Given the high complete rates of the existing HIT program, TCC does not expect significant attrition and has not incorporated. At capacity, expects to generate \$368,175 in tuition annually.

Expenditures

Table 8 illustrates TCC’s expected program expenditures. TCC will add a full-time BAS Director, dedicate 1.0 FTE full-time faculty, and sufficient part time instruction to address advanced general education requirements (15 credit hours/cohort/year). In addition TCC will provide comprehensive student support, including advising, library, and supplemental instructional support. Finally, TCC has budgeted for equipment, supplies, professional development, and administrative support to ensure program quality. Finally, a funded marketing program will ensure student awareness and interest in the program to meet enrollment projections.

Table 8. Five Year Budget Expenditure Projections

Expenditures					
Full-time faculty (1.0 fte)*	\$60,000	\$60,954	\$61,923	\$62,908	\$63,908

BAS Director (1.0 fte, full release)*	\$70,000	\$71,113	\$72,244	\$73,392	\$74,559
Part-time faculty *	\$22,590	\$45,898	\$46,628	\$47,370	\$48,123
Staff support (.50 of 1.0 fte)*	\$16,000	\$16,254	\$16,513	\$16,775	\$17,042
Instructional Aide/Tutoring (.5 of 1.0 fte)*	\$20,000	\$20,318	\$20,641	\$20,969	\$21,303
Benefits (estimate 34%)*	\$64,121	\$72,943	\$74,103	\$75,281	\$76,478
Professional Development	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Supplies	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Library Materials	\$10,000	\$10,000	\$10,000	\$3,000	\$3,000
Equipment (Computer replacement)	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Foundation Outreach & Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Financial Aid	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Accreditation Costs	\$15,000	\$3,000	\$3,000	\$3,000	\$3,000
Indirect (5%)	\$14,911	\$16,049	\$16,278	\$16,160	\$16,396
Total Expenditures	\$313,121	\$337,030	\$341,829	\$339,355	\$344,308

*COLA projections of 1.5% annually incorporated

Sustainability

Table 9 illustrates TCC’s estimate of net cash flow in each of the first five years of the program. Conservative minimum enrollment targets and budgeting projections will help ensure successful BAS implementation. TCC has committed \$292,162 over the first three years of the program to allow the program to reach enrollment targets and sufficient revenue to offset costs. If enrollment targets exceed expectations, TCC may begin to recoup costs earlier than the expected Year 4 of the program.

Table 9. Five Year Sustainability Projections (Net Income)

Net Projections	Year 1	Year 2	Year 3	Year 4	Year 5
Net Annual Projections:	(\$202,624)	(\$79,202)	(\$10,337)	\$28,970	\$24,017
Cumulative Projections:	(\$202,624)	(\$281,826)	(\$292,162)	(\$263,192)	(\$239,176)

Criteria 6: Program Specific Accreditation

The TCC HIM BAS program will seek accreditation from the Commission on Accreditation for Health Informatics and Information Management Education. Accreditation from CAHIIM is required in order to allow graduates from the TCC HIM BAS program to sit for the RHIA credentialing examination.

CAHIIM Standard I.1 Sponsoring Educational Institution

“The sponsoring educational institution must be a postsecondary academic institution accredited by an institutional or national accrediting organization that is recognized by the U.S. Department of Education (USDE), and to award a degree. Institutional accreditation must enable the sponsoring institution of the program to establish eligibility to participate in the federal student financial assistance program administered under Title IV of the Higher Education Act.”

A program may apply for Candidacy **only** if:

- 1 The sponsoring institution is accredited by a regional or national accrediting institutional agency recognized by the U.S. Department of Education (USDE) to offer a degree or *the sponsoring institution is accredited by a national accreditor with USDE provisions in their Grant for Accreditation for establishing eligibility to participate in Title IV programs*. Upon request, the applying campus program must provide the OPEID number assigned by the U.S. Department of Education as proof of participation for financial aid. State Board of Education approvals must also be completed.
- 2 There is a qualified Program Director for each campus at all times during the Candidacy Stage. (See **Standards III.13, III.14, III.15**)
- 3 There is a qualified Full time Faculty Member for each campus at all times during the Candidacy Stage. (See **Standard III.16**)
- 4 All course syllabi have been prepared and all AHIMA professional curriculum requirements are implemented.
- 5 Students have been enrolled in the program.

Candidacy applications will be rejected if the above Requirements for Candidacy are not met at the application stage.

The full listing of CAHIIM Accreditation Standards for Bachelor programs may be found at: http://cahiim.org/Files-Standards/2012_HIM_Bacc_Stndrds_elec.pdf

The TCC BAS program will seek candidacy for CAHIIM accreditation upon acceptance of the substantial change submitted to the Northwest Commission on Colleges and Universities.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

Healthcare is a diverse field, as such graduates of the BAS program will have a wide variety of pathway choices into a master's degree program. Based on conversations with our advisory committee and other educational institutions, we have highlighted five major options for master's degrees for graduates of the BAS in HIM:

1. Health Information Management
2. Health Informatics
3. MBA with Healthcare Focus
4. Organizational Leadership
5. Education

Graduates of the TCC BAS program will have the opportunity to work in diverse areas in the administrative side of healthcare, including data analytics, management, informatics, quality assurance, privacy and security, education, and much more. With the AHIMA encouraging members to obtain graduate degrees we wanted to look for a wide range of master degree programs to give graduates more options for their advanced degree. In addition to the master's degrees in health information management and health informatics, we looked into masters programs in

complimentary fields to include, MBAs with a healthcare focus, organizational leadership and human resources, and education.

It has only been in the last few years that CAHIIM has started accrediting HIM and Health Informatics master degree programs. Currently, there are five CAHIIM accredited Master in HIM programs, only two of which are offered online (College of St. Scholastica and University of Tennessee Health Science Center). There are currently only four CAHIIM accredited Master in Health Informatics programs, only one of which is offered online (University of Illinois at Chicago). We found that all of the CAHIIM accredited masters programs in health information management and health informatics had very similar admission requirements: 1) Bachelor degree from regionally accredited college (some required a specific degree in business, information technology, health information management, or a related health field), 2) minimum cumulative GPA of 3.0. In general, the entry requirements for programs in complimentary fields, such as MBA with healthcare focus, organization leadership, or education, were similar to those for the health information management and health informatics degrees, 1) Bachelor degree from an accredited college, 2) minimum cumulative GPA of 3.0

The TCC HIM BAS program has had one-to-one discussions with and have confirmation from each of the following institutions that students who complete this BAS degree will meet the requirements to pursue master’s degrees at the following institutions, College of St. Scholastica, University of Tennessee Health Science Center, Regis University, Oregon Health and Science University, University of Illinois at Chicago, University of Cincinnati, Brandman, and WGU (see figure 3). At this time we are not pursuing articulation with the University of Washington Master in HIM as it is not currently CAHIIM accredited. We do plan to monitor this situation and if accreditation is granted then we will seek articulation with the University of Washington Master in HIM as well.

Figure 3

Master HIM	Master Health Informatics	MBA	Organizational Leadership/Human Resource	Masters Education
<ul style="list-style-type: none"> • College of St. Scholastica • Univeristy of Tennessee Health Science Center • Regis University 	<ul style="list-style-type: none"> • Oregon Health and Science University • Univarsity of Illinois at Chicago • University of Cincinatti 	<ul style="list-style-type: none"> • Brandman • Healthcare focus • WGU • Healthcare Management 	<ul style="list-style-type: none"> • Brandman • MA in Organizational Leadership • MS in Human Resources 	<ul style="list-style-type: none"> • WGU • MEd Instructional Design • WGU • MEd Learning and Technology • University of Cincinatti • MHE Master's in Health Education

Criteria 8: External Expert Evaluation of Program

The TCC HIM BAS program will go through an extremely rigorous external review as we seek CAHIIM accreditation for the program. We will begin the CAHIIM accreditation immediately upon receipt of reaccreditation from the Northwest Commission on Colleges and Universities allowing the conferment of bachelor level degrees. The CAHIIM accreditation review will address multiple issues, including but not limited to:

- Program Mission, Goals, Assessment and outcomes
 - To include a plan for systemic annual evaluation of the mission, goals, and objectives of the program, assessment of the effectiveness of the curriculum, continued plan for faculty development, assurance that the educational goals of the students are

being met through entry-level competency attainment, assessment of the needs of local communities of interest, advisory board requirements, and action plan implementation

- Program Directory, Faculty, and Staff
 - Specific requirements regarding required educational and certifications needed as well as responsibilities of program director, faculty, and staff and continued professional development activities
- Resources
 - Criteria surrounding program governance, appropriate procurement of learning resource and financial support and availability of learning resources to students.
- Curriculum
 - To include detailed listing of student attainment of entry level competencies, curriculum sequencing to be provided in the appropriate manner, detailed course syllabi, frequent assessment of curriculum, attention to professional practice experience that reinforce didactic instruction, and attention to health and safety of patients and students during educational activities.
- Fair Practices
 - To include students access to college and programs policies, insurance that all activities associated with the program, including student to faculty recruitment, student admission, and faculty practices must be non-discriminatory, and policies in place regarding proper maintenance and retention of student records.
- Administrative Requirements
 - To include required submission of the Annual Program Assessment Report and participation in required CAHIIM site visits.

For a full description of requirements please see:

http://cahiim.org/documents/2012_HIM_Bacc_Standrds.pdf

For our external expert evaluations, we reached out to two important groups of stakeholders, current Bachelor and Master HIM prepared industry professionals and other CAHIIM accredited HIM bachelor programs and master's programs that had an online component.

For our external reviewers from CAHIIM accredited online programs we chose to focus on external experts from the College of St. Scholastica; we have one expert from the HIM Bachelor degree program, Vicki Zeman, and the second from the HIM Master's degree program, Pamela Oachs. We chose the College of St. Scholastica due to their honored history in the field of HIM education. The College of St. Scholastica launched the first bachelors HIM program in the nation in 1935. They are also notably the first college to offer distance learning, which they did in 1981. In addition. The College of St. Scholastica was the first college to offer an online master's in HIM and has the first master's program accredited by CAHIIM.

We received very positive feedback from both Vicki Zeman and Pamela Oachs that the program curriculum covered the AHIMA entry level competencies and had the appropriate content areas. We received feedback from Pamela Oachs that we should revisit the way we labeled our Data Analytics class to make it clearer that is what it was. To this end, we have changed the original class labeled IT 430 Data Mining to HIM 430 Data Analytics. We also added in additional data analytics focused objectives into HIM 340, Data Quality Management and Performance Improvement and HIM 440 Organizational Management in Healthcare. In HIM 340 we added 1) Use statistics in the analysis of data quality, 2) Analyze clinical data to identify trends that demonstrate quality, safety, and

effectiveness of healthcare. In HIM 440 we added 1) Apply analytical results to facility decision-making and 2) Recommend organizational action based on knowledge obtained from data exploration and mining.

Pamela Oachs also suggested we add data mining in more specifically. To this end we added two additional objectives to IT 350, System Analysis and Design; 1) Identify database exploration and mining techniques, 2) Identify administrative reporting tools (SQL).

Vicki Zeman also made a suggestion regarding our possible original GPA entrance score of 2.0. She indicated that she felt this was too low and that even with the GPA entrance requirement of 2.7 at St. Scholastica they noticed a downturn in RHIA test passage rates. Upon pulling data from our current pool of RHIT graduates, we found that the average GPA of HIT graduates was well above 2.0. Our current HIT graduates have an RHIT test passage rate of 88%. As such, to continue the trend of high passage rates for the national exam, we changed our entrance GPA to 2.5 cumulative to better reflect that required in other bachelor level programs. It is also important to note that most master's programs require a 3.0 or higher to enter. Changing our cumulative GPA to 2.5 will also help students succeed into master's programs.

Per Vicki Zeman's suggestion, we have also given more specifics into the type of activities that will be done in our PPE course curriculum. We have clarified that the PPE will be a combination of simulations, projects, and on-site visitations.

Our industry professionals all hold at least a bachelor degree in HIM and are currently working as department directors in the HIM field. We received external reviews from Lorraine Clayton Director of HIM, QA, Business Services and Privacy Officer for Greater Lakes Mental Health, Rhona Moses Director of Health Information Management for Group Health Cooperative in Seattle, and Laura Grubb, Director of HIM/Privacy Officer/Risk Manager for Mason General Hospital and Family of Clinics. All of these professionals provided positive feedback and shared their support and agreement in the need for an RHIT to RHIA progression program in Washington State. Rhona Moses commented that "I find value in the strong foundational HIM knowledge gained with the entire four years of college being focused on HIM. I would expect these graduates to have even better knowledge than current HIM bachelor graduates would have from their programs. Laura Grubb commented that, "I have a need for professionals with the technical knowledge required in this professions. The BA in HIA alone does not give the RHIA as broad a knowledge base, especially in A&P and Coding. With this background (RHIT credential) and then progression in the 2+2 model outlined by this program – TCC will be sending the profession leaders with the skills to make the difference."

All of our industry professionals commented on the curriculum and the skills needed for the workforce. All of our professionals felt that the overall curriculum met the industry need. Rhona Moses commented that she felt professional services coding and reimbursement, e-discovery, and meaningful use may be missing. Professional services coding is covered at the Associate Degree level with compliance of this area covered in the BAS level in HIM 410 Healthcare Compliance. Introduction to E-discovery is covered at the Associate Degree level and will then be covered further in HIM 320 Healthcare Privacy, Confidentiality and Security. Meaningful use is also covered at the associate degree level in our reimbursement and medical records classes. At the Bachelor level we will be covering it in our HIM 410 Healthcare Compliance. In addition, Rhona mentioned the need for IT skills. The HIM BAS will have two required IT focused courses, HIM 430 Data Analytics and IT 350 Health Information System Analysis and Design. In addition, we will be strongly encouraging

students to take additional IT courses for their general electives. Lorraina Clayton also commented on the need for IT skills, specifically regarding database management and query writing. Both of these subjects will be covered in IT 350 Health Information System Analysis and Design and HIM 430 Data Analytics. Laura Grubb indicated the importance of having course work on Information Governance and Clinical Documentation Improvement. Information Governance is covered in HIM 440 Organizational Management in Healthcare and Clinical Documentation Improvement will be covered in HIM 410 Healthcare Compliance.

All of our industry reviewers felt that it was important to keep a selective admission process and would prefer that students have a work history as an RHIT prior to enrolling in the RHIA progression program. As such, we have included points for work history in our admission process to award the most credit to those that currently work in the HIM field with more points awarded the longer the work history. Rhona also questioned the 2.5 GPA, indicating that employers want employees who perform at a high level. The grade scale for the TCC HIT program is set higher than the general grade scale for the college. A letter grade of C in the HIT program is 80%. Because of this higher grade scale we feel that a GPA of 2.5 will still bring in a high quality student.

All of our industry professionals felt that the Professional Practice Experience was an important piece of the program and all felt that we were providing multiple avenues to expose students to their professional practice requirements.

Conclusion

Tacoma Community College proposes an applied baccalaureate in Health Information Management to support the continued education of successful graduates of its AAS in Health Information Technology. The applied nature of this field, demonstrated need by employers, and focus on local workforce needs makes this program an excellent choice, not only for TCC's service area, but for advancing the aims of the state of Washington in supporting the educational needs of its citizens by maintaining access, affordability, and quality.

The field of HIM is in a state of evolution and TCC has moved aggressively to ensure that Washington is at the forefront of these changes. The state of Washington currently has no path for progression for RHIT to RHIA credentials. With this gap, many of our state's HIM professionals are unable to progress to higher paying jobs of the future without leaving the state for education or engaging in higher priced online programs from out of state providers. On the contrary, the development of an in-state, online BAS in HIM can serve as a recruitment tool to the state of Washington for health care professionals in this field.

The TCC BAS program has been well researched from curriculum, to faculty, to commitment to build and sustain the program. In addition to going through re-accreditation through the Northwest Regional Accreditation, the TCC BAS program will undergo a rigorous and extensive accreditation process through the Commission on Accreditation for Health Informatics and Information Management Education. The accreditation process through CAHIIM covers all areas of the program, from development, to faculty, curriculum development to continued assessment and performance improvement.

TCC's BAS program will provide the much needed bridge for this group of professionals and allow the local workforce to elevate to the level necessary for sustainability in the future.

Appendix A: External Reviews

Reviewers Qualifications:

Name: Vicki L. Zeman, MA, RHIA

Position: Assistant Professor, HIM

Bachelor Degree: The College of St. Scholastica, Bachelor of Arts, Medical Record Administration

Master's Degree: The College of St. Scholastica, Master of Arts, Management

Biography:

Vicki worked 13 years as a practitioner before joining the faculty at CSS in 1985. She held a variety of management positions in the Duluth/Superior area. Her last two positions as a practitioner focused on her interest areas or areas of expertise. At Miller-Dwan Medical Center she worked as the Assistant Director of Medical Records and then worked to establish the Quality Management Program with key medical staff and administrative support. She then worked as the Quality Assurance Coordinator for five years. She worked as the Manager of Medical Records at Mercy Hospital in Moose Lake briefly before accepting a faculty position at CSS. Vicki began work as a faculty member teaching basic Health Information Management courses. For the first 8 years she taught Medical Terminology, Storage and Retrieval, Medico-legal Issues, Human Resource Management, Tools and Strategies and Clinical Quality Management. The following 8 years she taught a variety of courses and coordinated the undergraduate Progression Program. In 2000, Vicki became the Academic Coordinator of Professional Practice Experience with teaching responsibilities primarily at the senior level of the undergraduate program.

CURRENT ROLES, ASSOCIATIONS, AFFILIATIONS

Member -

American Health Information Management Association

Minnesota Health Information Management Association

Regional Health Information Management Association.

She has held numerous elected positions at the state level.

Member - CHIC (Community Health Information Collaborative) HIE-Bridge Governing Committee

2009 - Present

INTERESTS/SPECIALTIES

Management, Quality Assurance/Management and personal health records are areas of interest and expertise.

Developing the ePortfolio for student Professional Practice Experience. Piloting software (Chalk and Wire) working with Information Technologies and several departments in the College.

RECENT PUBLICATIONS

Health information Management: Concepts, Principles and Practice. Chapter Author: Clinical Quality Management. 2010.

Eportfolio Presentation 2012 - Faculty Institute (Fall)
EPortfolio Presentation 2011- Faculty Institute (Fall)
Eportfolio Presentation 2010 - Faculty Institute (Fall)

Presentations at the Minnesota Health Information Management Association 2013

Mentoring Students - Sharing the Passion

Personal Records: Engaging Vulnerable Populations (with Ryan Sandefer)

Overall Summary

It appears to me that the curricular development efforts are solid at this point.

It truly appears that you have done all that 'behind' the scenes work of establishing a need for a program and insuring that you have students/clinical sites. I strongly recommend that the specifics be incorporated in to your proposal document.

Regarding the 2.0 entrance GPA -- we use a 2.7 GPA -- and we have the lowest entry level GPA in the Health Sciences. I really feel that it is too low especially if students expect to take the RHIT/RHIA exam successfully. (Our pass rate has begun to sag.)

Our students MUST attain a 2.0/C in each required (HIM) course and are allowed to retake a course 3 times. (The 3 times to take a course is a college standard.)

If there is anything more I can do please let me know.

Vicki

Vicki L. Zeman, MA, RHIA
Assistant Professor
Academic Coordinator of Professional Practice Experience



Department of Health Informatics and Information Management
Phone - 218 723 6116
Fax - 218 733 2239
vzeman@css.edu

Reviewers Qualifications:

Name: Pamela Oachs, MA, RHIA, CHDA, FAHIMA

Position: Assistant Professor, HIM Master's Program

Bachelor Degree: The College of St. Scholastica, Bachelor of Arts, Health Information Management

Master's Degree: The College of St. Scholastica, Master of Arts, Management

Biography:

Prior to beginning a career in education, she spent over fifteen years in the healthcare industry in the areas of clinical quality improvement, patient access, and information technology.

Ms. Oachs teaches undergraduate and graduate students both in the classroom and online. Courses taught consist of content related to management tools and strategies, workflow and process redesign, healthcare technology, and applied research and writing. Ms. Oachs has previously been in the role of graduate program director and is currently the undergraduate program director in the Department.

Ms. Oachs is an active member of AHIMA and currently is a commissioner on the Commission for Health Informatics and Information Management. She has been a speaker at both regional HIM association meetings as well as at AHIMA's national educator's conference, the Assembly on Education. She is a co-editor for the 4th edition of the premiere HIM textbook with Kathy LaTour and Shirley Eichenwald Maki.

Ms. Oachs teaching philosophy is to bring theory and academic principles into practice successfully by teaching students to think analytically and critically in the practical setting.

Overall Summary

Regarding your proposal:

1. Does the curriculum appear to meet the requirements of an HIM baccalaureate degree?

Yes, I think your proposed HIM curriculum does cover the CAHIIM competencies with the appropriate content areas between your HIT requirements and the proposed courses at the bachelor's level. My suggestion as you move forward is to pay close attention to the required taxonomy levels for the content areas you are covering. That is where CAHIIM has the largest distinction between associate and baccalaureate levels; those higher taxonomy levels will really drive how you develop assignments and course activities bringing content to the bachelor's level.

In regard to General Education requirements, I am not sure how you go about establishing those at your school. It looks like you require 40 credits of gen ed and that seems reasonable. We require 40-44 credits in our general education pathways but also have 12 credits required for Freshman in addition (Composition, Human Communication, and first year experience courses).

2. Are there any major elements missing?

The only content areas that weren't clear to me in regard to extent or depth of content are in the areas of database development/modeling. Do you have a database course? Also data analytics (I see your data mining class), and statistics (I believe you have a Math class which is stats right?) are growing areas in the HIM industry so be sure that you can be flexible in your established courses with changing and advancing content moving forward. It seems that your Healthcare Compliance class is focused on coding/billing compliance. Are other areas such as privacy and security, Joint Commission, and other regulatory areas covered in their respective courses then? (like Data Quality Mgt and Healthcare Privacy classes)

3. Will this bachelor's degree prepare students for a Master's degree at your institution?

Yes. A bachelor's degree from a CAHIIM accredited HIM program with a GPA of 3.0 does meet the acceptance criteria for the MS in HIM at St. Scholastica.

4. Have we included any courses that you think are unnecessary or excluded a necessary course?

See comments in #2. You have two courses in the area of Research - possibly those could be combined into one? This is assuming you also have a Stats class required. I like seeing the Data

Governance course but if you feel you need to decrease credits at all, data governance can probably be integrated throughout your curriculum since it has a role in Privacy/Security, systems development and design, data mining, research, and Leadership. These are just suggestions should you need to cut back on any courses. It seems like you have a lot of credits but maybe it just looks that way to me since I'm not used to seeing 5 credit courses. CSS requires 128 total credits for a Bachelor's degree (with around 50 being general education).

Overall I think it looks great! Let me know if you have questions on anything I noted and good luck!

Pam

Pam Oachs, MA, RHIA, CHDA, FAHIMA

Assistant Professor / Undergraduate Program Director

Department of Health Informatics & Information Management

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Reviewer's Qualifications

Rhona Moses, RHIA, CCS-P

Seattle University, B.S. in Health Information Management

I am the Director of Health Information Management for Group Health Cooperative in Seattle, WA. I have held this position for nine years. Previously I was the Associate Director of Coding and Compliance and the Central Hospital Patient Data Services Manager, both positions being at Group Health. I have over 30 years' experience in health information management. Currently I am responsible for planning and delivering the Health Information services at Group Health including coding, coding education and audit, transcription, scanning, release of information, and record integrity. I participate in a variety of committees that address data governance, privacy and security, the electronic medical record and compliance.

Overall Summary

There are many practical advantages of the 2+2 program that I believe would be highly attractive to the working professional who is seeking to advance their career. The associate degree credits are transferable, the learning environment is flexible, and a part-time option is being considered. In my experience when a working adult desires to advance, they often times come to their manager and ask for advice. Typically a lack of education is the issue, and not having a practical solution to obtaining that education is a barrier. The 2+2 program would solve for that problem.

I also find value in the strong foundational HIM knowledge gained with the entire four years of college being focused on HIM. I would expect these graduates would have even better knowledge than current HIM bachelor program graduates would have from their programs.

There is also value to me as an employer to have a pool of potential applicants who have both the experience and the degree/credential. When we do have a higher-level position available, it is unusual to find someone who has good experience in HIM. Given the design of the 2+2 program, I suspect many of the graduates would also have relevant work experience and be ready for the higher-level work in HIM. With electronic records, and with privacy, security and compliance, the

HIM workers of the future need to be good critical thinkers, be strategic, and be able to organize, coordinate and lead work teams.

Course Work

There were a few areas that appear to be missing, although they may be contained within other courses, namely professional services coding (and reimbursement), e-discovery, and meaningful use. In general I think all HIM programs need to offer more information technology course work. This is the area that I find our HIT/HIM professionals are not strong in, having to rely too much on the I.T. professionals to solve problems in the electronic medical record. Another element of the course work I wondered about is the ability of a local community to provide enough Professional Practice Experiences for the students (assuming students are local).

If TCC can accept out-of-state students, I'd suggest casting the net wider to compare what TCC is proposing to what is currently offered nationwide. Since the TCC program is on-line, distance should not be a barrier.

Admissions

My one thought related to admissions is to set rather high standards for admission. While I read that the GPA standard was raised from 2.0 to 2.5, which seems low to me. No employer wants to hire an employee who performs at a C level.

Student Services Plan

I don't have any suggestions to add to the Student Services Plan

Commitment to Build and Sustain a High Quality Program

Given the strong history of TCC with their current programs, I feel like they've demonstrated a commitment to sustaining high quality programs already.

Maybe this already exists, but I wonder if there is potential at the AHIMA or WSHIMA level to have some sort of reciprocal agreement to enable the TCC instructors to attend continuing AHIMA or WSHIMA education at a reduced rate, or for free. For example, if a TCC class could be made available to WSHIMA members in a limited fashion (audit only, for a month for example), then TCC would be eligible for a certain number of free CEU's from WSHIMA.

Reviewer's Qualifications

Reviewers Name: Lorraina Diane Clayton, RHIT
Position: Director of HIM, QA, Business Services & Privacy Officer
Bachelor degree: University of Cincinnati, March 2011

Memberships:

- American Health Information Management
- Washington State Health Information Management

I graduated from Tacoma Community College's Health Information Management program in October, 1995. Immediately after graduation, I began my Health Information Management (HIM)

career as the Manager of Medical Records for University Place Long Term Care Facility (SNF) in University Place, WA. I continued to work in numerous Long Term Care facilities, extending from Tacoma, WA to Richmond Beach, WA specializing in reorganizing HIM departmental processes and restructuring facility. MDS scheduling, tracking and management. During my career in Long Term Care, I also had the opportunity to provide HIM consulting services to several Long Term Care facilities.

In July, 2001, I branched out on a new HIM path and accepted the position of HIM Manager of Greater Lakes Mental Healthcare. During my employment with Greater Lakes, I have had the opportunity to work with, and learn from, a very diverse clientele and staff. I've had the challenge and opportunity to implement and manage the organizations Electronic Medical Record and digital imaging (scanning) solutions. I obtained my BAS in Health Information Administration in March 2011 from the University of Cincinnati. I was promoted to Director of HIM, QA and assumed responsibility for Business Services not long after I graduated. I continue to work at Greater Lakes and expect to continue working at this amazing organization for a very long time.

In addition to my work at Greater Lakes, I also teach part-time in Tacoma Community College's HIT program. Since 2008, I have had the privilege and opportunity to assist in "growing" the HIT professionals of the future. Courses that I have taught include Medical Terminology, Quality and Data Performance, Electronic Medical Records, and Alternate Healthcare Delivery Systems.

Overall Summary of Proposal

After thorough review and consideration, I believe that the proposed BAS program will prepare graduates very well for future HIM employment and for successful completion of the RHIA examination. As the BAS curriculum builds off of the Associates Level competencies, RHITs will be able to leverage their current working knowledge and experience in HIM to efficiently and effectively conceptualize and retain the BAS curriculum. While the AAS level competencies educate students on "what to do," the BAS competencies will provide students with a broader understanding of the concepts and provides the context and perspective of "why it's done." This depth of understanding will allow them to not only apply the HIM principles but tailor them to the various settings they currently work in or will work in the future. Once completed, the graduates of the BAS program would be very marketable in the HIM workforce. The level of curriculum rigor would assure that graduates have the necessary BAS entry level skills to be successful in the multitude of HIM opportunities that would become available to them.

A true 2+2 BAS program would allow for a natural progression from RHIT to RHIA. I myself graduated from a 2+2 program, and I found the experience and overall value of the program to exceed my own expectations. While the University of Cincinnati did a great job of providing me with an excellent education, had there been a CAHIIM accredited BAS program in Washington State, I would have chosen a college "closer to home" and in my own community.

The outlined curriculum for the Junior and Senior BAS program includes courses that are core industry "staples" (such as Healthcare Privacy, Confidentiality and Security; Data Quality Management and Performance Improvement and Revenue Cycle Management, Professional Practicum) and courses that are more "forward thinking" (Data Analytics, Biomedical Ethics, Professional Writing and Communication in Healthcare, and System Analysis and Design). The curriculum assures that students have the core skills that are so vital to success in the HIM industry today, but also the education to be successful leaders as HIM evolves into a more data driven, performance measured, and outcomes based industry.

The proposed Admissions process and candidate selection process appears to be very "fair" and equitable. Program admission requirements are fairly stringent, however allows for some degree of flexibility for students that may have had some type of "life challenge" that resulted in a slightly lower GPA. As TCC's BAS program will offer a host of supportive services (Career Advising, Veterans Services, Counseling/Resources, MECA, TCC Learning Network, Tutoring, Early Alert, etc.) and required pre-admission courses (online Learning OLL 101), I believe this will assure that students accepted into the program will have the necessary resources and online learning base to be successful in their education.

After successful completion of the BAS program, students will have a pathway to obtaining a Master's degree in HIM or a complimentary field of their choosing (MBA with Healthcare Focus, Health Informatics, etc.). As all of the Masters degrees listed in the proposal have similar admission requirements, TCC BAS graduates will meet admission standards.

Specific Commentary

One program requirement that I find very valuable is the requirement for ongoing development of faculty and staff (Criteria 2: Qualified Faculty). As the HIM environment is in a hyper state of change, it will be vital that faculty knowledge keeps up with current and evolving trends, external forces that influence industry change and best practices as they relate to HIM. It will be imperative that TCC invest in their BAS faculty's ongoing educational requirements.

Additionally, I find it very considerate and responsive to offer a "part time" (10 credit a quarter) solution (page 12). Many students that seek degrees are also employed full-time and have a family to tend to or have other commitments. For many people (myself included), 10 credits a quarter, while still a challenge, is very "doable" while still maintaining a relatively good balance with school, work and home life.

One item that I would ask that you consider as part of your admissions requirement to the BAS program (page 16) would be to require some amount of prior experience, after obtaining the RHIT credential, in the HIM field. As the BAS program builds on the AAS curriculum, it stands to reason that practicing and mastering the skills learned in their AAS program would allow students to have a richer level of understanding and appreciation of the concepts introduced in the BAS program. As I stated earlier, AAS HIM graduates learn "what to do," the BAS competencies provide students with a broader understanding of the concepts and provides the context and perspective of "why it's done."

And finally, in regards to the curriculum (page 11), my only suggestion would be to include education on database management and query writing. Having the ability to capture, store and report on the massive amounts of data that is generated in the healthcare field is a skill that every HIM professional should have at their disposal.

Thank you very much for allowing me the opportunity to review and comment on your BAS proposal.

Respectfully submitted,

A handwritten signature in blue ink that reads "Lorraine Clayton". The signature is written in a cursive, flowing style.

Lorraine Clayton, RHIT BS
Privacy Officer
Director QA/HIM/Business Services
253-620-5148

Reviewer's Qualifications RHIA, RHIT

You're full Name: Laura L. Grubb

Bachelor degree: The College of St Scholastica, BS, Health Information Administration

Biography.

School History:

1980, Associate of Arts, Honors, Tacoma Community College and subsequently received my RHIT.

1987, Bachelor of Science, College of St. Scholastica, Progression Program, Duluth Minnesota; subsequently received my RHIA Credentials

Work History:

1980 – 1984 Good Samaritan Hospital, Puyallup WA - Coder/Abstractor

1984 – 1990 Good Samaritan Hospital, Puyallup WA - Assistant Director,
Medical Records Department

1990 – Present Director of HIM/Privacy Officer/Risk Manager –

Mason General Hospital and Family of Clinics (68 bed facility). Acute Care Hospital, 10
Clinics – Primary Care and 7 Specialties.

Current Job Responsibilities:

I have held many job responsibilities in my 25 year career at Mason General. My primary responsibility is and has always been the Director of Health Information Management. The office I manage has responsibility for district wide coding, record management, release of information, utilization review and medical staff quality and peer review activities. I am also is the MGHFC's Privacy Officer and Risk Manager. There are currently 28 staff in the department and 200 medical staff at the facility, 50 of them employed physicians. I have served as a leader of many quality improvement initiatives and implemented in my career 3 EMR's, the most recent was in January 2014. I currently manage medical record documentation in the 5 legacy EMRs and the current system.

Overall Summary

The program addresses all of the requirements I would expect to see for this degree. In reading the courses outlined by title, they are all appropriate for the degree and the HIM Professional. I utilized both my own experience in the St. Scholastica Progression Program and my current knowledge of the profession. The methodology is similar, although I would have enjoyed the opportunity to access E-Learning in my program at St. Scholastica Progression Program and find this to be a nice complement to the program offered by TCC. In my professional opinion a true 2+2 program for the RHIT to RHIA progression and the benefit this would have for the field are very much needed. This method worked very well for me as a working student. There are many RHITs in the profession who would like to progress in their career. This type of program will give them this opportunity. I see this program serving the state of WA professionals primarily, but as I searched for a program that fit with my needs for employees, this program could expand beyond the state boundaries. One of the largest benefit I have a need for is professionals with the technical knowledge required in this profession. The BA in HIA alone does not give the RHIA as broad a knowledge base, especially in A&P and Coding. With this background and then progressing in the 2+2 model outlined by this program – TCC will be sending the profession – leaders with the skills to make a difference.

When you are writing your review attention to the Following Criteria Is Greatly Appreciated

Criteria 1.5 Course Work Needed at Junior and Senior Levels in the BAS– specifically does the curriculum pertain to skills needed for today's workforce? Future workforce?

The curriculum appears to be comprehensive. I would want to see Information Governance and Clinical Documentation Improvement more self-evident in the curriculum. The student needs to have a strong background on what constitutes a medical record for each encounter and across the continuum. As the walls to an organization come down how do we as professionals manage the ACO's, Chronic Care Coordination? How does the record stay relevant and unique for each circumstance? And our workforce also is not behind walls any longer, the student needs training and tools for managing productivity and human resources that you may not see routinely or do not report to work in the historical sense of the word.

*Also specifically the Professional Practice Experience (PPE). Does our proposed PPE match what you would expect to see? **Yes** Any advice on changes?*

More than one interview with professionals and more than one type of "care setting", I found this experience to be very enlightening in both my RHIT and RHIA training. For example, long term care, psychiatric care, prison care, Acute, Critical Access, outpatient surgical center, cancer treatment, etc.

Criteria 3 Admissions – specifically address selection process. (For example should there be a selection process? Is the selection process we have fair and equitable? In your opinion should the RHIT have been an RHIT for a defined period of time before pursuing a BAS degree?)

Minimum 1 year, preferable 2 years in the profession. They should not hop from graduating, receiving their RHIT, back into school. They should be established in the RHIT carrier Path before moving on a new path that included working in the profession and studying.

Criteria 4 Student Services Plan – specifically support services – were there other services you had in your education that you think we should have?

I had a course in Cell Biology that was enlightening as were religion and philosophy. These added the deep thinking elements into the curriculum. You have biomedical ethics and I would keep it....it again give the student the opportunity to think thoughtfully about the tough issues which face healthcare. I'm not sure what you are covering in the English courses ...but how to write a contract, business associate agreement, and document performance improvement would all be good to include somewhere. I also feel if the human resource classes do not include negotiation, the student should be exposed to negotiation with vendors, unions, leaders, co-workers and staff.

Criteria 5 Commitment to Build and Sustain a High Quality Program – specifically investment in ongoing development of faculty and staff. Are we missing some type of community partnerships we should be looking into here?

The environment of a HIM professional is fast paced. Our basic concepts need to be examined and reapplied in our every changing environment often. As facility and staff, you need to be on the cutting edge of these changes. It is important to participate in learning, engage in the movement of the environment – medical, legal, financial and political.

Appendix B Course Descriptions

Junior Level (300)

ENGL 301 Professional Writing and Communication in Healthcare (5) (Communication Distr)

This course will expose the learner to professional writing and communication in the healthcare field. Students will explore methods of writing persuasive requests, justifying decisions through citation of evidence, and communicating complex ideas at the appropriate level of the audience.

PSYC 301 Fundamentals of Research for Healthcare (5) (SS Distribution)

This course will provide the student with an introduction to research methods as well as analysis and presentation of data. Topics will include a statistical analysis of healthcare data, descriptive, inferential, and vital statistics, data reporting and presentation techniques, research design and methods, and the use of Institutional Review Boards.

LS 301: Research Skills for Healthcare (2)

This course will help the student to meet course-related research needs by developing strategies to identify, find, evaluate, incorporate and cite appropriate sources used in healthcare. Evaluation and use of sources specific to healthcare will be emphasized. Must be taken with HIM 320.

HIM 310 Data Governance (5)

This course covers the management health care data including integration needs and the standardization of data. Topics include documentation guidelines, the exchange of data, health information technologies and data integrity.

HIM 320 Healthcare Privacy, Confidentiality and Security (3)

This course covers privacy, security and confidentiality of internal and external health information use and exchange. Students will gain knowledge of data quality and monitoring programs and the legal and ethical implications of health data disclosure. Topics will include privacy, confidentiality, security principals, policies, and procedures, Health information laws, regulations, and standards, and elements of a compliance program.

HIM 330 Revenue Cycle Management (5)

This course will cover an in depth analysis of revenue cycle and reimbursement methodologies in. Students will learn how to develop and implement healthcare finance and compliance processes in response to increasing demands of the healthcare industry. Topics will include reimbursement management, severity of illness systems, chargemaster management, casemix management, audit processes, and payment systems.

HIM 340 Data Quality Management and Performance Improvement (5)

This course covers the foundational base that guide facilities in the management and analysis of healthcare data and that ensure data integrity. Topics include quality assessment and management tools, utilization and resource management, risk management, and disease management processes.

IT 350 System Analysis and Design (5)

This course will examine the tools and knowledge necessary to take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies.

Senior Level (400)

PHIL 401 Biomedical Ethics– (Humanities Distribution) (5)

This course covers diverse issues in healthcare, the ethical and moral decisions that surround those issues, as well as the policies of facilities, legislation, and standards of practice that address those issues. Students will gain knowledge of leadership styles and discuss skills that will address the mission, vision, and values of their profession

HIM 410 Healthcare Compliance (5)

This course will evaluate current laws and standards related to health information initiatives. Students will study the link between regulatory compliance, revenue cycle and quality of care. Fraud and abuse trends will be discussed with an emphasis on establishing and managing policies and procedures for compliance.

HIM 420 Human Resource Management and Leadership (5)

This course covers theories and best practices of human resource management in healthcare. Topics will include leadership styles, workplace diversity, forming quality work teams, equal opportunity, work analysis, training and development, performance appraisals, compensation, and grievance procedures.

HIM 430 Data Analytics (5)

This course covers methods for extracting and analyzing data for decision making. Students will learn to analyze clinical data to identify trends. Students will gain knowledge of database querying, data exploration, and mining techniques to facilitate information retrieval.

HIM 440 Organizational Management in Healthcare (5)

This course covers the foundational tools to effectively create and implement organizational management policies and procedures in a healthcare environment

HIM 450 Professional Practice Experience (3)

This course covers an environmental scan of emerging issues and trends in the HIM field. Students will focus on individualized projects that showcase their knowledge. All students will be paired with local health care institutions and will provide students with the opportunity to reinforce their competencies and skills sets

HIM 455 Capstone (2)

This course includes the creation of a culminating project focused at educating the public on current issues surrounding health information management.

Appendix C - Acronym Chart

AHIMA – American Health Information Management Association

ATD – Achieving the Dream

BAS – Bachelor of Applied Science

CAHIIM – Commission on Accreditation for Health Informatics and Information Management Education

CLO – Course Learning Outcome

DLO – Degree Learning Outcome

ELC – Entry Level Competency

ESC – Education Strategy Committee (AHIMA’s HIM Education Strategy Committee)

HIM – Health Information Management

HIT - Health Information Technology

PLO- Program Learning Outcome

RHIA – Registered Health Information Administrator

RHIT – Registered Health Information Technician

TCC – Tacoma Community College