

SBCC Instructional Program Review

[Program Review Instructions and Guidelines](#)

Print Page

Division: Health and Human Services

Unit: Health Information Technology (HIT)/Cancer Information Management (CIM)

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1. Mission and Relation of the Instructional Program to the College

1. What is the mission of your unit?

The Health Information Technologies (HIT/CIM) department at Santa Barbara City College provides current education in the fields of health information technology (HIT), cancer information management (CIM), and medical coding (MCS). Each program of study includes both theoretical and practical components. Because the professional preparation is similar for these three programs, many of the courses are common to two or more of the programs. This allows students to easily "add-on" to their primary program to enhance their skills and/or marketability. The practical aspects are taught both through hands-on laboratory simulations using a variety of industry-specific software, and supervised clinical professional practice in a healthcare setting.

The department courses are listed below, with designations next to courses that are shared among programs.

CIM 100 - Cancer Registry Management I
 CIM 125 - Cancer Disease Management
 CIM 150 - Oncology Coding & Staging Syst
 CIM 201 - Abstracting Principles & Prac I
 CIM 202 - Abstracting Principles & Prac II
 CIM 225 - Cancer Registry Management II
 CIM 250 - Cancer Statistics&Epidemiology
 CIM 275 - CIM Practicum
 HIT 101 - Introduction to HIM: CIM, HIT AS, and MCS
 HIT 102 - Legal Aspects Of Health Care: HIT AS and MCS
 HIT 135 - Basic Medical Terminology: CIM, HIT AS, and MCS
 HIT 201 - Pharmacology - Allied Health: HIT AS and MCS
 HIT 202 - ICD Diagnostic Coding: HIT AS and MCS
 HIT 203 - ICD Procedural Coding: HIT AS and MCS
 HIT 204 - Basic Pathophysiology: CIM, HIT AS, and MCS
 HIT 205 - Advanced Coding Applications: MCS
 HIT 210 - CPT Procedural Coding: HIT AS and MCS
 HIT 220 - Health Care HIM Statistics: HIT AS
 HIT 230 - Alternative Delivery Systems: HIT AS
 HIT 240 - Quality HC ManagementCIM and HIT AS
 HIT 255 - Med Insurance & Reimbursement: HIT AS and MCS
 HIT 265 - HIT Computer Applications: HIT AS
 HIT 275 - HIT Practicum
 HIT 280 - Medical Coding Practicum
 HIT 284 - Coding Exam Prep
 HIT 285 - Registered HIT Exam Prep

Students who complete these programs will have the knowledge and competency to take national credential exams available in these fields.

Health Information Management (HIM) professionals (HIT and MCS) ensure patient privacy and confidentiality, code diagnostic and procedural information, tabulate and analyze healthcare data, assist with special studies and medical research, perform clinical quality improvement assessments, support patient safety requirements, and fulfill leadership roles in various healthcare settings. CIM professionals share many of these roles, but specialize in the collection, analysis and dissemination of cancer data.

The programs offer associate degrees (HIT and CIM) and certificate programs (CIM and MCS). All programs are required to have industry-driven advisory boards and must also undergo annual reaccreditation to ensure they meet the standards set forth by the associated accrediting bodies listed below.

HIT - Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

CIM - National Cancer Registrars Association (NCRA)

MCS - Professional Certificate Approval Program (PCAP)

With the rapid advances in health care, increases in reporting mandates, implementation of the electronic health record, and increased focus on pay for performance and meaningful use, the need for trained and credentialed professionals to manage issues relating to health care is greater than ever.

Current and future trends in the HIT/CIM profession point toward specialized degree tracks in management, privacy, security, electronic health records, coding, revenue cycle management, data analytics, and more. We are currently pursuing a specialty track in health data analytics in an effort to keep up with these trends.

2. Identify or outline how your department/program contributes to the mission of the College.

Please limit to a single paragraph.

The fully online HIT/CIM Department embodies the Mission of SBCC in that we offer high quality, affordable, and accessible instruction through online technology and up-to-date curricula. Students pursuing our programs are generally of two categories; they are working to advance their careers through increased occupational competency, or they are changing careers, either secondary to a lay-off or by choice. We also have a large population of students who want to enter allied health fields such as nursing or sonography, who take certain courses through our department as prerequisites to their programs. Those courses are medical terminology, pathophysiology, and pharmacology. We are committed to contributing to the success of each student and fulfilling the workforce needs of the community, state, and nation by collaborating with industry partners to provide timely and necessary educational programs.

2. History

History (update) since the last program review.

1a. Provide a brief overall history of program. Please remember this is for the general reader who may know nothing about your program.

The HIT/CIM department has been offering our fully online programs for almost 20 years. We started out in 1998/1999 with programs in Health Information Technology (HIT), Medical Coding Specialist (MCS), and Cancer Information Management (CIM). SBCC was the first to offer a fully online CIM program, and is the only California community college with a nationally approved MCS program. We participated in a HITECH (Health Information Technology for Economic and Clinical Health Act) workforce training program in electronic health records from fall 2010 through fall 2012. We also offered contract education to our industry partners: Kaiser Permanente and Santa Barbara Cottage Hospital.

Completion of one or more of our programs confers eligibility to take the related national credentialing exam(s). The pass rates for the Registered Health Information Technician (RHIT) exam have consistently exceeded the national rates. Because our programs have the premier reputation in these fields among industry professionals and professional associations, the stream of interested students is continually strong, resulting in high student demand and interest in the HIT/CIM programs. We earned this reputation by offering quality programs staffed by a diverse and cohesive faculty team.

1b. Provide a history since last complete program review.

The HIT/CIM Department has achieved a range of accomplishments since the last full program review:

- 1) All three programs (HIT, CIM, and MCS) must undergo annual re-accreditation through the appropriate standard-setting bodies. The HIT program underwent re-accreditation through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM), and the CIM program underwent re-accreditation through the National Cancer Registrars Association (NCRA). The MCS program underwent initial approval through the Professional Certificate Approval Process (PCAP), followed by an annual attestation in 2016. Prior to being approved through PCAP, the MCS program was approved through AHIMA (American Health Information Management Association). All three programs received full re-accreditation/approval.
- 2) The HIT Program received \$5,000 in SBCC Foundation funds to create a database for the affiliation agreements used to assign practicum sites for HIT and CIM students. We have the database up and running and are beta testing it this semester prior to full implementation.
- 3) We were awarded \$35,000 in CTE Enhancement funds to develop a certificate program in Healthcare Data Analytics. We are in the process of finalizing that project (completion expected 9/30/16), at which point we will submit the program for review and approval by CAC and the Chancellor's Office. We plan to offer this certificate program starting in Fall 2017.

4) The HIT/CIM department collaborates with the FRC to offer online training to all members of the department. These training sessions are offered at least once per semester, and have focused on best practices for online teaching, regular and effective contact, and the use of some of the higher-level functions of our learning management systems.

5) In October 2015, one coding and classification system was retired with a federal mandate. We started our transition from that coding system to the new one in 2012, when the initial implementation date was October 2013. Federal delays in the implementation of the new system resulted in challenges for students, faculty, and administration because course offerings and program requirements had to be changed multiple times with little notice.

6) We spent the summer of 2016 preparing for the transition from Moodle2 to Canvas, and are in our first semester using Canvas as our learning management system. We developed a standardized course layout, orientation module, and student guide to our courses.

7) Two department members received Faculty Excellence awards: Janet Robertson (2013/2014) and Denise Harrison (2016/2017).

8) We updated the attendance policy for HIT/CIM students (originally developed in 2010). This policy is found in each department course syllabus.

9) We developed a syllabus template for use in the CIM and HIT courses.

3. Statistical Data Analysis

Statistical data for the last three years will be provided by the Office of Institutional Assessment, Research and Planning by the start of the Fall semester. The data will include:

Departmental WSCH

- First census WSCH and FTES for the department
- First census WSCH and FTES by course

1a. Write about enrollment trends that the department/program believes are important to its planning and resource needs, and comment on the department's/program's insights on why they are occurring.

From Fall 2013 through Spring 2016, the enrollments for the HIT/CIM department have declined from a high of 1,489 to 1,359. Fall 2014 enrollments were down 2% (n=1466) from the high of 1,489 in Fall 2013. Similarly, Fall 2015 enrollments (n=1,466) were down by the same amount when compared to Fall 2014. Spring 2015 enrollments (n=1,434) were down 2% compared to Spring 2014 (n=1,458), with enrollments decreasing by 5% for Spring 2016 (n=1,359). These enrollment trends are consistent with, if not somewhat lower than, those for the college overall, and are likely tied to the improving economy in California. The good news is the summer enrollments have increased. In Summer 2014, we had 326 total enrollments. We increased those by 35% to 438 in Summer 2015. We do not have access to the Summer 2016 enrollment data; anecdotal evidence supports an increase in enrollments over summer 2015, making up for the losses during the

In spite of the slight decreases in enrollments over, student interest in our fully online programs continues. Many of our classes fill soon after the registration period begins. Even when we have reached maximum capacity, we receive requests to add to the closed (full) classes.

Student demand and interest in the HIT/CIM programs is high. HIT and CIM programs prepare students toward eligibility to take national exams, which upon passing, lead to a professional credential. Because our programs have the premier reputation in these fields among industry professionals and professional associations, the stream of interested students is continually strong.

1b. Describe how the department/program is responding to these changes.

The American Health Information Management Association (AHIMA), the professional association for health information management professionals, issued a White Paper titled HIM Reimagined (HIMR), which includes a recommendation to phase in specialty programs and associated specialty credentials.

One of the specialty tracks recommended by AHIMA is in Health Data Analytics. Completion of the Health Data Analytics specialty track would provide a path to an additional AHIMA credential: the Certified Health Data Analyst (CHDA) credential. The HIT/CIM Department received a \$35,000 grant through CTE enhancement funding to help develop a CHDA specialty track, which will provide our students with an additional option for specialization. We will put this new program through CAC this fall (2016), with plans of offering it effective with the fall 2017 semester.

We may consider offering a Physician Practice Management specialty, track which would be good for the local community.

We also want to increase our enrollments in some of our higher-demand courses (HIT 135, HIT 201, and HIT 204). Many of the students in these courses are pursuing disciplines outside the HIT/CIM profession, and our department struggles to meet the demand for these courses. Our department consists of 4 full-time, and 17 adjuncts. We are currently looking for additional qualified adjuncts to help us serve more students in these high-demand courses. We are also requesting a new full-time faculty position. If approved, we can put the new faculty person as the lead instructor for the three courses, all of which are taught by multiple adjuncts. We really need full-time leadership in these courses, which will provide consistency of instruction. **Student Statistical Data**

Most of the data for the following responses can be found in the [Program Review Data Library](#).

2a. Successful Course Completion Rate

The Successful Course Completion Rate is the percent of students receiving a grade of C or better, or a P for P/NP courses. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

See 2016-2017 Program Review.

2b. Successful Course Completion by Modality

Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.

See 2016-2017 Program Review.

2c. Successful Course Completion by Student Equity Populations

Examine the data on successful course completion by student equity populations. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

See 2016-2017 Program Review.

2d. Degrees and Certificates

On the "Awards by Major" tab, examine the data and trends for the college overall, and for your department.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

See 2016-2017 Program Review.

2e. Transfers

The number of majors who transfer to a four-year college or university can be found on the "Transfers by Major" tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

See 2016-2017 Program Review.

2f. CTE Earnings and Job Placement

For Career Technical Education programs, please summarize and discuss the program completers' earnings information and/or job placement information (if available).

See the [CTE Launchboard](#), [Salary Surfer](#) or [Wage Tracker](#) for additional data regarding CTE program completers.

See 2016-2017 Program Review.

2g. Additional Department-Specific Data

Please provide and discuss any additional data unique to your department or program.

See 2016-2017 Program Review.

Student Learning Outcomes (SLO) Assessment

- Student SLO performance reports

3a. Provide a brief description of your department's/program's analysis of the student performance data on the course, program and Institutional SLOs (ISLOs).

For the Fall 2015 semester, our department entered a total of 8,137 SLO scores for 1,770 individual students. There are 106 CSLOs distributed among 22 HIT and CIM courses. The overall results are as follows: 61% (4,946) exceeded, 23% (1,868) met, and 12% (970) were below expectation. 4% (353) were scored as n/a, meaning they did not attempt one or more of the activities associated with the SLO. 84% of the scores entered reflect performance that meets or exceeds expectations.

The CIM arm of the department entered a total of 600 SLO scores for 212 individual students. CIM has 24 CSLOs distributed among 9 CIM courses. The overall results are as follows: 75% (442) exceeded, 12% (70) met, and 9% (52) were below expectation. 6% (36) were scored as n/a, meaning they did not attempt one or more of the activities associated with the SLO.

The HIT arm of the department entered a total of 7,537 SLO scores for 1,558 individual students. HIT has 82 CSLOs distributed among 13 HIT courses. The overall results are as follows: 60% (4,504) exceeded, 24% (1,798) met, and 12% (918) were below expectation. 4% (317) were scored as n/a, meaning they did not attempt one or more of the activities associated with the SLO.

3b. Summarize the strategies your department/program has implemented to improve student achievement of the course SLOs, certificate, degree and/or program SLOs, and the ISLOs. Include the documented and/or perceived changes in student learning.

Our departmental strategy is to have an ongoing increase in our social presence, which has been shown to increase the positive aspects of online learning in general. We have tools such as voice and video email and feedback, instructional videos, live chat, etc. These additions to our online courses will result in a better learning experience for our students.

SBCC Gateway piloted an online tutoring program last summer (2015). We participated in this project for two semesters with positive results for our students. We are currently trying to find a way to provide ongoing tutors available to our fully online programs.

The course syllabi are standardized throughout the department, and have a clear instructor contact policy which includes how to contact us and how quickly we will respond.

Instructors set clear expectations, both in their syllabi and in other course materials. They encourage questions from students, and reach out to students about upcoming deadlines and/or missed activities.

We are advocating instructors present the most important information in multiple ways: text, image, web-based instructional materials, and audio/video files.

Students access industry-specific software applications throughout the curriculum, which helps them gain real-world experience, and further engage them in the learning process.

We include captions and/or transcripts alongside videos we use more than once, making those videos accessible by more learners and bringing us in compliance with Section 508 of the Americans with Disabilities Act.

With the transition to Canvas, we created a common course design tutorial to orient students to the navigation of the HIT/CIM courses.

3c. Review your department's/program's SLO Implementation Cycle Plan and indicate whether or not you are on target for its completion. Explain any changes to your SLO plan.

All HIT and CIM courses have SLOs and all course SLOs are mapped to PSLOs and ISLOs. Moving forward, courses will be evaluated on a 3-year cycle and Course Improvement Plans (CIPS) will be written to identify evaluation and any required changes needed based on SLO data.

SLO scoring was completed in all Fall 2015 HIT/CIM courses, which meets the minimum obligation for SLO scoring during a cycle. We make every effort to score every course every semester to ensure adequate data for various analyses and course improvement plans.

We are currently in progress and on track with our review of SLOs. During Fall 2015, we reviewed SLOs in CIM 150, CIM 201, CIM 202, HIT 101, HIT 135, HIT 255, and HIT 275. HIT 101 SLOs were reviewed in Spring 2016, and are slated for review in HIT 205, HIT 210, HIT 220, HIT 230, HIT 240, HIT 265, HIT 280, and HIT 284 this semester (Fall 2016). The remaining CSLOs (CIM 100, CIM 125, CIM 225, CIM 250, CIM 275, HIT 201, HIT 202, HIT 203, HIT 204, and HIT 285) will be reviewed during Spring and Summer 2017.

Faculty Information

- Faculty head count (contract and adjunct)
- TLU and FTEF totals (by contract and adjunct)
- Contract overload for department by year

4. Where appropriate, explain how the faculty information noted above is affecting the department's ability to achieve its mission and/or objectives.

TLU and FTEF totals by Contract and Adjunct

FA 13: 169.1 Total TLUs (83.1 Contract, 86 Adjunct); 11.3 FTEF (4 Contract, 7.3 Adjunct)

SP 14: 174.7 Total TLUs (81.7 Contract, 93 Adjunct); 11.6 FTEF (4 Contract, 7.6 Adjunct)
 FA 14: 166.4 Total TLUs (77.4 Contract, 89 Adjunct); 11.1 FTEF (4 Contract, 7.1 Adjunct)
 SP 15: 168.6 Total TLUs (81 Contract, 88 Adjunct); 11.2 FTEF (4 Contract, 7.2 Adjunct)
 FA 15: 182.9 Total TLUs (82.6 Contract, 100.4 Adjunct); 12.2 FTEF (4 Contract, 8.2 Adjunct)
 SP 16: 182.7 Total TLUs (82.9 Contract, 99.9 Adjunct); 12.2 FTEF (4 Contract, 8.2 Adjunct)

Contract Overload by Year

2013/2014: 44.8 (FA 13 = 23.1; SP 14 = 21.7)
 2014/2015: 37.0 (FA 14 = 17.4; SP 15 = 19.6)
 2015/2016: 47.9 (FA 15 = 23.9; SP 16 = 24.04)

Over the period starting with Fall 2013, and ending with Spring 2016, our department has been represented by 4 full-time and an average of 17 adjunct faculty. Our TLUs ranged from 166.4 to 182.9, with the percent of TLUs (non-overload) taught by HIT/CIM full-time faculty ranging from 32.8 to 36.1. HIT/CIM department enrollments ranged from 1764 to 1948, with fill rates in the 76 to 85% range. Our FTEF ranged from 11.3 to 12.2 with the percent of FTEF represented by full-time faculty members ranging from 33 to 36 percent.

Given the size and complexity of the degree and certificate programs offered, each faculty member also has administrative duties. Janet Robertson is the Program Director for the HIT Program and is responsible for the accreditation report and activities on an annual basis. Lynette Williamson is the Program Director for the Coding Certificate Program and oversees the approval process for the Coding Program. The CIM Program has one full-time tenure track faculty member, Denise Harrison, who is also the Program Director for CIM degree and certificate programs; she is responsible for overseeing the accreditation activities and reporting for both programs. She also serves as Department Chair.

In fall 2017, we are rolling out a new certificate program in data analytics; the faculty member (Shawna Sweeney) who is not currently directing an accredited program will assume leadership for the new program. Additionally, all four full-time faculty members serve as leads to courses outside of their regular course loads and as mentors to several adjuncts. We also have plans to create an anatomy and physiology course, which will be offered through our department starting in Fall 2017. Offering the anatomy and physiology course through our department will allow us to provide technical information directly related to the practices of health information technology, cancer information management, and medical coding. This is a necessary move due to the emerging higher skill levels in those professions.

Due to the added administrative responsibilities (program direction, leadership for courses which are not part of our teaching load, mentoring of adjuncts, practicum organization and placement, etc.), combined with the ongoing necessity for full-time faculty to teach overloads, our full-time faculty are stretched to their limits. It would not be possible to manage the department without the collaborative efforts of all full-time faculty.

Department/Program Revenue and Expense Data

- General Fund unrestricted and restricted budget (costs)
- Full-time equivalent (FTE) employees and costs
- Total expenditures per year
- Revenue generated by program (where appropriate)

5. Where appropriate, use this information to identify your faculty, staff and resource needs.

General Fund unrestricted and restricted budget (costs)

Unrestricted: \$360,747.00

Restricted: \$13,800.00

Full-time equivalent (FTE) employees and costs: \$826,180.60 (includes general fund items)

Total expenditures per year: \$1,020,554.01

Revenue generated by program (where appropriate): N/A

Because our courses are all fully online, and the college does not provide us with equipment, the largest expense is associated with faculty salaries and benefits. We do not use classroom, office, or parking spaces.

We have submitted a request for a Full-time new faculty position. Over the period starting with Fall 2013, and ending with Spring 2016, our department has been represented by 4 full-time and 17 adjunct faculty. Among the departments requesting new or replacement faculty positions this year (2016), the average numbers of full-time and adjunct faculty were 6 and 12, respectively. Our TLUs ranged from 166.4 to 182.9, while the average number of TLUs for the cohort ranged from 174 to 218.9. At the same time, the percent of non-overload TLUs taught by HIT/CIM full-time faculty ranged from 32.8 to 36.1, compared to the average cohort range of 49.3 to 52.1 percent. HIT/CIM department enrollments ranged from 1764 to 1948, with fill rates in the 76 to 85% range. The average enrollments for the cohort ranged from 1359 to 1489, with average fill rates of 46.2 to 53.8 percent. Our efficiency ranged from 528.7 to 631.3, while the average efficiency for the cohort ranged from 516.8 to 586.7.

While our department has been able to manage using a mix of overload and adjunct, we are in dire need of help. We want to be able to continue to offer a great learning environment to our students, contribute to the goals and mission of the college, and implement quality improvements in our courses. We cannot continue without an additional faculty member.

4. Programs and Curriculum

1a. All course curriculum is required to be reviewed by the department and the Curriculum Advisory Committee every five years as per State Ed Codes. It is the responsibility of the department chair to keep the curriculum records up to date. Courses not reviewed in a timely manner will not be scheduled and are subject to deactivation.

Curriculum status should be updated. Verify that your department is on track in its review of curriculum. List the courses that you will need to update for the next year and the lead for each of those courses by [COMPLETING THIS FORM](#).

1b. Student Learning Outcomes status should be updated. Verify that your department is on track in its SLO data collection and creation of Course Improvement Plans. List the courses that you need to collect data for this year and the lead for the Course Improvement Plan for each of those courses by [COMPLETING THIS FORM](#).

☐ Check this box to confirm that you have verified the curriculum and that all CSLOs have been updated for your department.

5. Collaboration with Other Units Including Instruction, Student Services and/or Administrative Units

1. Discuss any collaborative efforts you have undertaken with other units of the College. Offer an assessment of the successes and challenges in working with these units.

Other departments offer courses which are part of the degree/certificate requirements for three of our departmental programs: the associate degrees in health information technology and cancer information management, and the certificates in cancer information management and medical coding.

In terms of administrative departments, we collaborate with counseling on a variety of issues:

- 1) Early testing for students planning to take the RHIT exam
- 2) Prerequisite and co-requisite changes/updates
- 3) Curriculum updates
- 4) Student communication (for example, to let students know about program/curriculum changes)
- 5) Student inquiries about our programs

We also closely collaborate with the FRC to provide up-to-date online training to the department, and to help us make the best use possible of the tools in our learning management system. Many of the ideas we have developed and discoveries we have made regarding the learning management system have been discussed and shared at COI.

Overall, we have been very pleased with our collaborations, and appreciate the opportunity to work with these other departments.

6. Outreach Activities

1. Discuss any activities or projects you have undertaken with other educational institutions (high schools, colleges or universities), the community and/or business/industry. Describe any new outreach activities that you are considering.

The HIT and CIM Programs at SBCC are widely recognized and respected online programs.

HIT/CIM faculty are active professionals in the field and regularly attend regional, state, and national industry conferences. We deliver presentations about our programs and make contacts with employers interested in employee training. All full-time faculty are dedicated to pursuing professional development. Within our department, we participate in professional associations by holding offices and serving on committees and boards. We have all presented topics at national conferences.

We've contracted with healthcare facilities to offer educational programs, assisting these facilities as they strive to increase the technical competencies and skills of their employees.

We meet several times per year with our advisory boards, which are made up of industry leaders.

Janet Robertson is leading the FDRG of the C-ID project, which will assist the state of California to develop new model curricula for HIT programs statewide.

7. Recommendations for Improving the Effectiveness of the Program Review Procedure

1. List suggestions for changes that will make the program review process more helpful to your department. Entering the information into the program review template is tedious. Many areas in the statistical tabs need data tables and/or graphs to clarify the information being discussed. Tables and graphs do not copy into the program review, so everything has to be typed in. That is a huge productivity killer. We can't even hot link anything within this program review, which further frustrates those of us who spent many hours analyzing the data.

It would be helpful to have access to this report during the summer months, when we have more time to devote to working on projects.

We are teaching full loads, directing programs, serving as department chairs, etc. Fall is an incredibly busy time to try to attack a task such as this. If I could look at this during the summer, I could do a much better job on this.

8. Program Review Template: Goals

List your unit's major goals and related objectives for the upcoming year. List one goal per row. Add new rows for goals as required. *If not clear in your table, detail if and how you met the goals and objectives you set in the prior year.*

Major Goals & Objectives for Unit

Priority	Goal	Links to College Goals & Plans College Plan 2009-2012 Dist. Technology Plan 2009-2012	Office/Person Responsible for Completion	Objective	Anticipated Completion/Measure of Success	Status	Comment
	Include the Virtual Lab learning modules in additional courses.		All HIT/CIM Faculty	1. Add Virtual lab activities to existing and new courses	1. Virtual lab activities added to existing courses and new courses	1. Complete	1. We plan to continue this goal for 2017/2018.
	Increase adjunct faculty use and awareness of regular and effective contact.		All HIT/CIM Faculty	1. Offer online trainings for online faculty at least once per semester.	1. Online trainings offered each semester.	1. Complete	1. We plan to continue this goal for 2017/2018.
	Maintain accreditation and program approval		All HIT/CIM faculty	1. Maintain national exam pass rates above the national mean 2. Increase graduate survey responses. 3. Demonstrate Program	1. National exam pass rates are above the national mean 2. Graduate survey responses increased. 3. Maintain current community involvement and seek out new partners and initiatives.	1. Complete 2. In Progress 3. In Progress	1. We plan to continue this goal for 2017/2018. 2. Reached out to graduates on an individual bases to increase survey responses. Plan to

				involvement with community of interest.			continue in 2017/2018. 3. Collaborate with Advisory Boards to determine current needs of the community, community involvement through faculty presentations.
	Maintain relevancy and currency of curriculum		HIT/CIM faculty - Janet Robertson is the lead.	1. Stay current with national curriculum requirements and workforce needs. 2. Compare all AHIMA National Scores to Program Average Scores.	1. Annually. Course is in compliance with current curricular requirements and workforce needs. 2. Annually. SBCC exam pass rates are above the national mean.	1. Complete 2. In Progress	1. Course modifications for the 2014 Curricular Requirements are effective Fall 2017. 2. Continue monitoring exam pass rates and report to advisory board.
	Increase student success		FRC; HIT/CIM faculty	1. Use LMS technology to increase student success	1. LMS Technology used to increase student success	1. Complete	1. Plan to continue for 2017/2018.
	Develop procedures to streamline practicum placement		CIM Program Director, HIT Program Director	1. Convert the Excel/Google Sheets document into a relational database 2. Set up a shared practicum workbook in Excel/Google Sheets	1. Relational database for practicum placements established 2. Shared workbook established.	1. Complete 2. Complete	1. Ongoing Continuous Quality Improvement. 2. Ongoing workbook updates.
	Explore degree track concepts outlined in AHIMA White Paper, HIM Reimagined		CIM Program Director, HIT Program Director, MCS Program Director, FT HIT/CIM faculty	1. Determine if there is a workforce need for a physician practice management. 2. Add a CHDA specialty track to department offerings	1. Fall 2018. 2. Added a CHDA specialty track to department offerings	1. In Progress 2. In Progress	1. Survey Employers and obtain Advisory Board input. 2. Approved by BOT, awaiting Chancellor's Office approval.

9. Program Review Template: Staff

Staff Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

In the description box, please note to which objective(s) from the Goals template the need relates.

Staff Needs

No data found.

10. Program Review Template: Faculty

Faculty Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Faculty Needs

No data found.

11. Program Review Template: TLU Augmentation

TLU Augmentation: List/summarize the needs of your unit below. List one TLU need per line. Add new lines for TLU needs as required.

TLU Needs

No data found.

12. Program Review Template: Equipment

Equipment Needs: List/summarize the needs of your unit below. List one equipment item per line. Add new lines for equipment as required.

Technology items (hardware and software) should be listed on the following pages, and not here.

Equipment Needs

No data found.

13. Program Review Template: Technology / Hardware

Technology / Hardware Needs: List/summarize the needs of your unit below. List one hardware item per line. Add new lines for hardware as required.

Technology / Hardware Needs

No data found.

14. Program Review Template: Technology / Software

Technology / Software Needs: List/summarize the needs of your unit below. List one software item per line. Add new lines for software as required.

Technology / Software Needs

No data found.

15. Program Review Template: Facilities

Facilities Needs: List/summarize the needs of your unit below. List one position per line. Add new lines for positions as required.

Facilities Needs

No data found.

16. Program Review Template: Service Needs

Service Request Needs: List/summarize the service needs (Institutional Research, Marketing, Technical Training, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description
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17. Program Review Template: Other Needs

Other Needs: List/summarize the other needs (Duplication, Supplies, Travel, etc.) of your unit below.

List one request per line. Add new lines for requests as required.

Category	Description	Cost
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