



Application for Bachelor of Applied Science Degree

Healthcare Technology and Management

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Introduction

Bellevue College proposes to develop a bachelor of applied science degree in Healthcare Technology and Management with a concentration in Healthcare Information Technology to meet the substantial demand for appropriately qualified workers in this field. Graduates will work as providers to, or members of, a healthcare team that manages and performs the customization, implementation, integration and maintenance of healthcare information systems, data and components. The 2+2 degree will articulate with Washington community and technical college information technology-related (IT) and information and records management associate degrees.

The following proposal addresses how the new degree supports the college's mission and goals; addresses the goals of the state's master plan for education; offers detailed information on the new curriculum; provides details on program faculty, administration, space, student recruitment, admission and retention; and offers feedback from outside reviewers. The need and demand for this new degree were documented in Form B, Statement of Need (see Appendix 1).

Relationship to Institutional Role, Mission, and Program Priorities

Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities

Bellevue College requires that every new program and degree aligns with its mission, which states,

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (The BC Mission was approved by the BC Board of Trustees, June 11, 2008.)

The bachelor of applied science degree in healthcare information technology is a high quality educational program that meets the expressed needs of both community college graduates seeking access to a bachelor's degree and the healthcare IT (HIT) workforce community.

The program advances the life-long educational development of its students by offering an educational path that will provide new career and career advancement opportunities to associate degree graduates in IT and health records/health management programs. This degree will offer an opportunity to accomplish their educational goals and obtain necessary skills for career advancement in a field that is among the fastest growing in the nation.

The BAS is a direct outcome of community need for programs that strengthen the economic life of our community. BC began developing the bachelor of applied science degree in response to a documented substantial demand for employees who can help the region's healthcare organizations and vendors implement the HITECH Act (Health Information Technology for Economic and Clinical Health Act) to adopt electronic medical records (EMR) in every hospital,

clinic and ambulatory practice to advance the use of information systems in healthcare. Employers asked for a bachelor's degree program that would develop graduates who can apply their skills in information technology along with an understanding of the healthcare milieu. The program directly responds to the well documented skills gap and employment gap in healthcare IT, a key growth industry.

The new program also supports the college's mission of providing high-quality, flexible educational programs and services that are academically, geographically, and financially accessible. Most courses will be offered online; the few classroom-based courses will be offered in the evenings with electronic access for distant students, making it accessible to working professionals and students throughout the state, regardless of where they live and work.

BC reaffirms its purpose, defined by WAC 28B.50.020 in conjunction with WAC 28B.50.810, to provide high-quality applied baccalaureate programs that address the needs of its community and the workforce and views the applied bachelor program as a logical extension of serving that defined need.

The applied baccalaureate degree will strengthen the college's mission by creating a new pathway that better serves the needs identified by the college's constituents. The comprehensiveness of this program will expand service to students and is a significant addition to the healthcare industry and the patients they serve.

The college's Statement of Need demonstrates that the BAS in Healthcare IT is one of the college's highest priorities for academic growth and is a natural extension of the work already underway in the healthcare and IT arenas. BC's reputation for delivering high quality information technology programs and as a Center for Excellence in Information Technology, combined with federal grants from the Office of the National Coordinator for Health Information Technology, National Science Foundation and Department of Labor for the development, implementation and dissemination of healthcare IT curricula makes the program an excellent fit. The bachelor's degree program furthers the curriculum offered by the college in its Health Informatics certificate program to update skills for those who want to enter the HIT field. This new applied bachelor's degree is an appropriate fit for BC that builds on the college's expertise and provides an outstanding educational choice in a rapidly growing, high demand field.

Support of the Statewide Strategic Plans

Describe how the program will support SBCTC Mission goals outlined in the Mission Study and HECB policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

The BAS in Healthcare IT supports the goals outlined in the State Board for Community and Technical Colleges (SBCTC) Mission Study and the Higher Education Coordinating Board (HECB) Strategic Master Plan for Higher Education. Both plans identify strategies to increase the number of baccalaureate educated adults as a means to strengthen the economy and serve workforce needs for more highly educated "locally grown" workers that will

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.
- Achieve increased educational attainment for all residents across the state.
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

Meet the Demand for a Skilled Workforce

Both the healthcare and information technology sectors are driving economic forces in the state and are in great need of appropriately trained employees to meet their needs. In a March 2012 article in *Seattle Business*, Steve Reno reported that “the healthcare sector remains the leader in job growth in Washington State, adding about 3,800 jobs in 2010. Technology is a flagship industry for the local economy; computer systems design and related services added 3,100 jobs last year.”¹

The Bureau of Labor Statistics reports that of the 2.8 million job openings projected by 2018 for Healthcare Professional and Technical Occupations, over 60 percent will require a minimum of a bachelor’s degree. For computer software applications specialists, database analysts and other similar occupations that fall into the titles of positions included by this degree, at least 56 percent require a bachelor’s degree and 86 percent require a master’s degree².

It is clear that the state needs to produce many more baccalaureate graduates to meet the demand for workers in these categories. As a 2+2 degree linked with professional-technical associate degree programs in Information Technology (IT) and health records, BC’s new program increases educational capacity for graduates to fill essential health care IT jobs.

For students with professional-technical associate degrees who are interested in a bachelor’s degree, there are only two options in this state (the CWU applied bachelor’s degree and Western Governor’s University) where they may transfer as juniors. This lack of an educational pathway stops most students from continuing on to a bachelor’s degree. The new applied bachelor’s degree augments the knowledge students have gained through their associate degrees to provide a solid foundation in general education and advanced skills targeted to the specific needs of the healthcare information technology workforce.

¹ <http://www.seattlebusinessmag.com/article/jobs-picture-brightens>

² <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

The new applied bachelor's degree program will not only increase the number of overall bachelor's degree holders in the state who fill critical jobs but will specifically serve professional and technical associate degree holders who are otherwise limited in pursuing a bachelor's degree and providing those opportunities to place-bound students. It is an important pathway to help meet the rising demand for appropriately qualified workers in these sectors. With projections to be at full capacity in four years, the proposed BAS will produce 28 graduates each year to help meet projected high growth and high vacancy rates.

Increase Educational Attainment

The traditions of open access, small classes and the support services provided at BC are critical in helping students persist to obtain their educational objectives. By helping them gain the skills they need to do well in college, students are better positioned to be successful in their pursuit of a baccalaureate degree. The college's focus on strategies that promote student success has had very positive results for its first two applied bachelor's programs; persistence rates are high, averaging 88 percent.

In addition to small classes and one-on-one attention once students are in the program, the college is working with the community and technical college feeder programs in information technology and information and records management to provide a seamless articulation into the new degree program. By ensuring that associate degree graduates have fulfilled their general education requirements, they will be ready to enter the new degree program as a junior. In addition, graduates who are interested in continuing on to obtain an advanced degree in health informatics and health information management, biomedical and health informatics or health services administration will be well prepared to enter master's degree programs.

Use Technology, Collaboration and Innovation to Improve Student Success

Creating a program that understands and serves the needs of place-bound students is an important aspect of helping students reach their educational goals. Students who are working, have childcare needs or cannot afford to attend a university far away from their home need an educational alternative that permits them to attend classes in a way that fits their schedule. Most of the courses in the proposed BAS will be offered online. For those that occur on campus, other distance technology methods will be employed to serve the educational needs of place-bound students. For several years, the college has had excellent results using synchronous, real-time technology to teach students who are unable to come to campus for instruction. Students connect to the classroom via their computers and video camera from their home or office. This permits students to participate in the classroom experience even though they may live too far from campus, have childcare issues, job obligations or other impediments. Students, no matter where they reside, now have access to earn a bachelor's degree in their field at a reasonable cost without having to leave their homes. Prior learning assessment will also enable entering students with demonstrable workforce skills to receive credit for previous training and experience, thereby shortening the time to graduation.

BC has also had success in recruiting diverse populations into the IT programs that will feed into the bachelor program; students of color enrolled in the BC feeder programs average about 37 percent each year for the past three years, which will help to assure a diverse student body in the bachelor's program.

The college also provides many services that promote a diverse, vibrant campus community. The Disability Resource Center provides advocacy and classroom accommodations, including specialized materials, technology and equipment for over 700 students with disabilities, annually. The Multi-cultural Services (MCS) program provides support services to promote academic success for American students of African, Asian, Hispanic and Native descent. The programs have shown measurable success. Through special MCS recruitment programs and changing Eastside demographics, total enrollment of students of color has gone from 11 percent in 1990 to 32.6 percent in 2009.

MCS also employs many strategies to engage and retain students of color, including a program called the Comprehensive Success Initiative (CSI), which will increase the number of students of color who will be prepared to enter the baccalaureate in Healthcare IT degree program. The program focuses on African-American and Latino students who place into developmental English or math. CSI places students in a learning cohort in which they receive educational, social and cultural support; attend developmental courses as a cohort to receive special intervention strategies; learn college survival skills; and begin to set career goals. Although still in its infancy, the program has shown good results and will be continued and expanded. The benefit of such a program for the bachelor's degree is that will introduce the field of healthcare IT to students who otherwise might not have considered it and helps them earn the confidence to know that they can succeed in this demanding arena.

Curriculum Demonstrates Baccalaureate Level Rigor

Describe curriculum including: (1) program learning outcomes; (2) program evaluation criteria and process; (3) course preparation needed by students transferring with a technical associate degree; (4) general education components; and (5) course work needed at junior and senior levels in the BAS.

The curriculum for the Healthcare IT degree has been carefully designed to help students gain the skills and abilities that will make them effective members of the healthcare IT workforce. The essential elements necessary for success in the field were vetted by healthcare IT professionals. Subject matter experts developed courses, progression and content, which was evaluated by nationally recognized faculty who teach in the field. The BC Curriculum Advisory Committee and Vice President of Instruction have approved the program.

The following degree outcomes describe how graduates will be prepared to work in healthcare settings or with healthcare vendors as data, integration or systems analysts; software application coordinators or trainers; systems managers; project managers; applications or IT analysts; or clinical applications managers.

Degree Outcomes

- Effectively communicate, employ critical thinking skills, and work collaboratively with all constituents in healthcare environments.
- Comply with all healthcare laws and regulations relating to information security, privacy and protected health information (PHI) as regulated by HIPAA, and meet institutional accreditation and certification requirements.
- Apply effective project management processes and tools in the context of complex IT projects and teams, and in the midst of changing and conflicting demands.
- Serve as an effective team member in the implementation of enterprise healthcare systems which employ the EHR (electronic health record), PHR (personal health record) and HIE (health information exchange) and in the maintenance of existing systems.
- Gather, identify and document requirements for technology solutions working closely with clinical and non-clinical stakeholders and considering privacy, regulatory, efficiency and security issues.
- Evaluate potential information technology products and systems, and contribute to the selection of solutions based upon organizational requirements, systems functionality, lifecycle cost, ease of use and maintenance, information security, privacy, regulatory requirements and vendor support.
- Contribute to process improvement through the redesign of healthcare workflow and information management practices to better leverage the capabilities of new information technology systems.
- Contribute to systems integration, perform information technology systems customization to meet the needs of the healthcare organization, and create and maintain appropriate documentation.
- Design, coordinate, implement and document testing activities for information technology solutions.
- Serve as a liaison between technical and clinical functions to support users, including training and documenting the use of new technologies.
- Apply knowledge of current and emerging data standards and principles of interoperability.
- Manage, analyze and present healthcare data for effective decision-making in support of a wide array of healthcare activities such as meaningful use initiatives, patient safety studies, and revenue cycle management.
- Effectively assess the applicability and benefits of new and emerging technologies to the healthcare environment, such as telemedicine/telehealth, social media, wireless networks and security, mobile devices and cloud computing.

Course Preparation

Students may enter the bachelor's degree program with an associate degree from either of two pathways – IT-related fields (programming, database, networking, etc.) or health records/health management programs (chart 1). Because general education preparation varies from college to

college, the courses required for entry into the degree are listed as part of the prerequisites. The college will create articulations with feeder colleges to ensure that students can meet the threshold as they complete their associate degrees.

Chart 1: Entrance Prerequisites

NOTE: Students must have basic computer skills including basic PC file management, Internet navigation and use of office products (including word processing, spreadsheet and presentation software tools).	
Prerequisites	Credits
Associate degree in IT-related or health records/health management field	65
Science: Any, must include one lab course	10
English Composition I	5
College Level Math: Statistics	5
Technical Writing/Research Writing	5
Social Science	5
Humanities (either humanities or social science course must be a communications course)	5
Total	90

To be successful in the field of Healthcare IT one must understand the fields of both healthcare and information technology. Graduates from healthcare associate degrees enter the BAS program with a strong healthcare background but will need to acquire some IT skills and knowledge before starting on the core coursework. Similarly, graduates from IT associate degrees come into the BAS with a strong IT background but will need to acquire the prerequisite healthcare knowledge before starting on the core courses. In order to accommodate the disparity in students’ backgrounds, entering BAS students are divided into two sections for the first ten credits that will teach students either IT fundamentals or essential elements of the healthcare industry (chart 2).

Chart 2: Healthcare or IT Fundamentals

Pathway for Students with Healthcare-Related Backgrounds		
Course No.	Course Title	Credits
IT 103	Networking Basics	5
BTS 168	Business Data Management Tools	5
PROG 110	Introduction to Programming	5
TOTAL		15
Pathway for Students with IT Backgrounds (IT grads must have 5 credits each in networking, programming and database equivalent to above courses)		
Course No.	Course Title	Credits
HPRO 120	Medical Terminology	3
HCTM 301	US Healthcare Policies and Delivery Systems	5
HCTM 302	Healthcare Safety, Quality and Legal Environment	5
TOTAL		13

The core curriculum provides general education within the context of the healthcare environment (such as, The Economics of Healthcare and Organizational Behavior for Healthcare) and specific skills that graduates will need to be successful in the workplace (such as, Systems Integration and Interoperability for Healthcare, and Health IT Analytics and Quality).

Chart 3: Core Program

CORE – all students		
Course No.	Course Title	Credits
BUS 230 or BTS 280	Project Management	5
HCTM 310	Intro to Health IT Environment	5
ECON 315	Economics of Healthcare (Social Science Gen Ed)	5
HCTM 320	Health IT Data Standards	5
RAIM 325	Organizational Theory and Behavior in Healthcare (Social Science Gen Ed)	5
HCTM 335	Healthcare Finance	5
HCTM 340	Ethical Issues in Health IT (Humanities Gen Ed)	5
HCTM 410	HIT Systems Analysis and Process Optimization	5
HCTM 420	HIT Systems Integration and Interoperability	5
HCTM 430	HIT Systems Implementation	5
HCTM 440	HIT Systems Operation and Administration	5
HCTM 450	Healthcare Analytics and Quality (Quantitative Gen Ed)	5
HCTM 460	Healthcare and IT Change Management	5
HCTM 475	Field Studies	5
HCTM 485	Capstone (Gen Ed)	5
HCTM 495,496,497	HIT Special Topics (Public Health; Public Policies; Telemedicine; Mobile Devices in Healthcare, or others)	5
Core Program TOTAL		80
Total Healthcare IT BAS credits		93-5
Total credits for degree		183-5

General Education

The degree contains 60 credits of general education, 35 credits of which are satisfied at the associate-degree level and confirmed by entrance prerequisites (see Chart 1). These credits encompass ten credits of communication skills, including English 101; five credits of quantitative skills; five credits of humanities; five credits of social science; and ten credits of natural science, including one lab course. The remaining 25 credits are satisfied at the upper-division level by applied courses in economics, organizational theory, ethics, analytics, and the capstone course which applies the critical thinking, problem solving, communications and analytical skills learned in the course of the program.

Certificate in Healthcare IT

The college currently offers a lower division, eighteen-credit certificate in healthcare informatics, which will become available as part of the new applied bachelor's degree program. The certificate will be an alternative for those who already have a bachelor's degree and substantive IT experience but need an introduction to the healthcare IT milieu. The four certificate courses are HPRO 120, HCTM 310, HCTM 320, and HCTM 460; the three courses that are transitioning to upper division will be modified to increase the level of rigor appropriate for upper-division courses.

Program Assessment

Assessment for the proposed BAS program will build upon the comprehensive student achievement and program assessment processes already in place at BC. Program review occurs every four years and provides an exhaustive assessment of every aspect of the program. It includes strategic planning; student headcount, full-time equivalent student (FTES) and schedule trend analysis; student faculty ratios, analysis of full-time and part-time faculty ratios and other staffing indicators; student performance evaluation, including course, certificate and degree completions; an evaluation of curriculum coherency and currency, including an evaluation by the workforce advisory committee; program viability, including employment placement data and market analysis; and analysis of student demographics, program costs and revenues, retention and advising, articulation agreements, course delivery methods, and other pertinent data.

Leading up to the first program review, the program will collect and analyze data annually to evaluate the program's effectiveness. Data will be collected on student satisfaction, student preparedness, student retention, faculty assessment of student preparedness, effectiveness of courses to meet the program outcomes. Chart 4 summarizes the elements of the BAS program that will be collected and used to make any appropriate changes to the degree program.

Industry will be closely involved in the ongoing review of the curriculum through advisory committee and expert review processes. Outside evaluators from industry and education will be engaged in the curriculum development and implementation phase to ensure rigor of the content and learning methodologies. The Curriculum Advisory Committee has assessed the overall curriculum and the courses to ensure rigor, consistency and quality.

Chart 4: Program Assessment

Effectiveness of curriculum/ program — continuously refines the curriculum and program design, keeping the program current, including discipline-based, general education and electives using the same rubric format that BC uses to measure general education outcomes in the associate degree program	
Course evaluations by students	<ul style="list-style-type: none"> • Effectiveness of the curriculum and teaching methods for each course • Effectiveness of the program in skills and knowledge progression
Field studies evaluation by students and by employers	<ul style="list-style-type: none"> • Adequate balance of knowledge and skills, theory and practice • Effectiveness of program in meeting students' expectations • Effectiveness of program in meeting employers' expectations
Student survey and/or focus group mid-point through the program and at graduation	<ul style="list-style-type: none"> • Effectiveness of the program in skills and knowledge progression • Adequate balance of knowledge and skills, theory and practice • Effectiveness of program in meeting students' expectations • Effectiveness of institutional and program resources and support • Preparedness of faculty • Preparedness of students upon entering individual courses • Preparedness of students upon entering the program
Program statistics	<ul style="list-style-type: none"> • Student retention • Student course success • Student progression through program • Correlation of student success and training/ job experience prior to entry into the program
Survey of BAS program faculty	<ul style="list-style-type: none"> • Preparedness of students upon entering individual courses • Preparedness of students upon entering the program
Graduate follow-up and industry feedback — assesses effectiveness of program in meeting career goals and employer expectations and use findings to refine curriculum and teaching methodologies	
Survey of program graduates six months after graduation	<ul style="list-style-type: none"> • Effect of program completion on career • Effectiveness of program in meeting job expectations • Wage and career progression • Successful score in an advanced certification
Survey of employers of program graduates six months after graduation	<ul style="list-style-type: none"> • Effectiveness of program in meeting job expectations • Observed increased skills and performance • Perceived strengths and weaknesses of current program
Oversight by a BAS Industry Advisory Committee – provides ongoing support and review of the program	
BAS Program Advisory Committee	<ul style="list-style-type: none"> • Completeness and relevance of the curriculum to industry needs • Trends in industry, technologies, practices and job markets
Survey of faculty satisfaction — assesses adequacy of program support and faculty training	
Survey of BAS program faculty	<ul style="list-style-type: none"> • Effectiveness of institutional and program resources and support • Preparedness to teach the curriculum
Impact on two-year programs — assesses impact of BAS program on existing degrees	
Survey and/or focus group of students enrolled in two-year degree programs	<ul style="list-style-type: none"> • Impact of BAS program on the quality of the 2-year degrees • Impact on faculty availability and support • Impact on overall institution and program resources and support • Impact on culture
Survey of faculty teaching the two-year associate degree programs	<ul style="list-style-type: none"> • Impact of BAS program on the quality of the 2-year degree • Impact on faculty availability and support • Impact on overall institution and program resources and support • Impact on culture

Qualified Faculty

Provide a profile, including education credentials, of anticipated faculty (full-time, part-time) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program. Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

The fulltime equivalent student (FTES) enrollment for year one is projected to be 29 FTES and will reach capacity by 2016 at 60 FTES. To support this number of students, the program will need one fulltime equivalent faculty (FTEF) in year one, increasing to two FTEF in year two, and to three FTEF beginning in year three and beyond.

Faculty teaching in the degree program will be required to hold a minimum of a bachelor's degree with work experience, a master's degree preferred, possess teaching experience, and for those teaching the HCTM courses have work experience in health Informatics, healthcare information technology or healthcare administration. Faculty will be expected to teach courses in their area of expertise; assess student learning outcomes; maintain current knowledge and skills in their area of assignment; and demonstrate a strong commitment to student success and fostering a positive, caring learning environment where diversity and pluralism are valued.

Student Enrollment

Provide enrollment projections for each year over the next five years. Describe how the program will serve place-bound working adults. Describe how you will recruit and facilitate student articulation and transition from regional community and technical colleges with similar programs.

Based on the course-taking patterns of BC's two existing applied baccalaureate programs, it is expected that about a third of the students will attend full-time in order to get quickly into the workforce. Of those attending part-time, half will carry ten credits per quarter and finish in three years. Students seeking the certificate in Health IT will attend part-time and will not pursue a degree, as most will already possess a bachelor's degree. The program will experience moderate growth in headcount.

Chart 5: Enrollment Projections

Year	1	2	3	4	5
Headcount	47	70	80	90	90
FTES	29	38	55	60	60
Program Graduates	0	13	22	28	28

The program has been designed specifically to serve place-bound, working adults and will be taught primarily online. As previously mentioned, synchronous connection through a computer and video camera will be available in the campus-based courses for those who cannot commute to the college. An online curriculum specialist will assist students who have difficulty with the online milieu or with synchronous technology.

The college has been working with community and technical college IT programs in the Puget Sound region and the state's three health records management programs to ensure that their graduates will be ready to enter the bachelor's degree program once they have received their associate degree. The feeder associate degree curricula that were reviewed meet most of the general education requirements for entry into the bachelor's degree program. Some colleges have indicated that they plan to modify their associate degree curriculum to include more general education to make articulation with the new degree easier. Through wide distribution of the entrance prerequisites to all feeder programs in the state, students will have ample opportunity to take prerequisite courses that are not required as part of their associate degree. BC staff plan to meet this fall with the feeder colleges to develop individualized articulation agreements. The college is also working with Eastern Washington University on a plan to allow cross-listing of courses or shared course development between their new Health Information Technology and Management bachelor's degree and this new degree program. This would permit more flexibility for students enrolled in either degree program.

Earlier in 2011, BC conducted a student survey to determine student interest in the degree. Since then, students have been contacting the college to find out when the program will begin, so recruitment should not pose any difficulties for the new program. Hospitals, clinics and HIMSS members are also anxious for the program to begin, so that they can fill vacant positions in their organizations. Recruitment will occur at all of the community and technical colleges and through the college's website as well.

Selective Admissions Process Consistent With An Open Door Institution

Describe the selection and admission process. Explain efforts that will be used to assure that the program serves as diverse a population as possible.

Although the new degree will employ a selective admissions process, it will be consonant with the college's open door philosophy. Applicants who meet the entrance prerequisites (see Chart 1) and can demonstrate a minimum overall grade point average of 2.5 will be admitted to the degree program on a space available; first come, first served basis.

Bellevue College's IT programs that will be feeders for the new degree program already serve a diverse population; students of color account for an average of 37 percent of participants. The program will also focus on encouraging students of color participating in the Comprehensive Success Initiative to consider a career path in Healthcare IT.

The bachelor's program will employ many of the practices implemented by the college's Office of Equity and Pluralism to attract a diverse student population to the college. These include:

- Recruit BC program graduates and professionals who are people of color to serve as role models and to make presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree;
- Engage in targeted marketing and through mailed marketing materials to encourage persons of color and from underserved population to apply to the program;
- Coordinate program diversity efforts with the institution's office of Multicultural Student Services;
- Apply best practices for identifying potential hires from underrepresented groups;
- Work with industry and professional organizations to develop additional strategies to attract a diverse student body from workers in their employment ranks who do not have a bachelor's degree; and,
- Regularly assess recruitment/retention efforts with regard to underrepresented populations, and continually monitor and strive to improve the program's culture of appreciation and respect towards diversity.

Once the degree is approved, the Bellevue College Foundation will begin discussions with regional hospitals and healthcare organizations to create healthcare IT program scholarships to assist those that could otherwise not attend. Students will also be able to apply for existing BC scholarships that serve financially disadvantaged students and students of color.

Appropriate Student Services Plan

Describe services that will be needed by the students admitted to the degree program and the college plan for providing those services. Include a description of financial aid services and academic advising for students admitted into the program.

As a community college, one of BC's strengths is the variety of student-focused support services that help students achieve success in accomplishing their goals. Students in the BAS program will be supported by the same high-quality student services. The following descriptions are services that will be most frequently used by baccalaureate students.

Academic Advising, Student Retention and Success: The model that has been employed in the existing baccalaureate programs and will be used for the new degree as well is to hire a program manager who works with students one-on-one to facilitate their success. Supporting the program chair and faculty who conduct academic advising the manager assists students with their educational planning and progress towards degree completion. Each student will have an individualized schedule and advising plan. Students can use internet advising services and degree planning worksheets to access information they need. The online degree planning web tool helps both faculty advisors and students evaluate, monitor and track the student's progress toward completion of a degree.

Student retention and student success are the college's top priorities. As previously mentioned the two existing bachelor's degrees have an average retention rate of 88 percent. Students appreciate and respond to the personalized care they receive by having a specific person they can go to for assistance. Program faculty will also work with students who may need additional assistance to develop personalized student success strategies.

Academic Success Center (ASC): The ASC assists students in successfully completing their college courses through one-on-one and group tutoring, workshops, classes and open labs in reading, writing and math.

Computer Labs: The college provides a wide variety of specialized computer and learning labs to enhance learning and student success as well as an open computer lab containing over 200 computers

Credentials Evaluation: Full-time credentials evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and will evaluate student records for all degree requirements when they are ready to graduate. Program faculty will evaluate all transfer or prior learning requests for core courses.

Disability Resource Center (DRC): The DRC provides assessment and accommodations for students with documented disabilities. They provide special course materials; coordinate testing for disabled students and assist faculty to provide appropriate accommodation.

Financial Aid: The financial aid office prepares and disburses federal, state, and institutional aid for all BC students. Students can monitor the process of their application online.

Job Placement: Providing help with career advancement and job placement will be priorities for the new BAS. An effective advisory board comprised of the region's top healthcare employers will help to identify jobs in the market. Through the required field studies course, students will develop potential job contacts in the field. When the program chair networks with hospitals and clinics to market the new degree program, it will create awareness of the program and opportunities for information on new employment. The Center for Career Connections has been successful in helping students find jobs by providing career planning and job placement assistance and conducting career fairs.

Multicultural Student Services (MCS): MCS offers advising and mentoring, tutoring, emergency financial assistance, and support for the college's multicultural student population.

Online Services: All students can access the following services online: the book store, records and grades, registration, advising, communication with faculty, and library services, among others. In addition, the distance education office provides extensive technology assistance and student services for all students taking courses online.

TRiO: provides academic and personal support to students who are first-generation college, low-income, or have a documented disability. Services include tutoring, study skills, advocacy, and laptop computer lending. The Department of Education has approved extension of this program to all bachelor's degree students who fit eligibility criteria.

Veteran's Administration Programs: The Veterans Affairs Office assists veterans, reservists, dependents, and VA chapter 31 students with eligibility questions, as well as SE Asian and Persian Gulf waivers.

Appropriate Staff and Administration

Describe the administrative and staff FTEs allocated to the program.

At Bellevue College, full-time faculty members serve as program chairs. In addition to managing the program, they also teach, providing valuable insight into many aspects of the program. Administrative responsibilities for the program chair will include curriculum development, revision, and implementation; advising of students; marketing the program to new students; conducting articulation with both two-year and graduate programs; initiating employer outreach; participating in college governance; and engaging in ongoing program assessment to maintain the program's currency. The program chair will teach one course per quarter.

The advising and retention section of the student services plan states that student services will be handled locally from within the program. The administrative assistant/student services coordinator will provide information about the program to prospective applicants, monitor

student progress, and assist students with advising or course issues; the position will provide administrative support to the program’s chair and faculty.

The half-time online curriculum specialist will assist both faculty and students with any issues pertaining to educational technology as well as providing assistance to faculty who are not familiar with the online instructional milieu.

Chart 6: Administration and Staff

Name	Title	Responsibilities	Program Effort %
To be hired	Program Chair	Manage program, conduct program assessment, hire faculty, oversee budget, market program, oversee admissions, implement recommendations of advisory committee (66% administration; 33% instruction)	100%
To be hired	Administrative Assistant/Student Services Coordinator	Provides administrative support to chair, faculty and students Provides student services assistance to applicants and students to promote student success	100%
To be hired	Online Curriculum Specialist	Assists faculty with putting courses online; assists faculty and students with synchronous distance technology; fixes online problems; maintains website	50%
Total Staff FTE			2.5

Commitment to Build and Sustain a High Quality Program

Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program. Document the college’s ability to sustain the program over time.

The BAS in Healthcare IT will be funded as a self-support program. The tuition will be set at the same level as state-funded applied bachelor’s degree programs.

Most of the courses will be taught online, so no new facilities or classrooms will be required for the program. The only specialized instructional resources will be for library subscriptions to health and technology-related periodicals. Funding has been included in the budget to cover the annual expense associated with the subscriptions.

Bellevue College is fully committed to the long-term success of the new degree and will set aside funds to support the program until it is self-sufficient. The new degree is a logical outgrowth of the college’s programs in healthcare and IT and is an excellent fit with the college’s Center for Excellence in Information Technology and federal grants from the Office of the National Coordinator for Health Information Technology, National Science Foundation and Department of Labor for implementation of healthcare IT curricula development and dissemination.

Program Specific Accreditation

Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accrediting body.

There are currently two primary professional organizations in the United States that are concerned with the field of healthcare records and information systems. The American Health Information Management Association (AHIMA) is for professionals who work with healthcare management, records coding, electronic health records and clinical data. The Healthcare Information and Management Systems Society (HIMSS) is dedicated to the “optimal use of information technology (IT) and management systems for the betterment of healthcare”. Their focus is on the framework used to manage health information, and the exchange of health information in a digital format. The new applied baccalaureate program prepares people who work with the systems that manage the data rather than working primarily with records.

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is the accrediting body for health informatics and information management educational programs. They accredit AHIMA-focused programs, and their standards for baccalaureate programs are based on the use of health records and health information rather than the information systems that manage those health records and healthcare data in general. The preponderance of the BAS courses will be in systems integration, operation, implementation and analytics; topics that are not part of the CAHIIM accreditation standards.

Bellevue College is currently working with HIMSS under funding from the National Science Foundation to create an entry-level health IT certification, and the preparatory curriculum, for implementation in colleges. The Certified Specialist in Health Information Management and Systems credential will be administered by HIMSS. HIMSS will encourage colleges to embed this certification in their degree programs. At BC, we have committed to pilot the curriculum within the new degree program.

Pathway Options Beyond the Baccalaureate Degree

Describe opportunities and articulation agreements for the place-bound BAS graduates to continue their education onto a graduate (Master's) degree program.

Graduates who are interested in obtaining a graduate degree will be prepared for three different but related master's programs in the healthcare field. BC is working closely with the University of Washington master's programs in health informatics and health information management, biomedical and health informatics and health services administration to articulate the new degree and create direct pathways for program graduates.

External Expert Evaluation of Program

The institution will select two external experts to review the program. In a separate document, provide copies of external evaluators' reports or letters. Summarize the institution's responses and subsequent modifications to the proposal based upon evaluator's recommendations. Attach a short bio of the evaluators. See HECB “Program and Facility Approval Policies and Procedures” for specific requirements related to external evaluation.

Bellevue College has selected two experts for the external review who have significant knowledge and educational experience in the field of healthcare IT. Their biographies and

comments are contained in Appendix 3. Elliot Sloane, Ph.D., is professor of Health Systems Engineering at Drexel University School of Biomedical Engineering and Health Systems. He is also the Executive Director and Founder of the Center for Healthcare Information Research and Policy, and co-chair of IHE International (Integrating the Healthcare Enterprise).

Margaret Schulte is the Editor of *Frontiers of Health Services Management* at the American College of Healthcare Executives. She is self-employed as an educator and consultant. Previously, Margaret an Associate Professor in the Healthcare Information Systems program at Grand Valley State University, as well as a Commissioner at the Commission on Accreditation of Healthcare Management Education (CAHME) and VP of Education at Healthcare Information and Management Systems Society (HIMSS).