



## BOARD OF GOVERNORS

### STUDENT SUCCESS COMMITTEE

Thursday, May 13, 2021

8:30-10:30 a.m.

Lifelong Learning Center, Suites F & G

#### STUDENT SUCCESS COMMITTEE

Donovan Ellis, Chairperson  
Arlan Kuehn  
Terry Nelson  
Nicole Sedlacek  
Steve Anderson, ex-officio

#### OTHER BOARD MEMBERS

Del Ames  
Dirk Petersen  
Julie Robinson  
Jeff Scherer  
Carol Sibbel  
Gene Willers

#### STAFF

Dr. Leah Barrett	Josh Schlote
Scott Gray	Dr. Karen Weidner
Paul Feilmeier	Heather Claussen
Amanda Nipp	Sarah Feurhoff
Dr. Michele Gill	
Dr. Karen Severson	
Dr. Tracy Kruse	
Jim Curry	
Diane Reikofski	
Corinne Morris	
Dr. Trentee Bush	
Dr. Michael Cooper	
Dr. Kassie Wessendorf	

THE STUDENT SUCCESS COMMITTEE CAN ONLY RECOMMEND ACTION FOR THE BOARD TO CONSIDER DURING PUBLIC MEETINGS OF THE BOARD OF GOVERNORS.

The Committee hereby reserves the right to go into executive/closed session pursuant to Neb. Rev. Stat. §84-1410 of the Nebraska Open Meetings Act.

### A G E N D A

1. Convene meeting
2. Consider approval of Minutes of meeting of April 8, 2021 – (attached pgs. 3-6)
3. Enrollment update – Amanda Nipp
4. Commencement update – Amanda Nipp
5. Consider the continuation of the Horticulture Golf Course Management program at Northeast Community College for submission to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) – (attached pgs. 7-10) – Corinne Morris, Dr. Trentee Bush, and Tara Smydra
6. Consider the continuation Veterinary Technology program at Northeast Community College for submission to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) – (attached pgs. 11-14) - Corinne Morris, Dr. Michael Cooper, Dr. Kassie Wessendorf, Josh Schlote, and Tara Smydra

7. Consider the continuation Health Information Management Systems (HIMS) program at Northeast Community College for submission to the Nebraska Coordinating Commission for Postsecondary Education (CCPE) – (attached pgs. 15-21) – Dr. Karen Weidner, Heather Claussen, and Sarah Feurhoff
8. Other - (information only)
9. Adjourn

**NORTHEAST COMMUNITY COLLEGE  
BOARD OF GOVERNORS**

**STUDENT SUCCESS COMMITTEE**

Thursday, April 8, 2021

**STUDENT SUCCESS COMMITTEE**

Donovan Ellis, Chairperson	PRESENT
Arlan Kuehn	ABSENT
Terry Nelson	PRESENT
Nicole Sedlacek	PRESENT
Steve Anderson, ex-officio	PRESENT

**OTHER BOARD MEMBERS**

Del Ames	ABSENT
Dirk Petersen	PRESENT
Julie Robinson	PRESENT
Jeff Scherer	PRESENT @ 12:47 p.m.
Carol Sibbel	ABSENT
Gene Willers	PRESENT

**STAFF**

Dr. Leah Barrett	Brad Vogt
Scott Gray	Richard Chrisman
Paul Feilmeier	John Liewer
Amanda Nipp	Nathan Simpson
Dr. Michele Gill	Terri Heggemeyer
Dr. Karen Severson	
Dr. Tracy Kruse	
Jim Curry	
Diane Reikofski	
Dr. Wade Herley	
Kris Coan	
Gigi Simonsen	
Shanelle Grudzinski	

**MINUTES**

1. Donovan Ellis, Chairperson of the Student Success Committee, convened the meeting at 11:42 a.m. in Suites F & G of the Lifelong Learning Center.
2. Recommended approval of the Minutes of the March 11, 2021 meeting as distributed.
3. Terri Heggemeyer, Director of Career Services, advised that the Career Services office hosted a Spring Career Fair in March. Because of the pandemic, there were concerns that employers may not participate. She reported that within two weeks, all available spaces were filled. Northeast's Job Board currently has nearly 400 jobs posted.

Ms. Heggemeyer presented the 2020 Graduate Report. Report statistics reveal that 98% of the 2020 graduates are employed or are continuing their education, 90% are employed in a field related to their program of study, and 56% are employed in our 20-county service area. Since 1973, there have been 28,302 graduates from Northeast Community College; providing a huge impact to employers, our communities, and the economy.

Steve Anderson reported that he participated in the job fair and was impressed how well it was organized in light of the pandemic. He had the opportunity to meet an employer from a collision center with offices in Omaha and Kansas City, MO. He quizzed the employer for the reason why she came from an urban area to Northeast's job fair. He learned that the company's owner is a Northeast alum who has donated to Northeast's program. She also reported to Mr. Anderson that Northeast's Auto Body Repair program is one of the premier programs in the

**Mission**

Northeast Community College is dedicated to the success of students and the region it serves.

state of Nebraska. Mr. Anderson indicated that her comments validate the work that is being done at Northeast Community College.

4. Information Technology instructors, Kris Coan, Brad Vogt, Richard Chrisman, and Gigi Simonsen presented the program review of the Information Technology program.

The Information Technology program prepares individuals to perform information technology activities, providing students with a highly employable, highly sought-after set of skills. The Information Technology program offers a certificate, an Associate of Arts (AA) degree, and an Associate of Applied Science (AAS) degree. The AAS program is designed so students can build their own degree by choosing two of five different certificate areas. The first semester for all concentrations consists of the same five core classes. Upon successful completion of the five classes, students will receive a General Information Technology certificate. Upon successful completion of their AAS degree, students will receive their AAS degree plus a certificate in each of the two areas of concentration.

The program also offers a choice of two AA degree paths. Students may choose Computer Information Systems or Computer Science. The two AA options have been articulated to transfer to Wayne State College.

The AAS, AA, and certificate programs are offered on the Norfolk campus and the AA program on the South Sioux City extended campus. Some courses are offered in an online or virtual format. Limited courses have been offered for early-college enrollment as virtual/online or in-person at Norfolk Public High School.

According to the Nebraska Department of Labor, each area of concentration that is offered in Information Technology at Northeast Community College provides students skills to seek employment in high wage, high demand, and high skill occupations.

The National Security Agency and Department of Homeland Security has designated Northeast Community College as an institution for CAE-2Y, National Center of Academic Excellence in Cyber Defense 2-Year Education. The Information Security concentration, paired with any of the four remaining concentrations, will result in recognition as a CAE-2Y degree. This designation provides additional transfer options to CAE-4Y (Center of Academic Excellence in Cyber Defense 4-Year Education) colleges in Nebraska, specifically University of Nebraska-Omaha, and Bellevue University.

Following discussion, a consensus was reached by the members of the Student Success Committee that the Information Technology program meets a vital need in the 20-county service area and throughout Nebraska and also exceeds thresholds established by the Nebraska Coordinating Commission for Postsecondary Education (CCPE) and, therefore, will recommend to the Board of Governors the continuation of the Information Technology program at Northeast Community College to the Nebraska CCPE.

5. President Barrett recognized Information Technology instructors Richard Chrisman and Gigi Simonsen for their years of service to the institution and congratulated them on their upcoming retirement.

6. Michele Gill introduced Shanelle Grudzinski, Dean of Applied Technology, and Wind Energy instructors, John Liewer and Nathan Simpson, who provided the program review of the Wind Energy program.

The Wind Energy program began in the mid 2000's in response to a surge in wind energy generation, the construction of wind farms in the region, and a demand for qualified technicians to maintain the wind towers. The Wind Energy program prepares students for a high demand career in the wind energy field, ranging from development to construction, with emphasis on maintenance, service, and troubleshooting which requires a multitude of skills. The diverse range of courses prepare students to recognize familiar concepts and excel in their career progression while in the field. Students acquire knowledge and skills in safety, mechanics, electronics, electrical installation and troubleshooting, communications, as well as safe access and rescue at heights.

According to the Nebraska Energy Office, the annual wind energy production has increased nearly 700% in the last decade and is still ascending rapidly. With strong job opportunities both locally and nationally, as well as good wage and benefit packages, enrollment in the Wind Energy program remains good. Challenges with recruiting student into the program include a lack of understanding of the profession and technology. Retention of students is also a challenge as companies need employees immediately and students are often recruited to the industry prior to completing their degree.

The Wind Energy program has been housed in the Arlo Wirth Building since the 2015-2016 academic year. Faculty struggle to fully adapt the facility space to meet all of their educational training needs. Some courses are provided from other campus facilities, so consolidation of all labs into one common space could increase efficiency.

As wind technologies increase in sophistication, companies will further seek technicians that have completed a formalized training program. With greater formalized training, salaries are expected to improve, drawing individuals into the career field. Northeast graduates have reported entry level base salary of around \$44,000 to \$65,000 per year. The addition of industry recognized credentials to the curriculum, in addition to a degree, represented a draw for students as well as employers.

The Wind Energy advisory board plays a key role in the assessment of student learning by helping to establish student learning outcomes for the curriculum, assessing student learning in field experiences and internships, and guiding curriculum enhancements to incorporate the latest technologies, tooling, and techniques. The advisory board also helps to identify strengths and weaknesses in student knowledge, skills, and abilities of student interns and graduates of the program.

Julie Robinson inquired about making the Wind Energy program a diploma program. Mrs. Grudzinski and Mr. Liewer advised that the program started as a diploma program, however, the advisory committee wanted students to have more skills, so the program was changed to a two-year program per the advisory committee's request/recommendation. The dean and faculty continue to further work with the advisory committee to determine if a certificate or diploma program will provide students with enough education to meet what industry's expectations are.

During discussion, members of the Student Success Committee recognized that the program does not fully meet the CCPE requirements of 10 graduates per year and Student Credit Hour (SCH)/Faculty FTE of 275. They also recognized that the Wind Energy program is a strong and viable program with dedicated and knowledgeable faculty that is meeting the needs of employers in the 20-county service area and across the state. A recommendation will be provided to the Board of Governors to approve continuation of the Wind Energy program at Northeast Community College to the Nebraska Coordinating Commission for Postsecondary Education.

7. Inquiry was made in regard to the large solar farm that will be going into production in Pierce County. Shanelle Grudzinski advised that installation of solar farms involves electrical knowledge and Northeast has been integrating solar into the Electrical Construction and Control program to make it more robust. She indicated that Northeast is on par with what is currently occurring in our region and will be gearing up to expand with industry demand.
8. In an effort to adhere to current social distance requirements, understanding that not all attendees will be vaccinated by May, along with the desire for students to have multiple family members attend their graduation, Northeast Community College's 2021 commencement ceremony will be held in multiple sessions on May 21<sup>st</sup> and 22<sup>nd</sup>. Amanda Nipp requested that two board members sign up to be present during one of the six commencement sessions.
9. CARES funds were distributed to 913 Pell-eligible students on April 1<sup>st</sup>.
10. Inquiry was made if the student population in residence life would be required to have the vaccination. Ms. Nipp reported that one of the challenges with requiring the vaccination is that it is still considered an experimental vaccine. Another issue is that if we do require the vaccination, we are unsure if students would receive the vaccination prior to moving into the residence halls. On-campus housing requires certain vaccinations and a statement has been added that additional vaccinations may be required due to Covid.
11. Tenth day spring enrollment numbers are down 3.8% and down 7.2% in credit hours compared to 2020. Opportunities exist to increase the numbers during the remainder of the spring semester.  
  
Fall registration will open on April 12<sup>th</sup>. Early enrollment predictors indicate the potential that enrollment could be similar to 2019 enrollments, which was one of Northeast's higher enrollment years.
12. With no further business to discuss, the meeting was adjourned at 2:07 p.m.

## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** Northeast Community College      **Program:** Horticulture Golf Course Management

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on \_\_\_\_\_
- the governing board's action was: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)      (Date)

### Evidence of Demand and Efficiency

		15-16	16-17	17-18	18-19	19-20	5 yr avg
<b>Student Credit Hours (SCH)</b>		564	395	250	241	217	333
<b>Faculty Full-time Equivalency (FTE)</b>		1.72	1.62	1.75	1.82	1.18	1.62
<b>SCH/Faculty FTE</b>		10.93	8.13	4.77	4.42	6.16	6.88
<b>Number of Degrees and Awards</b>  (list degrees/awards separately)	<b>AAS</b>	11	10	7	4	3	7

### Evidence of Need (provide a detailed explanation below or attach documentation)

There is a need for qualified, educated employees in the Horticulture Industry. For example, Nebraska, Occupational Employment statics provided by the Department of Labor identified a 12.77% growth in landscaping and grounds keeping jobs from 2016 to 2026 estimating 1007 openings per year. Nationally, there are 300,000 full-time, part-time, and temporary landscape-related jobs each year (NALP, 2021). In 2017, over 71,000 landscaping jobs remained unfilled and the industry is expected to grow at 4.5% over the next four years (Research and Markets, 2020). The horticulture industry is strongly affected by the housing industry and disposable income (McLeod, 2020). The regional housing market is active and local horticulture industries are seeing an increase in business as noted by several local business owners. As observed, covid-19 brought on a lot of unprecedented interest among homeowners to garden, landscape, and to generally improve their outdoor environment. The Northeast Horticulture and Golf Course Management Program is poised to provide educational opportunities to meet the growing public interest in gardening, landscaping, and plant production. Please see attached document.

**Justification if the program is below either of the CCPE thresholds—complete page 2**

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For CCPE use: reviewer/date



**Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document**

☒ **Program is critical to the role and mission of the institution (detailed explanation).**

The Horticulture and Golf Course Management Degree Program at Northeast is critical to the role and mission Northeast Community College considering it is the only educational program in the region which provides training in horticulture and turf care. Horticulture provides food products, the aesthetic appeal, and diversified income for people in various industries. Providing education for the region on horticulture helps to ensure accessibility of locally grown food for communities, skilled horticulture jobs being filled, and alternative forms of income for those who are seasonally employed, underemployed, or seeking additional income.

In addition to meeting the need for credit based education, Northeast also serves a CCPE identified purpose for public service, "including continuing education, economic and community development, business and industry training, and personal development". The Horticulture and Golf Course Management Program provides each of these by working with organizations in Norfolk and other communities in the region. Career exploration, internship and full-time employment matching, and optional courses for personal development in horticulture are accessible through the program. (see attached document)

☒ **Program contains courses supporting general education or other programs (detailed explanation).**

The College recently added an Urban Agriculture option under the Agriculture AAS degree. The Urban Agriculture options consists predominantly of Horticulture classes. Horticulture classes are also accepted as electives in other agriculture programs of study. (see attached document)

☐ **Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).**

☐ **Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).**

☐ **Program provides unique access to an underserved population or geographical area (explain).**

☒ **Program meets a unique need in the region, state, or nation (explain).**

The Horticulture and Golf Course Management program at Northeast Community College is one of very few remaining in the state. Southeast Community College and Metropolitan Community College are the last horticulture programs in the state Community College system – each of them having a different focus. Northeast has the AAS degree with instruction in both Horticulture and turf care and has added a "general horticulture" diploma. This more generalized program will allow students a smoother transfer to the only remaining four year horticulture program in the state, at the University of Nebraska Lincoln, or to an out-of-state horticulture program.

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The Northeast horticulture Golf Course Management programs provides the state with a valuable asset in the horticulture knowledge of its citizens. Covid-19 spared new interest in small scale food production, and we realized a need to improve a skill set among our citizens to grow and process their own food. Entire communities attempted to grow and preserve their own food without the necessary skill set, thereby increasing the need for further education. Additionally, more homeowners were left to take care of their landscape to a more advanced level as the stay-at-home recommendation was in place. This highlighted the need for horticulture education. By providing short-term education and a new diploma program, in general horticulture, Northeast is responding to the needs of the region and the state.

☐ Program is newly approved within the last five years (no additional justification needed).

☐ Other (detailed explanation).

The Horticulture and Golf Course Management Degree program is under new faculty leadership and has a newly approved curriculum. Working in conjunction with the Agriculture Department at Northeast Community College, we recognize a need to integrate Horticulture and Agriculture in new and innovative ways. This will help recruit and retain more students as they are exposed to a program that relatively few people can define.



Internal Cost Center/Program Review Executive Summary  
Veterinary Technology

May 6, 2021

The Veterinary Technology program conducted an internal program review during the spring semester of 2021. Each of the three full-time instructors completed the review separately and results were compiled into one document. This summary combines perspectives shared and provides an overview of the results.

The Veterinary Technology program is accredited through the American Veterinary Medical Association. The department enrolls and serves students three separate majors including: Pre-veterinary Technology, Veterinary Technology, and Pre-professional Veterinary. The program uses a selective admission process to best utilize resources, meet accreditation guidelines, and ensure best practice while educating future technicians. The table below provides yearly averages based on 5-years of data for the cost-center.

Credit Hours and FTE Information: Five Year Average Academic Years 2015-2016 through 2019-2020						
Cost Center	Student Credit Hours	Cost Per Student FTE	Faculty FTE	SCHS per Faculty FTE	Student FTE	Student FTE/Faculty FTE
153170	1274	10,229.85	3.76	338.38	42.48	11.28

Three qualified full-time instructors are employed in the Vet Tech program. Dr. Michael Cooper (DVM) serves as the Program Director. Dr. Kassie Wessendorf is also a licensed Veterinarian and Mr. Josh Schlote is a licensed technician, has a bachelor's degree and specialization. All three instructors routinely engage in continuing education and professional development.

For the past several years educational space for the program has been limited and inconvenient; however, the program has maintained high standards and incorporated state-of-the-art equipment into the curriculum. The program has met all accreditation standards and has been able to implement recommendations made by Accreditation reviewers with the exception of facilities where significant challenges were identified in the past 3 accreditation reports. This fall, the program will be moving into the new state-of-the-art facility, and will now be in compliance with accreditation standards. The new facility holds much promise for expanding the program in the future and achieving new levels of excellence in education. Instructors are eager to teach in the new building. As faculty explained in the review, new faculty positions will need to be added in order to grow the program while maintain compliance with accreditation standards. The department has begun a search for grant funding which would enable the plan to double the size of the program by creating a second entry point in January thereby graduating two classes each year, one in May and the next in December.

In reviewing the curriculum, faculty expressed confidence in the overall program of study and provided examples of recent changes designed to improve student learning. New equipment is purchased each year through the capital outlay process to update and innovate with hands-on experiences to enhance student learning outcomes. The budget for the department has been effectively utilized as instructors try to be efficient and effective with the use of College funds. Still, prices continue to rise, and instructors are concerned about potential budget reductions in the future.

All instructors described a workforce shortage of veterinary technicians and the need to meet the demand with qualified technicians in the future. Department meetings and conversations with advisory committee members and industry professionals this past year have produced a plethora of ideas for expanding the program. The department is looking forward to the future. The opening of a new facility, the anticipated end of pandemic challenges, and serving the growing needs of the workforce all have great potential to implement innovative strategies and foster academic excellence.

## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** Northeast Community College      **Program:** Veterinary Technology

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on \_\_\_\_\_
- the governing board's action was: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)      (Date)

### Evidence of Demand and Efficiency

		15-16	16-17	17-18	18-19	19-20	5 yr avg
<b>Student Credit Hours (SCH)</b>		1356	1197	1053	1228	1538	1274
<b>Faculty Full-time Equivalency (FTE)</b>		45.2	39.90	35.10	40.93	51.27	42.48
<b>SCH/Faculty FTE</b>		374.59	322.87	282.99	315.6	395.88	338.38
<b>Number of Degrees and Awards</b>  (list degrees/awards separately)	<b>AAS</b>	24	9	10	11	20	15

### Evidence of Need (provide a detailed explanation below or attach documentation)

The employment outlook for veterinary technicians is better than average. The U.S. Bureau of Labor Statistics reports the growth of employment to be 16% from 2019-2026. This is due to the number of households with pets and spending on pets continues to rise (\$103.6 billion). The demand for veterinary technicians continues to rise as veterinarians continue to seek qualified employees to perform laboratory, radiology, dental, anesthetic, and nursing duties. According to the Carrington College Blog, Large animal veterinarians are also in high demand within the State of Nebraska. They also are looking for qualified veterinary technicians to work both in the clinic and on farm calls.

In tracking graduate placement Northeast Community College for the past five years, we saw 100 % of Vet Tech graduates either found jobs or were continuing their education. The 2020 graduates had a 90% placement in their related field and the 2019 graduates had a 91% placement in their related field. While most graduates have found employment in clinics and animal care facilities, several graduates are working in pharmaceutical companies and research areas. Other related animal industries also hire veterinary technicians. Graduates have found employment in swine production, embryo transfer, cow calf, and feedlot operations. Within the past five years over 40 different businesses within the region have employed Northeast Vet Tech graduates. Instructors receive frequent requests from employers searching to hire technicians.

Currently, there are more jobs openings than graduates. Employers struggle to find qualified licensed veterinary technicians because the demand exceeds the supply. Employer surveys conducted each year routinely show high levels of satisfaction and indicate that Northeast graduates are well prepared for their career. The program has a 93% pass rate on the Veterinary Technology National Exam. Northeast Community College is one of two programs within the State of Nebraska. Northeast Community College is located one hour from Yankton and two hours from Sioux Falls South Dakota and two hours from Omaha and Lincoln Nebraska. Currently there are no veterinary technology programs in the State of South Dakota. Northeast Community College's location allow it to serve a large portion of eastern South Dakota. In the fall of 2021, the Veterinary Technician program will be moving into a new state-of-the-art facility on the Northeast campus. This will allow for future expansion in meeting the workforce needs of a rapidly growing industry.

**Justification if the program is below either of the CCPE thresholds—complete page 2**

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For CCPE use: reviewer/date

**Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document**

- ☐ Program is critical to the role and mission of the institution (detailed explanation).
- ☐ Program contains courses supporting general education or other programs (detailed explanation).
- ☐ Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).
- ☐ Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).
- ☐ Program provides unique access to an underserved population or geographical area (explain).
- ☐ Program meets a unique need in the region, state, or nation (explain).
- ☐ Program is newly approved within the last five years (no additional justification needed).
- ☐ Other (detailed explanation).





## Program Review Executive Summary

HIMS May 2021

### A. Program Introduction

The Northeast Community College Health Information Management Systems (HIMS) program received initial CCPE approval in Fall of 2014 and started program in candidacy for accreditation with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program received full accreditation status from CAHIIM on May 24, 2018. This accreditation gives Northeast Students the ability to sit for the American Health Information Management Association (AHIMA) Registered Health Information Technician (RHIT) exam and receive this industry credential.



Health informatics professionals gather, analyze and code patient data for reimbursement from insurance companies; maintain accuracy and completeness of patient data for research and analysis as well as for databases and registries; and maintain the medical and treatment histories of patients. Data supports the growth and need of HIMS professionals both nationally and regionally and Northeast can support the health care needs of our service area by continuing to offer the HIMS program.

In the last two years, the program has not had a full-time director which has impacted growth of the program. The HIMS program has hired an experienced full-time HIMS director, who will begin employment in July 2021, and this will allow the program to maintain CAHIIM accreditation and uphold curriculum standards ensuring graduates pass the Registered Health Information Technician (RHIT) certification exam. In addition, the HIMS director can expand upon partnerships and recruitment efforts. Additional recruitment efforts that have or will be implemented

include offering the HIMS program in an online format and collaborating with healthcare facilities and seek grant opportunities to offer scholarship or sponsorships.

## B. Demand and Efficiency (Figure 1)

		15-16	16-17	17-18	18-19	19-20	5 yr avg
<b>Student Credit Hours (SCH)</b>		563	989	1,036	1,028	1,111	945
<b>Faculty Full-time Equivalency (FTE)</b>		2.76	4.57	4.82	4.75	6.65	4.71
<b>SCH/Faculty FTE</b>		204.73	216.35	214.92	216.29	166.99	203.74
<b>Number of Degrees and Awards</b>  <i>(list degrees/awards separately)</i>	<b>AAS</b>	11	9	7	10	5	8

Data source: Office of Institutional Research – Northeast Community College-2018

*Coordinating Commission for Postsecondary Education thresholds:  
275 student credit hours per faculty FTE and 10 graduates per year*

## C. Program Need

Over the last decade, new technology and regulations have changed the health information field dramatically. As a result, the health information management field is growing fast, and the employment outlook is bright.

In 2020, U.S. News & World Report ranked medical and health services manager as 11th on the list of the 100 best jobs, second in best business jobs, and seventh in best STEM jobs. The employment outlook for health information management (HIM) is bright. The U.S. Department of Labor's Bureau of Labor Statistics predicts that employment of medical and health services managers will grow by 32 percent between 2019 and 2029, far outpacing the average for all occupations in the United States.



The United States Department of Labor Bureau of Labor Statistics states “Employment of Medical Records and Health Information Technicians are projected to grow 8 percent from 2019 to 2029, Much faster than average”

(<https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm#tab-1>). Below is a summary of Medical Records and Health Information Technicians from the Department of Labor.

## Summary

Quick Facts: Medical Records and Health Information Technicians	
2019 Median Pay ?	\$42,630 per year \$20.50 per hour
Typical Entry-Level Education ?	Postsecondary nondegree award
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2019 ?	341,600
Job Outlook, 2019-29 ?	8% (Much faster than average)
Employment Change, 2019-29 ?	29,000

### D. Program Efficiency

#### 1. Faculty and Qualifications:

The HIMS program strengths can be found in the experience of the health information and records industry by program faculty. Both Full time and adjunct program faculty bring many years and a wide variety of health information experience. The HIMS program strengths can be found in the experience of the health information and records industry by program faculty. Both Full time and adjunct program faculty bring many years and a wide variety of health information experience

#### 2. Advisory Committee –

The HIMS Advisory Committee meets yearly and discusses any needed changes in curriculum to meet the needs of employers. In addition to the strong partnership with the advisory committee the program has established through its advisory membership opportunities for students to gain practicum experiences for students and recommendations for curricular changes to keep pace with the technology changes in the field related to records management, health care statistics, and support for medical documentation related to insurance claims and billing for provider charges for health care.

The HIMS program has a growing community relationship with area healthcare facilities like: Faith Regional Health Services, Midtown Health Center, Antelope Memorial Hospital, Clarkson College, Davis & Kassmeier Chiropractor, Elkhorn Logan Valley Public Health, Norfolk Veteran's Home, Norfolk Medical Group, Columbus Community Hospital, Providence Medical Center, Franciscan Healthcare.

3. **Review of Curricular Components:** All HIMS courses were recently updated, reviewed aligning program and course objectives to student learning. The program has reviewed all syllabi and made revisions where needed to position the program for delivery of the program in both traditional and online/hybrid formats. Syllabi needed to be updated to align curriculum with new texts and current program mapping to meet accreditation standards required by CAHIIM the accrediting body for Northeast. There are several courses that require updates with the many changes coming to the HIMS Associate Degree curriculum.

#### E. Student Success

Faculty use a variety of assessments to determine success of students in meeting student learning objectives, course objectives, and standards required by the accrediting body CAHIIM thresholds for standards of progress. Many community partners help with career days and give guest lectures to program events and classes. These partnerships allow the program to include hands-on professional practice experience in their last semester before graduation. The HIMS program will also include the AHIMA certification exam process within the programs' capstone course.



#### F. Summary

While the program's enrollment is cyclic and smaller at times the program has viability for the long term with increased attention to student recruitment, expansion of the delivery methods for instruction. New markets will open with the consistent delivery of online/hybrid classes and the offering of stackable credentials and additional certifications for students recognized by industry. However, the need does continue for a more traditional degree program to meet the needs of the regions non-traditional student population.

Targeted marketing and a consistent message need to be enhanced for the program as it has the reputation of quality and the story needs to be told region wide with a

proud voice of the quality and consistent training that produces quality Health Information Technicians for our service communities.

A comprehensive review has been completed by the program faculty and submitted to the Interim Dean of Health and Wellness. The Vice President of Educational Services recommends to the President that this program continue based upon the results of the program review that has been completed by the faculty, dean, and the vice president of educational services.

## Coordinating Commission for Postsecondary Education Review of Existing Instructional Programs

**Institution:** Northeast Community College

**Program:** Health Information Management Systems (HIMS)

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution's governing board on \_\_\_\_\_
- the governing board's action was: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

\_\_\_\_\_  
(Date)

### Evidence of Demand and Efficiency

		15-16	16-17	17-18	18-19	19-20	5 yr avg
<b>Student Credit Hours (SCH)</b>		563	989	1,036	1,028	1,111	945
<b>Faculty Full-time Equivalency (FTE)</b>		2.76	4.57	4.82	4.75	6.65	4.71
<b>SCH/Faculty FTE</b>		204.73	216.35	214.92	216.29	166.99	203.74
<b>Number of Degrees and Awards</b>  (list degrees/awards separately)	<b>AAS</b>	11	9	7	10	5	8

### Evidence of Need (provide a detailed explanation below or attach documentation)

Over the last decade, new technology and regulations have changed the health information field dramatically. As a result, the health information management field is growing fast, and the employment outlook is bright. The U.S. Department of Labor's Bureau of Labor Statistics predicts that employment of medical and health services managers will grow by 32 percent between 2019 and 2029, far outpacing the average for all occupations in the United States. In addition, employment of medical records and health information specialists is projected to grow 8 percent from 2019-2029, much faster than the average for all occupations (U.S. Bureau of Labor Statistics, 2020). In 2020, U.S. News & World Report ranked medical and health services manager as 11th on the list of the 100 best jobs, second in best business jobs, and seventh in best STEM jobs. Widespread use of electronic health records will continue to create demand for managers with knowledge of health information technology and informatics systems.

Health informatics professionals gather, analyze and code patient data for reimbursement from insurance companies; maintain accuracy and completeness of patient data for research and analysis as well as for databases and registries; and maintain the medical and treatment histories of patients. Data supports the growth and need of HIMS professionals both nationally and regionally and Northeast can support the health care needs of our service area by continuing to offer the HIMS program.

**Justification if the program is below either of the CCPE thresholds—complete page 2**

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For CCPE use: reviewer/date

**Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document**

- ☐ Program is critical to the role and mission of the institution (detailed explanation).
- ☐ Program contains courses supporting general education or other programs (detailed explanation).
- ☐ Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).
- ☐ Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).
- ☐ Program provides unique access to an underserved population or geographical area (explain).
- ☐ Program meets a unique need in the region, state, or nation (explain).
- ☒ Program is newly approved within the last five years (no additional justification needed).  
The HIMS program is accredited by CAHIIM and their process was candidacy for initial approval for the next two years which allows the program to enroll students, hire faculty and teach students. CAHIIM granted our initial accreditation through their site visit and our prepared self-study in the Spring of 2018.
- ☐ Other (detailed explanation).