

Docket Item:

Community College Approval: Tillamook Bay Community College, Associate of Applied Science Degree in Healthcare Administration, within 34.0199 – Health-Related Knowledge and Skills, Other.

Summary:

Tillamook Bay Community College proposes a new Associate of Applied Science Degree in Healthcare Administration. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:
RESOLVED, that the Higher Education Coordinating Commission approve the following degree: AAS in Healthcare Administration.



Tillamook Bay Community College seeks the Oregon Higher Education Coordinating Commission’s approval to offer an instructional program leading to an Associate of Applied Science Degree in Healthcare Administration.

Program Summary

AAS Healthcare Administration provides an introduction toward becoming a frontline leader in healthcare. Courses in office management, business communication, finance, business law, and human resources prepare students for various positions to oversee a department or team by learning how to lead people and manage office operations. Students gain clinical hands-on training in their choice of career pathway certificate for medical assisting, phlebotomy, or emergency medical services, which enable them to make the best possible decisions regarding patient outcomes.

1. ***Describe the need for this program by providing clear evidence.***

State of Oregon Employment Department states the following as Occupation & Wage Information for First-Line Supervisors of Office and Administrative Support Workers (including: “Healthcare, Offices of Physicians”):

- 2017 Employment 717
- 2027 Employment 744
- Annual Replacement Openings 70
- Total Annual Openings 73
- Median Hourly Wage \$26.49
- Average Annual Salary \$56,365
- Middle Hourly Range \$21.44 - 31.24

Statewide Employment Analysis Employment in this occupation in 2017 was much larger than most occupations across the state. The total number of job openings is projected to be much larger than most occupations in Oregon through 2027. This occupation is expected to grow at a somewhat slower rate than the statewide average growth rate for all occupations through 2027. Reasonable employment opportunities exist.

2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

1. Who are your key constituents and how have they helped design your program?

The program was designed and built with representatives from various healthcare organizations throughout Tillamook County that include hospital, public health, medical clinics, long-term care facilities, and senior and disability services. These representatives, along with TBCC and K-12 representatives, make up the Healthcare Advisory Committee (HAC). HAC assessed the education and training needs for Tillamook County and determined what could be met locally to provide employers with a candidate pool and educate students to they can earn a living wage job. This assessment resulted in TBCC creating an all-inclusive healthcare continuum that begins in high school, allows students to earn certificates along the way, and ends with an Associate of Applied Science degree in Healthcare Administration. The credits earned are stackable and provide students the ability to acquire certificates to advance their career, enhance their education with an AAS degree, or continue to advance studies at a university.

2. What resources are your constituents contributing?

Industry partners contribute supplies, equipment, clinical practicum sites. Partners also contribute expertise from the healthcare industry and advise on training and skills required for employment in the respective areas.

3. What college programs are helping you shape and implement your program, e.g., student services, developmental education, second language programs?

The program is supported by student services and SNAP/STEP program.

4. Do you have national constituents involved in program design and resource sharing?

No.

5. How will this program meet your partners' needs?

HAC meets quarterly to review curriculum and discuss continued program development in order to educate and training students in the areas necessary to obtain employment in the healthcare field. university. 2. What resources are your constituents contributing? Industry partners contribute supplies, equipment, clinical practicum sites. Partners also contribute expertise from the healthcare industry and

3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

1. How have key constituents been systemically involved in the development of the proposed program? The constituents were involved with the primary conception of this degree and worked with the coordinator to select classes that fit market need. The advisory committee vetted and approved the class selection and competencies.

2. What other programs could benefit students if the instruction and outcomes were aligned with this new program? The Allied Health program and healthcare transfer degrees.
3. Does the program meet education, workforce development, and economic development activities and priorities? Yes, the program addresses the desired competencies in healthcare and technical skills required in the workforce.
4. How does this program support Oregon's educational initiatives? This two-year degree meets State educational initiatives by providing short-term training tracks to living wage employment in a field that will grow over the next decade.
5. How does this program support the larger context of workforce education needs and state and national initiatives? The skills acquired in this program translate to jobs in the growing healthcare field and address many sector initiatives specific to local employers.
6. Are there articulation agreements in place for students in high school to receive college credit? Yes, in the existing degree, students can earn up to 15 credits toward the degree depending on the participating high school.
7. Are there articulation agreements in place for program credits to be transferred to other colleges and other post-secondary education and training opportunities? Credits in this program transfer to partnerships with Oregon Coast Community College - Nursing AAS degree; Linn Benton Community College – AAS degrees in Occupational Therapy Assistant and Diagnostic Imaging; Portland Community College – Medical Laboratory Technology AAS degree; Central Oregon Community College – Pharmacy Technician Certificate.
8. As a result of this program, what professional certifications or license exams will the students be prepared for? The program prepares students to take certification exams and/or obtain licensure in Certified Medical Assistant (CMA) Emergency Medical Technician (EMT) Phlebotomy Certificate
9. Is the program designed to accommodate employment opportunities for students through attainment of incremental proficiencies and certifications? Each of the certificate programs (CMA, EMT, and Phlebotomy) provide employment opportunities for students.

Healthcare is a sector strategy for Northwest Oregon Workforce Investment Board and an area of focus for workforce development.

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

1. Is the program designed to meet the need stated in Standard A?

Yes. Tillamook County is recognized as a healthcare shortage area because it is difficult to attract trained healthcare professionals to relocate to rural areas. A shortage of healthcare professionals is a great concern in small communities because of increased wait times and decrease in access to care. This program is designed to address the growing needs in the local healthcare field, as well as provide living wage employment in a top career choice.

2. Are learner outcomes clearly identified?

Yes, all the courses have clear learning outcomes mapped to program and institutional outcomes and were vetted and approved by the college curriculum committee in February 2020.

3. Does the program facilitate student achievement and transition?

Yes, program graduates will participate in cooperative work experience (clinical practicum) with the organizations represented on the Healthcare Advisory Committee. These organizations have pledged to participate in the clinical practicum portion to help place graduates directly in the field.

4. How are career information and counseling incorporated??

Are tutoring and mentoring provided? Career information and counseling starts in the high school. Across Tillamook County high schools, there is a tremendous healthcare presence through dual credit health occupation courses. Healthcare Career fair was held at TBCC in November 2019 and will continue to occur twice per year. The college participates in a countywide counselor meeting to ensure information is disseminated to all students. Within the program, an advisor is assigned to each student and tutoring (in-house and online) are provided to all students in all programs so students can get help according to their schedule.

5. What internships, work-study and employment opportunities are provided for students?

Students are required to participate in clinical practicums. Students are placed in a clinical practicum site with one of the organizations represented on the Healthcare Advisory Committee. This helps students apply learning in real time.

6. How will data be used for continuous program improvement?

Enrollment and completion data are used to help with advising. Course outcome completion is used each term to close the loop and create better instruction.

7. How is academic and technical rigor addressed?

Academic rigor is monitored through the College's assessment database and the curriculum process. This process looks at outcome assessment and makes sure the classes uphold the rigor standards of the other programs. The members of the Healthcare Advisory Committee address technical rigor through the examination of the competencies and technical knowledge.

8. Are schedules appropriate for working adults?

Classes are scheduled in the evenings and online allowing a high degree of flexibility for students who need to work and still want to participate in college courses.

This is an open enrollment program that starts with CastleBranch and once the background check is complete, students are admitted into the program.

5. Does the community college identify and have the resources to develop, implement, and sustain the program?

1. What impact will this program have on current school programs and budgets?

Very little, the program is a blend of business and healthcare courses already taught in existing programs.

2. What is the student/teacher ratio?

10-1

3. Will course fees support the cost of instruction; if not, how will revenue be generated?

Yes, course fees will support this program.

4. What additional facilities, tools, supplies, equipment and staffing are required?

The facilities and staffing are already in place. Tools, supplies, and equipment will be provided by Healthcare Advisory Committee partners.

5. What in-kind and financial resources are available from partners?

Medical supplies have been donated.

6. What opportunities have been identified to extend student learning beyond the classroom?

Students will have multiple opportunities to work in the field during the coursework. Hands on training and class trips to clinical sites, hospitals, and laboratories are planned during the instruction. Program consists of courses that are currently offered, therefore no additional resources are required to implement and sustain the program.

Assurances

Tillamook Bay Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intrasegmental* impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college's responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.