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| **PROGRAM NAME:** Health Information Management | **AUTHORING TEAM CONTACT:** Lydia Danton |
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| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION:** The Program Review Portal can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**  What does our Program do?  Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.  Why we do the things we do? Program relationship to student demand.  Why we do the things we do? Program relationship to market demand.  How effective is our curriculum and how do we know?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

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| **Complete the Executive Summary below after you have completed your review.** Continuously evolving since accreditation in March 2010, the Health Information Management (HIM) program uses the College Mission, Core Values, and program accreditation standards as guidelines for change. Upon admission, students work with the program director to develop a plan for completion. Continuous advising by the program director is provided throughout their HIM educational experience to keep students focused and motivated toward completion.  An active feedback loop between employers, Professional Practice Experience (PPE) sites, and other stakeholders encourages conversation around market need and potential partnerships. Change in the industry has provided the profession with an opportunity to enhance areas of specialization and market the profession to areas outside the traditional hospital setting.  The Collin HIM program has built a reputation for quality employment candidates. Area employers seek Collin students and alumni for their HIM competency and knowledge of the industry. The program director is involved in a leadership role with the local HIM professional association and is a committee member at the state level of the HIM professional association. Faculty are also engaged in the HIM professional association at the state and local levels. The HIM professional association involvement has positioned the Collin program as a resource for the region in understanding the trends in HIM education.  The biggest challenges for the program are balancing the admission numbers, success rates, and the misconception that the HIM program is not as difficult or rigorous as other Health Sciences programs. Because of HIM's connection to Medical Coding and Billing, we get students who have seen for-profit school advertisements on daytime TV and in the back of magazines targeting stay-at-home women. The advertising has created a perception that anyone can perform coding and billing jobs making good money from home, working in their pajamas. Perception is not reality, and as such, the HIM program struggles to attract candidates who could be successful on the Registered Health Information Technician (RHIT) exam. The program's focus is to prepare students for successful careers as members of the HIM workforce. However, we answer to the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and Collin College leadership regarding our RHIT Exam pass rates.  Before the pandemic, the program had an admission test requirement. We waived admission test requirements because of difficulties in administering the in-person proctored exams during lock-down. After the lock-down was lifted, we consulted with the advisory committee and decided that the admission test would no longer be required for AAS – HIM applicants. Since abolishing the entrance exam, the program has seen declining Registered Health Information Technician RHIT exam test takers and pass rates. Faculty have commented that the caliber of students is not up to par with pre-pandemic selective admission students. The new continuous improvement plan (CIP) formulated due to the program review process addresses success rates and other areas to improve the HIM program. |

Section I. *Are We Doing the Right Things?*

**1. WHAT DOES OUR PROGRAM DO?**  
 **What is the Program and its context?**This section is used to provide an overview description of the Program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program's purpose (Include the Program’s purpose/mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of the industry/industries the Program serves*
* *Career paths and/or degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

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| **PROGRAM’S PURPOSE / MISSION**  <https://www.collin.edu/him/>  The mission of the Health Information Management (HIM) Program is to prepare students to improve healthcare outcomes by providing them with the knowledge needed to ensure accessibility, accuracy, availability, integrity, and security of patient health information. We strive to challenge the intellect and develop the skills, character, and ethics of students required to begin and flourish in a career in health information management.  **Degree & Certificates**  The Health Information Management (HIM) program awards an Associate in Applied Science Degree (AAS-HIM 60 credit hours). Students can also continue an advanced degree through articulation agreements with The College of St. Scholastica, Franklin University, Midwestern State University, Texas Woman's University, and Western Governors University.  The HIM program also offers two certificates: Certificate Level 1 - Medical Coding and Billing, 27 credit hours; and Certificate Level 2 – Data Management Applications for Healthcare, 17 credit hours.  **Program Overview**  There have been shifts in the U.S. healthcare system. Notably in the pay structures, population health, and how we view patients. To be successful health care systems, organizations must simultaneously deliver excellent quality of care at optimized costs while improving their population's health. Health Information Management professionals are critical now more than ever as they are tasked with the responsibility of ensuring the availability, accuracy, integrity, and security of all data related to patient healthcare encounters. Their contribution to the healthcare industry results in better clinical and business decisions to enhance the quality of care, improve the patient experience, and maximize reimbursement. HIM professionals work in various settings throughout the healthcare industry, including all entities within the healthcare delivery system, insurance companies, government agencies, pharmaceutical companies, schools, correctional institutions, public health agencies, and vendors.  The Collin College Health Information Management (HIM) Program was started in the 2008-2009 school year and was accredited in 2010. The HIM program is a selective admission program that requires students to meet the following elevated academic standards to be accepted into the program:   * Successful completion of all prerequisites with a grade of "C" or better * 2.5 Collin College GPA * “C” Grade for HIM specific courses is < 80 and > 75 * Grade of "C" or better must be earned in all HIM specific courses   Students must maintain elevated academic standards to remain in the Program and obtain the AAS-HIM degree.  Collin HIM incorporates classroom instruction and a professional practice experience designed to give students a good understanding of the field. The program prepares students to earn an Associate of Applied Science Degree in Health Information Management (AAS-HIM). Upon successfully completing coursework and the credentialing exam, facilitated by the American Health Information Management Association (AHIMA), the graduate earns the Registered Health Information Technician (RHIT) credential. The duration of the program is two academic years (four semesters) for full time students. Courses include AAS core courses as well as HIM program components.  The Health Information Management (HIM) program at Collin College exists to provide competent HIM professionals to our community of interest. The HIM program accomplishes this by providing a selective admission online degree program accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). The curriculum is based on the American Health Information Management Association curricular competencies for Associate degree education and is approved by the Texas Higher Education Coordinating Board (THECB). Those competencies mirror tasks evaluated on the Registered Health Information Technician certification, the credential graduates of the HIM program are eligible for upon completion of the degree.  **Program Learning Outcomes**   * Organize, analyze, and manage health care data to improve health care outcomes, implement standards, and control costs. * Accurately apply and diagnostic and procedural medical codes following official guidelines. * Identify payment methods and systems in health care settings used to manage an organization’s revenue cycle. * Utilize data management applications and data visualization applications to manage and report healthcare data. * Identify threats to the security of healthcare data   **MARKETABLE SKILLS**  <https://www.collin.edu/academics/programs/MrktSkills_HIM.html>  Health Information Management Marketable Skills  • Work productively with others to achieve group goals.  • Accurately assign International Classification of Diseases (ICD)-10 and Current Procedural Terminology (CPT) codes.  • Knowledge of Medicare Severity-Diagnosis Related Group (MS-DRG) classification and reimbursement structures and ability to assign Present on Admission (POA) indicators.  • Proficient at writing physician queries.  • Process routine requests for release of patient information.  • Work ethically, responsibly, and conscientiously.  • Current knowledge of legal and regulatory requirements regarding HIPAA at both the State and Federal level.  • Analyze medical records for completion and assign deficiencies as needed.  • Use spreadsheet, database, and presentation software to tabulate, analyze, and visualize data.  • Communicate effectively and professionally with peers, physicians, patients, and other stakeholders.  **INDUSTRIES THE PROGRAM SERVES**  Health information management (HIM) professionals work in various settings throughout the healthcare industry. Such entities within the healthcare delivery system include but are not limited to insurance companies, government agencies, pharmaceutical companies, schools, correctional institutions, public health agencies, and vendors. The HIM program is explicitly designed to prepare students for career advancement in the HIM and/or healthcare industry. HIM employers seek competent graduates and typically require an associate's or bachelor's degree for employment or promotion. Technology has impacted the HIM role through the ability to leverage data into business intelligence. HIM faculty members prepare students to meet this trend. All students are advised to continue their education after graduation. Students are encouraged to obtain degrees in complementary fields like Business Management, Informatics, or Information Systems.  **CAREER PATHS – DEGREE PATHWAYS**  There are opportunities to immediately pursue career paths in the non-provider realm, such as electronic health record (EHR) software developers; technology-enabled healthcare providers; healthcare benefits technology companies; healthcare technology companies delivering cloud-based software in the areas of financial planning, analytics, and performance; software platforms that deliver artificial intelligence (AI) solutions and communications, workflow, and information management software; consulting companies; government agencies; and law firms. Job titles can include implementation specialist, project manager, sales development and operations specialist, client systems analyst, billing operations associate; application analyst; and data integration consultant. Our AAS-HIM program must encourage exploration into these areas instead of focusing on medical billing and coding. We support this by offering a Data Analytics certification and reinforcing the areas that the Registered Health Information Technician covers outside of medical billing and coding. Our program adheres to the education and preparation for the exams and related certificates needed to qualify for positions in the health information management arena.  Students who wish to continue their education beyond the Associate Degree level may choose from several pathways that lead to the following degrees:   * Bachelor of Science Health Informatics and Information Management * Bachelor of Science Health Information Management * Bachelor of Science Healthcare Management * Bachelor of Applied Arts & Sciences Healthcare Administration Concentration * Bachelor of Applied Arts and Sciences in Health Sciences (Business Emphasis)   **REGULATORY STANDARDS**  The HIM program at Collin College adhere to the following regulatory standards:   * THECB <https://www.highered.texas.gov/> * CAHIIM Accreditation Standards <https://www.cahiim.org/accreditation/health-information-management/accreditation-standards>   The HIM curriculum is based on the American Health Information Management Association (AHIMA) curricular competencies for Associate degree education and is approved by the Texas Higher Education Coordinating Board (THECB). Those competencies mirror tasks evaluated on the Registered Health Information Technician (RHIT) certification, the credential graduates of the HIM program are eligible for upon completion of the degree. |

**2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the Program supports the College's** [**mission statement**](https://www.collin.edu/aboutus/)**:** "*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."*
* **Provide program-specific evidence that documents how the Program supports the College's strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the Program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the Program?*

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| **SUPPORT OF THE COLLEGE'S MISSION**  Developing Skills  The Health Information Management (HIM) Program fulfills the Collin College mission statement by providing students the necessary education and training to obtain an Associate Degree in Applied Science (AAS-HIM) and obtain the Registered Health Information Technician national certification. Increasing demands in the reimbursement and regulatory environment require healthcare professionals to be competent in HIM areas.    Strengthening Character  On-the-job training without formal education has proven unsatisfactory for employers. Education at the Associate level is strongly recommended for employment and promotion within the health information management industry. The professional practice experience takes this knowledge and allows for application within the real world. Students can gain facility-specific knowledge and participate in activities that build character, foster teamwork, and facilitate essential networking relationships.    Source: Collin College Health Information Management Student Handbook  Challenging Intellect  The HIM program challenges students to learn and develop skills necessary to further their education and careers. The HIM Advisory Board provides feedback, ensuring we meet the needs of our community partners. Collin College's HIM curriculum prepares students to be competent, confident, innovative, and contributing health information management professionals. Our students have the potential to be leaders in the HIM community. Some former students have become hiring managers in the community and see value in employing Collin HIM students and graduates. See below. They know that Collin HIM students possess the principles and skills needed to acquire, analyze, and protect digital and traditional health information essential to patient safety and quality health care.    **SUPPORT OF THE COLLEGE'S STRATEGIC PLAN**  Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.  The new HIM director, hired in Fall 2019 has been working to ensure that all program-specific courses have the academic rigor required for AAS – HIM students to succeed on the Registered Health Information Technician (RHIT) exam. The Coronavirus Aid, Relief, and Economic Security (CARES) Act gave the program an unexpected opportunity to take a more in-depth look at many of its courses and revise the department masters. The AAS – HIM program has 38 competencies that must be incorporated into the curriculum. While all program-specific courses teach the required competencies, revisions of the department masters and Dr. Jon Hardesty’s new program assessment plan allowed the director and faculty members to improve program courses.  Develop and implement strategies to become a national exemplar in Program and student outcomes.  In an effort to graduate HIM professionals capable of addressing the challenges in healthcare, students must be prepared to succeed on the RHIT exam. From 2013 to 2020, AAS – HIM applicants were required to pass an entrance exam that helped to determine academic readiness. The last iteration was the Test of Essential Academic Skills (TEAS) exam. During the beginning of the pandemic it was nearly impossible for students to take the TEAS exam as most testing centers had limited space and the exam provider did not have a virtual option. The TEAS exam requirement was waived for new applicants to allow students to enter the program. In Spring 2021, the advisory committee voted to remove the TEAS exam requirement from the application process. Since the removal of the TEAS exam, the percentage of students completing the AAS – HIM degree that the exam has declined, as have the RHIT exam and pass rates. To improve student outcomes and become a national exemplar, reinstatement of academic readiness entrance exams will be brought before the HIM advisory committee. The HIM program is also collaborating with the Health Sciences Continuing Education department to develop an RHIT exam review and preparation course to help students review for the RHIT exam.  Create and implement comprehensive integrated pathways to support student transitions.  HIM students are transferring from Collin to other colleges, supporting the strategic plan's target to increase total number of students who successfully complete key transitions from Collin College. Approximately 10% of HIM graduates continue on to a Bachelor's degree. All students are advised to continue their education after graduation. Students are encouraged to obtain degrees in complementary fields like Business Management, Informatics, or Information Systems. We track students who have declared HIM as their Program, completers and those who have not completed but transferred to other institutions. Data shows that over a period of 3 years within the program review period (2018-2019 is the most current data), there were 654 students who declared HIM as their major. Of those tracked by THECB, 54 completed the Program, 264 transferred to another institution, and 11 Collin College AAS-HIM graduates and transferred to another institution Texas Higher Education Institution.    Implement the third Baccalaureate degree by Fall 2022 and continue adding 2+2 programs with university partners.  While there are no plans for an HIM Baccalaureate degree at Collin at this time 2+2 and 3+1 articulation agreements specific to the Health Information Management program have been forged with the following University partners:   * The College of St. Scholastica: Bachelor of Science Health Informatics and Information Management   <https://www.css.edu/academics/programs/undergraduate/bachelor-of-science-health-informatics-and-information-management/>   * Franklin University: Bachelor of Science Health Information Management and Bachelor of Science Healthcare Management   <https://www.franklin.edu/degrees/bachelors/health-information-management>  <https://www.franklin.edu/degrees/bachelors/healthcare-management>   * Midwestern State University: Bachelor of Applied Arts & Sciences Healthcare Administration Concentration   <https://msutexas.edu/flowermound/degrees/bachelor-of-applied-arts-and-sciences.php>   * Texas Woman's University: Bachelor of Applied Arts and Sciences in Health Sciences (Business Emphasis)   <https://catalog.twu.edu/undergraduate/health-sciences/health-promotion-kinesiology/health-sciences-baas-emphasis-business/>   * Western Governors University: Bachelor of Science Health Information Management   <https://www.wgu.edu/online-nursing-health-degrees/health-information-management-bachelors-program.html>  Develop and implement a comprehensive staffing and succession model.  Most courses in the AAS – HIM program require that faculty have either the Registered Health Information Technician (RHIT) or Registered Health Information Administrator (RHIA) credential with a minimum of an Associate’s degree. The program director position requires the RHIA credential and a minimum of a Bachelor’s degree. The program accreditor the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) requires that the program have two credentialed full-time faculty and the program director have the RHIA credential. The program director can count as one of the two full-time faculty. In an effort to implement the college’s comprehensive staffing and succession goal the recent adjunct and full-time faculty all have an RHIA credential. If the program director or a full-time faculty member were to retire, resign, or move to another position in the college, there are options to full vacated positions with existing personnel. |

**3. Why we do the things we do: Program relationship to student demand**

**Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College's overall student demographic distributions** [**http://inside.collin.edu/iro/programreview/prfilehostpage.html**](http://inside.collin.edu/iro/programreview/prfilehostpage.html)**). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your** **Program** [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**).**

*Suggested/possible points to consider:*

* *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop* *and describe a plan to do so.*
* *How does your program support (or plan) to support attraction of a diverse student population?*
* *Check with Institutional effectiveness for Data Reports -names of reports*
* *Analyze the evidence you provide. What does it show about the Program?*

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| During this program review cycle, 108 students have graduated from the HIM Program with an AAS – HIM degree, and 225 students have obtained a Level I or Level II Certificate (see tables below). The AAS – HIM 2021-22 class had 45 students, 11 Graduated in December, 8 are in the Spring cohort, and 26 are progressing. The 2021-2022 Medical Coding and Billing Certificate enrollment is 110 students. The 2021-2022 Data Forensics and Informatics (now Data Management Applications for Healthcare) enrollment is 18 students. Pre-Health information Management – AAS enrollment for 2021-2022 is 296 students (Source ZogoTech). See tables below.      **CURRENT ENROLLMENT**    **ENROLLMENT PATTERN**  The table below shows that enrollment across the board is increasing. The number of students for HITT 1305, Medical Terminology is high in relation to all other program courses as it is a course that is offered in other programs such as Health Professions.    **THE NEXT 5 YEARS**  According to the data presented above, the implications for the next five years are optimistic. If the enrollment trends continue, the HIM program will continue to thrive.  **STUDENT SUPPORT- DEGREE PLANNING**  Upon admission, the program director meets with the student, discusses any challenges that may need to be considered, and tailors a degree plan for each student. Students are strongly encouraged to take a minimum of 2 courses each semester, including summer, to complete in a timely manner. Degree audits are conducted after each long semester to identify potential progression issues. If appropriate, students are advised of the next steps to get them back on track toward graduation.  Many of the women in the program work full-time jobs and have children at home. To help support the school-work-life balance, the HIM program is fully online. Students can work outside of the confines of a face-to-face program. Instructors have virtual office hours that are flexible and more accommodating to the online student. For help on writing and academic readiness topics, faculty direct students to Collin College’s online options via the Anthony Peterson Centers for Academic Assistance.  **DIVERSE PPOULATIONS**  HIM, in general, is a female-dominated profession. As is indicated by the table below, the Collin College HIM program is also predominantly female.  Source: <http://inside.collin.edu/iro/programreview/202122/UnduplicatedEnrollment-HealthInformationManagement.pdf>  In addition to being predominantly female, the HIM program also has a more racially diverse population than the Collin College population as a whole. Over the last five years, the racial makeup of the college has been between 58% and 61% white. The Black-African American population of the college has been between 13% and 14%. The HIM program's Black-African American population has fluctuated between 20% and 29% over the last five years, as evidenced in the tables below abstracted from Collin College IRO data.    To support the trend of attracting a more diverse population, the program will continue to market the population using Facebook, LinkedIn, and networking at local and state American Health Information Management Association (AHIMA) meetings. |

**4.** **Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the Program’s graduates. Some resources to utilize for information could be: JobsEQ** [**http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo\_2020-21AY.pdf**](http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf)**, Burning Glass, O-Net** [**https://www.onetonline.org**](https://www.onetonline.org)**, Texas Labor Market Information** [**https://www.twc.texas.gov/businesses/labor-market-information**](https://www.twc.texas.gov/businesses/labor-market-information)**.**

*Suggested/possible points to consider:*

* *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
* *What proportion of the Program’s graduates (seeking employment) found related employment within six months of graduation?*
* *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
* *Identify and discuss the Program’s strengths and weaknesses related to market demand.*

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| **THE NEED FOR HIM GRADUATES**  Across the healthcare spectrum, HIM roles and job requirements vary significantly, and none require licensure, unlike our clinical counterparts. Hospitals have grown to respect and require HIM credentials. However, the outpatient settings are not as familiar with the profession and continue to rely on employees with little to no training. The industry trend shows increasing levels of healthcare conducted in the outpatient space versus a decrease in the inpatient environment. This trend requires our program to shift its messaging to a new employer sector. The national association, AHIMA, is aware of this issue and addresses curriculum, workforce awareness, and professional understanding on multiple fronts. As outpatient environments begin to understand the necessary competencies associated with transitions in healthcare, they will search to find competent employment solutions. Additionally, as the industry emerges from a medical records technologist type of role to one that is concentrated in health data management and analytics, there is a continued need for employees that have a robust education on these areas, which is supported by the Collin HIM program’s updated curriculum and health data focused offerings. The program director receives many requests to send job postings to students and alumni from industry partners and former students who are now in leadership roles. Below are two requests for our students and alumni to apply for open HIM positions:      **STATE-LEVEL MARKET DEMAND**  As so-called baby boomers age and life expectancy rises, there should be increased demand for quality healthcare services, which will require good record keeping. Technological innovation will also drive demand for IT professionals in all industries, including the health industry. On a state level, we are seeing this statistic as well. O-Net Statistics estimates employment in the national HIM industry to grow by 10-15% in the industry between 2020 and 2030. This is much higher than the national average employment growth rate.    On a state level, we are seeing this statistic as well. According to O-Net, the projected growth in the Texas HIM industry between 2018 and 2028 is 19%. The annual job openings for HIM professionals in Texas is projected to be 1550. The number of accredited Texas applicants is 256. This displays an obvious need for students to complete our program and enter the workforce in HIM.        Across Texas, there are many accredited programs to assist in this need. Collin College excels in our HIM program offerings by offering the following opportunities that some of our competitors do not provide.   * The Health Information Management program at Collin College offers an Associate of Applied Science in Health Information Management, a certificate in Medical Coding and Billing, and a certificate in Data Management Applications for Healthcare. * All classes are conducted online, supporting work/life balance * AHIMA Accredited * Collin College HIM Alumni organization for resources after graduation   **INTERNAL STRENGTHS -** **RELATED TO MARKET DEMAND**  Collin’s HIM program is an online program. Many HIM students work full time, and providing a fully online platform for our students allows them to continue working while progressing their career endeavors. The online environment requires students to become comfortable with technology, a crucial skill for any HIM professional. In the past two years, the COVID-19 pandemic has led to increased interest in online programs and careers where individuals can work from home. The Collin HIM program tics both boxes. In fact, the Medical Coding and Billing certificate had its most productive year in 2021 during a pandemic!    Many of our AAS – HIM applicants came to Collin College for the Medical Coding and Billing Certificate. The increased numbers in the certificate program means there is a pipeline of potential students for the AAS – HIM program. The O-Net data presented in the previous section shows demand for HIM professionals. The data from ZogoTech shows that the program is helping to fill the need for HIM professionals who have completed the AAS – HIM degree or a certificate. Inquiries from our clinical partners who want to hire students and alumni are evidence that the Collin HIM program students demand.  **INTERNAL WEAKNESSES -** **RELATED TO MARKET DEMAND**  While HIM does not require a license, many employers prefer candidates with an RHIT credential. In the past two years, the program has seen a decline in graduates taking the Registered Health Information Technician (RHIT) exam within six months of graduation. There is a correlation between graduates who wait later than six months to take the exam and a non-passing score. Unlike other healthcare professions, the testing entity of AHIMA does not require students to sit for the credential within a certain period. Graduates who do not pass the exam are not as employable in the higher paying HIM jobs as their peers with credentials. |

Section II. *Are We Doing Things Right?*

**5. How effective is our curriculum, and how do we know?**

**A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

* *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
* *At what point(s) are substantive percentages of students dropping out of the Program? Use data in the "Program-Based Course Performance" tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
* *Analyze the course success rates and the course completion rates of each course in your Program. Address problems in the CIP.*

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| *Number of students who completed the program awards in each of the last 4 years?*    At what point(s) are substantive percentages of students dropping out of the Program? Use data in the "Program-Based Course Performance" tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.  The "Program-Based Course Performance" tool is the work-product of an employee who is no longer with the college and has not been updated with current data. The HIM program director inquired with Beenah Moshay – Director, Effectiveness Analytics at Collin who assured her that this question could not be answered as written.  The HIM program rarely has students “drop” from the program. However, we see a reduced number of students who go on to take HITT 2339, HITT 2443, HITT 2272, and HITT 2361 as they leave the program with the Medical Coding and Billing Certificate Level I award. This is not a problem as the AAS – HIM program has limited space. However, we do encourage the Medical Coding and Billing Certificate students to transition to the AAS – HIM degree program.                              HITT 1311 and HITT 2430 are HIM program-controlled courses with low success rates. The program director is working with faculty to develop strategies to improve the success rates. HITT 1311 and HITT 2430 success rates will be further addressed in the CIP section towards the end of this document. The director will work collaboratively with the discipline lead of to develop strategies to improve student success in ITSE 2309, ITSW 1304, and ITSW 1307. HITT 2272 and HITT 2361 have low enrollment rates because they are not part of the certificates. |

**B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the Program into compliance.**

1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
   Number of completers: 332 in last five years.  
   If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the Program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
2. **Licensure Standard: 93% of test takers pass licensure exams.**If applicable, include the licensure pass rate: N/A  
   For any pass rate below 93% (Collin College's standard), describe a plan for raising the pass rate.
3. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**Include the retention rate: Completion: 84% - 100% in all HITT courses except for HITT 1311 (see Tables above for details)   
   If the retention rate is below 78%, describe a plan for raising the course completion rate.

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| The HIM program does not have an associated licensure exam. HIM does not require a license. The RHIT is a voluntary credential. Graduates can find jobs without it. Unless the credential becomes mandatory, you will see a discrepancy between the number of graduates and those who take the exam.  See tables below containing supporting data for Section 5.B questions 1.    HITT 1311 is the only HIM-controlled course with a completion (retention) rate below the College’s 78% Retention Standard. HITT 1311 also has a lower success rate that needs to be addressed, as is mentioned in the previous section. The interesting observation here is that while both HITT 1311 and HITT 2430 have lower than average success rates, only HITT 1311 has a corresponding low completion rate. It begs the question of whether or not the students in HITT 2430 are aware made of the withdrawal date. |

**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

* *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
* *How does the program curriculum align with any professional association standards or guidelines that may exist?*
* *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your Program.*
* *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*

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| A standard national Health Information Management curriculum is developed by the Council for Excellence in Education and enforced by the accrediting body, Commission on Accreditation for Health Informatics and Information Management (CAHIIM). The most recent curriculum, American Health Information Management Association (AHIMA) 2018 Curricular Competencies, was published in 2018 and required to be implemented by all programs by the Fall of 2021. Collin College was an early adopter of the most recent curriculum and implemented in Fall 2019.  The Collin College HIM curriculum differs from Tarrant County and Tyler Junior College programs as they are still leaning towards the old curriculum which focuses more on medical coding. Our HIM program is more progressive with the addition of the data management applications course. We feel that data management is the direction of the future as does our HIM advisory committee. Our students benefit as they have an edge on graduates from peer colleges that do not have the benefit of elevated data management skills that the Collin graduates have. |

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? 10

2. How many employers attended the last two meetings? 6 employers attended the Spring 2021 Meeting and 8 employers attended the Fall 2021 Meeting

3. How has the advisory committee impacted the Program over the last five years (including latest trends, directions, and insights into latest technologies)?

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| The 2018 AHIMA Curricular Competencies are a requirement for CAHIIM accredited programs. The 2018 AHIMA Curricular Competencies came with new tracks. While all programs are required to implement the new curriculum, programs can focus on a Revenue Cycle Management (RCM) track, Data Management (DM), or both. The advisory committee was consulted regarding implementing the new curriculum and the direction the program should go. With guidance from the advisory committee, the program did not choose a track and has implemented the new RCM and DM content into the curriculum. The trends in HIM have been moving away from records management and medical coding and towards data analysis and value-based care and reimbursement. Both RCM and DM skills are needed to succeed in the ever-changing HIM profession. |

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

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| With the 2018 AHIMA Curricular Competencies came many choices. One of the choices was either adding the new competencies to the existing courses or removing some courses to make room for new courses. With the help of the advisory committee we decided to remove some of the courses that were no longer as relevant and combine courses where possible to make room for the new content. The rationale behind the decisions was that the data management applications courses would provide our students with the technical skills that employers expect recent graduates to possess. The addition of the data management applications courses and a portfolio development course also paved the way for our current Data Management Applications for Healthcare Certificate Level II. |

**E**. **Make a case with evidence that the Program is well managed.**

*Suggested/possible points to consider (Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* *Average class size*
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *How well are general education requirements integrated with the technical coursework?*
* *Student satisfaction: What evidence do you have that students are satisfied with the Program? What kinds of complaints are made to the associate dean/director by program students?*

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| **AVERAGE CLASS SIZE**  The table below shows that class sizes for the Program are consistently well above the required 15 student threshold with the exception of HITT 2272 and HITT 2361. HITT 2272 and HITT 2361 are not needed for the Medical Coding and Billing Certificate. HITT 2272 is a new course added with the new Data Management curriculum and is the capstone for the Data Management Applications for Healthcare Certificate Level II. We anticipate increased enrollment for HITT 2272.    **GRADE DISTRIBUTIONS**  There are no irregularities with grade distrubitions in the program courses, as evidenced below. In 2017 HIM related courses changed the standards for passing a course. All courses in the program within the HITT rubric have a higher standard than core curriculum courses. Students must achieve a “C” or better to pass a course, therefore after 2017 you will not see a “D” grade in the distribution. The low percentage of “Cs” in the distribution tables is because the range for a “C” grade is 75 to 79.          **FACULTY CONTACT HOURS**  Academic achievement emphasizing workforce skills is the ultimate goal for the HIM faculty and staff. Faculty conduct their courses in an online environment. Instructor course assignment averages Full-time 29% to 71% for part-time faculty. HIM is an ever-changing field of study. Having an adjunct professor who works in the industry allows students to learn from instructors embedded in the workforce. Full-time faculty devoted to academia can collaborate with adjuncts to keep the curriculum up to date.    GENERAL EDUCATION COURSES  The AAS – HIM Degree integrates general education requirements and technical coursework, as demonstrated by the program suggested outline.  AAS - Health Information Management <https://www.collin.edu/academics/programs/HIM_AAS.html>  60 credit hours    PREREQUISITES  BIOL 2404 Human Anatomy and Physiology Basic  ENGL 1301 Composition I  HITT 1305 Medical Terminology I  HITT 2430 Pathophysiology and Pharmacology  MATH 1342 Elementary Statistical Methods    FIRST YEAR  First Semester  HITT 1301 Health Data Content and Structure  HITT 1311 Health Information Systems  HUMA 1301 Introduction to Humanities  (See Humanities / Fine Arts options)  ITSW 1304 Introduction to Spreadsheets - Excel    Second Semester  HITT 1353 Legal and Ethical Aspects of Health Information  HITT 2435 Coding and Reimbursement Methodologies  ITSW 1307 Introduction to Database - Access  PSYC 2301 General Psychology  (See Social / Behavioral Sciences options)    SECOND YEAR  First Semester  HITT 2339 Health Information Organization and Supervision  HITT 2346 Advanced Medical Coding  HITT 2443 Quality Assessment and Performance Improvement  ITSE 2309 Database Programming - SQL    Second Semester  HITT 2272 Portfolio Development  HITT 2361 Clinical - Health Information / Medical Records Technology / Technician (Capstone)  STUDENT SATISFACTION  The student satisfaction surveys do not reveal any problems with instruction. There are no, or rare, complaints about instructors in the student surveys. The few complaints that have come to the program director are regarding grade disputes. In each case, the instructor awarded the grade the student earned.  Source: Collin College IRO |

**6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the Program, and support the Program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the Program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit's website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

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| T The Advisory Committee was contacted regarding accuracy of program literature and websites. No issues were noted. Students have not noted any deficiencies. The Program needs assistance in creating and distributing the HIM message within the Collin community. This will require PR professionals to research and understand HIM before good messaging can be created. |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

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| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Website - HIM Program | https://www.collin.edu/him/ | 1/21/2022 | Current Accurate Relevant Available | Program Director |
| HIM Information Sheet | http://www.collin.edu/academics/info/HealthInfoMgmtInfoSheet.pdf | 12/15/2020 | Current Accurate Relevant Available | Collin College Public Relations, Kirk Dicky |
| Website – Cert. Level 1 – Medical Coding and Billing | https://www.collin.edu/academics/programs/HIMC\_Cert1.html | 9/14/2020 | Current Accurate Relevant Available | Executive Assistant to the Vice President of Academic Affairs, Anne Reid |
| Website – Cert. Level 2 - Data Management Applications for Healthcare | https://www.collin.edu/academics/programs/HIM\_Cert2\_DataMgmtApp.html | 8/23/2021 | Current Accurate Relevant Available | Curriculum Coordinator, Lacy Castleman |
| Website – HIM Marketable Skills | https://www.collin.edu/academics/programs/HIM\_1Overview.html | 6/29/2020 | Current Accurate Relevant Available | Curriculum Specialist, Mari Lopez |
| Facebook -Collin College Health Information Management | https://www.facebook.com/CollinHIM | 1/21/2022 | Current Accurate Relevant Available | Program Director, Lydia Danton and Administrative Assistant, Laura Duran |
| LinkedIn - Collin College Health Information Management | https://www.linkedin.com/company/collin-college-health-information-management | 1/21/2022 | Current Accurate Relevant Available | Program Director, Lydia Danton |

**7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

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| The Program actively seeks partnerships with industry. Opportunities with industry partners allows students to understand various aspects of health information management. The PPE coordinator consistently receives positive feedback from sites regarding the preparation of Collin HIM students. As was mentioned above in Section 4 - Why We Do The Things We Do: Program Relationship To Market Demand, many employers reach out to the Collin HIM program to recruit positions available to students and graduates. The Academic Organizational Affiliate Agreement with the Healthcare Information and Management Systems Society allows AAS-HIM students and full-time faculty to be members of the organization providing valuable networking and continuing education opportunities.  The program has involved faculty and leadership at the local and state levels of the professional organization that build relationships with industry leaders through networking and volunteerism. The former program director, now Division Dean, serves the HIM community as president of The Texas Health Information Management Association (TxHIMA). The current program director is the President-Elect/Programs Committee Chair of the Dallas Fort Worth Health Information Management Association (DFWHIMA) and serves on the Education and Conference planning committees of TxHIMA. Faculty members serve in leadership positions at the local level and are active with state committees. All faculty teaching HIM-specific content have been involved in HIM departments in major healthcare organizations. Collin HIM students have received scholarships from HIMSS, TxHIMA and DFWHIMA. Involvement in professional associations has given the HIM program a voice in the HIM community.    Source: <https://www.txhima.org/page/board_members>    Source:<https://www.txhima.org/page/appointees> |
| Source: <https://www.dfwhima.org/about-us/board-of-directors/> |

**Partnership Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any. | How is it Valuable to the Program? |
| Texas Health Resources | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Dubrow Physical Therapy | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Compassus Hospice | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Stonegate Long Term Care | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Methodist Richardson Medical | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Wilson N Jones, Sherman | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Baylor Scott and White, Frisco | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Crown Medical Billing | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Willowbend Pediatrics | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| David Grant Medical Center | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Veterans Affairs | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Premiere Physical Therapy | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| PAM Rehabilitation Hospital | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Baylor Scott and White Institute for Rehabilitation | Professional practice experience site | Yes | Provides students a valuable opportunity to understand how HIM workflows are facilitated in the clinical setting. |
| Health Information Management Systems Society | Scholarships, memberships for full-time faculty, student memberships | Yes, Organizational Affiliate | Support student achievement and professional development |
| Texas Health Information Management Association (TxHIMA) | Scholarships, Health Information Management (HIM) community involvement, HIM community awareness, and the ability to impact change | No | Support student achievement and promote program visibility |
| Dallas Fort Worth Health Information Management Association (DFWHIMA) | Scholarships, Health Information Management (HIM) community involvement, HIM community awareness, and the ability to impact change | No | Support student achievement and promote program visibility |

**8. What professional developmental opportunities add value to your Program?**

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| The majority of professional development for our adjunct faculty happens through their primary occupations. Additionally, full-time faculty continue to practice and hone their skill sets via special projects, college and community events, and attendance at industry conferences. The great majority of our faculty each brings over 20 years of relevant industry experience to the classroom. This includes experience in local businesses serving our community, and continued practice of our industry skill sets.  Additionally, many faculty members (both full-time and adjunct) participate in professional organizations, volunteer with community initiatives, and participate in conferences and workshops. |

**Provide a List of professional development activities employees have participated in since the last program review.**

**Employee Resources Table\*\***

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| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Pat Pierson | Full Time Faculty | **1.** 2021- Collin Faculty Development Conference Jan 2021  **2.** eLC Accessibility Workshop August 2021  **3.** DFWHIMA Fall Workshop November 2021  **4.** COVID-19: The Long Haulers, TAMU Bush School Scowcroft Institute Nov 17.  **5.** Summer 2020- Health Information and Management Systems Society  including: “Promoting Safe Patient Record Exchange  **6.** TruCode Webinar “HCC Background and M.E.A.T.  Criteria Application  **7.** Spring 2020- Faculty Development. Creating an Effective Online Learning Environment  **8.** eLC Webinar on Honorlock Proctor system April 6  **9.** TxHIMA Webinar Telehealth Crash Course- Clinical Models April 7  **10.** Faculty Development Conference Fall 2019  **11.** Attended, Quality Matters workshop Nov 7, 2019  **12.** Spring 2019- Faculty Development meeting: “ACCESS Accommodations” session, “Tools for Video Development” eLC Inclusive Design  **13.** Fall 2018- Dallas Fort Worth Health Information Management Information Association HIM (DFWHIMA) Fall conference 2018.  **14.** Spring 2018 Faculty Development Conference  Partnerships” March 20  **15.** Attended Appreciative Advising workshop Feb 28.  **16.** Fall 2017 and spring 2017- Faculty Development Conference | **1.** Continuing Education in Teaching  **2.** Continuing Education (CE) on Accessibility for students  **3.** CE specific to health information management and HIM related topics  **4.** CE in current issues in medicine  **5.** CE in technology and data systems  **6.** CE in Hierarchical Condition Coding  **7.** CE in Online Teaching effectiveness and new technology  **8.** CE on test monitoring  **9.** CE in Telehealth  **10.** CE in accommodations for students and teaching tools  **11.** CE in course design **12.** CE in course tools and inclusive course design  **13.** CE in leadership, informatics and information governance  **14.** CE in teaching methods  **15.** CE in advising HIM students  **16.** CE in student engagement |
| James Foster | Adjunct Faculty | **1.** Attended Health Information Management Systems Society Global Conference 2021 **2.** Attended DFW HIMA Fall Workshop 2021 **3.** Attended TXHIMA Virtual Symposium Conference 2021 | **1.** Continuing Education for Health Information Management credential maintenance **2.** Continuing Education for Health Information Management credential maintenance **3.** Continuing Education for Health Information Management credential maintenance |
| Olanders Tasby | Adjunct Faculty | **1.** Attended, Being a Better Online Teacher, Virtual, Summer 2020 **2.** Attended, Rethinking Assessment in Online Teaching, Virtual, Summer 2020 **3.** Attended, Hybrid Teaching, Social Distancing, and Active Learning, Virtual, Fall 2020 **4.** Attended, Quality Matters: Improving Your Online Course, Virtual, Fall 2021 **5.** Attended, Texas Health Information Management Association, Allen Tx, Summer 2021 **6.** Attended, HIM Advisory Meeting, Fall 2021  **7.** Attended, Adjunct Faculty Meeting, Virtual, Fall 2021 | **1.** Continued education specific to online curriculum and education development. **2.** Continued education specific to online curriculum and education development. **3.** Continued education specific to online curriculum and education development. **4.** Continued education specific to online curriculum and education development **5.** Continued education specific to Health Information Management, general increased knowledge of HIM related topics  **6.** Continued education and growth related to college activities and curriculum development. **7.** Continued education and growth related to college activities and curriculum development |
| Salman Moti | Adjunct Faculty | **1.** Healthcare Compliance 2017, 2018, 2019, 2020, 2021  **2.** Youth Protection Training and Texas Public Information Act 2019  **3.** Patient Experience Dashboards 2021  **4.** Information Security Training 2021  **5.** Presentation Skills Training 2019  **6.** Phishing Awareness Training 2018  **7.** National Patient Safety Goals 2021  **8.** ICD-10 Advanced Awareness 2015  **9.** Coaching Fundamentals 2017  **10.** Communicating Effectively 2017  **11.** Conflict Management Training 2017 | **1.** Continued education in compliance with applicable healthcare laws in the use of data and technology  **2.** Continued education to ensure protected health information of youth  **3.** Continued education in analyzing patient experience and driving performance improvement in HIM and analytics  **4.** Continued education in securing data and resources used in HIM  **5.** Continued training in general improvement in information delivery and education  **6.** Continued education in preventing security threats to HIM  **7.** Continued education in topics relevant to HIM  **8.** Continued education in topics relevant to HIM  **9.** Continued training in general improvement in information delivery and education  **10.** Continued training in general improvement in information delivery and education  **11.** Continued education in the management of conflict with people and projects |
| Melody Timmons | Full Time Faculty | **1.** ACDIS CCDS Credential CEU maintenance.  **2.** AHIMA RHIA, CCS Credential CEU Maintenance  **3.** TxHIMA Education Committee  **4.** DFWHIMA Conference Planning Committee  **5.** Faculty Council Meeting Participation  **6.** Quality Matters- Peer Reviewer Training Feb 2022 | **1.** Will assist in development of new CE CDI Exam Prep Coursework. **2.** Provides industry standard instruction to students in the program and certification courses. **3.** Involvement in decisions and support of community initiatives in the TxHIMA arena. **4.** Involvement and support of students and colleagues in an educational setting via conference to provide and present relevant industry topics. **5.** Support the Faculty Council that represents faculty members in college matters and is responsible for: Supporting the College mission and core values; Safeguarding academic freedom and promoting academic excellence; Participating in College District shared governance; Promoting effective communication among faculty, between faculty and administration, and between faculty and student services; Promoting unity and cohesion among the faculty; and, Promoting the professional, economic, and social welfare of the faculty.  **6.** Assist with Program and college with adherence to high curriculum standards in regards to quality curriculum in online platforms. |
| April Adams | Full Time Faculty | **1.** Presented, "A Walk Through the Revenue Cycle, Electronic Encoders-What are the Advantages and Disadvantages?" American Academy of Professional Coders, Spring 2020  **2.** Participated, Dallas Fort Worth Health Information Management Association Spring Workshop, Carrollton, TX, 2018  **3.** Participated, Dallas Fort Worth Health Information Management Association Fall Workshop, Grapevine, TX, 2018  **4.** Participated, Dallas Fort Worth Health Information Management Association Spring Workshop, Carrollton, TX, 2019  **5.** Participated, Dallas Fort Worth Health Information Management Association Fall Workshop, Frisco, TX, 2019  **6.** Served, Education Officer, Farmers Branch Chapter, American Academy of Professional Coders, Farmers Branch, TX, 2018  **7.** Completed, "Improving Your Online Course," Quality Matters Virtual Workshop, Spring 2020  **8.** Attended, Assembly on Education, Summer 2021  **9.** Attended, Faculty Development Day, Fall 2021  **10.** Attended, Dallas Forth Worth Health Information Management Association Conference, Fall 2021  **11.** Attended, Quality Matters: Improving Your Online course, Fall 2021  **12.** Attended, Using Honorlock with Canvas Webinar, Fall 2021  **13.** Attended, American Council on Education Conference, Virtual, Spring 2021  **14.** Attended, Independent Applying the Quality Matters Rubric, Virtual, Spring 2021  **15.** Attended, Assembly on Education Symposium, Virtual, Summer 2021  **16.** Attended, Assembly on Education Symposium, Virtual, Fall 2020  **17.** Attended, Texas Health Information Management Association, Allen, TX, Summer 2021  **18.** Attended, Course Hero's Education Summit, Virtual, Summer 2021  **19.** Attended, Dallas Fort Worth Health Information Management Association, Virtual, Spring 2021  **20.** Attended, Dallas Fort Worth Health Information Management Association, Virtual, Fall 2020  **21.** Attended, Dallas Fort Worth Health Information Management Association, Virtual, Fall 2019  **22.** Faculty Development Conference, Fall 2021 | **1.** Supporting the HIM community  **2.** CE in HIM related topics  **3.** CE in HIM related topics  **4.** CE in HIM related topics  **5.** Supporting the HIM community  **6.** Supporting the HIM community  **7.** Provides industry standard instruction to students in the program and certification courses.  **8.** Professional development and continuing education credit to support certifications.  **9.** Promoting effective communication among faculty, between faculty and administration, and between faculty and student services.  **10.** CE in HIM related topics  **11.** Promoting effective communication among faculty, between faculty and administration, and between faculty and student services.  **12.** Safeguarding academic freedom and promoting academic excellence  **13.** Provides industry standard instruction to students in the program and certification courses.  **14.** This education provides direct assistance through the Program to the students by supporting effective curriculum development.  **15.** Professional development and continuing education credit to support certifications.  **16.** Professional development and continuing education credit to support certifications.  **17.** Involvement in decisions and support of community initiatives in the TxHIMA arena. Involvement and support of students and colleagues in an educational setting via conference to provide and present relevant industry topics  **18.** Obtain continuing education credits to support certifications.  **19.** Support the DFWHIMA community, obtain continuing education credits to support certifications.  **20.** Support the DFWHIMA community, obtain continuing education credits to support certifications.  **21.** Support the DFWHIMA community, obtain continuing education credits to support certifications.  **22.** Continued education specific to teaching at Collin College |
| Kim Beesley | Adjunct Faculty | **1.** Federal Healthcare Fraud and Abuse Framework Webinar; October 2020  **2.** Diagnosis Coding: The Cost of One and Done Webinar; October 2020  **3.** Appropriate Use Criteria: What you Need to Know Webinar; October 2020  **4.** Overview of Medical/ Reimbursement Policies for 5 Procedures Done by ENT Providers in a Private Office Setting Webinar; August 2020  **5.** The Biggest Health Care Scams in 2019 and How to avoid Being a Target in 2020 Webinar; October 2020  **6.** Overview of Allergy Testing for 2019-2020 Webinar; August 2020  **7.** Telemedicine – key Legal and Business Issues Webinar; October 2020  **8.** How to Manage the Challenges of MIPS Reporting Webinar, August 2020  **9.** Payor Disputes and Audits: Observations & Strategies Webinar, August 2020  **10.** The New, Personal Audit Threat: Targeted Probe and Educate (TPE Audits); August 2020  **11.** Understanding the Healthcare Quality Measurement Data Landscape, Webinar; October 2020  **12.** Eliminating Kickbacks in Recovery Act (EKRA): Summary and Status Webinar; August 2020  **13.** How to Navigate the Ever-Changing Anti-Harassment Regulations Webinar; August 2020  **14.** Evaluation and Management What Should We Document Webinar; January 2020  **15.** 2019 CPT Updates Webinar, January 2020 | **1.** Continued education specific to health information management, fraud and abuse knowledge of HIM related topics.  **2.** Continued education specific to health information management, diagnosis coding knowledge of HIM related topics.  **3.** Continued education specific to health information management, general knowledge of HIM related topics.  **4.** Continued education specific to health information management, reimbursement knowledge of HIM related topics.  **5.** Continued education specific to health information management, general scam knowledge of HIM related topics.  **6.** Continued education specific to health information management, general coding knowledge of HIM related topics.  **7.** Continued education specific to health information management, new telemedicine issues knowledge of HIM related topics.  **8.** Continued education specific to health information management, general reporting knowledge of HIM related topics.  **9.** Continued education specific to health information management, audit knowledge of HIM related topics.  **10.** Continued education specific to health information management, audit knowledge of HIM related topics.  **11.** Continued education specific to health information management, quality measures knowledge of HIM related topics.  **12.** Continued education specific to health information management, general law knowledge of HIM related topics.  **13.** Continued education specific to health information management, general law knowledge of HIM related topics.  **14.** Continued education specific to health information management, E/M coding knowledge of HIM related topics.  **15.** Continued education specific to health information management, CPT coding knowledge of HIM related topics. |
| Johnathan McIver | Adjunct Faculty | **1.** Business Analysis: Professional Effectiveness Competencies **2.** Expert insight in mentoring **3.** Attended 2021 Health Data Analytics Association (HDAA) Virtual Conference **4.** Attended 2021 Vizient Conference | **1.** Continued education specific to online curriculum and education development. **2.** Continued education specific to online curriculum and education development. **3.** Continued education specific to online curriculum and education development. **4.** Continued education specific to online curriculum and education development. |
| Alexandrea Wright | Adjunct Faculty | **1.** Attended the DFW HIMA Virtual Spring 2021 Workshop **2.** Attended Active Learning & Student Engagement, Summer 2021 **3.** Attended Student Engagement beyond the Classroom, Fall 2021 **4.** Attended In their Shoes: The Importance of Empathy and Emotional Intelligence in the Classroom, Fall 2021 **5.** Attended the DFW HIMA Fall 2021 Workshop | **1.** Continued education specific to HIM related topics **2.** Continued education to gain knowledge on communication skills to better engage with students. **3.** Continued Education regarding engagement between instructors and students. **4.** Continued Education on the psychology of understanding peers and students with human elements when instructing. This helps to be empathetic with students. **5.** Continued education specific to HIM related topics |
| Joan Hodge | Adjunct Faculty | **1.** Vaccine Administration Trainings- 2018  **2.** Coaching and Mentoring for Success 3/11/17  **3.** Introduction to Natural Health and Healing: 12/2/2018  **4.** American Holistic Nurses Association-Self-Care and Improved Patient Care: 10/05/2018  **5.** Certification in Mindfulness: 9/12/2019  **6.** Foundations of Therapeutic Touch: 2/9 & 10/ 2019  **7.** Recertification for Online Teaching at Collin College: 7/25/2018  **8.** Teaching Strategies on Improvement in Retention and Graduation: 2/1, 2/8, and 3/1/2019  **9.** QM (APPQMR) Independently Applying the QM Rubric (Virtual) 11/6/2020  **10.** Certificate in Online Teaching and Learning: 11 credit hour certification from Central New Mexico College: completed spring 2021  **11.** Motivational Interviewing: 10/10/2021 **12.** Preventing Patient Alarm Fatigue: 10/11/2021 **13.** Diet & Longevity: 10/12/2021 **14.** The Power of Human Connection: 10/27/2021 **15.** Sports Nutrition: 10/17/2021 **16.** Emotional Intelligence and the Work Environment: 10/21/2021 **17.** Nutrition and Cancer: 10/28/2021 **18.** Covid-19; Managing Staff Mental Health: 10/30/2021 **19.** Nurse Educator’s Conference: June 14/15/2021 **20.** Journey to Whole Health: 10/09/2021 **21.** Channeling the Power of Human Connection Toward Whole Health: 10/28/2021 **22.** Overview of Group Theory and Principles: 10/05/2021 **23.** Patient Safety 2.0: Using Technology to Enhance Patient  **24.** Safety Practices: 10/11/2021 President’s Address: Psychiatric/Mental Health  **25.** Nurses: Providing Partnerships in the Journey to Whole Health: 10/02/2021 | **1.** Continuing Education (CE)- Clinical  **2.** CE- Pedagogy  **3.** CE- Clinical  **4.** CE- Clinical  **5.** CE- Clinical  **6.** CE- Clinical  **7.** CE- Pedagogy  **8.** CE- Pedagogy  **9.** CE- Pedagogy- Curriculum Quality  **10.** CE- Pedagogy  **11-25.** Professional Nursing Continuing Education Credits- Clinical |
| Lydia Danton | Program Director | * 1. DFW HIMA Fall 2019 Workshop   2. AHIMA National Convention October 2019   3. Quality Matters Training 2019 - Independent Applying the QM Rubric (APPQMR)   4. Independent Improving Your Online Course (IYOC) 2019   5. Collin College Leading for Excellence Series 2020   6. CAHIIM 2021 Accreditation Process Conference   7. AHIMA’s Assembly on Education 2020   8. CAHIIM 2021 Accreditation Process Conference   9. AHIMA’s Assembly on Education 2021   10. TxHIMA Annual Conference 2021   11. DFW HIMA Fall Workshop 2021 | 1. Continuing Education for Health Information Management credential maintenance 2. Continuing Education for Health Information Management credential maintenance 3. QM professional development is designed to help educators deliver the promise of quality online learning opportunities 4. Leadership skills development 5. QM professional development is designed to help educators deliver the promise of quality online learning opportunities 6. Essential skills development needed for accreditation review 7. Pedagogy as it relates to health information management 8. Essential skills development needed for accreditation review 9. Pedagogy as it relates to health information management 10. Continuing Education for Health Information Management credential maintenance 11. Continuing Education for Health Information Management credential maintenance |

\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

**9. Are facilities, equipment, and funding sufficient to support the Program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your Program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the Program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*

|  |
| --- |
| NA |

**Facilities Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Significant Pieces of Equipment | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Analysis of Equipment Utilization |
| NA | Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. |
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**Equipment/Technology Table ($5,000 or more) \*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
| NA | Click or tap here to enter text. | Choose an item. | Choose an item. | Click or tap here to enter text. |
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**Financial Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
| NA | Choose an item. | Choose an item. | Click or tap here to enter text. | Click or tap here to enter text. |
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Section III.Continuous Improvement Plan (CIP)

**10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or Program every five years. During the last (fifth) year, the Program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your Program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
  2. **Overall improvements to your program**

|  |
| --- |
| The previous Continuous Improvement Plan (CIP) for HIM has provided insight and information that our program will use to improve in the future. The 2019 CIP revealed that our students are not doing as well as we hoped they would on the Revenue Cycle Management (RCM) Domain of the Registered Health Information Technician (RHIT) exam. The implementation of the new Data Management (DM) curriculum required the HIM program to remove some courses to make room for DM; in the process, we had to remove courses and add content to other courses. HITT 2249, our RHIT exam preparation course, was one of the eliminated courses. We also eliminated HITT 1341, our introductory medical coding course. Students are now getting their first real introduction to medical coding in HITT 2435. HITT 2435 is a combination course, Coding and Reimbursement Methodologies. This course is where students learn RCM competencies. In 2021 our pass rate for the RCM Domain on the RHIT exam was 67%. Since learning of this deficiency, faculty and the program director are working on revising the curriculum in HITT 2435. They have added an RCM specific assessment to the curriculum and more rigorous medical coding assessments to HITT 2346 and HITT 2435. Medical coding is part of the RCM Domain in the 2018 AHIMA Curricular Competencies. We now realize that while tracking RHIT data accumulated after students have already left Collin is insightful, it is too late for the student who is now a statistic. Students following the degree plan in the Collin College course catalog typically take HITT 2435 in their second semester and HITT 2346 in the third semester of the program. Identifying students who struggle with the RCM competencies while they are still students enrolled in the program allows us to impact their ability to be successful on the credentialing exam. Adding HITT 2249 back to the curriculum is not an option at this point. However, we are working with the Health Sciences Continuing Education (CE) to create a CE course for RHIT exam preparation.  The HIM program achieved CIP Outcomes one and two, implementing the 2018 AHIMA Curricular Competencies and increasing the Professional Practice Experience (PPE) site pool by adding five new clinical sites. |

**11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the Program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the Program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the Program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this Program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

|  |
| --- |
| The program review process has provided valuable insight into the strengths and weaknesses of the HIM program.  **STRENGTHS**  Our greatest strength is our reputation in the HIM community. Industry partners seek to hire our students and alumni. The program director receives requests to frequently send job postings to students and alumni. Many of our graduates are now in leadership positions, and in addition to seeking our help with staffing they also refer employees to the HIM program to further their education.  Many in the HIM student population work full time, and providing a fully online platform for our students allows students to continue working while progressing in their career endeavors. HIM is a role often conducted remotely using various technological resources. The online environment requires students to become comfortable with technology, a crucial skill for any HIM professional.  The program has involved faculty and leadership at the local and state levels of the professional organization. The former program director, now Division Dean, serves the HIM community as president of The Texas Health Information Management Association (TxHIMA). The current program director is the President-Elect/Programs Committee Chair of the Dallas Fort Worth Health Information Management Association (DFWHIMA) and serves on the Education and Conference planning committees of TxHIMA. Faculty members serve in leadership positions at the local level and are active with state committees. All faculty teaching HIM-specific content have been involved in HIM departments in major healthcare organizations.  **WEAKNESSES**  To graduate HIM professionals capable of addressing the challenges in healthcare, AAS – HIM students must be prepared to succeed on the Registered Health Information Technician (RHIT) exam. Presently, the (Test of Essential Academic Skills) TEAS exam is no longer required. The advisory committee decided that because of issues facilitating the test due to the COVID 19 pandemic and also with the understanding that most other Registered Health Information Technician programs do not require an acceptance test. The removal of the TEAS exam has hurt the program's RHIT exam pass rates.  Success rates in courses that incorporate the new data management (DM) curriculum are not at an acceptable level. The program director is working with faculty to improve the success rate of HITT 1311. The new CIP Outcome 1 is: Students will learn how to identify data management concepts and evaluate data dictionaries and data sets for compliance with governance standards, increase success rate in HIM Program.  The previous CIP data shows that AAS – HIM students are not performing as projected on the RHIT exams revenue cycle management (RCM) domain. In response to the information gleaned regarding RCM issues CIP Outcome 2 is: Students will learn how to identify payment methods and systems in health care settings used to manage an organization’s revenue cycle; Increase RCM assessment scores in HITT 2435. CIP Outcome 3 is: Students will learn how to accurately apply diagnostic and procedural medical codes in accordance with official guidelines; increase medical coding assessment scores in HITT 2346 |

**12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
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|  |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Increase student success rate in HITT 1311. | Student success rate in HITT 1311 is currently at 79% | Increase HITT 1311 success rate by 5% over by academic year 2023-2024. |
| Students will learn how to identify payment methods and systems in health care settings used to manage an organization’s revenue cycle; Increase RCM assessment scores in HITT 2435. | Revenue Cycle Management Exam in HITT 2435 – Coding and Reimbursement Methodologies in which students are required to identify payment methods and systems in health care settings that are used to manage an organization’s revenue cycle multiple choice and free response quiz format. | 80% of students score 80% or better on Revenue Cycle Management Exam. |
| Students will learn how to accurately apply diagnostic and procedural medical codes in accordance with official guidelines; increase medical coding assessment scores in HITT 2346. | Medical Coding Exam in HITT 2346 – Advanced Medical Coding in which students are required to accurately apply diagnostic and procedural medical codes for given scenarios, reflecting accurate sequencing, in agreement with official coding guidelines in a free response exam format. | 80% of students score 75% or better on Advanced Medical Coding Exam. |
| Students will be successful on a Mock RHIT Exam; Increase percentage of students who take the RHIT exam within six months of completing the HIM Program | Number of graduates who take the RHIT Exam | 80% of graduates will take the RHIT exam within six months of completing the HIM Program |
| Reinstate entrance exam to the AAS – HIM application process. | Entrance exam implemented in application process | Work with advisory committee to determine appropriate exam and implementation date. |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this Program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?  
**E. Results Summary** - Summarize the information and data collected in year 1.  
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.   
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1** Students will learn how to identify data management concepts and evaluate data dictionaries and data sets for compliance with governance standards; increase success rate in HIM Program. | |
| 1. **Measure (Outcome #1)**   Student success rate in HITT 1311 | 1. **Target (Outcome #1)**   **Increase HITT 1311 success rate by 5%** |
| 1. **Action Plan (Outcome #1)**   Meet with faculty each semester to develop assessments that measure student mastery of data management concepts and ways to help students that struggle. Adjust curriculum to provide more interactive learning. Provide tutoring options to students upon request. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** Students will learn how to identify payment methods and systems in health care settings used to manage an organization’s revenue cycle; Increase RCM assessment scores in HITT 2435. | |
| 1. **Measure (Outcome #2)**   Revenue Cycle Management Exam in HITT 2435 – Coding and Reimbursement Methodologies in which students are required to identify payment methods and systems in health care settings that are used to manage an organization’s revenue cycle multiple choice and free response quiz format. | 1. **Target (Outcome #2)**   80% of students score 80% or better on Revenue Cycle Management Exam. |
| 1. **Action Plan (Outcome #2)**   Adjust curriculum to provide more interactive learning. Provide tutoring options to students upon request. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**