

WSU Five-Year Program Review  
Self-Study

Cover Page

Department/Program: Health Administrative Services, Health Information Management BS degree

Semester Submitted: Fall, 2016

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## **Brief Introductory Statement**

Health Information Management is a program offered under Health Administrative Services.

The Utah State Board of Regents approved the development of a Health Information Management (HIM) program for the College of Health Professions in 1993 based upon evidence of a demonstrated need and strong support for the program by the Utah Hospital Association and the Utah Health Information Management Association.

### **Health Information Management Practice Definition**

"Health information management represents a continuum of practice concerned with health-related information and the management of systems to collect, store, process, retrieve, analyze, disseminate, and communicate information related to the research, planning, provision, financing, and evaluation of healthcare services.

Successful completion of the Health Information Management program leads to a Bachelor of Science degree in Health Administrative Services: Health Information Management emphasis. The Commission on Accreditation of Health Informatics and Information Management Education accredits the HIM program. Earning this accreditation, allows program graduates to sit for the national registration exam. Students passing this national examination may use the professional designation of Registered Health Information Administrator (RHIA).

## **Standard A - Mission Statement**

HAS Department Mission Statement:

Our mission is to develop exceptional professionals and leaders for health care organizations.

The goals of the Health Information Management Program are:

Faculty will demonstrate current knowledge, skills, qualifications, and professional development in the content areas they teach.

Program graduates will demonstrate the HIM entry-level competencies.

The HIM curriculum will include, at minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.

The HIM program will demonstrate responsiveness to the needs of the community of interest.

## Standard B – Curriculum

Baccalaureate HIM Level Curricular Competencies																											
Courses	HI M 200	HI M 225	HI M 230	HI M 232	HI M 233	HI M 241	HI M 250	HI M 286	HI M 286	HI M 286	HI M 300	HI M 330	HI M 320	HI M 340	HI M 345	HI M 350	HI M 410	HI M 499	HA S 300	HA S 323	HA S 324	HA S 326	HA S 375	IST 2010	IST 3110	ACTG 2010	
Entry Level Competency																											
<b>Domain I: Data Content, Structure &amp; Standards (Information Governance)</b>																											
Subdomain I.A Classification Systems			A	A	U	A	I			A					U												
Subdomain I.B Health Record Content & Documentation	A	U					A					U					A										
Subdomain I.C Data Governance	I						A				U	U			A												
Subdomain I.D Data Management	E						U				U	U		A	U		U										
Subdomain I.E Secondary Data Sources	E						A																				
<b>Domain II: Information Protection: Access, Disclosure, Archival, Privacy &amp; Security</b>																											
Subdomain II.A Health Law	I	A																									
Subdomain II.B Data Privacy, Confidentiality & Security		E										A					A										
Subdomain II.C Release of Information		A																									
<b>Domain III: Informatics, Analytics and Data Use</b>																											
Subdomain III.A Health Information Technologies							E				U			A	E										A	A	

Subdomain III.B Information Management Strategic Planning															A		A									
Subdomain III.C Analytics and Decision Support							I				E	A	A													
Subdomain III.D Health Care Statistics							E					A														
Subdomain III.E Research Methods																A		A								
Subdomain III.F Consumer Informatics											A															
Subdomain III.G Health Information Exchange											A			E												
Subdomain III.H Information Integrity & Data Quality							E				U	A			U											
<b>Domain IV: Revenue Management</b>																										
Subdomain IV.A Revenue Cycle and Reimbursement													E											A		
<b>Domain V: Compliance</b>																										
Subdomain V.A Regulatory	U	U																A								
Subdomain V.B Coding																										
Subdomain V.C Fraud Surveillance																				A						
<b>Subdomain V.D Clinical Documentation Improvement</b>																										
<b>Domain VI: Leadership</b>																										
Subdomain VI.A Leadership Roles													U					U						E	U	A
Subdomain VI.B Change Management														U												A
Subdomain VI.C Work Design & Process Improvement																	U									A

Subdomain VI.D Human Resource Management	E	E													U										A															
Subdomain VI.E Training & Development																	A									A														
Subdomain VI.F Strategic & Organizational Management	I											U	U	U	U											A														
Subdomain VI.G Financial Management												U																		A			U							
Subdomain VI.H Ethics			U																														A	U	U					
Subdomain VI.I Project Management													U			U	A																							
Subdomain VI.J Vendor/Contract Management																	U																							
Subdomain VI.K Enterprise Information Management																																								

## Standard C - Student Learning Outcomes and Assessment

### Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

Entry Level Competency Student Learning Outcomes	Bloom's Level	Curricular Considerations
<b>Domain I. Data Content, Structure &amp; Standards (Information Governance)</b>		
<i>DEFINITION: Academic content related to diagnostic and procedural classification and terminologies; health record documentation requirements; characteristics of the healthcare system; data accuracy and integrity; data integration and interoperability; respond to customer data needs; data management policies and procedures; information standards.</i>		
<b>Subdomain I.A. Classification Systems</b>		
1. Evaluate, implement and manage electronic applications/systems for clinical classification and coding	5	<ul style="list-style-type: none"> <li>• Encoders, Computer Assisted Coding, Systems Development Life Cycle</li> </ul>
2. Identify the functions and relationships between healthcare classification systems	3	<ul style="list-style-type: none"> <li>• Healthcare classification systems, and taxonomies                             <ul style="list-style-type: none"> <li>◦ ICD, CPT, SNOMED-CT, DSM, RxNorm</li> </ul> </li> </ul>
3. Map terminologies, vocabularies and classification systems	4	<ul style="list-style-type: none"> <li>• Mapping from a standard clinical terminology to a HIPAA code set                             <ul style="list-style-type: none"> <li>◦ LOINC to CPT or SNOMED-CT to ICD</li> </ul> </li> <li>• Mapping from one code set to another code set                             <ul style="list-style-type: none"> <li>◦ One revision of ICD to another</li> </ul> </li> </ul>
4. Evaluate the accuracy of diagnostic and procedural coding	5	<ul style="list-style-type: none"> <li>• Principles and applications of classification, taxonomies, nomenclatures, terminologies, clinical vocabularies, auditing</li> </ul>
<b>Subdomain I.B. Health Record Content and Documentation</b>		
1. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status	4	<ul style="list-style-type: none"> <li>• Health record components                             <ul style="list-style-type: none"> <li>◦ General requirements for documentation for all record types</li> </ul> </li> </ul>
2. Compile organization-wide health record documentation guidelines	6	<ul style="list-style-type: none"> <li>• Standards and regulations for documentation                             <ul style="list-style-type: none"> <li>◦ The Joint Commission, CARF, CMS</li> </ul> </li> <li>• Health record documentation policies and procedures</li> </ul>
3. Interpret health information standards	5	<ul style="list-style-type: none"> <li>• Health information standards and regulations</li> </ul>
<b>Subdomain I.C. Data Governance</b>		
1. Format data to satisfy integration needs	4	<ul style="list-style-type: none"> <li>• Capture, structure, and use of health information</li> <li>• Interoperability</li> </ul>
2. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise	6	<ul style="list-style-type: none"> <li>• Data dictionary composition</li> <li>• Data sources</li> </ul>
3. Demonstrate compliance with internal and external data dictionary requirements	3	<ul style="list-style-type: none"> <li>• Accreditation standards                             <ul style="list-style-type: none"> <li>◦ The Joint Commission, NCQA, CARF, CHAP, URAC</li> <li>◦ Data ,HL7, ASTM, HEDIS, ACS data standards</li> </ul> </li> </ul>
4. Advocate information operability and information exchange	5	<ul style="list-style-type: none"> <li>• Generally accepted recordkeeping principles</li> </ul>

<b>Subdomain I.D. Data Management</b>		
1. Analyze information needs of customers across the healthcare continuum	4	<ul style="list-style-type: none"> <li>• Capture, structure, and use of health information</li> </ul>
2. Evaluate health information systems and data storage design	5	<ul style="list-style-type: none"> <li>• Storage media, disaster recovery, cloud computing</li> </ul>
3. Manage clinical indices/databases/registries	5	<ul style="list-style-type: none"> <li>• Secondary data sources, registries, and indices</li> <li>• Healthcare data sets <ul style="list-style-type: none"> <li>○ HEDIS, UHDDS, OASIS</li> </ul> </li> <li>• Indices and registry policies</li> </ul>
4. Apply knowledge of database architecture and design to meet organizational needs	3	<ul style="list-style-type: none"> <li>• Database architecture and design</li> <li>• Data dictionary, data modeling, data warehousing</li> </ul>
5. Evaluate data from varying sources to create meaningful presentations	5	<ul style="list-style-type: none"> <li>• Presentation software</li> <li>• Healthcare data</li> <li>• Indices and registries</li> </ul>
<b>Subdomain I.E. Secondary Data Sources</b>		
1. Validate data from secondary sources to include in the patient's record, including personal health records	3	<ul style="list-style-type: none"> <li>• Data stewardship</li> <li>• Patient-centered health information technology</li> <li>• Secondary data sources, registries, and indices</li> </ul>
<b>Domain II. Information Protection: Access, Disclosure, Archival, Privacy &amp; Security</b>		
<i>Definition: Understand healthcare law (theory of all healthcare law to exclude application of law covered in Domain V); develop privacy, security, and confidentiality policies, procedures and infrastructure; educate staff on health information protection methods; risk assessment; access and disclosure management.</i>		
<b>Subdomain II.A. Health Law</b>		
1. Identify laws and regulations applicable to health care	3	<ul style="list-style-type: none"> <li>• Health information laws and regulations <ul style="list-style-type: none"> <li>○ HIPAA, The Joint Commission, State laws</li> </ul> </li> <li>• Healthcare legal terminology</li> <li>• Centers for Medicare and Medicaid Services (CMS)</li> </ul>
2. Analyze legal concepts and principles to the practice of HIM	4	<ul style="list-style-type: none"> <li>• Legal principles</li> <li>• Legal health records</li> </ul>
<b>Subdomain II.B. Data Privacy, Confidentiality &amp; Security</b>		
1. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information	4	<ul style="list-style-type: none"> <li>• Patient verification and identity management policies</li> <li>• Privacy, confidentiality, security principles, policies and procedures, federal and state laws</li> <li>• E-Discovery</li> </ul>
2. Recommend elements included in the design of audit trails and data quality monitoring programs	5	<ul style="list-style-type: none"> <li>• Data security <ul style="list-style-type: none"> <li>○ Audits, controls, data recovery e-security</li> <li>○ Disaster recovery planning</li> <li>○ Business continuity planning</li> </ul> </li> </ul>
3. Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures	4	<ul style="list-style-type: none"> <li>• Health information archival and retrieval systems</li> <li>• Data security protection methods <ul style="list-style-type: none"> <li>○ Authentication, encryption, decryption, firewalls</li> </ul> </li> </ul>



4. Analyze the security and privacy implications of mobile health technologies	4	<ul style="list-style-type: none"> <li>• Security threats of mobile device, healthcare delivery via mobile devices</li> </ul>
5. Develop educational programs for employees in privacy, security, and confidentiality	6	<ul style="list-style-type: none"> <li>• Education and training principles</li> <li>• Privacy and security laws and regulations, adult education strategies, training methods</li> </ul>
<b>Subdomain II.C. Release of Information</b>		
1. Create policies and procedures to manage access and disclosure of personal health information	6	<ul style="list-style-type: none"> <li>• Principles for releasing PHI</li> <li>• Required elements of an authorization</li> </ul>
2. Protect electronic health information through confidentiality and security measures, policies and procedures	3	<ul style="list-style-type: none"> <li>• Audit techniques and principles</li> </ul>
<b>Domain III. Informatics, Analytics and Data Use</b>		
<i>Definition: Creation and use of Business health intelligence; select, implement, use and manage technology solutions; system and data architecture; interface considerations; information management planning; data modeling; system testing; technology benefit realization; analytics and decision support; data visualization techniques; trend analysis; administrative reports; descriptive, inferential and advanced statistical protocols and analysis; IRB; research; patient-centered health information technologies; health information exchange; data quality</i>		
<b>Subdomain III.A. Health Information Technologies</b>		
1. Utilize technology for data collection, storage, analysis, and reporting of information	3	<ul style="list-style-type: none"> <li>• Health information archival and retrieval systems</li> <li>• Computer concepts <ul style="list-style-type: none"> <li>○ Hardware components, network systems architecture operating systems and languages, software packages and tools, Cloud computing applications</li> </ul> </li> </ul>
2. Assess systems capabilities to meet regulatory requirements	5	<ul style="list-style-type: none"> <li>• Electronic signatures, data correction, audit logs</li> </ul>
3. Recommend device selection based on workflow, ergonomic and human factors	5	<ul style="list-style-type: none"> <li>• Human factors and user interface design <ul style="list-style-type: none"> <li>○ PDAs, screen size, mobile carts, bedside terminals/point of care</li> </ul> </li> </ul>
4. Take part in the development of networks, including intranet and Internet applications	4	<ul style="list-style-type: none"> <li>• Communication technologies <ul style="list-style-type: none"> <li>○ Network-LANS, WANS, WLANS, VPNs</li> </ul> </li> <li>• Internet technologies <ul style="list-style-type: none"> <li>○ Intranet, web-based systems, standards SGML, XML</li> </ul> </li> </ul>
5. Evaluate system architecture, database design, data warehousing	5	<ul style="list-style-type: none"> <li>• System testing</li> <li>• Interface management</li> <li>• Data relationships</li> </ul>
6. Create the electronic structure of health data to meet a variety of end user needs	6	<ul style="list-style-type: none"> <li>• Data, information and file structures <ul style="list-style-type: none"> <li>○ Data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems</li> </ul> </li> </ul>
<b>Subdomain III.B. Information Management Strategic Planning</b>		
1. Take part in the development of information management plans that support the organization's current and future strategy and goals	4	<ul style="list-style-type: none"> <li>• Corporate strategic plan, operation improvement planning, information management plans</li> <li>• Disaster and recovery planning</li> </ul>

2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies	4	<ul style="list-style-type: none"> <li>• Systems development life cycle <ul style="list-style-type: none"> <li>○ Systems analysis, design, implementation, evaluation, maintenance, EHRs, HIEs, RECs</li> </ul> </li> </ul>
<b>Subdomain III.C. Analytics and Decision Support</b>		
1. Apply analytical results to facilitate decision-making	3	<ul style="list-style-type: none"> <li>• Data visualization, power point, dashboards</li> </ul>
2. Apply data extraction methodologies	3	<ul style="list-style-type: none"> <li>• Data capture tools and technologies <ul style="list-style-type: none"> <li>○ Forms, computer screens, templates, other health record documentation tools clinical, financial, administrative</li> </ul> </li> <li>• Healthcare statistical formulas <ul style="list-style-type: none"> <li>○ LOS, death, birth, infection rates</li> </ul> </li> </ul>
3. Recommend organizational action based on knowledge obtained from data exploration and mining	5	<ul style="list-style-type: none"> <li>• Data exploration and mining</li> </ul>
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare	4	<ul style="list-style-type: none"> <li>• Statistical analysis on healthcare data</li> <li>• Descriptive statistics <ul style="list-style-type: none"> <li>○ Mean, standard deviation, ranges, percentiles</li> </ul> </li> <li>• Inferential statistics <ul style="list-style-type: none"> <li>○ T-tests, ANOVA, regression analysis, reliability, validity</li> </ul> </li> <li>• Epidemiological applications</li> </ul>
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval	3	<ul style="list-style-type: none"> <li>• SQL, Data exploration and mining</li> <li>• Data presentation standards and tools</li> </ul>
6. Evaluate administrative reports using appropriate software	5	<ul style="list-style-type: none"> <li>• SQL, Reporting tools</li> </ul>
<b>Subdomain III.D. Health Care Statistics</b>		
1. Interpret inferential statistics	5	<ul style="list-style-type: none"> <li>• Inferential statistics <ul style="list-style-type: none"> <li>○ T-tests, ANOVA, regression analysis, reliability, validity</li> </ul> </li> <li>• Computerized statistical packages <ul style="list-style-type: none"> <li>○ SPSS, SAS</li> </ul> </li> </ul>
2. Analyze statistical data for decision making	4	<ul style="list-style-type: none"> <li>• Statistical analysis on healthcare data</li> <li>• Descriptive statistics <ul style="list-style-type: none"> <li>○ Mean, standard deviation, ranges, percentiles</li> </ul> </li> <li>• Data reporting and presentations techniques</li> </ul>
<b>Subdomain III.E. Research Methods</b>		
1. Apply principles of research and clinical literature evaluation to improve outcomes	3	<ul style="list-style-type: none"> <li>• Research design/methods <ul style="list-style-type: none"> <li>○ Quantitative, qualitative, evaluative, mixed, outcomes</li> </ul> </li> <li>• Literature search and evaluation</li> <li>• Knowledge-based research techniques <ul style="list-style-type: none"> <li>○ Medline, CMS libraries, AHRQ, and other websites</li> </ul> </li> </ul>
2. Plan adherence to Institutional Review Board (IRB) processes and policies	3	<ul style="list-style-type: none"> <li>• National guidelines regarding human-subjects research</li> <li>• IRB process</li> </ul>

		<ul style="list-style-type: none"> <li>• Research protocol data management</li> </ul>
<b>Subdomain III.F. Consumer Informatics</b>		
1. Educate consumers on patient-centered health information technologies	3	<ul style="list-style-type: none"> <li>• Patient centered medical homes</li> <li>• Patient portals, patient safety, patient education</li> <li>• Personal Health Record</li> </ul>
<b>Subdomain III.G. Health Information Exchange</b>		
1. Collaborate in the development of operational policies and procedures for health information exchange	4	<ul style="list-style-type: none"> <li>• HIE's, local, regional including providers, pharmacies, other health facilities</li> </ul>
2. Conduct system testing to ensure data integrity and quality of health information exchange	6	<ul style="list-style-type: none"> <li>• Integration, interfaces, and data reliability</li> </ul>
3. Differentiate between various models for health information exchange	5	<ul style="list-style-type: none"> <li>• RHIO, HIE</li> </ul>
<b>Subdomain III.H. Information Integrity and Data Quality</b>		
1. Discover threats to data integrity and validity	3	<ul style="list-style-type: none"> <li>• Intrusion detection systems, audit design and principle</li> </ul>
2. Implement policies and procedures to ensure data integrity internal and external to the enterprise	3	<ul style="list-style-type: none"> <li>• Authentication, encryption, password management</li> </ul>
3. Apply quality management tools	3	<ul style="list-style-type: none"> <li>• Control charts, Pareto charts, Fishbone diagrams and other Statistical Process Control techniques</li> </ul>
4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems	4	<ul style="list-style-type: none"> <li>• Data quality assessment and integrity</li> <li>• Disease management process <ul style="list-style-type: none"> <li>○ Case management, critical paths, care coordination</li> </ul> </li> <li>• Outcomes measurement <ul style="list-style-type: none"> <li>○ Patient as patient, customer satisfaction, disease specific</li> </ul> </li> <li>• Patient and organization safety initiatives</li> </ul>
5. Model policy initiatives that influence data integrity	3	<ul style="list-style-type: none"> <li>• Data quality Model</li> <li>• Characteristics of data integrity</li> </ul>
<b>Domain IV. Revenue Management</b>		
<i>Definition: Healthcare reimbursement; revenue cycle; chargemaster; DOES NOT INCLUDE COMPLIANCE regulations and activities related to revenue management (coding compliance initiatives, fraud and abuse, etc.) AS THESE ARE COVERED IN DOMAIN V.</i>		
<b>Subdomain IV.A. Revenue Cycle and Reimbursement</b>		
1. Manage the use of clinical data required by various payment and reimbursement systems	5	<ul style="list-style-type: none"> <li>• Clinical Data Management and reimbursement management</li> <li>• CaseMix Management</li> <li>• Payment systems <ul style="list-style-type: none"> <li>○ PPS, DRGs, RBRVS, RUGs, Value Based Purchasing (VBP), MS DRGs, commercial , managed care, federal insurance plans</li> <li>○ Billing and reimbursement at hospital inpatient and outpatient, physician office and other delivery settings</li> </ul> </li> </ul>
2. Take part in selection and development of applications and processes for chargemaster and claims management	4	<ul style="list-style-type: none"> <li>• Chargemaster management</li> </ul>

3. Apply principles of healthcare finance for revenue management	3	<ul style="list-style-type: none"> <li>• Cost reporting, budget variances, budget speculation</li> </ul>
4. Implement processes for revenue cycle management and reporting	3	<ul style="list-style-type: none"> <li>• CCI-Electronic Billing X12N</li> <li>• Compliance strategies and reporting</li> <li>• Audit process <ul style="list-style-type: none"> <li>◦ Compliance and reimbursement</li> </ul> </li> <li>• Revenue cycle process</li> <li>• Utilization and resource management</li> </ul>
<b>Domain V. Compliance</b>		
<i>Definition: COMPLIANCE activities and methods for all health information topics. For example, how to comply with HIPAA, Stark Laws, Fraud and Abuse, etc.; coding auditing; severity of illness; data analytics; fraud surveillance; clinical documentation improvement.</i>		
<b>Subdomain V.A. Regulatory</b>		
1. Appraise current laws and standards related to health information initiatives	5	<ul style="list-style-type: none"> <li>• Compliance strategies and reporting</li> <li>• Regulatory and licensure requirements</li> <li>• Elements of compliance programs</li> <li>• Patient safety</li> </ul>
2. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle	5	<ul style="list-style-type: none"> <li>• Policies and procedures</li> <li>• Non retaliation policies</li> <li>• Auditing and monitoring</li> </ul>
<b>Subdomain V.B. Coding</b>		
1. Construct and maintain processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines	6	<ul style="list-style-type: none"> <li>• UHDDS, Federal compliance guidelines</li> <li>• Official coding guidelines from CMS, AMA, NCHVS, NCCI</li> </ul>
2. Manage coding audits	5	<ul style="list-style-type: none"> <li>• Audit principles and reporting</li> </ul>
3. Identify severity of illness and its impact on healthcare payment systems	3	<ul style="list-style-type: none"> <li>• Casemix</li> <li>• Computer assisted coding systems</li> <li>• Payment Systems <ul style="list-style-type: none"> <li>◦ PPS, DRG, RBRVS, RUG, VBP, MSDRG, commercial, managed care, federal plans</li> </ul> </li> </ul>
<b>Subdomain V.C. Fraud Surveillance</b>		
1. Determine policies and procedures to monitor abuse or fraudulent trends	5	<ul style="list-style-type: none"> <li>• Fraud detection</li> </ul>
<b>Subdomain V.D. Clinical Documentation Improvement</b>		
1. Implement provider querying techniques to resolve coding discrepancies	3	<ul style="list-style-type: none"> <li>• Query process, written, verbal and template queries, timeliness and interpretation, query retention</li> </ul>
2. Create methods to manage Present on Admission, hospital acquired conditions, and other CDI components	6	<ul style="list-style-type: none"> <li>• CDI concurrent, retrospective, post-bill review</li> <li>• CDI metrics and reporting process</li> </ul>
<b>Domain VI. Leadership</b>		
<i>Definition: Leadership models, theories, and skills; critical thinking; change management; workflow analysis, design, tools and techniques; human resource management; training and development theory and process; strategic planning; financial management; ethics and project management</i>		
<b>Subdomain VI.A Leadership Roles</b>		

1. Take part in effective negotiating and use influencing skills	4	<ul style="list-style-type: none"> <li>• Negotiation techniques</li> </ul>
2. Discover personal leadership style using contemporary leadership theory and principles	3	<ul style="list-style-type: none"> <li>• Professional development for self</li> <li>• Role of HIM in the C-Suite</li> </ul>
3. Take part in effective communication through project reports, business reports and professional communications	4	<ul style="list-style-type: none"> <li>• Process re-engineering and work redesign</li> </ul>
4. Apply personnel management skills	3	<ul style="list-style-type: none"> <li>• Communication and interpersonal skills</li> <li>• Emotional intelligence</li> <li>• People developer/staffing mentor</li> <li>• Negotiation</li> <li>• Leadership and governance</li> </ul>
5. Take part in enterprise-wide committees	4	<ul style="list-style-type: none"> <li>• Facilitation, networking, consensus building</li> <li>• Meetings with executive boards and other high level organization groups, interdisciplinary committees</li> </ul>
6. Build effective teams	6	<ul style="list-style-type: none"> <li>• Team/consensus building</li> </ul>
<b>Subdomain VI.B. Change Management</b>		
1. Interpret concepts of change management theories, techniques and leadership	5	<ul style="list-style-type: none"> <li>• Change Management</li> <li>• Mergers</li> <li>• Risk exposure</li> <li>• Organizational design</li> <li>• EHR implementation</li> </ul>
<b>Subdomain VI.C. Work Design and Process Improvement</b>		
1. Analyze workflow processes and responsibilities to meet organizational needs	4	<ul style="list-style-type: none"> <li>• Workflow reengineering, workflow design techniques</li> </ul>
2. Construct performance management measures	6	<ul style="list-style-type: none"> <li>• Benchmarking techniques <ul style="list-style-type: none"> <li>○ Productivity standards, report cards, dashboards</li> </ul> </li> </ul>
3. Demonstrate workflow concepts	3	<ul style="list-style-type: none"> <li>• Swimlane diagrams</li> <li>• Use cases</li> <li>• Top down diagrams</li> </ul>
<b>Subdomain VI.D. Human Resources Management</b>		
1. Manage human resources to facilitate staff recruitment, retention, and supervision	5	<ul style="list-style-type: none"> <li>• Principles of human resources management <ul style="list-style-type: none"> <li>○ Recruitment, supervision, retention, counseling, disciplinary action</li> </ul> </li> </ul>
2. Ensure compliance with employment laws	5	<ul style="list-style-type: none"> <li>• Employment laws, labor laws <ul style="list-style-type: none"> <li>○ Federal and state</li> </ul> </li> </ul>
3. Create and implement staff orientation and training programs	6	<ul style="list-style-type: none"> <li>• Workforce education and training</li> </ul>
4. Benchmark staff performance data incorporating labor analytics	4	<ul style="list-style-type: none"> <li>• Labor trends, market analysis</li> </ul>
5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	5	<ul style="list-style-type: none"> <li>• Performance standards</li> <li>• Professional development in self and others</li> </ul>
<b>Subdomain VI.E. Training and Development</b>		

1. Evaluate initial and on-going training programs	5	<ul style="list-style-type: none"> <li>Information systems, clinical documentation improvement, compliance, prospective payment system changes</li> <li>PPS, CDI, EHRs</li> </ul>
<b>Subdomain VI.F. Strategic and Organizational Management</b>		
1. Identify departmental and organizational survey readiness for accreditation, licensing and/or certification processes	3	<ul style="list-style-type: none"> <li>Accreditation standards <ul style="list-style-type: none"> <li>The Joint Commission, NCQA, CARF, CHAP, URAC</li> <li>Provider credentialing requirements</li> <li>CMS Conditions of Participation</li> </ul> </li> </ul>
2. Implement a departmental strategic plan	3	<ul style="list-style-type: none"> <li>Strategic planning, critical thinking, benchmarking</li> </ul>
3. Apply general principles of management in the administration of health information services	3	<ul style="list-style-type: none"> <li>Organizational structures and theory</li> </ul>
4. Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems	5	<ul style="list-style-type: none"> <li>Healthy People 2020</li> <li>IOM reports</li> <li>CDC</li> <li>State, local and federal policies</li> <li>PCORI</li> </ul>
5. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system	3	<ul style="list-style-type: none"> <li>Managed care organizations</li> <li>ACOs</li> <li>Payers/providers, all delivery settings</li> <li>Payers' impact to each delivery setting</li> <li>Biotech</li> <li>Medical devices</li> </ul>
6. Collaborate in the development and implementation of information governance initiatives	4	<ul style="list-style-type: none"> <li>Inter/intra-organizational team-building and leadership</li> <li>Project management</li> </ul>
7. Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives	4	<ul style="list-style-type: none"> <li>Information management planning</li> <li>Enterprise information management</li> <li>Master data/information management</li> </ul>
<b>Subdomain VI.G. Financial Management</b>		
1. Evaluate capital, operating and/or project budgets using basic accounting principles	5	<ul style="list-style-type: none"> <li>Budget process <ul style="list-style-type: none"> <li>Capital and operating</li> <li>Staffing budgeting</li> </ul> </li> </ul>
2. Perform cost-benefit analysis for resource planning and allocation	4	<ul style="list-style-type: none"> <li>Accounting</li> <li>Cost/benefit analysis <ul style="list-style-type: none"> <li>Outsourcing, acquisition</li> </ul> </li> </ul>
3. Evaluate the stages of the procurement process	5	<ul style="list-style-type: none"> <li>Content of and answers to a request for proposal, request for information and request for quotation</li> </ul>
<b>Subdomain VI.H. Ethics</b>		
1. Comply with ethical standards of practice	5	<ul style="list-style-type: none"> <li>Professional ethics issues</li> <li>Ethical decision making process</li> <li>AHIMA Code of Ethics</li> </ul>

		<ul style="list-style-type: none"> <li>• Patient rights</li> <li>• Patient safety</li> </ul>
2. Evaluate the culture of a department	5	<ul style="list-style-type: none"> <li>• Cultural Diversity</li> </ul>
3. Assess how cultural issues affect health, healthcare quality, cost, and HIM	5	<ul style="list-style-type: none"> <li>• Cultural competence</li> <li>• Healthcare professionals self-assessment of cultural diversity</li> <li>• Self-awareness of own culture</li> <li>• Assumptions, Biases, stereotypes</li> </ul>
4. Create programs and policies that support a culture of diversity	6	<ul style="list-style-type: none"> <li>• Diversity awareness training programs: age, race, sexual orientation, education, work experience, geographic location, disability</li> <li>• Regulations such as ADA, EEOC</li> </ul>
<b>Subdomain VI.I. Project Management</b>		
1. Take part in system selection processes	4	<ul style="list-style-type: none"> <li>• RFI and RFP</li> </ul>
2. Recommend clinical, administrative, and specialty service applications	5	<ul style="list-style-type: none"> <li>• RFP vendor selection, electronic record, clinical coding</li> </ul>
3. Apply project management techniques to ensure efficient workflow and appropriate outcomes	3	<ul style="list-style-type: none"> <li>• GANTT Charts, benchmarking, risk analysis, team structure</li> </ul>
4. Facilitate project management by integrating work efforts	4	<ul style="list-style-type: none"> <li>• Issue tracking, facilitation techniques, opportunity costs</li> <li>• Project management</li> </ul>
<b>Subdomain VI.J. Vendor/Contract Management</b>		
1. Evaluate vendor contracts	5	<ul style="list-style-type: none"> <li>• System acquisition and evaluation</li> <li>• Contract management</li> </ul>
2. Develop negotiation skills in the process of system selection	6	<ul style="list-style-type: none"> <li>• System acquisition and evaluation</li> </ul>
<b>Subdomain VI.K. Enterprise Information Management</b>		
1. Manage information as a key strategic resource and mission tool	5	<ul style="list-style-type: none"> <li>• Information Management Plan, information as an asset</li> </ul>
<b>Supporting Body of Knowledge (Pre-requisite or Evidence of Knowledge)</b>		
Pathophysiology and Pharmacology		
Anatomy and Physiology		
Medical Terminology		
Computer Concepts and Applications		
Statistics		

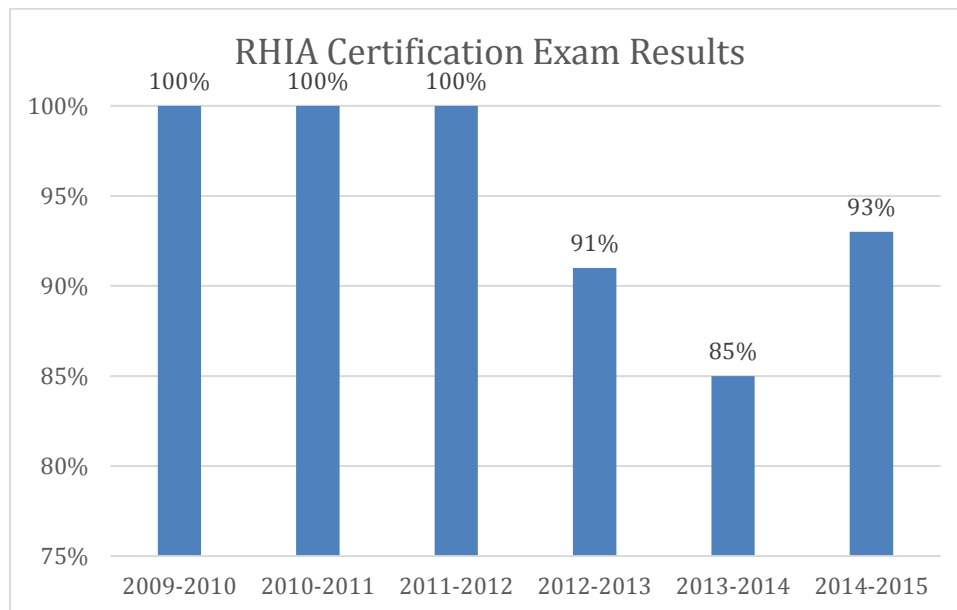
## Five-year Assessment Summary

In fall of 2013, the program added three new courses as upper division electives for our BS students and optional electives for our AAS degree students. These courses are HIM 3600 Advanced Diagnosis and Procedural Coding, HIM 3610 Advance Revenue Cycle Management, and HIM 3620 Clinical Documentation Improvement. In spring 2016, HIM 3550 Health Care Data Analytics was also added to the BS degree program in response to industry needed. All courses were updated and adapted as necessary to meet the new AHIMA curriculum competencies. Information regarding program goals 2 and 3 are listed below:

Program Goal #2: Program graduates will demonstrate the HIM entry-level competencies.

Program Goal #3: The HIM curriculum will include, at minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.

Program graduates and employers have consistently rated the program above average in graduate competency/preparation as reflected in graduate and employer surveys over the past four years. The program has actively and continuously reviewed the results of the RHIA certification examination by exam domain areas to improve results on the examination and preparation by program graduates. Below is a graph displaying the results of WSU graduates on the RHIA examination since 2010-2011:



Even the dip to 85% in 2013-2014 is still above the national average and is most likely due to a new test blueprint.



- WSU program graduates' performance on the RHIA certification examination has been consistently above the national average for all RHIT test-takers.
- 93% pass rate for first-time RHIA test-takers through the first 3 quarters of 2015-2016.
- The technical PPE course HIM 2861 was changed in the 2013-2014 academic year so that students are meeting as a group with the program faculty member and PPE site preceptors. The change was made based on recommendations from our program advisory committee and industry-partners. Students are exposed to many HIM departments and settings. The settings were chosen based on what they had to best offer students. Students have modules that are completed during the rotations and also benefit from the knowledge and perspective of each preceptor that they encounter while at each facility. These preceptors not only provide necessary information for the practicum, but also impart of their wisdom and give valuable advice and perspective to students. Rotations include:
  - Clinical documentation improvement at a healthcare facility using a model with heavy involvement in the CDI program by HIM professionals;
  - All HIM departmental functions (analysis, physician deficiencies, MPI, release of information, coding, etc);
  - Cancer registry at a cancer specialty hospital managed by an RHIT; scanning and indexing at a regional scanning center for a large hospital corporation;
  - Release of information from a ROI vendor;
  - Record storage is experienced at a large retention center unique to one healthcare organization with both the director of the center and the corporate HIM director as preceptors;
  - Quality improvement and interdepartmental teams with a facility HIM director;
  - Presentations by a hospital unit clerk, billing specialist, and birth certificate clerk.
- These rotations also include an interview with an HIM Director at a facility level and an organizational level, as well as opportunities for students to ask questions of all directors that they encounter at the different facilities.

In the appendix, you will find the detailed program evaluation reports from the previous four years.

## **Standard D - Academic Advising**

### Advising Strategy and Process

An academic contract and recommended course sequencing is provided to each student upon admission to the program. These two documents should guide the student to completion of the program. However, HIM program advisement is also available to students from the Program Director and program faculty by appointment in person, telephone, or via email for distance education students. Pat Shaw has primary advisement duties for all BS degree students, Heather Merkley for all AAS degree students, and Darcy Carter for all Institutional Certificate students in the programs. On an annual basis, each student's progress is assessed. The Office of Admissions and Advisement, Dumke College of Health Professions provides initial admissions information and advisement to interested students.

### Effectiveness of Advising

In our program exist surveys, students rank program counseling/career guidance and faculty availability as above average. Although this does not exactly measure the effectiveness of advising it is a good indication that students feel that they are provide guidance for their future profession.

### Past Changes and Future Recommendations

In February 2015, Cathy Volt, MBA was hired as the HIM Outreach Program Recruiter/Advisor. This position was supported by the TAAACT Department of Labor grant and will be sustained at the conclusion of the grant. Ms. Volt is responsible for recruitment of students in our partner institutions: Casper College, Western Wyoming Community College, Dixie State University, and Utah Valley University. This has allowed the program to recruit and retain students from these outlining areas. In addition, Cathy provides initial advisement to any student from the HAS department, sends emails to students reminding them of upcoming

deadlines (registration, graduation application, etc.). This has been a valuable addition to the program.

## **Standard E - Faculty**

### Faculty Demographic Information

The HIM program has three full time HIM faculty and one part-time faculty position (funded by TAAACT Grant). Four other faculty members teach a class or two in the program.

### Programmatic/Departmental Teaching Standards

Faculty Peer Evaluation process is completed on all HIT/HIM faculty in accordance with WSU Policies and Procedures (non-tenured track faculty will be evaluated at a minimum of every three years; tenure-track faculty will conduct a Peer Evaluation before each level of evaluation). In addition, the department chair or Dean conducts an annual assessment of faculty in the areas of teaching, scholarship, and service.

### Faculty Qualifications

Be sure to include this (completed) summary graphic:

#### **Faculty & Staff (current academic year)**

	<b>Tenure</b>	<b>Contract</b>	<b>Adjunct</b>
<b>Number of faculty with Doctoral degrees</b>	2		
<b>Number of faculty with Master's degrees</b>		2	
<b>Number of faculty with Bachelor's degrees</b>			
<b>Other Faculty</b>			
<b>Total</b>	2	2	

### Evidence of Effective Instruction

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Program Goal #1: Faculty will demonstrate current knowledge, skills, qualifications, and professional development in the content areas they teach.

All HIM program faculty are active members of the American Health Information Management Association and hold current RHIA certification. This RHIA certification requires the individual to participate in ongoing continuing education to maintain it.

All regular faculty have been satisfactorily evaluated by the HAS Department Chair annually in the areas teaching, scholarship, and service. Program directors for the HAS and HIM programs review the courses evaluations after each semester for ALL regular and adjunct faculty that teach in their respective disciplines. If any issues are identified these are addressed with the faculty or adjunct and monitored for corrective action if required. Three items are monitored specifically: overall ratings, teaching techniques that enhance learning, and apply problem solving skills and to think analytically. No faculty members had ratings below 3.5 in all three areas. When ratings are below 3.5, the program director counsels the faculty member, directs them to resources (i.e., teaching and learning forum, WSUonline training, AOE, etc) to improve these ratings. If ratings do not improve for adjunct faculty the individual will not be asked to teach in the future. Regular faculty are evaluated through the formal processes.

Highlights from the previous four years include:

- The program transitioned one line from the HIT Clinical Coordinator professional staff to fulltime Instructor in the 2011-2012 academic year. Dr. Darcy Carter holds this position. Dr. Carter has completed her DHSc degree in March 2016, and has moved to a Tenure-Track line effective July 1, 2016.
- Heather Merkley, Assistant Professor, Non-Tenure Track, is currently pursuing a doctorate degree with an anticipated completion of 2018.
- Pat Shaw, Associate Professor, and Tenured, completed a Doctorate in Education September 2016, and will be reviewed for Promotion to the rank of Professor this academic year.
- Miland Palmer was hired as an Instructor July 1, 2014 in a temporary position funded by TAAACT Department of Labor grant that was awarded to

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the program. This position was permanently funded this academic year 2016-2017 to support both the HIM and HAS programs.

#### Mentoring Activities

In conjunction with the Dean's office, all faculty in the tenure process have the opportunity to work with another faculty in the College that will serve as a mentor for them. The department chair, also offers assistance and guidance to department faculty in the policies and procedures, teaching organization, etc.

#### Diversity of Faculty

The faculty in the Health Administrative Services department includes five females and four males, all Caucasian.

#### Ongoing Review and Professional Development

The University supports the program director and faculty in attending professional association meetings. In addition, faculty have access to free training through the Faculty Senate Teaching, Learning, and Assessment Forum, and on campus training for specific software programs and systems. All staff and faculty also have the option of taking up to six credits a semester free of charge. Finally, the Dumke College of Health Professions has two endowment funds available to faculty and staff. These funds support continuing education and the pursuit of advanced degrees. Both of these funds require the faculty to submit a request for funding to a committee for approval. HIM program faculty have benefitted greatly from these endowments over the years.

### **Standard F – Program Support**

Support Staff, Administration, Facilities, Equipment, and Library

#### Adequacy of Staff

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The HIM programs are housed in the Health Administrative Services department. This department has one fulltime 12-month administrative assistant. As noted earlier in this report, in February, 2015, Cathy Volt, MBA was hired as the HIM Outreach Program Recruiter/Advisor. This position was supported by the TAAACT Department of Labor grant and will be sustained at the conclusion of the grant.

- i. Ongoing Staff Development  
Staff members have access to free training through the campus “Learn” program. Training is available for Weber State Specific information (Facilities Management, People Tracker, ePar, WSU Cash Handling); Personal/Professional Development (Personal Finance, Franklin Covey series); Computer/Technology Skills (Writing for the Web, Intro to Chi Tester, etc.); and, Health and Wellness (Yoga, Pilates, etc.). All staff and faculty also have the option of taking up to six credits a semester free of charge.

#### Adequacy of Administrative Support

The Dean and University Administration has been very supportive of the program and the department both in the area of curriculum and resources as evidenced by the addition of a faculty line in the 2016-2017 academic year. The program has benefitted from financial support for professional development and continuing education of faculty. Macey Buker, Darcy Carter, Brian Cottle, Lindsay Garr, Heather Merkley, Miland Palmer, and Pat Shaw have all benefitted from the Dee Wade Mack endowment fund in their efforts to pursue their doctorate degrees.

#### Adequacy of Facilities and Equipment

All program faculty have dedicated individual office space and are provided a laptop computer with docking station. These devices are updated every four years. The department has adequate financial support from administration to maintain this update schedule. The Dean’s office employs a Computer Specialist to assist with maintenance of these systems.

Each classroom in the Marriott Allied Health Sciences building is equipped with a networked computer, LCD projector, Elmo document imaging system, IVC recording/broadcasting equipment, and DVD/VHS video system. These systems are supported with Computer Specialist and Health Professions Learning Center staff.

The HIM program also has a virtual laboratory for all students. We provide scanned copies of patient records for student activities and assignments with the WSUonline learning management system. Discipline-specific software is available to both on campus and online students via the virtual lab system. The software is provided to students on two servers which are maintained by the University Network team. Student course fees cover the cost of this maintenance. The software that is made available to students through the WSU Virtual Lab includes: 3M Health Information Systems: encoder and abstracting programs; NEEHR Perfect EHR; MS Access for database management projects; and Apelon SNOMed mapping software, Tableau, R, and SPSS for data analysis. Up-to-date and Anatomy TV are available to HIM students for CDI and coding course work.

#### Adequacy of Library Resources

The Stewart Library houses numerous books, journals, media holdings and electronic journals. All students, including distance education students may access the WSU Stewart Library from any location via the Internet. The URL for the library is <http://library.weber.edu/> Students may access any number of electronic databases in this manner. In addition, students may request inter-library loan options from this website. The library has a dedicated librarian for the Dumke College of Health Professions. The holdings and services of the library are more than adequate for the HIM programs.

### **Standard G - Relationships with External Communities**

#### Description of Role in External Communities

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One of the programs goals addresses our external community.

Program Goal #4: The HIM program will demonstrate responsiveness to the needs of the community of interest.

The program has benefitted from excellent support from our industry-partners. Attendance at annual advisory committee meetings is above our threshold. The program has used these individuals as guest speakers in face-to-face courses and have recorded these presentations for our online courses. As noted in the discussion for program goals 2 and 3, the program advisory committee and our industry-partners assisted the program to make a change to our technical PPE in the 2013-2014 academic year.

In an attempt to obtain more feedback from our employer community, the program director and faculty held three focus groups with the HIM department managers in our community of interest in the fall of 2015. The HIM managers were representatives from the major employers in our state. At the end of these meetings, the individuals in attendance provided their overall satisfaction with HIT program graduates. Feedback was obtained from 19 (of 30) individual employers who have hired or interacted in PPE, or other meetings with program graduates. This group rated their overall satisfaction with entry-level student performance as 4.7 on a 5-point scale. The HIT program is clearly meeting the expectations of employers in our community of interest. Themes that emerged from the focus group meetings on what else we need to be teaching our students/or where improvements could be made included: interoperability, HIT/direct mail of documents, use of portals to access PHI, auditing of scanned records.

#### Summary of External Advisory Committee Minutes

At each HIT/HIM Program Advisory Committee meeting, program outcomes are reported. These include pass-rates for the RHIA/RHIT certification examinations and graduate, and employer surveys. A discussion of how the program may need

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to update or change the curriculum occurs based on the outcomes. Also at each meeting, we discuss current industry changes and how these changes should and can be reflected in the curriculum. Program faculty provide the committee a synopsis of any formal curriculum changes and the effective dates for these changes. One example in recent years was how to add an increased focus on information governance and data analytics in the HIM program curriculum. The program added this content into our existing curriculum for the HIT program due to credit constraints

**Standard H – Program Summary**  
 Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1 The number and capabilities of the support staff are adequate to meet the mission and objectives of the program.	Previous 5 Year Program Review: 2011-2012	There is evidence of strong support from the Dean of the College for all aspects of the program. Recent changes include the addition of an administrative support position.
	Year 1 Action Taken: 2012-2013	Administrative assistant for the HAS department was moved to a fulltime 12 month position.
	Year 2 Action Taken: 2013-2014	Program applied for and was awarded a 2.5 M Department of Labor grant that has provided funding to increase program support.
	Year 3 Action Taken: 2014-2015	New faculty member and HIM program advisor were hired using DOL grant funds.
	Year 4 Action taken: 2015-2016	Provost approved ongoing support for the faculty line in the 2016-2017 academic year. HIM program advisor will be retained using soft money.

## Summary Information (as needed)

The team identified no weaknesses of the programs in their evaluation; they did list the following challenges:

- Constant changes in the field and the need to prepare graduates for future positions and new credentials (e.g. Certified in Clinical Document Specialist)(CCDS)
- Focusing on technology in the industry (e.g. Computer-Assisted Coding)
- Encouraging the students to take the national certification examination
- Evaluating the course delivery methods (on-campus, distance, hybrid) to determine best practices

The program agrees with the team that this list represents the current challenges that we face. In reference to the constant changes in the field and the need to prepare graduates for future positions and credentials, the program has added a focused unit on clinical documentation improvement and another on auditing into our coding curriculum. In fall of 2013, three new courses were added as upper division electives for our BS students and optional electives for our AAS degree students. These courses are HIM 3600 Advanced Diagnosis and Procedural Coding, HIM 3610 Advance Revenue Cycle Management, and HIM 3620 Clinical Documentation Improvement. We believe the addition of these three courses will help our students meet these challenges. In spring 2016, HIM 3550 Health Care Data Analytics was also added to the BS degree program in response to industry needed.

Three-program faculty are AHIMA approved ICD-10 Trainers and are currently teaching ICD-10-CM and ICD-10-PCS in our programs. Computer-Assisted Coding (CAC) is being introduced in our program, but we continue to struggle with a solution to have our students interact with this product on a more in-depth level. The program would need an active electronic health record to interact with the CAC system to make this available to our students. Our students also see the CAC program in action at one of our PPE sites.

Students purchase the certification examination preparation book as their text for HIM 2862 Professional Practice Experience. Assignments were added to HIM 2862 that require students to take a mock certification examination and develop a study plan for the certification examination. Since we added this information, we have seen an upturn in the number of our students sitting for the national certification examinations.

The final program challenge identified by the review team was in the area of course delivery methods. This is a constant challenge for the program and one that the faculty believes to be our biggest. In the fall of 2015, the program faculty made a decision to only teach the HIM courses that are also required by the HAS program in face-to-face sections. These include HIM 2330 Classification Systems Topics and Reimbursement, HIM 3000 Computer Applications in Healthcare, HIM 3300 Introduction to Quality Improvement, and HIM 3200 Epidemiology and Biostatistics.

With the DOL grant, we increased our recruitment and advertising for the HIM programs which yielded more students but not more students in the classroom sections. We are victims of our own online success.

The 2011-2012 review team's recommendations for faculty to attend distance learning conferences is one that the program embracing with much enthusiasm. Two faculty members attended the Educause conference in Anaheim this fall (2016) and three of the HIM program faculty have participated in the WSU online Master Online Teaching programs. Finally, the program director has just completed her Doctorate in Education with an emphasis on Education Technology and E-Learning.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1 New AHIMA Curriculum Competencies	Current 5 Year Program Review: We have identified assessment measures for most of the competencies. The program believes that we are covering all of the new competencies, but need to continue to assess that we are covering them at the required Bloom's levels. Year 1 Action to Be Taken: Ensure measures are set and data collected for all competencies. Continue moving curriculum to the required Bloom's levels.
	Year 2 Action to Be Taken: See year 1 plan.
	Year 3 Action to Be Taken: See year 1 plan.
	Year 4 Action to Be Taken: See year 1 plan.
Issue 2 Advanced upper division courses	Current 5 Year Program Review: Market these courses to both HIT/HIM students.
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:

Summary Information (as needed)

Follow industry changes related to the HIM Reimagined initiative. Decide if WSU will be offering a specialty track(s), if so, which one(s).

The program continues to be challenged by student recruitment issues. HIM is not a program most high school students are aware of and so we continue to market our programs to this audience, as well as students within our college.

Continue to improve our online courses.

Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
School Report for RHIT Certification Exam Results	Entry-level competencies	Received around November/December for the previous year (Oct 1 through Sept 30)	Program Director's office files
Employer Surveys	Entry-level competencies	Administered in the fall each academic year	Program Director's office files
Course Evaluations	Faculty effectiveness	Each semester for all courses	Chitester
Annual Faculty Evaluation	Faculty professional development	Annually	Program Director's office files
Annual program assessment report	Student learning outcomes/competency measurement	Annually	Program Director's file or Office of Institutional Effectiveness

Summary Information (as needed)

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary

														Major Codes Incl.
		2011-12	2012-13	2013-14	2014-15	2015-16			11	12	13	14	15	
	<b>Student Credit Hours Total <sup>1</sup></b>	<b>6,453</b>	<b>7,015</b>	<b>7,401</b>	<b>8,838</b>	<b>9,555</b>	Summer		1242	1313	1423	1570	1975	
	<b>Student FTE Total <sup>2</sup></b>	<b>215.10</b>	<b>233.83</b>	<b>246.70</b>	<b>294.60</b>	318.5	Fall		2494	2975	2966	3476	3614	
	<b>Student Majors <sup>3</sup></b>	150	228	215	254	257	Spring		2717	2727	3012	3792	3966	
									6453	7015	7401	8838	9555	
	<b>Program Graduates <sup>4</sup></b>													
	Institutional Certificate	10	17	24	21	34								
	Associate Degree	14	12	18	15	28								
	Bachelor Degree	10	10	18	14	15								
	<b>Student Demographic Profile <sup>5</sup></b>													
	Female	130	190	182	209	207			12	13	14	15	16	
	Male	20	37	33	45	50								
	Other		1				Facfte	5.03	5.81	3.37	4.25			
	<b>Faculty FTE Total <sup>6</sup></b>	<b>11.13</b>	<b>12.07</b>	<b>8.55</b>	<b>9.2</b>	n/a	Instfte	2.1	2.03	0.13	1.35			
	Adjunct FTE	6.1	6.26	5.18	4.95		208fte	4	4.23	5.05	3.6			
	Contract FTE	5.03	5.81	3.37	4.25		dvs fte	0	0	0	0			
	<b>Student/Faculty Ratio <sup>7</sup></b>	<b>19.33</b>	<b>19.37</b>	<b>28.85</b>	<b>32.02</b>		Adj	6.1	6.26	5.18	4.95			
							Ttl	11.13	12.07	8.55	9.2			



1	<p><b>Student Credit Hours Total</b> represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.</p>													
2	<p><b>Student FTE Total</b> is the Student Credit Hours Total divided by 30.</p>													
3	<p><b>Student Majors</b> is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.</p>													
4	<p><b>Program Graduates</b> includes only those students who completed <u>all</u> graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all</p>													

	requirements are met. Summer is the first term in each academic year.																		
5	<b>Student Demographic Profile</b> is data retrieved from the Banner system.																		
6	<b>Faculty FTE</b> is the aggregate of contract and adjunct instructors during the fiscal year. <b>Contract FTE</b> includes instructional-related services done by "salaried" employees as part of their contractual commitments. <b>Adjunct FTE</b> includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.																		

7	<b>Student/Faculty Ratio</b> is the Student FTE Total divided by the Faculty FTE Total.														
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Summary Information (as needed)

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise

Summary Information (as needed)

The HIM program does currently use any adjuncts for teaching.

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Devon Trujillo	M	Hispanic	Administrative Specialist	Less than 1 year	Office management
Cathy Volt	F	Caucasian	HIM Recruiter/Outreach Advisor	2	HIM/student engagement
Fred Henderson	M	Caucasian	HIT-CM Grant Director	3	Reporting financial management

Summary Information (as needed)

Appendix D: Financial Analysis Summary

<b>Health Administrative Services (includes HIM/HIT)</b>					
<b>Funding</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
Appropriated Fund	506,063	515,487	405,039	423,886	550,231
Other:					
Special Legislative Appropriation					
Grants or Contracts	0	0	56,006	500,285	540,282
Special Fees/Differential Tuition					
<b>Total</b>	<b>506,063</b>	<b>515,487</b>	<b>461,045</b>	<b>924,171</b>	<b>1,090,513</b>

*Note:* Data provided by Provost's Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Marcus Trinite	Shriners Hospitals for Children, Western Region HIM Director
Vickie Griffin	HIM Manager, Lakeview Hospital
Wyatt Packer	HealthInsight
Delia Vasquez	HIM Manager, Davis Hospital Medical Center
Jason Brockett	Manager, Risk Adjustment Analytics, Select Health
Carolyn Russell	HIM Manager, McKay Dee Hospital Center
Kim Svoboda	Cancer Registry Manager, Huntsman Cancer Institute
Andy Sager	3M Health Information Systems
Larry Dean	Associate Director, Health Information Management, University of Utah Health Sciences Center
Mary Staub	Corporate HIM Director, Intermountain Healthcare
Tifini Corbin	HIM Manager, Ogden Regional Medical Center
Nancy Baxter	HIM Operations Manager, Intermountain Healthcare
Jayne Glines	HIM Manager, Intermountain Medical Center
Carrie Berg	HIM Manager, LDS Hospital
Shawn Wells	University of Utah Health Sciences Center
Michelle Knuckles	Coding Manager, University of Utah Health Sciences Center
Mary Carbaugh	Utah Health Information Network
Tara Walton	HIM Manager, Utah Valley Regional Medical Center
Suzanne Orton	HIM Manager, Logan Regional Medical Center
Rick Martin	HIM Long Term Care Consultant

Appendix F: Site Visit Team

Name	Affiliation
Robert Garrie	University of Alabama-Birmingham, HIM program
Janelle Gardner	coordinator
	WSU Respiratory Therapy Program



Appendix G: Evidence of Learning Courses within the Major or General Education

(use as a supplement to your five-year summary, if needed. Be sure to delete the sample text before using)

WSU Health Information Management BS Degree Program			
Goal 2: The HIM curriculum will include, at minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.			
Domain/Subdomain	Measures	2015-2016 Results	Action Plan
<b>Domain I: Data Content, Structure &amp; Standards (Information Governance)</b>			
Subdomain I.A Classification Systems	HIM 2000 midterm exam - At least 80% of students will earn 75% or higher(HIM 2000)	87% received 80% or higher on exam 2, exceeding the threshold.	No curricular changes needed at this time
	HIM 2863 SDS Coding and INP Coding: At least 80% of students will earn 83% or higher	88% of students received 80% or higher on the assignments, exceeding the threshold.	No curricular changes needed at this time
Subdomain I.B Health Record Content & Documentation	Midterm Exam - At least 80% of students will earn 75% or higher (HIM 2000)	87% received 80% or higher on exam 2, exceeding the threshold.	No curricular changes needed at this time
	Mock Survey Assignment in HIM 4100 - At least 80% of students will earn 83% or higher.	75% of HIM 4100 students earned 83% or higher on the Mock Survey Assignment, not meeting the threshold.	The program will monitor this measure to see if this trend continues and make adjustments to the course content and delivery if necessary. If this does not improve next year, changes will be implemented.

Subdomain I.C Data Governance	HIM 3450 Data Dictionary Assignment - At least 80% of students will earn 83% or higher	100% of HIM 3450 students earned 83% or higher on the Data Dictionary Assignment, exceeding the threshold.	No curricular changes needed at this time
Subdomain I.D Data Management	Disaster Planning Assignment in HIM 4100 - At least 80% of students will earn 83% or higher.	80% of HIM 4100 students earned 83% or higher on the Disaster Planning assignment, meeting the threshold.	No curricular changes needed at this time
	Data Presentation Assignment - At least 80% of students will earn >= 83% (HIM2500)	96% of HIM 2500 students earned >= 83% on the Data Presentation Assignment exceeding the threshold	Although we are meeting the outcome measure in this subdomain, these assignments are not at the level that CAHIIM requires. To address this deficit, the program added a new course HIM 3550 Healthcare Data Analytics in 2016-2017 to bring these outcomes to a hire taxonomical level.
Subdomain I.E Secondary Data Sources	HIM 2500 Health Datasets Assignment - At least 80% of students will earn >= 83%	92% of HIM 2500 students earned >= 83% on the Health Datasets assignment, exceeding the threshold.	No curricular changes needed at this time
<b>Domain II: Information Protection: Access, Disclosure, Archival, Privacy &amp; Security</b>			
Subdomain II.A Health Law	Midterm-At least 80% of students will earn 80% or higher (HIM 2250)	92% of students scored 80% or higher on midterm, exceeding the threshold	No curricular changes needed at this time.
Subdomain II.B Data Privacy, Confidentiality & Security	80% of class will get 83% or higher on security audit (HIM 3000)	94% of all HIM 3300 students scored 83% or higher exceeding the threshold.	No curricular changes needed at this time.
	HIPAA Training Plan Assignment in HIM 4100 - At least 90% of students will earn 83% or higher.	94.7% of HIM 4100 students earned 83% or higher on the HIPAA training plan assignment, meeting the threshold.	No curricular changes needed at this time.

Subdomain II.C Release of Information	80% of class will earn 70% or higher on ROI assignment (HIM 2250)	90% of students received 70% or higher on Ch 12 quiz, exceeding the threshold	No curricular changes needed at this time
<b>Domain III: Informatics, Analytics and Data Use</b>			
Subdomain III.A Health Information Technologies	HIM 3400 Module 13 Assignment- At least 80% of students will earn 83% or higher	82.6% of HIM 3400 students earned 83% or higher on the Module 13 Assignment, meeting this threshold.	No curricular changes needed at this time.
Subdomain III.B Information Management Strategic Planning	HIM 4100 HIM Dept Mgmt Case - At least 80% of students will earn 83% or higher	78.9% of HIM 4100 students earned 83% or higher on the HIM Dept Mgmt Case, not meeting the threshold.	The program will monitor this measure to see if this trend continues and make adjustments to the course content and delivery if necessary. If this does not improve next year, changes will be implemented.
Subdomain III.C Analytics and Decision Support	80% of class will earn 80% or higher on policy and procedure writing assignment (HIM 2250)	93% of students scored 80% or higher on policy and procedure writing assignment, exceeding the threshold	No curricular changes needed at this time
	HIM 3200 SPSS Assignment #2 - 80% of students will earn 80% or higher	79.6% of the HIM 3200 students earned 80% or higher on the SPSS Assignment #2, just below the threshold.	The program will monitor this measure to see if this trend continues and make adjustments to the course content and delivery if necessary. If this does not improve next year, changes will be implemented.
Subdomain III.D Health Care Statistics	HIM 3200 SPSS Assignment #2 - 80% of students will earn 80% or higher	79.6% of the HIM 3200 students earned 80% or higher on the SPSS Assignment #2, just below the threshold.	The program will monitor this measure to see if this trend continues and make adjustments to the course content and delivery if necessary. If this does not improve next year, changes will be implemented.

Subdomain III.E Research Methods	HIM 3500 Research Paper Outline - 80% of students will earn 83% or higher	73.9% of student in HIM 3500 earned 83% or higher on the Research Paper Outline, not meeting the threshold.	The content and delivery of this material will be evaluated for improvement.
Subdomain III.F Consumer Informatics	80% of students will earn 80% or higher on mobile device policy assignment (HIM 3000)	97% of students earned 80% or higher on mobile device policy, exceeding the threshold	No curricular changes needed at this time
Subdomain III.G Health Information Exchange	80% of students will earn 80% or higher on HIE assignment	96% of students scored 80% or higher on HIE assignment, exceeding the threshold	Note: rigor was increased in spring 2016
Subdomain III.H Information Integrity & Data Quality	PI Project - At least 80% of students will earn > or = 83% (HIM 3300)	94% of all HIM 3300 students scored 83% or higher exceeding the threshold.	No curricular changes needed at this time.
<b>Domain IV: Revenue Management</b>			
Subdomain IV.A Revenue Cycle and Reimbursement	HAS 3750 Exam 2 & 3: At least 90% of students will earn a 73 or higher.	72.2% of the HAS 3750 students earned 73% or higher on exams 2 and 3, slightly below the threshold.	The faculty has changed the text, added additional support materials, study guides, and practice problems to assist students to be successful on these exams and in the course content.
	HIM 2330 Midterm/Final: At least 80% of the students will earn 83% or higher	66% of all HIM 2330 students scored 83% or higher on midterm/final grades. Not meeting our threshold.	We changed these exams midyear 2015-2016, and this improved the scores in spring semester to 75.5%. Item analysis will be conducted on each of the questions in these exams and changes made as necessary.
	HIM 2330 Bill Case: At least 80% of students will earn 83% or higher	This is a new assignment for 2016-2017	
<b>Domain V: Compliance</b>			

Subdomain V.A Regulatory	HIM 4100 Mock Survey Case - At least 80% of students will earn 83% or higher.	68.4% of HIM 4100 students earned 83% or higher on the Mock Survey Assignment, not meeting the threshold.	The content and delivery of this material will be evaluated for improvement.
Subdomain V.B Coding	80% of students will earn 83% or higher on the coding guideline assessment 2 in HIM 2863.	97.6% of all HIM 2863 students scored 83% or higher, exceeding the threshold	No curricular changes needed at this time.
	80% of student will earn 83% or higher on the coding audit assignment in HIM 2320.	54.7% of students in HIM 2320 scored 83% or higher on the coding audit assignment in HIM 2320, not meeting the threshold.	
Subdomain V.C Fraud Surveillance	80% of HIM 4100 students will earn 83% or higher on the Medical Identify Reflective Essay.	80% of HIM 4100 students earned 83% or higher on the Medical Identity Reflective Essay, meeting this threshold.	Although meeting this outcome threshold, the program will develop a better assignment/measure for this subdomain. Possibly using Neehr Perfect software program for audit trail assessment.
	80% of HIM 3000 students will earn 83% or higher on the Security Audit assignment.	94.4% of HIM 3000 students earned 83% or higher on the Security Audit assignment, exceeding the threshold.	No curricular changes needed at this time.
Subdomain V.D Clinical Documentation Improvement	80% of class will earn 80% or higher on clinical documentation analysis (HIM 2000)	87% of class scored 80% or higher on assignment, meeting the threshold	Although meeting the threshold, several students struggled with documentation on paper records. Starting Fall,16 this assignment has moved to EHR and will now be tested on Neehr Perfect: Introduction to Chart deficiencies
	HIM 2863 Detailed Query Assignment- At least 80% of students will earn 80% or higher.	82.7% of students scored 80% or higher, exceeding the threshold.	There were a few students that opted not to take the quiz, bringing the overall average score down because it was only worth 10 points. The point value has been increased to motivate students all students to take the quiz.
<b>Domain VI: Leadership</b>			

Subdomain VI.A Leadership Roles	HAS 3260 Final Paper: At least 90% of students will earn a 73% or higher.	97.1% of HAS 3260 students completed the final paper with a grade of 73% or better, exceeding the threshold.	No curricular changes needed at this time.
Subdomain VI.B Change Management	HAS 3260 Managing Change Assignment: At least 90% of students will earn a 73% or higher	97.1% of HAS 3260 students completed the assignment with a grade of 73% or better, exceeding the threshold.	No curricular changes needed at this time.
Subdomain VI.C Work Design & Process Improvement	PI Project - At least 80% of students will earn > or = 83% (HIM 3300)	94% of all HIM 3300 students scored 83% or higher exceeding the threshold.	No curricular changes needed at this time.
Subdomain VI.D Human Resource Management	HAS 3240 composite score of all assignments: At least 90% of students will complete the assignments with an average grade of 73% or better.	98.7% of HAS 3240 students earned a composite score on all assignments higher than 73%, exceeding the threshold.	No curricular changes needed at this time.
	HAS 3240 composite score on Quizzes: At least 90% of students will average a grade of 73% or better on all course quizzes.	88% of HAS 3240 students earned a composite score on all quizzes higher than 73%, slightly below the threshold.	The program will monitor this measure to see if this trend continues and make adjustments to the course content and delivery if necessary. If this does not improve next year, changes will be implemented.
	HAS 3240 composite score on exams: At least 90% of students will complete the final exam with a grade of 73% or better.	97% of HAS 3240 students earned a composite score on all exams higher than 73%, exceeding the threshold.	No curricular changes needed at this time.
Subdomain VI.E Training & Development	HAS 3240 Assignment 4: At least 90% of students will complete the assignment with a grade of 73% or better	100% of HAS 3240 students earned a scored of 73% or higher on assignment 4, exceeding the threshold.	No curricular changes needed at this time.

	HIM 4100 HIM Dept Employee HIPAA Training Plan Assignment - 80% of students will earn 83% or higher	94.7% of HIM 4100 students earned 83% or higher on the HIPAA training plan assignment, meeting the threshold.	No curricular changes needed at this time.
Subdomain VI.F Strategic & Organizational Management	Mock Survey Assignment in HIM 4100 - At least 80% of students will earn 83% or higher.	75% of HIM 4100 students earned 83% or higher on the Mock Survey Assignment, not meeting the threshold.	The program will monitor this measure to see if this trend continues and make adjustments to the course content and delivery if necessary. If this does not improve next year, changes will be implemented.
Subdomain VI.G Financial Management	HAS 3750 Exam 2 & 3: At least 90% of students will earn a 73 or higher.	72.2% of the HAS 3750 students earned 73% or higher on exams 2 and 3, slightly below the threshold.	The faculty has changed the text, added additional support materials, study guides, and practice problems to assist students to be successful on these exams and in the course content.
	HAS 3750 Exam 2: At least 90% of students will earn a 73% or higher.	75.9% of the HAS 3750 students earned 73% or higher on exam 2, meeting the threshold.	No curricular changes needed at this time.
	HAS 3750 Final project: At least 90% of students will earn a 83% or higher.	96.8% of the HAS 3750 students earned 83% or higher on the final project, meeting the threshold.	No curricular changes needed at this time.
Subdomain VI.H Ethics	HAS 3230 SWOT Analysis Assignment: At least 90% of students will complete the assignment with a grade of 73% or better	97.8% of HAS 3230 students completed the assignment with a grade of 73% or better, exceeding the threshold.	No curricular changes needed at this time.
	HAS 3230 Final project: At least 90% of students will complete the assignment with a grade of 73% or better	97.4% of HAS 3230 students completed the final project with a grade of 73% or better, exceeding the threshold.	No curricular changes needed at this time.
Subdomain VI.I Project Management	HIM 3450 System Selection Assignment - 80% of students will earn 83% or higher	88.2% of HIM 3450 students earned 83% or higher on the System Selection Assignment, meeting the threshold.	No curricular changes needed at this time.

Subdomain VI.J Vendor/Contract Management	HIM 4100 Contract Evaluation Assignment - 80% of students will earn 83% or higher	89.4% of HIM 4100 students earned 83% or higher on the Contract Evaluation assignment, meeting the threshold.	No curricular changes needed at this time.
Subdomain VI.K Enterprise Information Management	Measure to be added 2016-2017: <a href="#">HIM 2500 Data Governance Plan and Presentation</a>		