



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	DSU
DEPARTMENT OR SCHOOL:	HIM Department/College of BIS
PROGRAM REVIEWED:	AS Health Information Technology
DATE OF REVIEW:	8/27/2019
TYPE OF REVIEW:	Specialized Program Accreditation Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

11/17/2020

Date

1. Identify the program reviewers and any external accrediting body:

CAHIIM—Commission on Accreditation for Health Informatics and Information Management Education

External site visit peer review team: Mattie Wilson, MA, RHIA, Lancassas, TN and Barbara Manger, MPA, RHIA, CCS, FAHIMA, Whippany, NJ

CAHIIM Representative: Amanda Stefan, MHI, RHIA Austin, TX

Comprehensive Program review results:

Current accreditation awarded: Continuing

Next review cycle: 2029-2030

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

Mission

DSU’s Mission is to provide learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity. The mission of the College of Business and Information Systems is to educate and prepare students to be life-long learners and professionals in business, information systems, business and computer education, and health information management. The Mission of the Health Information Management

Programs at DSU are to prepare the student for professional and technical areas of health information management in hospitals, clinics, and related health facilities and agencies. The Associates Degree program in HIT integrates and aligns with DSU's Mission and the College of BIS Mission by providing students the opportunity to experience integration of information technology in the curriculum through hands-on experience working with the electronic health record and other related software activities in several courses within the HIT program and during completion of supervised professional practices. The HIT program contains courses including healthcare organizational structures; health information systems (electronic health records); information governance; access, disclosure, privacy and security of health information; data analytics and use; revenue cycle management; compliance; and leadership.

Program Quality

The HIT program has been available to train HIM professionals for the workforce in SD and surrounding states for 45 years. The program has been accredited since its early formation at DSU. Students are required to complete an exit exam that serves as a tool to assess student learning. Many students have also earned the RHIT credential by taking a high-stakes exam after completing DSU's HIA program. Mechanisms for student feedback are in place to assess, communicate, and assure high program quality and continuous quality improvement. Dakota State University is proud to be second in the US to have CAHIIM accredited associate, bachelors, and master's degree programs in HIM on one campus.

Cost

The HIM operations budget is primarily used for CAHIIM accreditation fees for all three HIM programs, office supplies, telephones, an academic educational partnership with Health Information Management Systems Society (HIMSS), an organizational affiliate membership with HIMSS, and a portion of faculty and Director continuing education fees. The College of BIS and Graduate Program budgets are tapped periodically for HIM program marketing and other expenses and the VPAA funds are accessed for continuing education for faculty. Funding for the AHIMA virtual lab for students is allocated through the IT budget.

Program Productivity

The HIT program staffing resources are shared across three HIM degree and three HIM certificate programs (with some overlapping curriculum) including one Director position, two full-time faculty, one budgeted but un-opened full-time faculty position, 50% of a full-time senior secretary, and prn use of one to two adjunct faculty each semester. Partnership with USD on the MSN degree program is expected to further increase program productivity with DSU HIM faculty teaching two courses in the MSN program. The HIT program fills a critical need in the South Dakota workforce and is the only accredited program available in South Dakota.

Plans for the Future

Keeping an eye on the changing needs for the workforce are critical to ensure program curriculum changes reflect the skills needed in new and evolving job roles related to the HIT program. Continued CAHIIM accreditation serves as a tool to ensure a high level of program quality. There are currently 199 CAHIIM accredited online schools with AAS or AS degrees in HIT throughout the US, so the competitive advantage of being online is no longer at play. There are also many unaccredited technical and community colleges that are competing for market share in this space. In order to re-gain the high school student population enrollments as DSU had in the past, inclusion in the dual credit program is vital for DSU's HIT and coding certificate programs. Competitors such as Southeast Technical College are already able to take advantage

of dual credit and UpSkill funding for coding certificate programs which serve as feeders for STC HIM programs that are competing with DSU. Sustained enrollment and growth will be dependent on finding additional funding opportunities for students. The impact of the Respiratory Therapy program move to SDSU is being assessed. The current market that is being served by the program is primarily Sioux Falls.

Assessment of Progress

Annual program assessment reporting (APAR) is required each year to maintain CAHIIM accreditation. Program goals are set, measurements determined, and outcomes are analyzed. Action plans are developed when needed for improvements. In addition, the HIT program is currently included in DSU's institutional assessment process utilizing the Trojan Assessment Profile software.

2(A). Describe the strengths and weaknesses identified by the reviewers

Program Strengths

The administration clearly supports the program. They encourage marketing and growth of the program. The program director and faculty are strengths of the associate degree program. The faculty exceed all knowledge and experience for the associate degree program. They are well-rounded and work cohesively as a team.

The technology for the associate degree program is fantastic. There are so many opportunities for the faculty to use different technologies to enhance the online learning for all the students. The program was also a pioneer for online learning, and this ensures stability for the program in the years to come.

The campus provides a welcoming and comfortable atmosphere. The associate degree program provides foundation for students to continue their education to the baccalaureate and master level. This is a great marketing tool for the campus to encourage students to continue with DSU as they finish the associate degree.

Suggestions for Improvement

The advisory board could benefit from non-traditional HIM professionals. For example, healthcare attorneys, nursing home HIM professionals, compliance officers, privacy officers, a VA representative, vendors, or an insurance company representative.

The program would benefit from a standardized design throughout all online courses. Online courses should have the same look and feel from one course to the next - from one professor to the next. As the CAHIIM team reviewed the assignments documented in the curriculum report, there were some discrepancies between what they were titled on the document and how they were titled in the course and syllabi. Reconciling all documentation would be beneficial to the students as they continue through the program. For example, add a title to each activity and document that in the LMS.

2(B). Briefly summarize the review recommendations

Thirty two of thirty-three program requirements were fully met. One requirement was partially met as described below:

Standard 24. Curriculum. Forty-five of fifty-one curriculum requirements were met. Three of fifty-one curriculum requirements were partially met, meaning the assignments were found by peer reviewers, but did not meet the appropriate Bloom’s taxonomy level, and three of the curriculum requirements were not met, meaning assignments were not found by the peer reviewers.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

All corrections have been made and reported in a progress report to CAHIIM. Confirmation of full compliance was received from CAHIIM.

Faculty are utilizing the content tab in D21 for student instructions, assignments, dropboxes, and discussions to improve course to course navigation consistency. A representative from the VA Healthcare System has been invited to participate in the undergraduate HIM Program advisory board.

Annual program assessment reporting (APAR) is required by CAHIIM on an annual basis.

3. Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.

Cross-Curricular Skill	Corresponding Program Learning Outcome	Assessment Method
1. Critical and creative thinking	Compile Healthcare Statistics	60% of students will receive a grade of 70% or better on final project in HIM 252 Basic Foundations for Health Data Systems.
2. Ethical Reasoning	Release Healthcare Information	60% of students will receive a grade of 70% or better on week 10 assignment “Ethics” in HIM 257 Management and Supervision of HIM.
3. Inquiry and analysis	Supervise HIM Functions	60% of students will receive a grade of 70% or better on week 3 activity “E H R GO— introduction to chart deficiencies” in HIM 150 Introduction to Health Information Management.
4. Problem Solving	Evaluate E H R for Regulatory Compliance	60% of students will receive a grade of 70% or better on week 1 activity “E H R GO— quality improvement with E H R data” in HIM 150 Introduction to Health Information Management.
5. Integrative Learning	Code patient records using ICD 10 CM, ICD-10-PCS, and CPT diagnosis and procedure coding classification systems.	50% of students will receive a grade of 60% or better on the HIT exit exam.