



**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.

<b>UNIVERSITY:</b>	DSU
<b>DEPARTMENT OR SCHOOL:</b>	<b>HIM Department/College of BIS</b>
<b>PROGRAM REVIEWED:</b>	<b>BS Health Information Administration</b>
<b>DATE OF REVIEW:</b>	<b>8/29/2019</b>
<b>TYPE OF REVIEW:</b>	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

Current Accreditation Award: 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 Bachelor's Degree program in HIA 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 HIA program and during completion of supervised professional practices. The HIA program contains courses including healthcare organizational structures, health information systems (electronic health records), health information governance, health information protection (privacy and security), health informatics, health data analytics, disease processes, medical diagnosis and procedure coding, revenue cycle management, health law and compliance, and organizational management and leadership.

### **Program Quality**

The HIA program has been available to train HIM professionals for the workforce in SD and surrounding states for more than 43 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 RHIA credential by taking a high-stakes exams 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 at one university.

### **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 Programs budgets are utilized 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 is provided through the IT budget.

### **Program Productivity**

The HIA 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 degree program. The HIA 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 HIA program. Eighteen CAHIIM-accredited associate or associate of applied science Health Information Technology (HIT) programs have been contacted to determine interest in articulation agreements to increase the enrollment in the HIA program. In addition, work is in progress on articulation agreements with non-CAHIIM accredited Technical Colleges in South Dakota. An exception to the transfer policy was granted in order to remove a barrier to transfer from CAHIIM accredited HIT programs with 64 or more credits within the AS or AAS program.

The HIA program does receive some transfer students from SDSU and USD. 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 HIA 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 students and graduates were all very engaged in the interviews and provided all positive feedback about their time at Dakota State as well as their time in the program. The administration clearly supports the program. They encourage marketing and growth of the program. The program director and faculty are strengths of the baccalaureate degree program. They are well-rounded and work cohesively as a team.

The technology for the baccalaureate 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. There is a lot of growth continuing on the campus and additional partnerships throughout the state. There are so many great opportunities to continue the growth of the healthcare degrees.

### **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 in 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 of thirty-three program standards were fully met. Three program standards were partially met as outlined below:

**Standard 16. Faculty.** Peer reviewers required the identification of a full time Director for the program and a full-time faculty member assigned to the program rather than the response

that both full-time faculty members shared an equal responsibility for curriculum, advising, etc. in the program since they are assigned to the associate, bachelor's, and master's HIM programs.

**Standard 24. Curriculum.** Seventy-six of 103 curriculum requirements were met. Twenty-five curriculum assignments were partially met at the required bloom's Taxonomy levels. Two of the assignments were not met because they were not located in the LMS course by the peer reviewer.

**Standard 26. Curriculum syllabi and competencies.** Syllabi contained verbiage related to CAHIIM curriculum competencies rather than AHIMA curriculum competencies.

**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. Notation 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 has been invited to participate in the 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	Assist on Data Analytics and Research Teams	60% of students will receive a grade of 70% or better on assignment 11 on HIM 380 Healthcare Data Analytics.
2. Ethical Reasoning	Perform HIM Management Functions	60% of students will receive a grade of 70% or better on assignment 11 HIM 360 Leadership and Strategic Management.
3. Inquiry and analysis	Plan for Implementation of a Health Information Management System	60% of students will receive a grade of 70% or better on assignment 7 in HIM 444 Advanced Health Data Systems.
4. Problem Solving	Analyze Patient Data	60% of students will receive a grade of 70% or better on assignment 12 in HIM 444 Advanced Health Data Systems.
5. Integrative Learning	Develop Program to Protect Patient Privacy and Confidentiality in Health Information System	60% of students will receive a grade of 60% or better on the BS HIA exit exam.