

Program Review Executive Summary

Health Information

Majors Reviewed:

- *Health Information Coding Specialist, Certificate*
- *Health Information Technology, A.A.S.*
- *Health Information Management, B.S.*

2015



The Health Information Technology (HI) major was developed in 1999-2000 and graduated the first class in 2003. The major received its initial accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in 2007. The HI curriculum is now five semesters in length and totals 72 credits. It was last revised in 2012 to comply with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) recommended changes. (Note: The accrediting agency for health information programs changed since the HI program's inception and existing programs were grandfathered in.)

The Health Information Coding Specialist (HL) major was developed during the 2006-2007 academic year and graduated the first class in 2010. The HL major curriculum is now three semesters in length. This major does not require accreditation.

The Health Information Management (BHI) major was developed between 2008 and 2009 and graduated the first class in 2012. BHI received its initial accreditation from CAHIIM in 2012. The curriculum is now eight semesters in length and totals 132 credits; as a two-plus-two completion degree, the first four semesters are either taken at Penn College in the HI program or are taken at another college and transferred to Penn College. The number of credits in the junior and senior years totals 69 credits.

Class size is not limited. Currently, 55 students are enrolled in HI, with 32 first-year students and 23 second-year students. Only two students are currently enrolled in HL as a stand-alone major; however, five additional students list HL as a dual major along with their other health information major. Currently, 24 students are enrolled in BHI, 11 juniors and 13 seniors. The students' skills are developed throughout didactic and laboratory sessions with multiple opportunities for practice.

The program, as a whole, has been successful and reports positive outcomes for various measures, including graduation placement rate (currently at 92%), retention rate (currently at 88%), and graduate and employer satisfaction (both currently at 100%). One area of concern is the pass rate on the national exam for the HI program (taken by graduates of the associate degree only). For the reporting year 2013, the pass rate was 8% below the national average pass rate. For the 2014 reporting year, the pass rate was 26% below the national average pass rate. Actions were taken to address this issue, and in the 2015 reporting year, the pass rate improved and was only 1% below the national average pass rate.

Recommendations

- Improve recruitment of traditional, first year freshmen students through ongoing target marketing.
- Monitor the national exam pass rate to verify that this rate continues to increase to a level at least consistent with the national pass rate. Program faculty are taking measures currently (such as evaluating and revising content in the certification exam prep course in domain areas where graduates have not performed as well) and will continue to evaluate other options to improve the national exam pass rate.
- Evaluate opportunities to expand the health information curricular offerings into some of the emerging specialty areas (e.g. clinical documentation improvement, health data analytics, cancer registry, and privacy and security) with guidance from the program's advisory committee.

- Evaluate feasibility of offering the HI and/or HL majors in alternative delivery formats (such as evening/weekend or online) with guidance from the program's advisory committee.
- Continue working on marketing efforts to promote the health information program locally, regionally, and nationally.
- Prepare a major curriculum revision to include the new CAHIIM curricular requirements to be in place by Fall 2016.
- Develop a new course that will replace LAS 245 and add content regarding health care compliance.
- Revise the course objectives for the HIT496 capstone class. For a course at this level, most of the objectives should be at the "reinforced level."