

# **Instructional Program Review 2019/20 UPDATE**

**Health Information Management**

**Created on: 08/14/2019 09:21:00 AM PST  
Last Modified: 01/23/2020 01:43:56 PM PST**

# Table of Contents

<b>General Information</b>	<b>1</b>
<b>2019/20 Instructional Program Review</b>	<b>2</b>
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	3
Goal Status Report (REQUIRED)	3
<b>Request Forms</b>	<b>6</b>
Classified Position, BARC and Faculty Position Request	6
<b>Reviewers</b>	<b>7</b>
Liaison's Review	7
Manager's Review	7
<b>Appendix</b>	<b>8</b>

## **General Information (Instructional Program Review 2019/20 UPDATE)**

---

## 2019/20 Instructional Program Review

---

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

A.

- Name of Lead Writer Suzanne Forrest
- Name of Liaison Saloua Saidane
- Department Chair Christine Balderas and Danielle Lauria
- Name of Manager/Service Area Supervisor Dean Tina Recalde
- Is this a CTE program? Yes

B. Updates to faculty, staff, mission, curriculum, strengths, challenges, etc If you feel you need additional space to enter more updates, please consider attaching a document containing your updates.

HIM program mission: The mission of the Health Information Management Program at San Diego Mesa College is to provide accessible and affordable education to a diverse student body. We promote excellence in education and development of competent health information managers who demonstrate high quality, relevant, current knowledge to engaging health care careers and become leaders within the community and HIM profession.

The program mission supports the mission of the college. The College identifies itself as a comprehensive community college, meaning that it provides programs and courses to support students towards their goals of earning an associate degree, a baccalaureate degree, transferring to four-year institutions, earning degrees or certificates in career-technical fields, or taking classes of interest throughout their lives. The College mission meets the needs of community it serves. The cost of the program ensures the program is accessible and aligns with supporting workforce training and effect positive change within our community.

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### HIMS and CAHIIM program goals

##### Program demonstrates entry level competencies

Ensure curriculum supports CAHIIM competencies. Ensuring courses incorporate equity, all students have opportunity to access and be successful. Graduates are able to find high level employment and pass the national certification exam.

## Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 6.2, Strategic Goal 6.3,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

#### HIMS and CAHIIM program goals

Goal

**Goal: Program demonstrates entry level competencies**

Ensure curriculum supports CAHIIM competencies. Ensuring courses incorporate equity, all students have opportunity to access and be successful. Graduates are able to find high level employment and pass the national certification exam.

**Action: Program Competencies**

<b>Describe the actions needed to achieve this objective:</b>	Review current CAHIM standards.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Program Director
<b>Provide a timeline for the actions:</b>	Ongoing
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Maintaining CAHIM accreditation
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Occasional travel for continuing education to conferences.

## GOAL STATUS REPORT (REQUIRED)

### Action Statuses

#### HIMS and CAHIIM program goals

Goal

##### **Goal: Program demonstrates entry level competencies**

Ensure curriculum supports CAHIIM competencies. Ensuring courses incorporate equity, all students have opportunity to access and be successful. Graduates are able to find high level employment and pass the national certification exam.

##### **Action: Program Competencies**

<b>Describe the actions needed to achieve this objective:</b>	Review current CAHIM standards.
<b>Who will be responsible for overseeing the completion of this objective:</b>	Program Director
<b>Provide a timeline for the actions:</b>	Ongoing
<b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b>	Maintaining CAHIM accreditation
<b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b>	Occasional travel for continuing education to conferences.

##### **Status for Program Competencies**

<b>Current Status:</b>	In Progress
<b>If the Current Status was marked Completed, what was the impact of the completed objective on your program:</b>	
<b>If the Current Status was not marked Completed, what are the implications and next steps:</b>	Ongoing goals for maintaining accreditation.

I

## Request Forms

---

**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**



## Reviewers

---

### LIAISON'S REVIEW

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Instructional Program Manager's Review 2019/20 UPDATE

# Appendix

- 
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** Health Information Management

## **(REQUIRED) Program name**

Health information management (HIMS)

## **(REQUIRED) Are you on target with your assessment schedule?**

Yes, the HIM program is on schedule to have all classes assessed by the deadline.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

Our assessments have shown that the program at the classes measured to date are meeting the needs of the students and educational goals of the classes. When we find a lower than expected score (which has been rare) we analyze our process and have found that the tool needed to be altered.

## **(REQUIRED) Based on your assessments, what resource needs have you identified?**

Resources overall are people. Having enough staff to share the workload of classes and administrative duties.

## **Please provide any other comments.**

*No answer specified*

# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Health Information Management

## Program Name

---

**(REQUIRED)** Type your program name.

Health information management (HIMS)

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

---

**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

*No answer specified*

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

*No answer specified*

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

*No answer specified*

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

*No answer specified*

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**

*No answer specified*

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

*No answer specified*

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

*No answer specified*

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

---

**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

*No answer specified*