

## 2022-23 Program Review HIMS

**Directions for Lead Writers:** Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

**DEI Discussions:** as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information &amp; Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>The major success since last comprehensive review was the legislation guaranteeing the permanence of existing Baccalaureate degrees at the California Community Colleges. Our industry partners, alumni, students, administrators all contributed to providing necessary information to allow this to be a permanent degree offering.</p> <p>Challenges are mainly enrollment. While there is a need and classes have been scheduled for working professionals, many lack the ambition to enroll in the program. With the graduating class of 2021, the enrollment peaked at the cap of 32 students. Since then the cohorts have been in the low 20s.</p>
If applicable, describe any major curricular or service changes your unit has engaged	Optional	<p>External accreditation, CAHIIM, required a major curriculum competency overhaul starting in 2018 which was completed in 2020. One recommendation from advisory was the focus on need for</p>

in and the impact of those changes since the last comprehensive review.		communication skills of employees. In the original HIMS program curriculum development, we had planned for an upper division communications course. However, the units were high and we decided to hold off on that and review at a later time. During this recent review of the curriculum, we determined there were a few classes that had been written as 4 unit classes. Rather than add units to the overall program, we removed 1 unit from 3 of the HIMS classes and added COMS 401, a course focusing on professional and intracultural communication.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	N/A
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<b>Data Reflection</b>		
<b>Prompt</b>	<b>Guidance</b>	<b>Program Response</b>
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course &amp; program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	Overall, course success rates for HIMS courses has remained constant at a staggering 99% since 2019. Retention and success rates average 95.5% and 98.9%, respectively from 2019-2022. According to the Bureau of Labor Statistics, the job outlook for health services managers will be 28%, which is much higher than average. We are seeing a very high employment rate with graduates nearing 90%. Graduates are also earning about \$36/hour or \$75k/year salaries.
Describe any equity gaps you	Equity gaps refer to disparities in educational	There is a very small (-1.7%) equity gap in Black/African American

see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	students. However, the retention and success rates are 99.1% and 97.4% respectively for this group.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Outcomes for all HIMS courses were carefully reviewed and aligned with external accreditation course learning outcomes/objectives. This was an agenda item in the HIMS faculty meeting which took place on 1/27/23. Faculty were encouraged to review their outcomes and incorporate those into their Canvas shells to be evaluated. In addition, prior outcomes were all documented as met for all HIMS courses.

***Practice Reflection***

Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Marketing efforts have been focused on men of color, since this group is less prevalent in the health information field. We have seen an increase in men enrolling the HIMS program. We have also embedded additional cultural competency and DEI related content into each course.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	It was important to diversify our department faculty. In doing so, students of color feel more connected to those faculty and are able to see successful people of color working in the field.

***Unit Goals and Action Plans***

Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Update curriculum based on industry trends; Met with advisory board and DCP sites to understand industry trends. Evaluate CAHIIM standards to ensure all areas are met. Added COMS 401 Advanced Communication Skills for Healthcare Professionals course to be offered starting in 2023-24 academic

		<p>year.</p> <p>Goal 2: Increase faculty participation in professional development activities with a goal of each faculty member attending at least one professional conference per year, either in person or virtually. During faculty meetings, discuss conferences which align with faculty coursework and providing funding sources to attend and incorporate into classes being taught.</p> <p>Goal 3: Increase participation in RHIA exam. Current attempt rate is approximately 20% of graduates; goal would be to increase to 40% by 2025. Program director will provide early testing form and guidance for registering for the RHIA exam.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a> , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1: Update curriculum based on industry trends;  SO: Stewardship-faculty productivity  SO: Completion-appropriate coursework</p> <p>Goal 2: Increase faculty participation in professional development activities  SO: Community-Retention of employees  SO: Stewardship-FTE productivity and specialization</p> <p>Goal 3: Increase participation in RHIA exam  SO: Completion-terminal degree for RHIA credential  SO: Pathways &amp; Partnerships-increase wages</p>
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <ol style="list-style-type: none"> <li>1.Engaging industry and advisory board to assist with trendsetting</li> <li>2.Evaluating external accreditation requirements to ensure compliance and accordance.</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1.Faculty meeting directives on process for funding for professional development</li> <li>2.Aligning special conferences with teaching assignments to ensure competency of faculty and provide maximum benefit to students.</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1.Meet with each student in last semester to facilitate test registration</li> <li>2.Circulate marketing materials with wage information with and without certification to industry professionals to encourage higher education.</li> </ol>
Does this Action Plan require	if yes, complete resource request form	<input type="checkbox"/> Yes

resources		<input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Connie Renda	
Name of Program/Unit	Health Information Management	
Manager Name	Cassandra Storey, Acting Dean	
Submission Date of Program Review Draft to Manager for feedback	5/8/23	
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