

2022-23 Program Review Template

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 & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		Successfully managed double cohorts of 64 students in two tracks-regular and fast track programs, which changed from single cohorts of 32 students prior to 2018. Successfully onboarded a diverse group of adjunct faculty. Challenges have been having fewer applicants to the program. Also there are about 5-10 students per year who do not enroll due to personal reasons leaving the graduating class around 55 students. Many of these issues were related to the pandemic and we are hoping to see that dissipate over the next few years.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	External accreditation, CAHIIM, required a major curriculum competency overhaul starting in 2018 which was completed in 2020. This included a focus on revenue cycle courses. The program formerly had 2 DCP courses which we reduced to one for equity reasons since many students need to work and are not able to dedicate the hours to internship. Additionally, the industry is moving

		away from inperson work and therefore our advisory board indicated one DCP course would be sufficient. We changed HEIT 135 to 136, Introduction to Health Information Systems and HEIT 160 to 225, Introduction to Revenue Cycle. These were both made due to external accreditation changes, advisory board recommendations, and creating a framework from which students would be more prepared for upper division coursework.
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
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & 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	Overall, course success rates for HEIT courses has remained constant between 92-93% since 2019. Retention and success rates average 95.5% and 92.7%, respectively from 2019-2022. According to the Bureau of Labor Statistics, the job outlook for health information technicians will be 7%, which is average. This area requires a high school diploma or Associate's degree and is less prevalent due to the complexity of the electronic health record. In terms of transfer, we see about 50-60% of students completing the HEIT program advancing to the HIMS program.
	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	
Describe any equity gaps you see in these data. Are there differences and/or patterns	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and	There are small 3-5% equity gaps in Latinx and "other" ethnic groups. However, the retention and success rates are both above 90%.

observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	other demographic traits and intersectionalities.	
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 HEIT courses were carefully reviewed and aligned with external accreditation course learning outcomes/objectives. This was an agenda item in the HEIT 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 HEIT courses.
<i>Practice Reflection</i>		
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.	As mentioned previously, we changed the DCP requirement to make the unpaid hours more equitable. As an alternative, we worked with the WBL team to offer additional work experience options for students without experience in the health information field so they would have more options when searching for jobs after graduation. We have also expanded our DCP options to include community based clinics and options for bilingual students to thrive in the workplace.
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. Both are graduates of the HEIT and HIMS programs and earning over \$100,000 in annual salaries demonstrating exactly what we promote to our students.
<i>Unit Goals and Action Plans</i>		
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 HEIT 136 and 225 to be offered starting in 2023-24 academic year.

		<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 RHIT exam. Current attempt rate is approximately 10% of graduates; goal would be to increase to 25% by 2024. Program director meets with each student in last semester of program and provides early testing form and guidance for registering for the RHIT exam.</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , 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 RHIT exam SO: Completion-continue to Bachelor's degree SO: Pathways & 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 1.Engaging industry and advisory board to assist with trendsetting 2.Evaluating external accreditation requirements to ensure compliance and accordance.</p> <p>Goal 2 1.Faculty meeting directives on process for funding for professional development 2.Aligning special conferences with teaching assignments to ensure competency of faculty and provide maximum benefit to students.</p> <p>Goal 3 1.Meet with each student in last semester to facilitate test registration 2.Create HEIT marketing materials with wage information with and without certification</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Lead Writer and Manager Information	
Lead writer Name(s)	Connie Renda
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Manager Name	Cassandra Storey, Acting Dean
Submission Date of Program Review Draft to Manager for feedback	5/8/23
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	7/17/2023