Minnesota State
Community and Technical College

Program Review Worksheet (Step 3)

Program: Health Information Technology/Coding

Campus(es): eCampus

Program Faculty: Bonnie Peterson, Kim Samuelson,
(Carolyn Gaarder (retired spring 2015 did not participate)

Academic Dean(s): Holly Doyle

Review Committee Members: Steve Erickson, Jill Abbott, Joni Massie, Alyssa Campion, Steve Erickson, Tim Preuss, Loren Haagenson, Erin Johnson

Dates of Review: 4.17.15

1. Student Enrollment and Success Measures

A. **Enrollment** – Provide a brief statement evaluating recent trends and projections.

The HIT Program is seeing a decline in enrollment numbers, though trend is showing increase in program grad rates. The average age of our students college-wide is approximately 25; the average age of students in the HIT Program is 36, which is well above the overall average. This higher age category most likely contributes to the low number of full-time students as well. At 30%, this age category experiences higher levels of work and family obligations. Students are advised to complete as many credits as possible each semester, stating the quicker they graduate the higher likelihood of passing the RHIT Certification exam, the sooner they can begin their career.

We were recently contacted by the corporate office of Sanford Health out of Sioux Falls. They have interest in partnering with us in what they called "Coding Opportunities." We anticipate this could be a good move for us to improve enrollment numbers. The Career Services director and Program Director are working with Sanford to develop a webinar for students, anticipated for the first week in May.

There is a growing need for the number of RHIT credentialed graduates, particularly with Sanford building a new hospital in Fargo. The baby boomer generation is aging which is increasing health-care related needs, which directly increases the need for RHIT credentialed staff.

The marketing team has been notified of our age of students and program director has asked how we can better market the program to this age group.

B. **Retention, Graduation, and Transfer** – Provide a narrative analysis regarding the status of student success measures. Furthermore, include past and future actions to improve these measures.

Student success rate has remained steady over the last three years in the mid-80's.

C. **Program Efficiencies** – Summarize program efficiency data. If the program was identified as needing to initiate steps to improve efficiencies, share the plan(s) for improvement and discuss its effectiveness.

The HIT Program is completely online, so space and equipment efficiencies have not been identified as needing improvement. Program supply costs are minimal. Other than computer equipment for program faculty, there is a yearly cost of providing AHIMA's Virtual Lab to students. This cost is pro-rated based on number of students needing access. There is also the yearly accreditation fee.

2. Curriculum

A. **Curriculum currency and relevancy** – Identify changes made since the last comprehensive program review. Discuss evidence that demonstrates that curriculum is current and addresses industry and/or transfer needs. Identify any changes that should be made.

New Program Director hired Spring 2014 so it is difficult to make comparisons to previous years' review.

New accreditation guidelines were released January 2014; currently working on a "gap analysis" to determine the strengths and weaknesses of our program compared to the new competencies; new competencies and course content will be updated based on this analysis. To date, anticipate enhanced delivery in the areas of information governance, data interchange standards, data mapping and warehousing, health information exchange, data analytics, and project management. The revised competencies will be incorporated into the RHIT Certification exam in 2017. The overall focus of these revised competencies is a move away from managing paper-based systems and a leap toward information technology.

Will continue to explore an "approved" coding program (certificate) through AHIMA – we are currently teaching to the required competencies of this approved program, though revised competencies will be effective July 1, 2015. This certificate program would ladder directly into the HIT Associate Degree. Affiliating a coding certificate program through The Professional Certificate Approval Program (PCAP) Council of AHIMA demonstrates that a program meets coding competencies as well as faculty qualifications and program standards. Our understanding is the college will not allow two "coding programs" so this is on hold, though we see tremendous benefit to students and to the college.

Coding instructor continues certification as an "ICD-10 Trainer." Transition to teaching ICD-10 coding classification system anticipated for Fall 2015 pending any further industry delays.

Program director attended the American Health Information Management Association annual Assembly on Education / Faculty Development Institute conference in Chicago Summer 2014; Program Director plans to attend same conference in Austin, TX Summer 2015 - funding

through the HIT Program and MSCF have been approved. Conference focuses on program accreditation, best practices, industry trends, and content delivery. As noted in the conference description, "The symposium aims to deliver the knowledge required for faculty members to enhance the performance of the future workforce and the value of health information education."

    B. **Curriculum Coring** – Identify courses in the program which are cored with other programs.

The HIT and ADMM Programs are working collectively to determine where similarities are and how we can "share" courses. Fall of 2015 a comparative review was performed and the following course transfers from ADMM to HIT were approved:

ADMM 2150, ADMM 1150, and ADMM 2154 – transfer in to HITM 2263
ADMM 1152 and ADMM 2252 – transfer in to HITM 2216.

Fall of 2014 a "bridge" agreement was revised and approved for Alexandria Tech students transferring in to our accredited program.

    C. **Curriculum Delivery** – Describe all formats in which the curriculum is delivered.

Curriculum is delivered completely online.

3.   Student Learning

    A. **Assessment** – Identify areas of focus for the assessment of student learning within program or program courses. What program, teaching method, or curricular changes have been made in the last three years as a result of program and/or course assessment of student learning? Identify strengths (best practices) and weaknesses (areas of concern) for preparing students for employment or transfer.

Revived the "HIT HomeRoom" in D2L with current content including industry trends, videos, federal health IT strategic plans, scholarship opportunities, position openings, job search strategies and resources, RHIT certification exam FAQs, study and test taking tips, and information on an exam prep book students can purchase on their own; new "News" items on industry hot topics are added weekly including links to free webinars.

Program Director just completed Annual Program Assessment Report (APAR) for the year 2013. Based on the RHIT Certification exam results, two areas were identified as falling below national averages in 2013: (1) Domain 5 - Quality: A one-credit documentation course was implemented just prior to these exam results. Statistics was moved out of the Quality course to narrow the focus. Exam results were discussed with teaching staff and advisory board. (2) Domain 7 - Revenue Cycle: Program was very close to national average. Results were discussed with faculty and advisory board. Documentation course was implemented just prior to reporting period. Course covers documentation improvement initiatives. Subsequent years are positive showing above national average results in both of these areas.

During reporting period of October 2012 to September 2013: 19/21 first time RHIT Certification exam takers passed exam = 90%. 1/3 repeat takers passed exam = 33%. Overall 20/24 pass exam - 83%. This is above the overall national average of 72%. Students will continue to be encouraged to take the exam during their last quarter of college or very soon thereafter. Resource material has been made available in an online "course" called the HIT HomeRoom including study and test taking tips and information on a practice exam book.

Pre- and post-test student evaluation has been developed in the HIT HomeRoom. Students complete the pre-test in the Intro to Healthcare Delivery course, toward the beginning of the program, and the post-test in the Quality Management course, toward the end of the program. This online testing strategy was implemented Fall 2014 for the pre-test, and the post-test will be implements Spring 2015. Results will be compared year-to-year.

4.   Resources

A. **Facilities and Equipment** – Identify major equipment or software purchases in the program for the last three years. Identify concerns and issues and how they impact learning, enrollment, or completion.

A yearly virtual lab software purchase continues. The "Vlab" was developed by the American Health Information Management Association (AHIMA). Vlab was updated with new content and new delivery method Fall 2014. Many new assignments now available in the Vlab are being or have already been incorporated into the Medicolegal, Coding, and HI Systems and Stats courses; anticipate additional program- and competency-based assignments to be available for incorporation.

B. **Promotion and Recruitment** – What strategies does the program use to attract students? What does the program do to remain visible in the community?

Program marketing material: Vertical sign and table top display highlighting HIT program was purchased Fall 2014 and Spring 2015. Program full-page sheets and cards were developed for the HIT program; program sheets and cards were already developed and in place for the HI-TS certificate program. Magnetic clips with program and college name were purchased for distribution at events.

Program marketing events: HIT had a presence at the Jamestown and Fargo Dome career fairs and the Moorhead and Detroit Lakes Open Houses Fall of 2014. Spring of 2015 we were present at the March 5th Healthcare Careers Showcase campus event, the March 6th Bridges event in Brainerd. We are scheduled for the June 3rd and 4th showcase events, April "Business After Hours," and an additional event in July. Considering a presence at the STEM event in the future. HI-TS Cert Program was showcased at the above along with the MHIMA conference Spring 2014. HIT will continue a presence in campus and community related activities.

A "Consider a Career in Health Information Technology" email flyer was developed Spring 2014 with the assistance of Kyle Johnston - was emailed out to 175 "undeclared" students in 2014 and will continue into 2015.

Program Director and full-time faculty member met with Cindy Boe, Career Counselor, Fall 2014 to discuss program and open lines of communication; incorporated online resume builder into Supervisory Leadership course Fall 2014.

Program Director and full-time faculty member met with two staff and one intern from Career/Counseling Services department Spring 2015 to present information on the program and discuss student attributes favorable to the program and career; provided staff with program marketing material.

Program Director, full-time faculty member, and Dean met with program managers and marketing team to discuss marketing strategies Spring 2015.

Web page redesign is in progress.

HIT Program Director and Dean contacted by Sanford Health corporate out of Sioux Falls in March 2015 to determine how to best "nurture internship opportunities" with Sanford HIM/Coding departments. Discussions are ongoing with planning in place for a May webinar for students.

The program will continue to maintain and strengthen contact with healthcare-related facilities in the area. Online employer survey is being developed for distribution to a wider geographical area to include all eCampus locations and surrounding areas with the goal of improving response rates. Surveys not returned via online method will be sent via mail.

An online student survey has been developed and will soon be emailed to 2013 graduates. Those not returned electronically will be sent a survey via mail. Both the employer and student surveys were developed based on accrediting agency recommended content. Goal is to improve number of surveys distributed as well as response rates.

C. **Advisory Committee** – How often do they meet and what is the level of participation? What role do members play in supporting the program?

Curriculum is discussed at the advisory committee meetings held 1-2 times per year. The new 2012 Program plan was successfully implemented. Program is currently performing a gap analysis to determine where competencies can be added or strengthened. The results of the analysis will be discussed with the advisory board, recommendations incorporated, and approval obtained. Goal is to solicit real-life activities/assignments from members that can be brought in to courses to compensate for any areas identified as needing strengthening in the curriculum. Overall, current members are very supportive.

Most members of the board have been active for many years. One member retired early 2015 and two new members waere added. Goal is to add new members to the board with backgrounds that reflect the new competencies. For example, one new member works with Sanford's cancer research performing support to research staff and another works with Sanford's IT Department with electronic health records. We hope to acquire another member

who works in IT and/or with electronic health record development and maintenance at Essentia Health.

Advisory board was recently contacted to provide guidance on the selection of developmental education program requirements. The board agreed with Program Director recommendation to list MATH 0085 as the arithmetic requirement for the program.

D. **Advising** – Describe the process and frequency of academic advising used in the program. Is advising individual or as a group?

Spring-Summer 2014 the Program Director developed the "Course Completion Plan" which maps out a student's schedule of courses through to graduation – allowing students to "cross-off" completed courses along their journey, as well as easily identify which courses they should register for each semester. It lists all program courses, pre-requisites, co-requisites, and identifies during which semester each course is offered. The spreadsheet format allows for easily mapping out the number of credits a student would like to complete each semester. In particular, this works especially well for part-time students.

Students are sent a "Welcome" email upon acceptance into the program which directs them to work with the Program Director to develop their Course Completion Plan. In addition, prior to semester registration opening, students are sent a "registration email" by the Program Director encouraging them to register as soon as possible, following their Course Completion Plan, and to work with the Program Director if any adjustments are needed. Each student Course Completion plan is saved to a shared file so HIT faculty and student advisor have ready access.

Full time faculty member and student advisor assist with advising as needed. The process of advising is really a work in progress. Student advisor provides much needed assistance with more difficult cases as well as questions that are not program-specific.

We continuing to educate advisors and program managers about the HIT program to ensure students who want to obtain their associates degree and RHIT certification are placed correctly in the HIT program. Additional training is necessary.

We are working on articulation agreement with College of St Scholastica so associate degree HIT students can transfer to CSS to obtain their bachelor's and/or master's degrees in health information management (HIM). We have been contacted by several other colleges offering HIM bachelor degree programs who would like to articulate with us.

Articulation agreement with Alexandria Technical College was revised. No longer considered an articulation agreement, but rather a "bridge" agreement.

Plan to develop an HIT Program FAQ sheet for students. Content would include information on Professional Practice Experiences, background checks, Mantoux testing requirements for PPEs, RHIT Certification Exam, developmental Math requirements, etc.

5.   Past Initiatives Aimed at Program Improvement

A. **Past Initiatives** – Share previously identified initiatives. Be sure to include those from the Program Efficiency Process or past Program Review processes. What was effective and why?

Program Director is new to program. Did not review previous identified initiatives – new initiatives are being developed.

One initiative that has been discussed over the years is student membership to AHIMA. AHIMA recently announced that AHIMA student membership is now part of a discounted bundle with a first-year HIT book, *Health Information Management Technology: An Applied Approach* which is currently used in several HIT courses. Students are then able to use financial aid to purchase the bundle. This information will be shared with the bookstore and MBS Direct.

6. Future Directions

A. **Faculty Summary** – How do you see the program evolving over the next three years? Based on this self-review, propose at least one area of focus/project that would further enhance the quality or student success measures of this program. If new resources would be required, provide a cost/benefit analysis.

Our population is aging. The push for information technology in healthcare is increasing. These two factors are continuing to push the need for graduates in this program. We need to keep in mind that our target audience is not those students fresh out of high school, but those who desire a promotional path in a healthcare related setting that does not involve hands-on patient care, as well as those interested in information technology in the healthcare industry. Salaries are steadily climbing. We no longer are in the basement filing paper records but are evolving into a much needed skillset.

The need for coders in the field is increasing as well. Coders not just with certificates or diplomas, but those with associate and bachelor degrees that can not only code a record, but manage a staff of coders or take their knowledge into the areas of compliance, information governance, and analytics. We would do well offering a coding certificate program that ladders into an associate degree program so graduates can earn a certificate, and be a coder while continuing to work toward their associate degree, and further their education into a bachelor and master degree if they so choose.

The role of Health Information Management Director was ranked 27 out of 100 in CNN Money's 2015 "Best Jobs in America" list. The list includes positions that not only "offer great growth opportunities, but ones that are satisfying as well." Other factors in the ranking include current pay as well as how fast pay is increasing, and how many jobs are in the field. Job growth statistics used for the list are taken from Bureau of Labor Statistics numbers for 2012-2022, and job satisfaction scores come from a survey of 400,000 workers by PayScale.com.

Summary of Program Review Committee Meeting (Step 7)

Program: Health Information Technology
Campus(es): eCampus
Program Faculty: Bonnie Peterson, Kimberle Samuelson
Academic Dean(s): Holly Doyle
Review Committee Members in Attendance: Steve Erickson, Jill Abbott, Tim Preuss, Erin Johnson, Loren Haagenson, Joni Massie, Alyssa Campion
Dates of Review: April 17, 2015

A. Identify participants:
> Holly Doyle – Program Dean
> Steve Erickson – eCampus Dean/IR
> Jill Abbott – AVP
> Tim Preuss – IT instructor
> Erin Johnson – Biology Instructor
> Loren Haagenson – HR instructor
> Joni Massie – eCampus Advisor
> Alyssa Campion – eCampus Enrollment Manager

B. Summary of comments and suggestions:
- Older than average students – some concerns are confidence is a barrier to success
- May need to focus on Workforce centers to meet the older than average age
- No longer a paper based industry – moving to electronics systems, more analytics, critical thinking
- Vlab is good source of support and resource for students to be exposed to experiences
- ICD-10 currently set to be implemented
- New Curriculum to be implemented by 1.1.17 – will be reviewing and updating to meet accreditation
- Articulations being worked on – CSS, MSUM, - look into UMC
- Coding Certification option for laddering with option to be employed while completing the HIT degree.
- Partnership with Sanford for Career services and job opportunities
- Completion data – understanding where the program is going
- Preparation for developmental and general education courses – Bridge program and Accuplacer resources.

Review Committee Recommendations (Step 8)

Program: Health Information Technology
Campus(es): eCampus
Program Faculty: Bonnie Peterson, Kimberle Samuelson
Academic Dean(s): Holly Doyle
Review Committee Members in Attendance: Steve Erickson, Jill Abbott, Tim Preuss, Erin Johnson, Loren Haagenson, Joni Massie, Alyssa Campion
Dates of Review: April 24, 2015

A. Identify strengths for this program. ˊ

- Accredited program –Program leads to eligibility to take national certification exam (multiple)
- Strong demand for graduates with good starting pay –
- Dedicated, well qualified faculty members who are team players –
- Defined goals for areas of improvement with a plan on how to reach these goals. –
- Strong outreach to prospective, new, and currently enrolled students.
- Up to date curriculum and good connection to accreditation body.
- Seemed very knowledgeable of current and projected program and industry standards.
- Seemed very connected to industry requirements.
- Great opportunity started with industry partners both present and future.
- Love the D2L home room idea and outreach to current and prospective students.
- Ahead of the curve with ICD-10 – ready for the changes – have a strong trainer/instructor
- Ongoing preparation for programmatic changes
- Curriculum alignment to written exam so they are well prepared
- Homeroom
- Individual completion plan/map for students
- Advising partnership with student development advisors
- Faculty are friends with industry partners and strong peer network
- Approach to advisory board – seeking input for strong program and using the boards input
- Use of Vlab to help prepare students –
- Ability and recognition for articulation for BA
- Written communication is strong
- Good relationship with enrollment team
- Highly engaged with all college members – team player
- Forward thinking – willingness to collaborate
- Ability to pull in resources

- Knowledgeable instructors as it applies to their career and forward movement for higher career placement

B. Identify areas for improvement.

- Continue to advocate for a greater understanding of the program college-wide. While I think that most staff and faculty understand that the degree leads to the ability to be a coder in an inpatient setting, particularly, I don't think there is a good understanding of what other opportunities exist for graduates. I think this is particularly true for other opportunities upon entry into the field.
- Continue to seek out opportunities to market toward target populations while also educating younger populations on the field. In respect to the latter, can a few sentences using layman's terms be developed for faculty and respective staff to communicate the field and program.
- Evidence of a lot of work done this year in marketing and outreach. Looks like a continued effort in program marketing and "getting the word" out to prospective students in the targeted demographics would be a good use of resources.
- Perhaps continued education and collaboration with the Administrative Medical Programs to communicate to students what the degrees mean and what the employment opportunities are and continue review of any cored curriculum possibilities. I liked the videos they helped me as a novice to better understand the different employment opportunities
- Work with marketing and EM to get information out to Workforce Centers and CEP
- Give Access to VLab to other SDS or faculty to see what it entails –
- Connect to what HIT career means to society – Medical Mystery (IE. Story regarding X number of people died in particular area due to pneumonia in 19XX...)
- Help identify the characteristics of this type of prospective student – ethical, detail oriented, self-motivated as part of the marketing and to entice
- Develop a fact sheet or FAQ document for the program. I think that this program is difficult to conceptualize for others and this would be helpful to share with appropriate staff.
- Share the advising more equally
- Is there an option to have a self-paced refresher/Independent study through CTS that we could create through D2L? Make sure there is information on the website on how to update/review for the test!
- Any opportunities for Continuing Ed? Retraining?
- College can better support the program with a specific Coding program for a ladder program

C. Provide any specific recommendations for consideration by the faculty or the college.

- Work collaboratively with resources to develop a way to describe a basic understanding or description (in layman terms) about your program. Create an activity that can help connect what a career in HIT looks like and how it connects to "real" life. (see external input with your example from people who have never heard or understand)

- Recognize and support the alignment and redesign of curriculum to meet accreditation requirements for January 2017. We would like to see further analysis of persistence and completion data by meeting with IR to collect data (this will allow for a baseline)
- Investigate and report what opportunities are there available or needed in HIT industry for Continuing Ed.
- Work on a formal distributed advising load or process

Revised 1-28-14

Minnesota State
Community and Technical College

Final Plans of Action (Step 9)

Program: Health Information Technology
Campus(es): eCampus
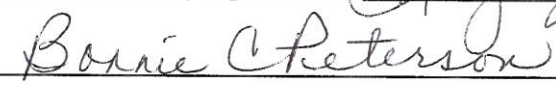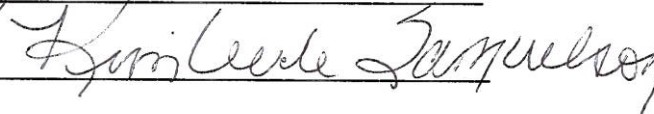Program Faculty: Bonnie Peterson, Kimberle Samuelson,
Academic Dean(s): Holly Doyle
Dates of Review: 5.8.15

A. Identify one to three projects for the next three years aimed at program improvement. Identify who is responsible, the timetable for implementation, and any required resources.

- Work collaboratively with resources to develop a way to describe a basic understanding or description (in layman terms) about your program. In addition, create an activity that can help connect what a career in HIT looks like and how it connects to "real" life. (seek external input with your example from people who have never heard or understand your program) – Assigned to: Bonnie and Kim to be completed by end of fall term 2015.

- Recognize and support the alignment and redesign of curriculum to meet accreditation requirements for January 2017. We would like to see further analysis of persistence and completion data by meeting with IR to collect data (this will allow for a baseline) - Assigned to: Bonnie with assistance from Kim especially as it applies to curriculum – to be completed by January 2017.

- Investigate and report to the Academic Dean what opportunities are available or needed in HIT industry for Continuing Ed. – Assigned to: Kimberle Samuelson with feedback from Bonnie Peterson by end of Spring 2016.

- Work on a formal distributed advising load or process – Assigned to: Bonnie Peterson with feedback from Kimberle Samuelson completed by Fall 2015 and should be shared with the Dean and student development team.

Dean and Faculty Signatures: _Holly Q. Doyle_

Bonnie C Peterson   _Kimberle Samuelson_

Date: _5/8/15_

Please submit to CAO.

4-22-13
Revised 10-23-13