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  Attrition Table
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Graduate Details
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Goals
Submission

Example of Associate Certification score report - CCHIIM
Example of Baccalaureate certification score report - CCHIIM

(Pages below are linked to each section)
Getting Started – Logging in

Your User name is your EPC code. Use your EPC code and password to begin the APAR.. You should have received an email with your EPC (User name) and Password. If you did not receive this information contact CAHIIM staff at apar@cahiim.org

Logging in will take you to the Getting Started section
On the left side, **Getting Started**: General instructions for getting started and navigating through the system

On the right, **Edit Your Annual Report** – This will open the current academic year for APAR reporting

**Report table**

**Annual Report Year** - Once the system begins to store/accumulate (APAR) reports, you will have the opportunity to view an APAR by a specific year

**Status** – this provides you with the status of your APAR, Not Started, In Progress, Submitted, etc.

**Export** – This will allow you to export your report into a pdf file

**Current REPORTING PERIOD**

For APAR reporting purposes an academic year begins August 1st and ends July 31st the following year.

**Current APAR report: Academic year 2014**

**APAR 2014 is data from academic year 2012 -2013**

This reporting period will require Certification score reports for the period from October 1 2012 through September 30 2013
Navigating through and using APAR

The APAR is divided into sections. To navigate up and down APAR, there is a grey scroll bar on the right side. There is also a scroll bar located at the bottom of the page view that allows the user to scroll left to right.

For navigation through APAR, click/open any of the field sections in the Status Bar (blue bar, see above). The Status Bar is located on the left side of the APAR data documentation area.

1. Status Bar – The Status Bar serves two purposes. It is used to navigate through different APAR sections and also provides a quick status of your progress toward completion for each segment and overall APAR.

Return to Table of Contents
Status Bar - All APAR sections have progress status information. The percentages for each section tell how much of the section has been completed (the goal is 100% complete). As an example, Program Information is 48% complete. Program Graduate, Employer Survey or the Goals are all at 0%, indicating that they have no data entered and have not been started. When a section is complete the percentage changes into a check mark which means that a section has been completed. The exceptions are Curriculum and Submission, which always have a check mark. All sections must have a check mark in order to submit the APAR.
2. **Program Details.** When you open your APAR, the name of your program, address, city state and zip code will already be pre-populated in the APAR. Program director name and address will also be in the APAR. If the information provided is incorrect please contact CAHIIM staff at apar@cahiim.org

3. **Red Boxes.** Any data boxes **outlined in red** must be completed. If you do not add the information required you will be prompted to do so. You will not be able to submit APAR without completing these data fields.

**APAR HOUSEKEEPING**

- All APAR sections have spell check
- Use Capitalization when appropriate
- Most APAR data is saved automatically (there are no Save buttons) and can be edited and updated by the user until the APAR is submitted.

**Using Tables**

**NOTE:** **Table data** must be actively saved. Adding, editing and saving table information requires some extra steps.

**Tables and Substantive Change ICON Definitions**

1. ![Add a row. Icon is used to add a data row. This icon is found in the Curriculum and Faculty table and Substantive Change subsections.](image)
2. ![Used to add data entry rows to smaller tables. This icon becomes the diskette or Save icon once data is entered into the table.](image)
3. ![Removes data or a table row.](image)
4. ![Save icon. Must use this to save information entered in table rows, otherwise data will have to be reentered the next time you work with the APAR report.](image)

[Return to Table of Contents]
Comment Boxes

Comment boxes contain handles (a series of lines) in the lower right hand corner. You may expand Comment areas by clicking on the edge of the corner and dragging the box to the size you would like and then enter your comments.

When entering comments, please use capitalization and complete sentences when appropriate.
Profile PROGRAM DETAILS

Most of the Program Profile information is pre-populated in APAR. Check the Profile information to insure that it is correct.

**Name of Program** – Provide the name of your program

**Address** – Mailing address for your program, usually the address on your website and promotional materials

**Address 2** - Specific buildings or room numbers – (May or may not apply to your program)

**City, State, Zip Code** – The State data box features a drop down menu or you may also type in your state

**Country** – The default is the United States

**Phone number** - Main phone number for the program – can be the campus switchboard (Red box /Required)

**Website** – URL for the program webpage (Red box/Required)

Profile SUBSTANTIVE CHANGE

A Substantive Change is any significant change (such as a new program director), modification or expansion of the nature and scope of an accredited program or the institution in which it resides. If your program has had no Substantive Changes during the academic reporting period choose No and continue with the APAR report.

If your program or institution has undergone significant change (or you know that it will in the near future – before the next APAR reporting period) choose the Yes option. The Substantive Change section will expand when Yes is chosen.

For reporting purposes the following events require Substantive Change information in the APAR.

- Has there been a change in Program Director?
- Program is Closing?
- Change in location of Program?
- Change in ownership of Institution?
- Change in name of institution?
- Change in Institutional Accréditor?
- Change in content delivery?
- Program is merging with another program/department?
SUBSTANTIVE CHANGE continued

If there is substantive change for your program or institution you must provide information about the change. If you chose Yes for any of the change options you will need to provide the date that the change took place and a brief explanation about the event. To do this, click on the green circle-plus button.

Enter the date of the change. 1. Can add the date manually (format #/#/#/####)
   or 2. Pull down the calendar and choose the date from the calendar.

Enter a comment in the Explanation section and then Save.

You can add more than one line of information for each change by clicking on the icon and. If you don’t Save data lines after you have entered them they will not be saved when you leave the APAR.

Return to Table of Contents
You may remove data lines at any time by clicking on the red circle.

If you have answered Yes to Substantive Change then you must also address the other substantive change categories/questions in order to complete the Profile section. Questions must have a Yes or No response to complete the APAR Profile section.

Return to Table of Contents
Profile PROGRAM DIRECTOR

A new component for Program Director addresses is the Add another Address section. This additional address field is for program directors that receive mail or calls from home or other non-campus locations.

There is also an Invoice address option for programs that have billing and invoice processing that is handled by another individual or department. Use the scroll bar to choose the type of additional address. When the address fields are complete, click on the Add function to save this information. To remove any additional addresses you may have created, choose the type of address you wish to remove in the scroll bar options and click on the Remove button.

Profile DEPARTMENT DEAN and CHIEF EXECUTIVE OFFICER

Address information for the Department Dean and the institution’s Chief Executive Officer should be straightforward. Some Address information is pre-populated (iterations of the program address fields in the
Program Profile), please check the information and edit, update as needed. Provide additional required information in the red box items.

Institutional Information

Type of institution where program resides: Is the program part of a Public or Private Non-for-profit or Private for-profit institution. If your institution is not considered one of these three, then choose Other. If you are not sure what type of institution your program is considered to be, you can usually find this information on your institution’s webpage, in the “About name of institution” section.

What is the highest degree offered by your institution – Should not be confused with the highest degree offered by your program.

Department housing your program? Where is your program located? The program director reports to the Dean of what discipline? If your program is not housed in any of the options offered in the scroll menu, choose Other and briefly describe the name of the department/discipline in the comment box provided.

Program level: What is the degree conferred by your program, i.e. Associate, Baccalaureate or Master’s level? This information has been pre-populated and should appear in the Program Level data box. If this information is incorrect please contact CAHIIM staff at apar@cahiim.org

If you have an Associate or Master’s degree level program you can skip the Certificate of Degree section and move to the next question set.

CERTIFICATE of DEGREE Program (Post Baccalaureate Certificate)

If you have a Baccalaureate program, you will be asked additional questions about Certificate of Degree programs. If you do not offer a Certificate program, answer No and proceed forward to the next question set. If you do offer a post baccalaureate certificate proceed to the Certificate of Degree section.

Institutional Information: Certificate of Degree

Certificate of Degree /Post baccalaureate certificate program are short focused programs designed to give students skills in health information management. If you have a baccalaureate degree program but do not offer a certificate program choose No and continue with APAR.

If your program offers a certificate program complete the Certificate of Degree Enrollment table and questions.
Enter data by clicking on the ☐ icon. This will expand the table so that you can enter data.

You must enter numbers in all boxes outlined in red. If you do not have students for an enrollment category then enter 0 (zero). When you have completed the table click on the Save icon.

If you need to change data in the table after you have saved the data row, reopen the table by clicking on the ☐ icon. You may reopen table data as often as is required until the APAR is submitted.

All questions in the Certificate of Degree section must have a response.

Return to Table of Contents (<-link to take you back to the Table of Contents)
**Certificate of Degree Question Detail**

**What are the prerequisites for student entry into the Certificate program?** Criteria for admission-degree(s), experience, recommendations, etc. to successfully complete an application? List all required criteria.

**Minimum Education level**- Select the minimum level of education required to enter the program.

**Who is the target audience of the certificate program?** Is there a specific audience or group that you are trying to engage for the certificate program? For example, health professionals in a specific regional area, individuals in a particular profession.

**Describe the certificate program offered.** Provide a brief outline of the program. How long it has been in operation, student enrollment numbers, maximum number of students in the program, URL for website, how students learn about the program.

**Specific admissions criteria that differentiates from the full degree program?** If there are no differing criteria, then enter NA.

**Are credit hours awarded?** This is a Yes or No question
Do the same faculty teach in both the undergraduate and certificate program? Yes or No response

How do you measure learning outcomes for the Certificate program? What outcomes, measures or metrics do you used to assess content for the Certificate program?

How long does it take enrolled students to complete the program? How many months does it take on average or is it taking for students to complete the certificate program from the first class to the last class or enrollment to completion? This number should be based on actual student progress.

Please upload a summary of courses offered in the Certificate program. Provide a list of all required course numbers and titles.

Proceed to the Program content delivery question set. The Program content delivery questions apply to the program and are not part of the Certificate of Degree program question set.

Program Content Delivery

Program content is delivered

- **Campus based /Seated** - All courses are delivered in a campus based classroom(s).
- **Online** - All courses are delivered online. Students never come to campus.
- **Hybrid** - Hybrid delivery offers face-to-face and online instruction. Students may take some courses in a campus classroom and some courses online or have courses that split time between online and classroom components.
- **Two degree path options** - Online or Campus - the program is offered completely online and is also offered in a classroom. Students either enroll in the online program or the campus based program. This is not a hybrid option.

[Return to Table of Contents]
What unit system is offered by your program? What is the academic time frame used by your institution. If you choose Other, describe the system used in the text box provided.

Faculty

Faculty Table and Faculty Distribution Table. You will use the table icons to enter and save data for the Faculty Table. The Faculty Distribution Table is a read-only table and is populated by the Faculty Table data.

Use the green circle icon to add faculty data rows. Add faculty information for all faculty teaching for the program during the academic reporting year. If you have adjunct faculty that did not teach courses during the APAR academic year, do not include them in the APAR.

- **First and Last name** - Please use appropriate capitalization.
- **Highest Degree** - Enter the individual has obtained at the time you are completing the APAR.
- **Credentials** – Enter all credentials the faculty member uses. If they do not have credentials enter NA – there must be something entered in this box for the table to be saved.
- **Job Status** – How is the individual classified by your institution- as a full time or an adjunct or a part time employee? This section populates the Faculty Distribution Table.
- **Faculty Rank** – what position do they hold in your institution? Choose from the scroll bar options.

- **Courses taught** - Format should be prefix (alpha usually) and the course number. Although the column comment instructions ask that you separate the courses with a comma. It is easier/faster to add the course, information and then enter. This action will start a new line in which you can add the additional course. Repeat this action until all courses the faculty member taught for the academic year have been entered. *Course titles should be consistent, for example, Alpha prefix is all capitalized, HIT ### (see example below)*

As each faculty member row is completed, click on the Save icon.

To edit a row that has been saved, click on the ✏️ icon, which means you can enter/edit data.

To remove an entire row choose the ✗ icon.

**Does your faculty teach in more than one program?** Do any program faculty teach in more than one program in your institution?
Enrollment Detail

If you have a program that offers a hybrid content delivery method or a degree is conferred from either your online or campus based program (you offer two distinct options) then you would complete all four sections. If students take courses online only or in a campus based classroom only then complete only the sections that apply to your program. Enter a 0 (zero) in the content delivery method that does not apply.

**Average class size per Course:** Average class size should be the average number of students in the HIM foundation courses. How many students are there typically in your HIM courses?

**Max Enrollment per Course:** Does your program or institution cap course enrollment? Is there a policy for adding additional sections for a course based on enrollment? If so, how many students? If there is no policy, provide the number of the largest enrollment in a required course during the academic reporting period. Do not for example document the enrollment for a large popular programming course elective offered by the Computer Science department unless, it is a requirement for completion.

Example: Academic Year 2012-2013, A program offers hybrid course delivery. The campus –based HIM/T 250 Topics course had 30 students enrolled and the online HIM/T 300 Data Systems course had 75 students enrolled. The number for the Max Enrollment per Course would be 75 for the Online data box and 30 for the Campus data box

If you have a Campus based program enter the number in the campus based data area and a zero ( 0 ) for the Online data area.

If you have an Online program enter the number in the Online based data area and a zero ( 0 ) for the Campus data area.

**NOTE:** When data is entered into the Average Class Size per Course and Max Enrollment per Course the titles Online and Campus disappear in the data boxes. If you would like to see these options after you have entered data, place your curser in a data box and hit your Backspace key. This step will remove all data in the boxes and you will have to re-enter this information.

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ENROLLMENT Table
Enter data in the boxes with the red outline. Boxes that are shaded, are read only and have formulas built in behind them. The Attrition section in the Enrollment Table populates the Total Students that left the program data line in the Attrition Table.

For each section enter the total number of full time and part time students in your program for the academic reporting year. We no longer require a breakout of the number of first and second (third or fourth year) students. If you have no full time students enter 0 (zero) conversely if you have no part time students enter 0 (zero) and Save.

There must be a number in all red outlined boxes in order to save the table or you will get an error message.
Enrollment

Enrollment ATTRITION Table

To enter the detail data for this table, click on the left of the data entry sections. After you have entered data, then Save . If you make a mistake, reopen the data row by clicking enter revised data and Save.

<table>
<thead>
<tr>
<th>Details</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students that left the program</td>
<td>FT</td>
</tr>
<tr>
<td></td>
<td>PT</td>
</tr>
<tr>
<td>Attrition due to non-academic reasons</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Attrition due to change in professional concentration</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The top line, Total Students that left the program is Read-Only and data is generated by the Attrition data in the Enrollment table. This is the TOTAL line. The FT and PT numbers below this line should equal the Total Students that left the program.

Attrition due to non-academic reasons - Students who left the program because of a change in their life, could be anything from moving to a different city to a change in jobs or even quitting school.

Attrition due to a change in professional concentration – student changes their academic major.

Unknown – reason for leaving the program is unclear.

Enrollment STUDENT PROGRESSION Table

To enter the detail data for this table, click on the right of the data entry sections. After you have entered data, then Save . If you make a mistake, reopen the data row by clicking enter revised data and Save.

<table>
<thead>
<tr>
<th>Details</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of non-US residents enrolled in the program</td>
<td>FT</td>
</tr>
<tr>
<td></td>
<td>PT</td>
</tr>
<tr>
<td>Average number of months for Grad to complete the program</td>
<td></td>
</tr>
</tbody>
</table>

Number of non-US residents enrolled in the program. A non-US resident can be defined as any student that is not a U.S. citizen or a permanent resident of the United States. These students usually need an F1 or J1 visa to study in the United States.

Average number of months for current cohort of Graduates to complete/matriculate from the program.

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Graduate Details

<table>
<thead>
<tr>
<th>Graduate Details</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of graduates employed within one year of program completion</td>
<td>10</td>
</tr>
<tr>
<td>Number of Graduates employed in Health Care related jobs</td>
<td>3</td>
</tr>
<tr>
<td>Number of Graduates employed in non-Health Care related jobs</td>
<td>1</td>
</tr>
<tr>
<td>Number pursuing further education</td>
<td>1</td>
</tr>
<tr>
<td>Number of Graduates surveyed/contacted</td>
<td></td>
</tr>
<tr>
<td>Number of Graduate surveyed/contacted responded or surveys returned</td>
<td></td>
</tr>
<tr>
<td>Number of Satisfied Graduate responses</td>
<td></td>
</tr>
</tbody>
</table>

Number employed within one year of program completion - should be the number of program graduates from the current cohort of program graduates (this number should match the total number of graduates in the Enrollment Table) This question tracks cohorts from APAR academic year graduates.

Number of Graduates employed in Health Care related jobs – this is a subsection of the number reported above (employed within one year of program completion) This question tracks cohorts from APAR academic year graduates.

Number of Graduates employed in non-Health Care related jobs - this is a subsection of the first number reported above (employed within one year of program completion) This question tracks cohorts from APAR academic year graduates.

Number pursuing further education

Detail Example: If the total number of graduates for an APAR reporting period is 10 (per the Enrollment Table). 10 is the number to enter for the first section. This question tracks cohorts from APAR academic year graduates.

- Of the 10 three (3) are working for a health care facility or for a health care vendor which leaves seven (7) more graduates to account for

- One (1) is working for a marketing company or a non-Health Care related job

- One (1) graduate is pursuing an advanced degree. Total number of graduates working or pursuing higher education = five (5). Five (5) graduates are unaccounted for, or their status is Unknown.

Number of Graduates surveyed/contacted. Graduates surveyed may include any one who has graduated/completed your program. This section is not limited to one co-hort. In addition, the Number of Graduates can
Number of Graduate surveys/contact responded or surveys returned - Provide the number of graduate responses

Number of Graduate Surveys Returned Satisfactory. Provide the total number of positive/satisfactory responses from graduates surveyed or contacted?

Program Graduates

Provide an analysis of Graduate Survey responses

How do Graduate Satisfaction results compare with those of previous years? Please Select ▼

Please describe

Total number of Graduates Surveyed. Graduates surveyed can be any person who has graduated/completed your program. This section is not limited to one cohort. This can include other contact (beyond mailed surveys) with program graduates that results in information about the program, such as phone surveys, Survey Monkey, etc.

Number of Graduate Surveys Returned. How many program graduates contacted responded?

Number of Graduate Surveys Returned Satisfactory. How many positive responses did you get from the graduates that responded?

Provide an analysis of Graduate Survey responses (text box). Briefly describe your results

How do Satisfaction results compare with those of the previous year? Choose an option from the scroll bar choices

Please describe (text box) Brief analysis of previous year to reporting year results

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Employer Survey

**Number of employer surveys sent.** This can include electronic surveys, phone calls to employers as well as surveys mailed to employers.

**Number of surveys returned satisfactory** - number of surveys or instances of positive employer feedback

Provide an analysis of survey response. Brief analysis of the survey response results

**Employer Survey**

Number of employer surveys sent

<table>
<thead>
<tr>
<th>Number of employer surveys sent</th>
<th>25</th>
</tr>
</thead>
</table>

Number of surveys returned satisfactory

<table>
<thead>
<tr>
<th>Number of surveys returned satisfactory</th>
<th>15</th>
</tr>
</thead>
</table>

Provide an analysis of survey responses

20 surveys sent to employers and 5 PRI site supervisors surveyed. All five PRI site supervisors indicated that they would continue to hire program graduates. Four surveys returned indicated that there were competency areas that could be improved.

How do Employer Satisfaction results compare with those of previous years? Select the most appropriate response for the program results.

- Please Select
- Above/Greater results
- Comparable
- Below
- Other

How do results compare with those of previous years? Select the most appropriate response for the program results.
Certification scores must be obtained from the Commission on Certification for Health Informatics and Information Management (CCHIIM). You may contact Jamita Wince jamita.wince@ahima.org for reports. The CCHIIM Certification Program Reports encompass a given year from **October 1, through the following September 30.**

The National Average Pass Rate describes the percentage of first time test takers who passed the exam. This row of data is entered by CAHIIM staff.

### Certification

<table>
<thead>
<tr>
<th>Exam Period Start Date</th>
<th>Exam Period End Date</th>
<th>National Average Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012 00:00:00</td>
<td>09/30/2013 00:00:00</td>
<td>100</td>
</tr>
</tbody>
</table>

Program data entry

<table>
<thead>
<tr>
<th>Program Mean Score</th>
<th>Number of Graduates attempting</th>
<th>Number of Graduates passing first attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Program data is entered in the row below. Begin by opening the data row, clicking on .

Enter data for the **Program Mean Score** (found in the certification report). Program Mean Score is the percent of program graduates who passed the exam the first time.

**Number of Graduates attempting** – The total number of graduates who are first time test takers.

**Number of Graduates passing first attempt** – How many first time test takers passed the exam? The Number of Graduates attempting and the Number of Graduates passing are listed next to each other in the Certification report.

**NOTE:** A sample of a Certification report and the data needed from this report can be found at the end of these instructions.
To enter the detail data for this table, click on the right of the data entry sections. After you have entered data, then Save. If you make a mistake, reopen the data row by clicking again and enter revised data and Save.

Domain /Sub-Domain and AHIMA National Score are Read-Only. Find the program Domain scores for first time test takers and enter these scores in the Program Avg Score column.

<table>
<thead>
<tr>
<th>Domain/Sub-Domain</th>
<th>AHIMA National Score</th>
<th>Program Avg Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>22.23</td>
<td>21.56</td>
</tr>
<tr>
<td>D2</td>
<td>12.16</td>
<td>13</td>
</tr>
<tr>
<td>D3</td>
<td>23.3</td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>34.67</td>
<td></td>
</tr>
<tr>
<td>D5</td>
<td>16.4</td>
<td></td>
</tr>
<tr>
<td>D6</td>
<td>6.45</td>
<td></td>
</tr>
</tbody>
</table>

If any program score (Pass rate and Domain/Sub-Domain scores) falls below the National mean, provide a brief analysis of the results and an action plan to address these deficiencies.

If Program falls below National Mean, please discuss strategy for improvement

Pull/drag the comment box corner to expand the discussion area if needed.
Curriculum

There are slightly different curriculum requirements for undergraduate and graduate programs. Undergraduate programs are required to document Professional Practice Experience (PPE) contact hours and graduate level programs are not.

It may easier to work in the Curriculum table with the Status Bar hidden.

Enter all program courses in the sequence in which they are offered.

To enter the detail data for this table, begin by adding a data line. Click on the right of the data entry sections. After you have entered data, then Save. If you make a mistake, you may remove the row by using the function and then add the row again by clicking on You can add as many data rows as needed to document courses for your program.

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GOALS

If you have a master’s degree program you are required to complete two program goals. Goals should reflect how the program will address the continuous quality improvement of the program offered and/or student learning outcomes.

If you have an undergraduate (associate of baccalaureate) degree program you are required to complete the Target Outcomes, Results, Analysis and Action Plan, Person Responsible and the Time Frame following five program goals:

**Curriculum:** The program must assess the appropriateness and effectiveness of the curriculum, with the results of the program assessment used as the basis for ongoing planning and program improvement.

<table>
<thead>
<tr>
<th>Target Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Target Outcomes** - Target outcomes, (measurable objectives or outcomes) are the levels of successful performance set by the program and should be expressed in measurable terms or metrics such as 100%, 75%, etc. Target outcomes serve to ask ‘Has the program been successful at meeting its goals?” For example, if your goal is that graduates will demonstrate entry-level competency, in what ways can you show that X% of your graduates are competent and have achieved that goal?

**Results** – Where the program will record the data that demonstrates the actual results, measurements or outcomes. For example, “9 of 10 graduates passed the certification exam” or “75%” of employers rated graduates of the program as “above average” or “excellent” on the employer survey. If there are no results for the reporting year, indicate that there are no results and why.

**Analysis and Actions** - This is where the program describes its Response or correction action steps if the target outcome has not been met. If it has been met then no further action is needed. If it has not, then the program needs to formulate some corrective action plan(s) for the future. (These corrective actions may become steps in the ‘Plan’ on the next program evaluation plan.)

**Person Responsible** - This is the person responsible for carrying out the action plan. This could be, for example, the program director, the clinical coordinator, the advisory committee or a specified faculty member.

**Time Frame** – Planned period of time to carry out initiatives and analysis of the process.
Curriculum Goal: The program must assess the appropriateness and effectiveness of the curriculum, with the results of the program assessment used as the basis for ongoing planning and program improvement.

Interpretation: An annual assessment of the curriculum is required to determine where and when improvements are needed. Assessment is conducted using feedback from students, faculty, graduates, advisory committee, employers, and other relevant sources.

- At least one target outcome must be related to curriculum content, knowledge clusters, improvements and/or effectiveness in approach to curriculum content

Faculty Development Goal: The program must provide a plan for faculty that establishes or assesses the knowledge, skills, qualifications, and experience pertinent to the professional curriculum content that they are assigned to teach.

Interpretation: The program must assure through annual goals, that faculty development planning is targeted to improve faculty knowledge and expertise in the areas in which they teach. This includes efforts to keep current in health information management and/or other relevant professional content and practice, as well as other components of advanced formal education.

[NOTE: The target outcome for this goal should not include institutional hiring practices, for example, Target Outcome: “All faculty will have appropriate credentials.” Credential maintenance is not considered faculty development unless the institution or the program provide faculty with paid time off or financial stipend(s) to attend CE earning classes, workshops, conferences.]

Students and Graduate Goal: The program must provide assurance that the educational needs of students are met and that graduates demonstrate at least the AHIMA entry-level curriculum competencies.

Interpretation: How will the program assess through goals and target outcomes that student learning outcomes are examined and demonstrate progress toward achievement of entry-level competencies. These assessments must demonstrate that graduates meet entry-level competencies.

Communities of Interest Goal: The program must indicate how it assesses the needs of its communities of interest and how it interprets these needs into educating a competent workforce.

Interpretation: Target Outcome should provide information about how the program interprets, monitors and/or otherwise demonstrate responsiveness to the needs of the various communities including how the program serves as a source of continued education for its communities of interest.

GOALS continued
Advisory Committee Goal: The program must have an advisory committee representative of its communities of interest that meets at least annually. The committee responsibilities include assisting program faculty and sponsoring educational institution personnel with the development and revision of program goals and curriculum, monitoring program needs and expectations, and ensuring program responsiveness to change.

Interpretation: The advisory committee must meet at a minimum, annually. It is anticipated that the advisory committee will meet at more frequent intervals when warranted to review program goals, curricula, etc. CAHIIM emphasizes the importance of a strong advisory committee comprised of individuals external to the academic institution—such as employers, graduates, healthcare executives and others representative of the communities of interest. Input from individuals in practice is very valuable in terms of curriculum assessment and keeping the program aligned with current practices.

SUBMISSION

When all APAR sections have been completed (all sections have a check mark) You may Hit the Submission button at the end of the Report. Once the report has been Submitted you will no longer be able to add, update or otherwise change any data in the report. You will receive an email notification that your APAR has been submitted. You should also see a status change (from In Progress to Submit) in the Report Table.

Thank you for your participation!
If you have any questions please contact CAHIIM staff at apar@cahiim.org

Return to Table of Contents
**Associate**

Use information found in the top section of the report. Information needed for APAR reporting is highlighted in yellow.

This includes:
Total number of first time test takers and the number of first time test takers that passed Program Pass score
The programs Domain scores for First Time takers

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Baccalaureate

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