Master of Health Informatics RUBRICS

KEY		
MET	**PARTIALLY MET**	**NOT MET**
All conditions must occur -documentation/ descriptions are provided and all required supporting documents are uploaded.	Some required documentation (i.e., Focus Question responses) is missing or if provided the response is ambiguous. And/or requested supporting documents are missing or ambiguous.	The Focus Questions are not addressed and there is no supporting documentation.

Standard 1. *Sponsoring Institution*

The sponsoring educational institution must be a post-secondary academic institution accredited by an institutional accrediting organization that is recognized by the U.S. Department of Education (USDE). The institution is authorized to award a graduate level degree.

FOCUS Questions
1. Are there any adverse Substantive Changes affecting the Institutional Accreditation status of the applicantcampus and program?
2. What is the name of the official degree(s) awarded upon completion of the Health Informatics program? Forexample, Master of Arts in Health Informatics or Master of Science in Health Informatics

Supporting Documentation:
The most recent Institutional Accreditation affirmation letter.

MET	PARTIALLY MET	NOT MET
1.The sponsoring educational institution is a post-secondary academic institution accredited by an accrediting agency recognized by the U.S. Department of Education. 2. The name of the degree conferred is provided. 3. No adverse Substantive changes affecting the Institutional Accreditation status.	Only one of the two requirements of the standard is met: 1.The program does not provide the name of the degree conferred. 2.The educational institution is accredited by an organization recognized by USDE, but the program does not provide the name of the degree conferred or vice versa.	There is no evidence that the program sponsoring educational institution is accredited by the U.S. Department of Education (USDE). The accreditation process does not proceed past CAHIIM review unless this information is provided.

Standard 2. *Mission Statement*

The program's mission and goals must form the basis for program planning and implementation, be compatible with the mission of the sponsoring educational institution and reflect the principles and ethics of the health informatics program. Each program will define its own mission and goals which derive from the purposes of its sponsoring educational institution, communities of interest, faculty expertise, research initiatives, and the values of the field of health informatics. (See: A Code of Professional Ethical Conduct for AMIA)

FOCUS Questions

1.Describe how the health informatics program aligns with the sponsoring educational institution's mission and goals and those of the division or department in which it is located

Supporting Documentation needed

1.Provide the published mission statement for the institution, and a link or pdf that demonstrates/shows where this statement is published for the public.

MET	PARTIALLY MET	NOT MET
1.The program provides a description of how the health informatics program aligns with the sponsoring educational institution's mission and goals, and those of the division or department in which it is located. 2.The program provides a link to the institution Mission Statements published statement	1.The institution Mission Statements published statement link provided does not work/ broken. 2.Description about the health informatics program does not align with the institution mission statement.	No Mission Statement description or link to the Mission Statement provided.

Standard 3. *Program Effectiveness Planning*

The program must be involved in an ongoing effort to determine its effectiveness, which constitutes a quality improvement cycle. The program's goals must be stated in terms of educational outcomes to be achieved and made sufficiently explicit and defined with measurable target outcome statements.

FOCUS Questions

1. Describe the process for determining the program's effectiveness goals and measurable outcomes.
2. Describe the program's mechanisms for educational outcomes assessment such as graduate follow-up, faculty evaluations, and other forms of self-assessment and effectiveness that are incorporated into the measurable outcomes.

Supporting Documentation needed

1. If available, append the program or institutional effectiveness plan (optional)
2. Provide evidence of the process used to develop the metrics for measuring the educational outcomes to be   achieved by this program for continuous quality improvements.

For example: Minutes or other documentation from advisory board, faculty and/or institutional effectiveness meetings.

Provide evidence of institutional effectiveness and/or documentation of evidence of continuous quality improvement

MET	PARTIALLY MET	NOT MET
The program provides a description for the process used to determine program effectiveness goals, and outcomes. 1. Outcome assessments such as graduate follow-up, faculty evaluations etc. are described as measurable outcomes. 2. Minutes or other supporting documentation is provided.	1. Process description is missing information and descriptions. -Some supporting documentation is provided; however, documentation is incomplete or old/dated.	No descriptions are provided. No supporting documentation provided.

Standard 4. *Program Planning*

A program plan exists that includes systematic evaluation of the mission, goals and outcomes and a process for continuous improvement, in compliance with the sponsoring educational institution's over-all evaluation plan. Results of the program annual assessment must be monitored and reflected in an action plan and reviewed by the program's advisory board. Implementation of the action plan must be documented, and results measured by ongoing assessment.

FOCUS Questions
1. Describe the role of the faculty, advisory board, students (current and alumni), and administration in this process.
2. Comment on the program's assessment plan for determining effectiveness, and any plans to alter or improve the present process.
3. Describe how the results of the program's effectiveness plan and self-assessment are shared with the division and the sponsoring educational institution.
4. Describe the process of program outcomes analysis and action steps, and what approvals are needed for program modifications.

Supporting Documentation needed
Completed Program Effectiveness Plan template

MET	PARTIALLY MET	NOT MET
1.The Program briefly describes the roles of faculty, Advisory Committee, and the administration in the program planning process and how the plan is circulated. 2.Program Effectiveness Plan (PEP) is well- written and requires no changes. (Focus of this Standard is the Program Effectiveness Plan).	1.The program provides a description of the process used but the Program Effectiveness Plan requires improvements, clarification rewriting. Examples: -Required Curriculum goal is not addressed. -Additional goals need modification or are missing some components of the program goals.	No process description, no supporting documentation, i.e., no Program Effectiveness Plan, or a PEP that must be completely redone.

Standard 5. *Measures to Promote Informed Decision Making*

A program plan exists that includes systematic evaluation of the mission, goals and outcomes and a process for continuous improvement, in compliance with the sponsoring educational institution's over-all evaluation plan. Results of the program annual assessment must be monitored and reflected in an action plan and reviewed by the program's advisory board. Implementation of the action plan must be documented, and results measured by ongoing assessment.

FOCUS Questions
1. Provide all of the following for the most recent twelve (12) month reporting period:
a. Number applicants actually enrolled over number accepted.
b. Average time to degree completion.
c. Percent % employed post-program completion
d. Program graduation rate
e. Retention rate
f. Student satisfaction rate

Supporting Documentation needed
   Provide the link or pdf of the webpage where this information is published for the health informatics program.

MET	PARTIALLY MET	NOT MET
1.Metrics are collected. 2.Link to the webpage where this information is provided Measures: Provide the following information for the most recent twelve (12) month reporting period: • Number of applicants and admissions accepted to the Program • Number applicants actually enrolled over number accepted.	1.Not all required metric information is captured. 2.Metrics are not public facing.	No links. No metrics.

• Time to degree completion. • Percent % employed post-program Retention and or student satisfaction rate Other metrics		

Standard 6. *Program Governance*

The sponsoring educational institution must demonstrate clear lines of authority and administrative governance of the program within the framework of the sponsoring institution.

FOCUS Questions

1. Describe the reporting relationship between the program director and the college administration.

2.Describe the communication process among the health informatics program faculty and faculty from other disciplines/departments teaching in the program, and how coordination of curricula occurs if applicable.

Supporting Documentation needed

Provide the institutional organization chart.

Provide the organization chart for the HI program and include the Advisory Committee/Board relationship in the chart.

MET	PARTIALLY MET	NOT MET
1.The reporting relationship between the program director and college administration is defined. 2, Two organization charts are provided that clearly define the reporting structure- who the program director reports to and who reports to the program director.	1.Reporting relationship is not clearly defined. 2.Organization chart submitted is missing details: - Name of the program - Name of faculty or admin that report to the program director - No titles for administrators provided	No organization charts provided.

Standard 7. *Program Leadership*

The program must clearly define the roles and responsibilities of the program director that are necessary to fully support and sustain the program. The program director or equivalent must be a full-time permanent employee and must have a minimum of a doctoral degree. The qualifications and responsibilities of the individual(s) responsible for leadership of the health informatics program must be documented.

FOCUS Questions

1.State the faculty rank (if applicable) and official title of the Program Director and indicate either full time or part time employment status.

2. Describe the methods of communication between the Program Director and faculty (full time, part time and adjunct, including those from other disciplines responsible for teaching in the health informatics program to ensure continuity across the curriculum.

 3.Do you offset course load across multiple campuses? If so, describe how this is managed.

Supporting Documentation needed
  1. Provide a current CV for the Program Director.
  2. Provide a job description or document describing the roles and responsibilities of the Program Director.

MET	PARTIALLY MET	NOT MET

1. Brief description of the faculty rank and official title of the program leader/director
2. Brief description of communication methods between the program director and faculty
3. Current Program Director CV and the program director job description
	1. Missing faculty communication description.
	2. Missing required documentation or job description.
		1. None of the following information is provided:
		  -Program director CV
		  -No job description for the Program Director
		  -No faculty communication description
		2. Program Director does not have a Terminal Degree

Standard 8. *Faculty*

The program must clearly define the roles and responsibilities of the faculty necessary to fully support and sustain the program. The number of full-time faculty appointed at the rank of assistant, associate, or full professor must be sufficient to ensure that teaching, research and service goals of the program are met.

Part-time and adjunct faculty must be recognized as an important faculty component. The size of the faculty complement in relationship to the size of the number of enrolled students in the program must support and encourage effective and regular student/faculty interactions.

An appropriate student/faculty ratio depends on a number of factors, including the nature of the institution, the range of teaching responsibilities, and teaching intensity (such as didactic material, projects, practice experiences, research).

FOCUS Questions
1. Comment on the number of faculty (including the program director if appropriate) and whether this is sufficient to support the numbers of students enrolled.
2. Describe the range of responsibilities and expectations for full time, part time and adjunct faculty.
3. If the program employs outside faculty, comment on the number of full-time faculty engaged in outside employment and the approval process for these full-time faculty

Supporting Documentation needed
  1. Completed Student and Graduates Table.
  2. Completed CAHIIM Faculty Table template.
  3. Provide institutional policy on disclosure of outside employment.

MET	PARTIALLY MET	NOT MET
1. Brief description of faculty (including the program director if appropriate) and whether this is sufficient to support the numbers of students	1. Missing faculty description 2. Missing some required documentation 3. Supporting documentation is out of date	1. No faculty description provided 2. No required supporting documentation provided

enrolled. 2 Provided required supporting documentation -Completed Student and Graduates Table -Completed CAHIIM Faculty Table template -Institutional policy on disclosure of outside employment		

Standard 9 *Faculty Qualifications*

The qualifications of each faculty member must include competence in assigned teaching areas, effectiveness in teaching, and scholarly productivity consistent with their faculty appointment and institutional policy.

FOCUS Questions

1.Describe the minimum requirements/qualifications for faculty teaching in the health informatics program

Supporting Documentation needed

1.Curriculum vitae or resume for each faculty member that teaches in the health informatics program. (Curriculum Vitae should include current research and service if applicable.)
2.Upload the institution's official faculty position description and responsibilities OR official contract language for each academic rank involved with the program.

MET	PARTIALLY MET	NOT MET
1.Brief description of the minimum requirements for faculty 2.Current CVs for faculty currently teaching in the program	1.Missing faculty description. 2.Missing some CVs or CVs provided for faculty not listed in the CSET or the Faculty Table or the Synopsis of Curriculum -Not all CVs provided are current. 3.Faculty qualifications do not show evidence of competence in assigned area of teaching.	No faculty description provided. No current faculty CVs provided

Standard 10 *Faculty Performance*

Each faculty (including part time and adjunct faculty) member's performance must be evaluated and documented according to the institution's policies. Evaluation includes teaching effectiveness and scholarly productivity consistent with their appointment. Within applicable institutional policies, faculty, students, and others must be involved in the evaluation process

FOCUS Questions
1.Describe the method(s) and frequency of faculty evaluations (including full time, part time and adjunct faculty) and the categories of individuals involved in this process such as students, program director, chairperson, dean, peers, etc..

Supporting Documentation needed
1. Append the institutional requirements and process for faculty evaluation.
2. Provide the performance evaluation tool(s) used.

MET	PARTIALLY MET	NOT MET
Brief description of the faculty performance evaluation process, methods used and frequency of faculty evaluation/s. Example/s of the institutional or program evaluation tool/s is provided.	1.Brief description of faculty performance evaluation process is too brief or too general – provides little information. 2.Submitted evaluation tools are questionable – or limited to student evaluations.	1.No description or the faculty evaluation process is provided. 2.Program states that it does not have a faculty evaluation process. 3.Tool examples are not provided or are more than two or three years old.

Standard 11 *Core Curriculum*

The health informatics program must be established as a core concentration or specialized track within a graduate level program of study that culminates with a master's degree.

FOCUS Questions
No Focus Questions

Supporting Documentation needed
1. Append the Synopsis of Curriculum form

MET	PARTIALLY MET	NOT MET
Synopsis of Curriculum is provided, and the Synopsis is current and complete.	Synopsis of Curriculum is provided however not completed. For example - No faulty are listed for courses taught - No indication of when a course is taught - No course prefix or course number is provided	No Synopsis of Curriculum provided

Standard 12 *Program Specific Curriculum and Assessment*

The program's curriculum must reflect the program's mission, goals and objectives. The curriculum must build on the minimum health informatics competencies as specified in the AMIA Competencies for Health Informatics Education at the Master's Degree Level. The curriculum must include evaluation methods used to assess student learning outcomes consistent with the student learning objectives. The curriculum must focus on the knowledge, skills and values as outlined by the program. CAHIIM will validate alignment of competencies and outcome assessments with the program's mission, goals and objectives.

FOCUS Questions

1. Comment on the design and focus of the health informatics graduate curriculum.
2. What types of evaluation methods are used to assess student learning outcomes in the program?
3. Comment on how learning objectives are determined, evaluated, modified, and inform the curriculum

Supporting Documentation needed

1. Append a completed CAHIIM Self-Evaluation Tool (CSET)
2. The syllabus (syllabi) for each required course in the health informatics program.
3. Syllabi for all suggested elective courses.
4. If an internship or practicum/ capstone is required to complete the program, provide any evaluation documents used.

MET	PARTIALLY MET	NOT MET

1.Completed CAHIIM Self Evaluation Tool (CSET) template is uploaded.
 	
2.Syllabi for all required courses are provided
 	
3.Syllabi for "suggested" required courses are uploaded. Suggested required courses are those one or two courses that a student may choose between based on their interest. Does not include a full complement of electives
Internship/practicum evaluation documents may be provided if relevant
	1.CSET is uploaded but may not contain required data:
	  - Missing course objectives or a course objective is incorrectly assigned to a Foundation Domain
	  - Missing assessments
	  - Miller competency incorrectly assigned
	  - Too much objective information
	2.Missing syllabi.
	3.Description of design and focus of curriculum is confusing.
	4.Description of evaluation methods confusing or not included.
	5.Comments about how learning objectives are determined and inform the curriculum are confusing or missing.
		CSET is not provided or incomplete.
		
		No syllabi uploaded.
		
		Descriptions of curriculum design and focus and evaluation methods are missing.

Standard 13 *Staying Current*

The program curriculum and course content must stay current with evolving issues and practices in health informatics. The program must demonstrate how the curriculum and course content are routinely updated and relevant.

FOCUS Questions
1. Describe the processes used to maintain curriculum relevancy and how often this occurs.
2. How are modifications to the health informatics curriculum implemented and what approvals are required?

Supporting Documentation needed
1.Provide/upload a timeline that illustrates this process.

MET	PARTIALLY MET	NOT MET
1.A clear description of how a program stays current is provided. For example, a brief description of the process to ensure curriculum remains current. 2.A timeline of a curriculum modification process is provided. 3.Maintenance of Curriculum Relevancy document is uploaded.	1.Description of the how the program remains current is unclear. 2.Description of modification process is missing or unclear: - Either the description documents or the timeline is missing	No description of how the program stays current or description of the processes used to maintain curriculum relevancy is provided. No timeline.

Standard 14 - *Online Content Access*

Academic technologies, software applications and simulations, and online or web-enhanced courses, have a significant role in the learning environment. To fairly evaluate online content, the program must provide CAHIIM with full access to all online course content and relevant education applications used to deliver this content.

FOCUS Questions

1. State the name of the learning management system (LMS) used by the program.
2. Provide a username and password for access to the LMS - must include all course content and student/faculty interactions.

Supporting Documentation needed

Provide LMS access information and links using the CAHIIM template. If the LMS does not use a single sign-on, complete the course information document on the CAHIIM LMS template.

MET	PARTIALLY MET	NOT MET
Template is completed and reviewer access username and password are provided and are viable.	There is no Partially Met status.	LSM access is not provided.

Standard 15 - *Professional Development*

Programs must provide faculty development opportunities for faculty to stay current with evolving issues and practices in health informatics. Examples of acceptable mechanisms may include but are not limited to continuing education, memberships and contributions to professional organizations, links with industry.

Faculty members must improve their own knowledge and skills through faculty development activities. This can include areas in education, quality improvement, and evaluation. This can include faculty development in other important areas, such as clinical knowledge, leadership, team building, communications, and patient relationships.

FOCUS Questions

1. Comment on the opportunities and funding provided by the sponsoring educational institution for faculty to stay current on the topics for which they are responsible.
2. What opportunities and services are extended to part time and adjunct faculty for continuing education or teaching support?

Supporting Documentation needed

1. Provide a list of professional development activities for the current academic year for each faculty member teaching in the health informatics program, including part time and adjunct faculty.
2. (If Applicable) Append any policies that address this level of support to faculty for professional development activities.

MET	PARTIALLY MET	NOT MET
1.Program provides comments about professional development opportunities and any funding provided to ensure that faculty stay current in the topic areas in which they teach. Can include classroom management, team building and attending relevant conferences. 2.A professional development activities document describing what each faculty member teaching in the program – should be current activities -last three years. If applicable – upload any policies that address professional development.	1.The program does not provide comments about professional development 2.The list document describing faculty opportunities: - Does not have enough detail - Has too much detail; for example, activities for the last 10 -20 years are provided for some faculty but not others - Does not include activities for all faculty teaching in the program - Includes activities for faculty not teaching in the program - Professional development for faculty is not in the topic areas in which they teach	There are no comments about opportunities and funding for professional development. The document list for faculty development is not provided.

Standard 16 – *Resources and Services*

The instructional resources and services provided for the students including access to academic and career advising, reference/library and information technology, as well as other resources used in the curriculum must be adequate, appropriately staffed, and accessible by all students regardless of the delivery mode of the program.
FOCUS Questions 1.Describe the facilities, technical equipment and applications, supplies, and resources to support student learning.
Supporting Documentation needed Optional. No supporting documentation required.

MET	PARTIALLY MET	NOT MET
1.General description of resources and services for all students, online and classroom based is provided.	1.Resources available to campus- based classes students are not offered to online students. 2.Very limited resources for students,	No resources reported.

2.General description of what is available, such as staff services, teaching and learning technologies, library, mental health services, resume or writing labs, financial aid.	or the description of resources is vague.	

Standard 17 - *Financial Resources*

Resources to support the program's goals and outcomes must include evidence of financial support for the program from the sponsoring institution. The program must demonstrate that financial resources are adequate to support and maintain the program offered

FOCUS Questions
1.Describe the budget process for the health informatics program and comment on the adequacy of the program budget.

Supporting Documentation needed
1. Append the current year budget and previous year actuals for the health informatics program using the CAHIIM required template.

MET	PARTIALLY MET	NOT MET

1.Program provides a description of the budget process.
 	
2.Completed CAHIIM budget template is uploaded.
	1.Budget process description is provided.
	  -CAHIIM budget template information is not current (within the last two years).
	  -Program did not complete the CAHIIM budget template but provided too much budget information – institution ledger information.
	2.Program did not provide budget numbers information.
		No Budget process information is provided.
		No CAHIIM budget template uploaded.

Standard 18 - *Advisory Committee*

An advisory committee, which is representative of the communities of interest, must be designated and charged with the responsibility of meeting at least annually, to assist program faculty and sponsoring educational institution personnel in formulating and periodically revising appropriate goals and curriculum, monitoring needs and expectations, and ensuring program responsiveness to change. CAHIIM standards emphasize the importance of a strong Advisory Committee. The Advisory Committee must be comprised of individuals external to the academic institution such as employers, graduates, and others representative of the communities of interest

FOCUS Questions
1. Comment on the Advisory Committee/Board's role with the health informatics program, frequency of meetings and effectiveness.
2. What are the channels of communication between faculty and the Advisory Committee?

Supporting Documentation needed

1. Append a list of the current Advisory Committee/Board members for the health informatics program (name, title, employer).
2. Append minutes from the two (2) most recent Advisory Committee/Board meetings.

MET	PARTIALLY MET	NOT MET
1.The program provided comments on the Advisory Committee /Board role for the health informatics program that includes how the Advisory Committee supports the program, frequency of meetings, and the Advisory Committee effectiveness. 2.A list of Advisory Committee members that includes member titles and place of employment is provided. 3.Appended are minutes from the two most recent Advisory Committee meetings.	1.Program comments about the Advisory Committee are missing information – such as how the Committee supports the program, or meeting frequency, committee effectiveness - The list of members is lacking detail about the members - No minutes are provided - The program has an Advisory Committee, but no minutes are provided, or old minutes (more than two years old) are submitted - The program has an Advisory Committee, but it has not met for more than a year. 2.The Advisory Committee is not representative of the program's community of practice, instead comprised of institutional faculty and administrators Committee is too small-less than four members or too large, 15 +	There is no Advisory Committee

Standard 19 - *Student Recruitment and Advising*

The program must have an effective and accessible academic advising system for potential and enrolled students, as well as readily available career and placement advice. Career paths of graduates must be monitored, documented, and used in the annual program assessment. Each student enrolled in the program must have access to advisors who are knowledgeable about the program's curriculum and specific courses.

FOCUS Questions
1.Describe your prospective student recruitment processes including advising potential students of the suitability of the program to their background, needs and interests
2. Describe how academic advising is conducted for health informatics students, how they are assigned advisors, and how each student's progress is tracked.

3. Comment on the process for the admissions and recruitment staff to be knowledgeable about the health informatics program to effectively conduct their job

Supporting Documentation needed
Optional. None required.

MET	PARTIALLY MET	NOT MET
1.A description of student recruitment is provided. 2. A description of how academic advising is conducted is provided and how students are made aware of advising resources. 3.Comments provided include a brief description about the qualifications of program advisors. - Are advisors knowledgeable about the program offered?	Student recruitment process description is missing or missing information. - Comments provided are confusing or lack detail	No advising or recruitment process information is provided.

Standard 20 - *Accurate Published Information*

All published program information must accurately reflect the program offered and must be known to all applicants and students and must include: The sponsoring educational institution and programmatic accreditation status. The published accreditation statement must cite the official set of standards under which the program is accredited. The admissions policies and procedures. The policies for advanced placement, transfer credits and credits for experiential learning. The number of credits required for completion of the program. All tuition/fees and other costs required to complete the program. The policies and

procedures for withdrawal and for refunds of tuition/fees. The Academic Calendar. The Student grievance procedures. The criteria for successful completion of each segment of the curriculum and graduation including prerequisites, co- requisites, minimum grade point average, and required courses.

FOCUS Questions

1.Describe the process to review all published health informatics program graduate marketing media to ensure that information is current and accurate and consistent between all digital and print marketing materials.

2.Describe where the program accreditation information is published for applicants, if such information is currently published.

3.Describe any specific admissions requirements for the health informatics program.

Supporting Documentation needed

A pdf file with an active link for the published statements about institutional and health informatics program accreditation status

A pdf file with an active link for the institution's current catalog and relevant program brochures.

A pdf file with an active link for the admissions policy and requirements for the health informatics program. A pdf file with an active link for the policies on advanced placement, transfer credits and credits for experiential learning if applicable

A pdf file with an active link for the published number of credits required for completion of the health informatics program.

A pdf file with an active link for all published tuition/fees and other costs required to complete the program. A pdf file with an active link for policies and procedures for withdrawal and for refunds of tuition/fees.

A pdf file with an active link for the current academic calendar.

A pdf file with an active link for published criteria for successful completion of each segment of the curriculum and graduation including prerequisites, co-requisites, minimum grade point average, and required courses

MET	PARTIALLY MET	NOT MET
1.A description of the process to review published statements is provided. 2.Accreditation information is provided. 3.Specific admission requirement information is provided. 4.All links are provided, and all are correct and current (no 404 errors)	1.Some links are broken. 2.Not all required links are provided. - The process description is not provided or does not have enough information	Links are not provided. Focus questions are not addressed.