

March 13, 2020

Wallace Boston, EdD
Interim President
American Public University System
111 W. Congress Street
Charles Town, WV 25414

Dear President Boston:

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is pleased to inform you of its vote on **February 27, 2020** to award **Initial Accreditation** to the Health Information Management Baccalaureate Degree Program at American Public University System in Charles Town, WV. The Program's next Comprehensive Program Review for Continuing Accreditation will be in **2027-2028**.


The comprehensive program review conducted by the Health Information Management Accreditation Council and the CAHIIM Board of Directors recognizes the program's substantial compliance with the nationally established *CAHIIM Accreditation Standards*.

Progress Report Requirement: The program must submit a Progress Report that satisfies the remaining Standard deficiencies that resulted from the program review process and that requires the institution's attention in order to achieve full compliance with the Standards. CAHIIM requests that a Progress Report be completed by **September 12, 2020** that documents the manner in which these deficiencies have been resolved and includes evidence of implementation.

The program director will continue to submit this information in the CAHIIM Accreditation System. Failure to submit this report by the due date may place the program on Administrative Probationary Accreditation. An unsatisfactory progress report or a Substantive Change in Program Director during the progress report process may result in a Focused Review of the program.

The Commission recognizes you and your colleagues for your commitment to continuous quality improvement in higher education, as demonstrated by your participation in programmatic accreditation.

Sincerely,


Melanie Brodnik, PhD, MS, RHIA, FAHIMA
Chair, CAHIIM Board of Directors

Enc: Initial Accreditation Award Certificate

Cc: Brian Freeland, EdD, Dean
Natasha Cauley, MPH, MEd, CHEP, RHIA, Program Director

Standards Partially Met

Standard 24. The Curriculum.
The program must demonstrate that the curriculum meets or exceeds the professional course content as published in the AHIMA HIM entry-level curriculum competencies and knowledge clusters for baccalaureate degree programs.

Rationale Statements

While some of the submitted assignments have been revised satisfactorily, they are still competencies that are not in compliance as there was no implementation date referenced.

Partially Met curriculum competencies:

I.B.3, III.C.3, III.C.4, V.D.1, VI.A.2, VI.A.3, VI.D.3, VI.D.5, VI.E.1, VI.H.4

Not Met curriculum competency: VI.A.4.

Guidelines for Compliance

I.C.2: Assignment asks students to investigate challenges related to data sources and data dictionary composition. Revise further to fully address competency, level. Indicate implementation date.

I.D.1: This assignment does not meet the competency. The competency is about data, not about a position. Consider revision perhaps to a scenario analysis. Implementation date not indicated.

III.B.1: New assignment addresses level, but seems quite broad. May be clearer if focused on creation of disaster plan. Implementation date not indicated.

III.C.6: This assignment does not address this competency. It addresses III.C.4. Implementation date not indicated.

III.D.1: This assignment does not include inferential statistics. Please revise to include. Include implementation date.

III.D.2: Revise assignment to more clearly indicate use of data analysis for decision-making. Current assignment

does not include this. Include implementation date.

IV.A.2: Revise assignment to clearly address this competency. "Best practices" is vagues.

Specifically address the selection/development of chargemaster applications and processes. Include implementation date.

IV.A.3: This assignment is not discussing or applying finance principles with the associated financial reports. Maybe a case study would help here. Include implementation date.

V.A.2: This assignments should be more focused. In its' revised state, it is very broad. Include implementation date.

V.D.2: More detail is needed to explain what the deliverable is from the student. In designing an assignment to comply with a competency, it is not necessary/advisable to address the list of curricular considerations. Include an implementation date.

VI.A.1: While this assignment mentions regotation skills, it is unclear to me how the student will "take part" by doing this assignment. Either revise this assignment or replace with

another assignment needed to address VI.A.4 at level 4. Consider incorporating negotiation skills into HIMA360 project proposal assignment.

VI.A.5: New assignment addresses team/consensus-building; the role of a committee, enterprise-wide nature of activity could be clearer. What is student to do with list of verbs at Task 6.3? Implementation date needed.

VI.A.6: New assignment addresses team/consensus-building. What is student to do with list of verbs at Task 6.3? Implementation date needed.

VI.C.2: New assignment appears appropriate in general; consider whether "internal benchmarking" is consistent with the usual concept of benchmarking used in used in healthcare. Implementation date needed.

VI.D.1: New extensive assignment addresses aspects of HR management focused on productivity analysis, could be stronger on recruitment. Consider breaking up into several smaller, more focused assignments with clearer grading criteria. Implementation date needed.

VI.D.2: Revised assignment addresses competency and level. Further revise to clarify reference to EEOC (not a law). Consider asking students to research state law. Implementation date needed.

VI.D.4: New assignment addresses internal data analysis of staff performance; unclear how benchmarking and labor analytics are incorporated. Implementation date needed.

VI.F.2: Not clear how new assignment addresses implementation of a plan. Implementation date needed.

VI.F.4: New assignment appears on the right track; instructions could be clearer, more focused on the case scenario. Implementation date needed.

Still Not Met:

VI.A.4: This assignment does not address the competency. Nice assignment, but does not address personnel management skills.

Standard 26. Curriculum Syllabi and Competencies.
Instruction must be based on clearly written course

The updated syllabi and the syllabus template indicates that there is a plan to include all of the necessary information as required. While

syllabi describing entry-level competencies, course objectives, and evaluation methods.

updated syllabi do show faculty contact information and the syllabus template reflects a plan to include this information going forward, no implementation date is shown.

Removal of the Knowledge Clusters/Curricular Considerations from the syllabi is suggested. These are not the required competencies and are provided by AHIMA only as suggestions. Please only include the competency(ies)

on the syllabi. Provide evidence of implementation for the new syllabi.