CAHIIM®

2023

HEALTH SCIENCE ACCREDITATION STANDARDS

BACCALAUREATE DEGREE

Introduction

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is an accrediting organization which has independent authority in all actions pertaining to accreditation of educational programs. CAHIIM is recognized by the Council for Higher Education Accreditation (CHEA).

CAHIIM is located at 200 East Randolph Street, Suite 5100, Chicago, Illinois, 60601, and on the web at CAHIIM.org.

In this document, Health Science baccalaureate programs are provided with guidance on conforming to each accreditation Standard during a comprehensive review.

Public Interest

CAHIIM serves the public interest by operating in a consistent manner with all applicable ethical, business, and accreditation best practices. Accreditation is a voluntary, self-regulatory process by which nongovernmental associations recognize educational programs found to meet or exceed standards for educational quality. Accreditation also assists in the further improvement of these educational programs as related to resources invested, processes followed, and outcomes achieved.

CAHIIM and its sponsoring organizations cooperate to establish, maintain, and promote appropriate standards of quality for postsecondary educational programs, providing competent, skilled professionals to the healthcare industry.

CAHIIM's Mission

Provide innovative leadership that drives enhanced workforce competence by ensuring educational excellence.

CAHIIM's Vision

A new era in innovation and educational excellence that supports public trust and workforce competence.

Resources for Programs

CAHIIM provides additional resources for programs going through a comprehensive review on the CAHIIM website. These include but are not limited to the following:

- CAHIIM Process Forms
- CAHIIM Accreditation Training Series (CATS) Courses
- CAHIIM Forum

Programs are also eligible and invited to attend CAHIIM's conferences and training series, including:

- Monthly CAHIIM Town Halls
- Annual Spring Accreditation Process Training
- Annual Fall CAHIIM Summit on Higher Education

Standard 1: Sponsoring Educational Institution

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

Focus Question(s)

1. What is the name of the official degree awarded upon completion of the Health Science program? For example, Bachelor of Health Science, Bachelor of Arts, Bachelor of Science in Health Science, Bachelor of Health Care Services, and Bachelor of Science in Health Professions.

2. Are there any adverse Substantive Changes affecting the Institutional Accreditation status of the applicant campus and program?

Required Supporting Documents

1. Most recent institutional accreditation award letter or direct link to website of institutional accreditor where the programs status is clearly indicated.

Standard 2: Program Mission

The program's mission, vision, and goals must form the basis for program planning and implementation, be compatible with the mission of the sponsoring educational institution. Each program will define its own mission, vision, and goals which derive from the purposes of its sponsoring educational institution, communities of interest, faculty expertise, research initiatives, and the values of the fields of health science, health services administration, health professions, and other health science degree programs.

Focus Question(s)

1. Describe how the health science program's mission, vision, and goals aligns with the sponsoring educational institution's mission, vision, and goals, and those of the academic unit in which it is located.

Required Supporting Documents

1. Upload / Identify location of Program Mission.

2. Upload / Identify location of Institutional Mission.

Standard 3: Measuring Program Effectiveness

The program must have a process for measuring program effectiveness which constitutes a continuous quality improvement cycle. Additionally, as part of measuring program effectiveness, the program's goals must be stated in terms of program outcomes to be achieved and defined with measurable target outcome statements.

Focus Question(s)

1. Describe the process for determining the program's goals, measurable outcomes, and effectiveness, including associated timelines.

2. Describe the program's mechanisms for program outcomes assessment such as but not limited to graduate follow-up, faculty evaluations, and other forms of self-assessment and effectiveness that are incorporated into the measurable outcomes.

Required Supporting Documents

1. CAHIIM Program Evaluation Plan (PEP) document (two (2) goals minimum)

Standard 4: Program Planning

A program plan exists that includes a systematic evaluation of the mission, goals, and outcomes and a process for continuous improvement, in compliance with the sponsoring educational institution's overall evaluation/assessment plan. Results of the program's annual assessment must be monitored and reflected in an action plan and reviewed by the program's external community of interest (e.g., Advisory Committee/Board). Implementation of the action plan must be documented, and results measured by ongoing assessment.

Focus Question(s)

1. Describe the roles and responsibilities of faculty, Advisory Committee/Board, students (current and alumni), community contributors, and administration in the annual programmatic assessment, as appropriate.

2. Comment on the program's assessment plan for determining effectiveness, and any plans to alter or improve the current process.

3. Describe how the results of the program's evaluation/assessment plan and self-assessment are shared with those that have involvement with the program's evaluation process (could include students, external Advisory Committee).

4. Describe the process of program outcomes analysis and action steps, and what approvals are needed for program modifications.

Required Supporting Documents

1. N/A

Standard 5: Published Program Outcomes

The program must state, assess annually, and publish on its website at a minimum, measures to promote informed decision making by prospective students and the public. At least three of the following measures must be published on the program's website landing page and updated annually according to the institution reporting period (e.g., August 1 – July 31): Number of applicants and admissions; proportion of actual enrollees (number of applicants actually enrolled over number accepted); average time to completion; program graduation rate; retention rate; percent employed in field post-completion; percentage of graduates that continue to pursue additional education post-program completion, and student satisfaction rate.

Focus Question(s)

1. Provide a minimum of three of the following for the most recent twelve (12) month fiscal reporting period (e.g., August 1 – July 31):
   a. Number of applicants and admissions.
   b. Proportion of actual enrollees (number of applicants actually enrolled over number accepted).
   c. Average time to degree completion.
   d. Program graduation rate.
   e. Retention rate
   f. Percent (%) employed post-program completion.
   g. Percent (%) of graduates that continue to pursue additional education post-program completion.
   h. Student satisfaction rate.

Required Supporting Documents

1. Direct link to programs landing page.

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 Question(s)

1. Describe the reporting relationship between the Program Director/Leader and the institution's administration.

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

Required Supporting Documents

1. Institutional Organizational Chart.

2. Organizational Chart for the program.

Standard 7: Program Leadership

The program must clearly define the roles, responsibilities, and release time of the Program Director/Leader that are necessary to fully support and sustain the program. The Program Director/Leader must be a full-time permanent position with a minimum of a master's degree (doctoral degree preferred) in a healthcare-related field. The qualifications and responsibilities of the individual(s) responsible for leadership of the health science program must be documented. The Program Director should be allotted a minimum of 20% release time.

Focus Question(s)

1. State the faculty rank (if applicable) and official title of the Program Director/Leader.

2. Describe release time for Program Director/Leader; provide institutional policy.

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

4. Describe the workload allocation for program management.

Required Supporting Documents

1. Program Director job description.

2. Upload current CV for Program Director/Leader that documents credential held, and educational level obtained.

3. Institutional policy regarding full-time faculty teaching load.

4. Time allocation spreadsheet.

5. If applicable, union contract.

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 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.

Focus Question(s)

1. Describe the range of responsibilities and expectations for full-time, part-time, and adjunct faculty.

2. Comment on the number of faculty (including the Program Director/Leader) and justify whether this is sufficient to support the number of students enrolled.

Required Supporting Documents

1. Job description for faculty (full-time, part-time, and adjunct).

Standard 9: Faculty Qualifications

All faculty members must have a degree, demonstrated experience, and/or certification in their assigned teaching area. The qualifications of each faculty member must include competence in assigned teaching areas and scholarly/professional productivity consistent with their faculty appointment and institutional policy.

Focus Question(s)

1. Describe expected faculty involvement in the areas of curriculum development, service, administration, and/or research/professional application related to their assigned teaching areas.

Required Supporting Documents

1. All faculty resumes/CVs.

2. Program Faculty Table.

Standard 10: Professional Development

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

as other important areas, such as clinical knowledge, leadership, team building, communications, institutional training programs, and patient relationships.

Focus Question(s)

1. Comment on the opportunities and funding provided by the sponsoring educational institution extended to full-time, part-time, and adjunct faculty for professional development, continuing education, or teaching support in their assigned teaching area.

Required Supporting Documents

1. CAHIIM Professional Development Tracking Tool.

Standard 11: 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, scholarly productivity, and service consistent with their appointment. Within applicable institutional policies, faculty, students, administration, and others must be involved in the evaluation process.

Focus Question(s)

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/Leader, Chairperson, Dean, peers, etc.

Required Supporting Documents

1. Institutional requirements and process for periodic faculty evaluation.
2. Sample of performance evaluation tool(s) used.

Standard 12: Core Concentration

The health science program must be established as a standalone degree, core concentration, cognate, or equivalent by the institution's standards within an undergraduate level program of study that culminates with a baccalaureate degree.

Focus Question(s)

1. Describe the health science degree granted.
2. Describe the relationship of the health science core, concentration, cognate, or equivalent to the parent degree program, if applicable.

Required Supporting Documents

1. N/A

Standard 13: Program-Specific Curriculum and Assessment

The curriculum must build on the minimum health science facets as specified in the CAHIIM facets for health science education at the baccalaureate 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 specified by the program.

Focus Question(s)

1. Comment on the design and focus of the health science undergraduate curriculum.

2. Describe the evaluation methods used to assess student learning outcomes in the program?

3. Comment on how learning objectives are determined, evaluated, modified, and inform the curriculum.

4. Comment on the proportion of coursework focused on health science as opposed to general education requirements, free electives, etc.

Required Supporting Documents

1. Curriculum mapping tool.

Standard 14: Applied Experiential Learning

Applied experiential learning is required and must be designed, supervised, and evaluated to reinforce didactic health science instruction. Examples of applied experience include but are not limited to capstones, internships, simulations, practicums, laboratory, seminar courses, etc.

Focus Question(s)

1. Describe the process for ensuring relevant student applied experiential learning.

2. Describe the process for assessing and evaluating individual student achievement.

3. Describe the supervision that occurs during the applied experiential learning.

Required Supporting Documents

1. Applied Experiential Learning Template identifying when experiential learning opportunities are taking place, who supervised them, method of assessment, and the location.
2. List of all external supervisors, if applicable.

3. Professional Practice Experience (PPE)/ Student handbook or Syllabus for the experiential learning course, if applicable.

Standard 15: Staying Current

The program must demonstrate how the curriculum and course content are routinely updated and relevant.

Focus Question(s)

1. Describe the processes used to maintain curriculum relevancy, how often this occurs, and who is responsible for modifications to the curriculum.

2. How are modifications to the health science curriculum implemented and what approvals are required?

Required Supporting Documents

1. N/A

Standard 16: Access to Course Content

Academic technologies, software applications and simulations, and online or web-enhanced courses, have a significant role in the learning environment. During the accreditation process, in order 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 Question(s)

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 for the last academic term it was taught and student/faculty interactions.

Required Supporting Documents

1. N/A

Standard 17: Resources and Services

All 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 Question(s)

1. Describe the institutional resources, facilities, technical equipment and applications, and services to support student success.

2. Describe how these resources are accessible to all students in the program.

Required Supporting Documents

1. Inventory of all student resources available.

Standard 18: Financial Resources

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

Focus Question(s)

1. Describe the budget process and/or resource allocation for the health science program and comment on the adequacy of the program budget.

Required Supporting Documents

1. CAHIIM Budget Template.

Standard 19: Advisory Committee/Board

An Advisory Committee/Board, 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. The Advisory Committee/Board must include individuals external to the academic institution such as employers, graduates, and other representatives of the communities of interest.

Focus Question(s)

1. Comment on the Advisory Committee/Board's role in the health science program, frequency of meetings, and their feedback.

2. What are the channels of communication between administration, program leadership, faculty, and the Advisory Committee/Board?

3. Include a list of the Advisory Committee/Board members, their credentials, and their job titles.

Required Supporting Documents

1. Most recent Advisory Committee/Board meeting minutes.

Standard 20: Student Progression

The program must follow an established process to manage and monitor student progression: admission, advisement, counseling, and program process including tracking grades, credits, and knowledge of employment / graduate study opportunities.

Focus Question(s)

1. Describe your prospective student progression 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 science 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 science program to effectively conduct their job.

4. Describe the process of monitoring student job/career placement and/or continuing or post-graduate education.

Required Supporting Documents

1. N/A

Standard 21: Accurate Published Information

All published program information must accurately reflect the program offered and must be available 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 curriculum segment and graduation including prerequisites, corequisites, minimum grade point average, and required courses.

Focus Question(s)

1. Describe the process of reviewing all published health science program marketing media to ensure that information is current, 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 science program.

Required Supporting Documents

1. Direct weblink to all required items.