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CAHIIM VIEW is a periodic, online publication of the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). **CAHIIM VIEW** is designed to share news, viewpoints, observations, useful information, updates from the CAHIIM Commissioners, helpful tips, FAQs, and new developments in the realm of accreditation and academe. A copy of each issue will be archived on the CAHIIM Web site for your reference. We look forward to your comments and questions.



Message from the CAHIIM Chair—Elizabeth Bowman, MPA, RHIA, HIM Professor, University of Tennessee Health Science Center, Memphis, TN

On March 1, 2007, CAHIIM will be two years old, and it's amazing to think how it has developed in that time. Just to review, CAHIIM is an independent, nongovernmental, nonprofit accrediting organization for health informatics and information management programs. The American Health Information Management Association (AHIMA) is currently the only sponsor although CAHIIM is no longer under the committee/council structure of the professional association. AHIMA, as a professional association, has a long history of program accreditation experience, beginning under the umbrella of the American Medical Association and later in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). As an independent organization, CAHIIM has its own Board of Commissioners with a mission to ensure quality education programs in health informatics and information management for the profession, the public, students, and employers.

HIM Program Metrics

New 2007 Survey of Academic Programs

CAHIIM recently reviewed the policy standards of 22 accrediting organizations, seeking those with prescriptive standards on (1) numbers of faculty per program, (2) faculty/student ratios, and (3) program director responsibilities. The results were unsuccessful in supporting a case for required numbers of faculty based on other accreditors' policies. Only 7 of the 22 respondents demonstrated a ratio or requirement, all of which were based on direct clinical supervision such as nursing, physical therapy, or for graduate level programs. All accreditors were silent on ratios for undergraduate programs.

Not letting the issue rest, CAHIIM and the HIM Education Strategy Committee are partnering to conduct an online survey this spring to gather more specific information on numbers of faculty, staff and support personnel, program director duties, and information on online versus campus-based courses and programs in HIM. Your cooperation in responding to the survey is requested to help us better inform you and to provide guidelines to strengthen our academic programs.

2006 AHIMA Educator Survey

In spring 2006 an online survey of educators was conducted to assess various characteristics and responsibilities of faculty. A total of 356 educators responded with *selected items of interest* presented below. A complete report can be found on the AHIMA Web site homepage under Schools/Jobs/Academic Resources.

Teaching Load

What is your average teaching load per term?	Response Percent	Response Total
1 to 2 courses	37.6%	117
3 to 4 courses	36.3%	113
5 to 6 courses	16.4%	51
7 or more courses	3.2%	10
Guest lectures only	3.2%	10
Other (please explain)	3.2%	10

Total # of respondents 356. Statistics based on 311 respondents; 0 filtered; 46 skipped.

Just over a third of survey respondents teach one to two courses per term. Another third (36.3%) teach three to four courses with just under 20 percent of respondents teaching five to seven courses.

Level of Involvement in Research

New accreditation standards were developed for associate and baccalaureate programs once CAHIIM became independent. Since its beginning in 2005, CAHIIM has processed 30 new academic programs over two full accreditation cycles. The Annual Program Assessment Report (APAR), a Web-based, electronic annual reporting mechanism, has been developed and utilized twice for required reporting for continuing accreditation. All of this has been accomplished with a staff of 3.5 including the Executive Director, Claire Dixon-Lee; Accreditation Manager, George Payan; a new Education Quality Manager, and a part-time administrative assistant along with more than 40 volunteers serving as CAHIIM commissioners and a Panel of Accreditation Reviewers. As chair, I participate in a quarterly conference call with the chairs of the Council on Certification, the HIM Education Strategy Committee, the Approval Committee for Certificate Programs, and the AHIMA Board President and liaisons through the Education Collaborative formed in 2006 to ensure communication across volunteer groups dedicated to education and certification.

There are several challenges and opportunities that CAHIIM is currently exploring. One is to seek additional sponsors within the informatics realm. Another is to investigate accreditation for masters' degree programs in health informatics and information management. Finally, the Commission will investigate international accreditation.

**Happy birthday CAHIIM!
You're growing up fast.**

What is your level of engagement in research activities? (check all that apply)	Response Percent	Response Total
I have been a principal investigator on a research study	11.4%	35
I have been a co-investigator/collaborator on a research study	12.7%	39
I have offered assistance to other faculty on research studies	18.6%	57
I have not participated in any research -- my focus is teaching only	68.4%	210

Total # of respondents 366. Statistics based on 307 respondents; 0 filtered; 49 skipped.

Over 31 percent of the respondents have either been a principal investigator on a research study, a co-investigator/collaborator, or have offered assistance to other faculty on research studies. Over two-thirds of the respondents have not participated in research activities and declared teaching to be their only focus.

Faculty Rank

What is your faculty rank?	Response Percent	Response Total
Professor	9.3%	29
Associate Professor	10.2%	32
Assistant Professor	19.5%	61
Instructor	25.9%	81
Lecturer	3.2%	10
Adjunct	22%	69
No rank	4.2%	13
Other (please explain)	5.8%	18

Total # of respondents 366. Statistics based on 313 respondents; 0 filtered; 43 skipped.

Approximately 39 percent of respondents have the rank of professor at levels of full, associate or assistant. Another 29 percent of respondents were at the instructor or lecturer level, with 22 percent serving as adjunct faculty.

Department Structure

In what division/department does your program reside?	Response Percent	Response Total
Allied Health	45.3%	131
Nursing	1.7%	5
Information Technology/Informatics	3.1%	9
Health Sciences	22.5%	65
Public Health	0.7%	2
Business	8.3%	24
Computer Science	0.7%	2
Other (please specify)	17.6%	51

Total # of respondents 366. Statistics based on 289 respondents; 0 filtered; 67 skipped.

Approximately 2/3 of HIM programs reside in the allied health or health sciences divisions of their institution. The remaining programs are under Nursing, Information Technology/Informatics, Public Health, Business, Computer Science or other divisions at their host institutions.

Standards Made Easy

In each issue of *CAHIIM View* we will provide useful tips to help you interpret and use the *CAHIIM Standards* for continual program improvements.

Standard V.C. Syllabi—Instruction must be based on clearly written course syllabi describing entry-level competencies, course objectives, and evaluation methods.

CAHIIM recommends that a course syllabus contain:

- Course number, title, description

Important Notices

- **Annual Program Assessment Report (APAR)** closes **February 27, 2007** at 11:59 p.m. Central Time. If you are having any difficulties with system operation or data input please e-mail your questions to www.info@cahiim.org. We recommend that you print out last year's report and prepare your information on paper to maximize data entry time and disruptions.
- **March 2, 2007–FORE Faculty Development Stipend** applications due. If you intend to seek support for this summer's **Assembly on Education Symposium (July 30-August 1)** or the **HIIM Faculty Development Institute (July 28-29)** in Chicago, you will need to meet this specific stipend deadline. Consider applying for one of your adjunct faculty to attend this year—others have done this and found it valuable to improve teaching and learning outcomes.
- **March 23, 2007–FORE Grant-in-Aid and Dissertation Assistance** application deadline.
- **April 27, 2007–FORE Undergraduate and Graduate Scholarship** application deadline. Routinely inform your students (and your admissions office) of the availability of scholarships to assist with their formal education.

- Textbook, references, readings, Web sites
- Prerequisites
- Instructor's name, office hours, e-mail, phone
- Course objectives (student learning/outcome objectives)
- List of the **AHIMA entry-level curriculum competencies** that are addressed by each HIM professional course such that students are made aware of the domains/subdomains/tasks that will be covered in that course. Suggested ways to meet this *Standard*:
 - List each competency addressed by a course on the syllabus
 - Append a spreadsheet of all competencies and indicate those demonstrated by that course using *x* or other indicator symbol
 - Reference the applicable competency number with the complete list provided to students in the first professional course, student handbook, and other media
- Attendance policy; special requirements; technology or resources needed; log-ins; tours, and so on
- Grading system
 - Assignments, papers, examinations, extra credit; computation of final grade
- Course schedule
 - Topics
 - Readings
 - Laboratory practice—label the activity or what is expected of the student
 - Dates of quizzes, papers, exams, other due dates
- Any other items required by your institution

Should you wish to add other recipients to the online circulation, please provide their name and e-mail address to: Tamara.dailey@ahima.org

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CAHIIM—the Commission on Accreditation for Health Informatics and Information Management Education—is the accrediting organization for degree-granting programs in health informatics and information management. CAHIIM serves the public interest by establishing quality standards for the educational preparation of future health information management (HIM) professionals. For information about the Association, go to www.cahiim.org.

This newsletter is sent to all CAHIIM accredited programs for maintenance of accreditation. For general questions or to unsubscribe from this email, please contact CAHIIM staff at <http://cahiim.org/contact.asp>.