Administrative Response to Program Review
Health Information Management Program
April 2019

On April 12, 2019, the Health Information Management SAC presented its Program Review findings to an audience of PCC administrators and others with an interest in the discipline. The presentation was informative and thought provoking. It provided an opportunity for engagement with those in attendance through informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the HIM Program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements

- The Program Review document and supporting materials were well written and clear.
- The program review presentation was engaging and demonstrated the commitment of the faculty to meeting the needs of students pursuing careers in Health Information Management and for the health care operations they serve.
- The HIM program's commitment to maintaining high quality and engaging online classes is recognized and appreciated.
- The use of assessment results to improve the focus of courses and assignments, and to generate dialogue about diversity, equity, and cultural competence, is noted.
- Overall strong culture of assessment of student learning, including
  - Regular evaluation of course level outcomes for accessibility
  - Mapping and assessment of college core outcomes while ensuring that students meet the exacting outcomes of the profession.
  - Use of mock exam for RHIT to report TSAs to identify targets for improving teaching and learning, and using the certification results similarly even when the overall pass rates are high.
- The passionate advocacy on behalf of the HIM program is appreciated.

Observations and Recommendations

Preparation of Instructors for Online courses:

- In the Program Review presentation, faculty expressed concern about the amount of time it takes for new instructors to complete trainings that are required to teach online.

The timeline for faculty training and course development is as follows:

- All instructors new to teaching online at PCC are required to take FOOT and OIO. FOOT and OIO can be completed as late as the term prior to first term the instructor will teach if the instructor is taking over a course. FDCs must ensure that all hiring paperwork and processes are complete before they can enroll a new instructor in training.
- FOOT is a fixed two-week course. The OIO training is offered asynchronously, and while instructors often spread this out over a term, it can be completed in a much shorter time (often two weeks or less).
- New course development requires extra time for development, but if a new online instructor can "takeover" an existing shell, only the FOOT and OIO trainings are required.
- We recommend that the HIM FDC reach out to Heather Guevara to discuss any anticipated and/or instructor training needs so that OL can assist.

Administrative Response to HIM Recommendations

What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion, for on-campus and online students as appropriate?

1. Add resources from the Office of the National Coordinator of Health IT quickly add video lectures with transcripts to the courses over the 2018-2019 and the 2019-2020 academic years.
2. Add AHIMA competencies, align program outcomes with these new competencies, and make necessary adjustments, including moving course content into other courses, adding new courses, especially in the second year of the program, and moving courses into different terms.
3. Update the HIM Student Handbook to ensure we are providing as much information to our students as possible so they understand the rights and responsibilities within the program. •
4. Work with AHELS to simplify and ensure our admissions process is inclusive.
5. Review the student success of the pilot efforts in MA 180 to include choices for students to obtain lecture content through audio videos and/or typed lectures and evaluate how we can implement this into our HIM courses.
6. Assess zoom sessions.
7. Seek out feedback on inclusive teaching methods
8. Use CAHIIM review to prepare for upcoming accreditation site visit.

The Instructional Deans support all these recommendations, within reasonable expectations of financial and human resources in this environment of limited budgets.

What support do you need from administration in order to carry out your planned improvements?

1. Financial support to attend conferences, such as the OrHIMA Annual Convention and Fall Institute, for professional development. Directed practice sites so we can continue to have a good list of sites to rely on especially if we decide to increase our enrollment cap.

Program faculty should continue to work with the Director of Allied Health programs, the Division Dean for Allied Health and Emergency and Legal Services, the Cascade TLC, and the Office of Professional and Organizational Development to apply for and access professional development support through established processes.

2. Financial support to attend the Assembly of Education (AOE) conference, where topics include:
   • Strategies to effectively teach online courses and emerging health information topics
   • Research presentations to enhance our approach to teaching and improve student outcomes
   • Workforce engagement strategies to align your curriculum with the needs of the healthcare industry.

Program faculty should continue to work with the Director of Allied Health programs, the Division Dean for Allied Health and Emergency and Legal Services, the Cascade TLC, and the Office of Professional and Organizational Development to apply for and access professional development support through established processes.

3. Release time for the development of new courses required for the 2021 curriculum updates, rather than payment for course development.

PCC has an established and consistent process to access curriculum development funds. Program faculty should continue to work with the Director of Allied Health programs, the Division Dean for Allied Health and Emergency and Legal Services, and the Office of Professional and Organizational Development to apply for and access curriculum development funds through established processes.

4. Release time to coordinate directed practice or consider hiring an Allied Health directed practice coordinator for all allied healthcare CTE programs. An Allied Health directed practice coordinator would benefit many programs.

Other Allied Health programs have asked for a shared coordinator of clinical placements. We support examining the need for such a position if/when resources allow.

5. Financial support for job shadowing current HIM functions to obtain a better understanding of advanced technology and industry changes.

We support program faculty remaining current in industry practices. Program faculty should continue to work with the Director of Allied Health programs, the Division Dean for Allied Health and Emergency and Legal Services, the Cascade TLC, and the Office of Professional and

Organizational Development to apply for and access professional development support through established processes.

6. Obtain an industry recognized EHR system, that students will actually use on the job.

This is consistent with recommendations from other Allied Health programs (OMT); however, further discussion clarified that different health care organizations use EPIC differently, so that even if PCC purchased it, students would need additional on-the-job training at different work sites. In addition, the cost of purchase, hosting, and maintaining such a system would require further analysis, and could be prohibitive. Administration supports further conversation/investigation around the need for EHR training in many of our Allied Health programs, but remains cautious about the need to purchase an EHR system.

Closing

In closing, we want to again thank the Health Information Management Program for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

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Kendra Cawley, Dean of Academic Affairs
Karen Paez, Dean of Instruction Sylvania Campus
Jen Piper, Dean of Instruction Southeast Campus
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