CAHIIM®

2023 Health Informatics Accreditation Standards

Baccalaureate Degree

Contents

The Commission 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 in health informatics and health information management.

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.

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 non-governmental 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 organization(s) cooperate to establish, maintain, and promote appropriate standards of quality for postsecondary educational programs in health informatics and information management to provide competent, skilled professionals for the healthcare industry.

Mission

CAHIIM strives to carry out its mission by promoting, evaluating, and improving the quality of undergraduate and graduate health informatics and information management education.

Through our partnership with academe and the practice fields, CAHIIM serves colleges and universities in a voluntary peer review process as a means to continuously improve quality education to meet healthcare workforce needs. CAHIIM accreditation becomes the benchmark by which students and employers determine the integrity of health informatics and health information management education.

Vision

CAHIIM strives to usher in a new era in innovation and educational excellence that supports public trust and workforce competence. CAHIIM is the globally recognized and trusted accreditation organization for Health Informatics and Health Information Management education programs to ensure the development of a workforce that meets the challenge of an information-intensive environment and its impact on global health.

Standard 1: Sponsoring Educational 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 an undergraduate degree at the baccalaureate level.

FOCUS QUESTIONS

1. Are there any adverse Substantive Changes affecting the Institutional Accreditation status of the applicant campus and program?
2. What is the name of the official degree(s) awarded upon completion of the Health Informatics program? For example, Bachelor of Health Informatics or Bachelor of Science in Health Informatics.

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 and reflect the principles and ethics of the health informatics program. 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 field of health informatics.

FOCUS QUESTIONS

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

Standard 3: Measuring Program Effectiveness

The program must have a process for measuring program effectiveness which constitutes a quality improvement cycle. Additionally, as part of measuring program effectiveness, 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 goals, measurable outcomes, and effectiveness, including associated timelines.
2. List the program level goals or outcome targets.
3. Describe the program's mechanisms for educational 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.

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/assessment plan. Results of the program's annual assessment must be monitored and reflected in an action plan and reviewed by the program's Advisory Committee/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 Committee/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 evaluation/assessment plan and self-assessment are shared with department and the sponsoring educational institution.
4. Describe the process of program outcomes analysis and action steps, and what approvals are needed for program modifications.

Standard 5: Measures to Promote Informed Decision Making

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. The following measures must be published on the program website and updated annually according to the university reporting period: Number of applicants and admissions per twelve-month period of the program's choosing; proportion of actual enrollees (number accepted; number actually enrolled); time to completion; percent employed post-completion; and student satisfaction rate.

FOCUS QUESTIONS

1. Provide a minimum of three of the following for the most recent twelve (12) month reporting period:

    a. Number of 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. Percent of graduates that continue to graduate education.

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/Leader and the college administration.
2. Describe the communication process among the health informatics program faculty and faculty from other disciplines/departments, including adjuncts teaching in the program, and how coordination of curricula occurs, if applicable.
3. If there is a graduate Health Informatics program at the university, describe the communication process between programs.

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 employee with a minimum of a master's degree (doctoral degree preferred). 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/Leader.
2. Describe release time for Program Director/Leader.
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 informatics program to ensure continuity across the curriculum.
4. Do you offset course load across multiple campuses? If so, describe how this is managed.

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, and research).

FOCUS QUESTIONS

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

Standard 9: Faculty Qualifications

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

FOCUS QUESTIONS

1. Describe expected faculty involvement and dedicated time towards work in the areas of curriculum development, service, administration, and/or research/professional application within the health informatics domain.

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/Leader, chairperson, dean, peers, etc.

Standard 11: Core Concentration

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

FOCUS QUESTIONS

1. Describe the relationship of the health informatics concentration within the parent degree program.

Standard 12: Program Specific Curriculum and Assessment

The program's curriculum must reflect the program's mission, vision, 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 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 outlined by the program. CAHIIM will validate alignment of competencies and outcome assessments with the program's mission, vision, goals, and objectives.

FOCUS QUESTIONS

1. Comment on the design and focus of the health informatics undergraduate 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.
4. Comment on the proportion of coursework focused on health informatics as opposed to general education requirements, free electives, etc.

Standard 13: Applied Experience

Applied experience must be designed, supervised, and evaluated to reinforce didactic health informatics instruction. Examples of applied experience include but are not limited to capstones, internships, simulations, practicums, etc.

FOCUS QUESTIONS

1. Describe the process for ensuring an appropriate student experience.
2. Describe the process for assessing and evaluating individual student achievement.
3. Describe the supervision and/or advisement that occurs during the applied experience.

Standard 14: 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?

Standard 15: 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 for two years and student/faculty interactions.

Standard 16: 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, 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, 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?

Standard 17: 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.

Standard 18: 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.

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. CAHIIM standards emphasize the importance of a strong Advisory Committee/Board. 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 QUESTIONS

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

Standard 20: 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.
4. Describe your prospective student recruitment processes such that they address the institution's policies on Diversity, Equity, and Inclusion (refer to Standard 21).5. Describe the process of monitoring student job/career placement after graduation.

Standard 21: 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 are 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 include prerequisites, corequisites, minimum grade point average, and required courses.

FOCUS QUESTIONS

1. Describe the process to review all published health informatics program 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.

Standard 22: Lawful, and Diversity, Equity and Inclusion (DEI) Practices

All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must demonstrate a culture of lawful and DEI practices in accordance with federal, state and university statutes, rules, and regulations.

FOCUS QUESTIONS

1. Is the program following the university prescribed DEI policies – are they published?
2. How does the program cultivate an environment in which faculty and students can raise concerns without fear of intimidation or retaliation?