2023 CAHIIM®

ANNUAL REPORT

WELCOME

COMPANY

PROFILE

CAHIIM | Commission on Accreditation for Health Informatics and Information Management Education

CAHIIM is an independent, 501(c)3 not-for-profit organization. CAHIIM sets policies, procedures, and standards, free of bias and undue influence from outside agencies, member partners, volunteers, and/or constituencies while greatly valuing trust and transparency in our relationships with the entities and stakeholders.

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THE YEAR'S OVERVIEW

CASSI BIRNBAUM, MS, RHIA, CPHQ, FAHIMA

Board Chair, CAHIIM

In 2023, CAHIIM began implementing its new strategic plan with a cadre of volunteers. These volunteers, along with CAHIIM staff, have worked tirelessly to grow our organization by producing results that drive innovation. Simultaneously, they also expertly fulfilled CAHIIM's role as an accreditor of HI and HIM programs, ensuring educational excellence that enhances workforce competence. In addition, CAHIIM remains committed to the effective governance necessary for carrying out its mission. Our Board, Councils and Taskforces remain focused on making a results-driven impact in their relative healthcare fields of higher education and industry.

While CAHIIM remains committed to advancing its work as a respected accreditor, it also seeks to develop new opportunities to grow our organization and its mission. As a result, these will extend CAHIIM's reach and diversity. Throughout 2023, expert volunteers have come together to facilitate a collaborative effort to bridge the gap between higher education and industry by revising Standards, establishing new policies, and updating processes for better effectiveness. CAHIIM staff and volunteers have also explored opportunities for accrediting new degree fields and certifications. In addition, our organization seeks to recognize those who continue to go above and beyond with the establishment of the faculty badging and faculty fellowship.

I would like to personally thank each and every volunteer for sharing their insight and service, which has provided the momentum necessary to advance our current work while also providing the catalyst to pivot and navigate into new areas of growth. We have been very busy this past year, and I am grateful to be a part of both the familiar and innovative initiatives we have undertaken. Serving as the Chair of CAHIIM's Board of Directors has been a privilege and my honor. I feel confident that with the strides we are making as an organization, CAHIIM will thrive in continuing to carry out its mission, vision, and goals as defined by the new strategic plan.

CAHIIM'S STRATEGIC PLAN

The strategic plan, developed by the CAHIIM Board of Directors, embodies our commitment to innovation, quality, and maintaining evidence-based outcomes. It reflects the aspirations held within the organization and the positive change CAHIIM aims to bring to the profession.

CAHIIM's dedication to this strategic plan remains steadfast and we are actively aligning our resources, talent, and efforts to the key initiatives outlined in the plan.

Our Mission
To provide innovative leadership that drives enhanced workforce competence by ensuring educational excellence

Our Strategy
Adapting with higher education and healthcare innovations, our strategic focus in 2023-2025 will include...

Our Vision
A new era in innovation and education excellence that supports public trust and workforce competence

Accrediting the highest quality HI and HIM programs in the US and equipping their faculty to lead

Expanding our quality seal to new, non-traditional, and micro-educational formats

Upholding quality standards that build public trust in health information

Partnering with employers to translate real-time, in-demand job skills to educational curricula

Developing evidenced-based, future-focused competencies

Quality education leads to a well-equipped workforce that powers the healthcare industry to produce better health outcomes for patients. By taking a collaborative, connective role through meaningful partnerships, CAHIIM will help ensure students, educators, employers, practitioners, certifiers, and professional associations work in unison to deliver the best possible patient outcomes that modern healthcare can offer.

CAHIIM®

THE COMPANY

POSITIONING CAHIIM FOR THE FUTURE

Academic institutions are working to balance shrinking budgets, diverse student demands and complex employer expectations. Disruptive technologies are ushering in new mindsets, disciplines, and strategies across the healthcare ecosystem. CAHIIM's Mission is integral to this educational transformation and healthcare disruption. To maintain its commitment to serve the public interest and advance its value, CAHIIM is embracing new ideas to address quality standards, and methods. CAHIIM's strategy is to be a global leader in the business of quality education. As a partner and thought leader, we seek input from our stakeholders to foster mutual growth and success. Our business model is driven by new opportunities and services consistent with our vision and values. We are an effective, efficient, and agile organization that maximizes innovation to execute our mission.

MISSION

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

VISION

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

CORE VALUES

- Commitment
- Innovation
- Integrity
- Respect

CEO STATEMENT

ANGELA KENNEDY, EdD, MBA, RHIA
CEO, CAHIIM

2023 proved to be a year of new beginnings for CAHIIM as we embarked on a new strategic plan. It would no longer be "business as usual" for CAHIIM. Hats off to the CAHIIM staff and volunteers on a job well done. We are thankful to have a Board of Directors, member partners, a host of volunteers, and numerous industry experts to help begin this transformation. All strategies set by the CAHIIM Board of Directors are operational with the expansion of new tactics in 2024.

New beginnings brought forth new accreditation standards development in Health Data and Information Management, Health Informatics, Health Sciences, and Registry Management. A team of industry experts and researchers spent countless hours evaluating workforce trends and competencies required for the future healthcare workforce. The dedication and diligence of our volunteers and staff resulted in publications, standards, and guidance that will advance academic programs and the workforce. Thank you does not seem enough for all the countless hours and the wealth of knowledge shared by our volunteers. We have truly been blessed with the best.

Service to our colleges, universities, and the healthcare workforce continues to be the hallmark of our mission. CAHIIM achieved a 93% satisfaction rating with our stakeholders. Our organization exceeded its goal and set performance indicators to continue to improve this rating in 2024. Continue to expect outstanding service. Our commitment to our academic programs and guidance beyond standards is key. We have a cadence for educational offerings with the addition of new and expanded offerings in 2024.

Forty (40) Health Information Management programs were selected as CAHIIM Demonstration programs. These colleges and universities will pilot the new standards for accreditation and create new content and resources that will support and advance academic programs. At the end of the demonstration, these programs will be recognized for their innovative work as programs of distinction.

I have no doubt about the direction we are headed as an organization. Technology will transform accreditation bringing efficiencies and growth. CAHIIM will continue to be recognized as a gold standard in accreditation. I am excited to be a part of CAHIIM's innovative work as we continue to move forward to advance higher education and provide the best possible outcomes for our students, faculty, and programs. As I stated last year, leading is not about hoping, it's about doing and action, and with our mission-first mindset and focus on innovation, I am confident about the future. Join us as we advance higher education.

FACULTY FELLOWSHIP

Since CAHIIM's inception, we have relied on dozens of skilled and incredibly dedicated volunteers to carry out the work of accreditation: leading the organization on the CAHIIM Board of Directors, guiding individual subject areas on the Accreditation Councils, reviewing programs virtually and on-the-road as peer reviewers, or serving on task forces to develop accreditation standards.

Our belief is that this expertise and dedication should be celebrated, and in June 2023, we announced the CAHIIM Faculty Fellowship (FCAHIIM) program, to recognize outstanding faculty who have demonstrated expertise in the CAHIIM Accreditation process as well as dedication to the Health Information Management (HIM) and/or Health Informatics (HI) workforce and educational communities. It is difficult to measure the impact these individuals have had, but we hope the Faculty Fellowship program is a step in the direction of recognizing the knowledge these individuals possess and the hard work they have done in service to the HI/HIM community.

FACULTY BADGING

One of the difficulties academic programs face in finding and hiring qualified faculty members is identifying experienced educators with expertise in the knowledge areas their program needs. Likewise, prospective faculty often face difficulty in demonstrating their knowledge in these areas. To help meet this need, we launched the CAHIIM Faculty Badging program, in June 2023. CAHIIM offers badges recognizing faculty expertise in a variety of areas: Academic Leadership, Faculty Mentorship, Research, Online Excellence, PPE Placement, Program Recruitment, Student Mentorship, and Volunteering. Our goal is to specifically evaluate and recognize individual expertise in areas that directly affect program quality, as defined by the accreditation standards used to evaluate programs.

VALUE OF CONSULTATION

The CAHIIM Consulting service was designed for all programs to achieve better and more efficient results during the development stages, with current resources, including faculty.

Programs and institutions will benefit from the knowledge base and awareness of staff with educational and quality assurance concepts and practices to strengthen a program's curriculum and delivery. CAHIIM staff will work with faculty and administrators, in accredited programs, independently from the program review process. As a neutral resource, staff will work with the timelines for each institutional client that meet their needs, issues, goals, and tailored solutions.

CAHIIM as an accrediting organization gains the ability and flexibility to work with institutions and provide start up information that helps create the degree program proposition. Over time, CAHIIM will gain insights to continue to improve the value of its consulting services that provide growing and measurable value and increased products for accredited programs. CAHIIM consulting will serve to provide CAHIIM with new growth opportunities, expansion, and profitability in tandem with its current and future accreditation services.

JOB BANK

On April 15, 2023, CAHIIM launched a Job Bank, hosted on the CAHIIM website. Finding qualified faculty members has always been challenging for programs, and this problem seems to have been exacerbated by the COVID-19 global pandemic in 2020. In an effort to assist programs with filling vacant faculty positions, as well as assist qualified educators in finding faculty opportunities in CAHIIM-accredited programs, CAHIIM developed the job bank as a cost-effective way to market open positions. The quality of education provided by academic programs is closely linked to the quality of their faculty, so this new initiative is a natural development as we seek to achieve CAHIIM's quality mission.

HEALTH INFORMATICS ACCREDITATION COUNCIL (HIAC)

JOSETTE JONES, RN, PHD

CHAIR, HIAC

SUZANNE BOREN, PHD, MHA, FACMI, FAMIA

BOARD LIAISON TO HIAC

The members of the Health Informatics Accreditation Council (HIAC) has reviewed, recommended, and successfully presented to the CAHIIM Board, four (4) Master of Health Informatics (MHI) programs, for an initial accreditation award. Two (2) programs were granted continuing accreditation and two (2) other MHI programs are in the Candidacy stage of accreditation, and several others are in the Self-Assessment stages of candidacy review and will likely have site visits in 2024.

The council discussed and finalized the bachelor's in health informatics (BHI) accreditation rubric for assessing accreditation readiness and baccalaureate program compliance with standards. These rubrics will be used by BHI programs seeking accreditation and reviewers, including site visits and HIAC reviewers, to evaluate compliance with each standard. A discussion is initiated around the value of additional quality indicators/ performance outcomes for the Annual Program Assessment Report (APAR.)

The HIAC Training Taskforce, comprised of health informatics educators, proposed an outline for workshops providing information on Health Informatics and guidelines for Health Informatics Curriculum building. The audience is prospective programs with health informatics majors, minors, and certificates in various health-related disciplines.

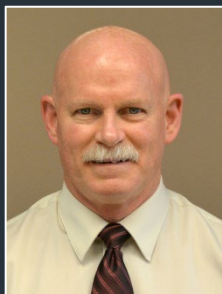# HEALTH INFORMATICS ACCREDITATION COUNCIL (HIAC)

DILHARI DEALMEIDA
PHD, RHIA

PRERNA DUA
PHD

MOHAMMAD FAYSEL
PHD, FAMIA

LAVERNE MANOS
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ROBERT MARSHALL
MD, MPH, MISM, FAAFP, FAMIA

VELMA PAYNE
PHD, MBA, MS

HEALTH INFORMATION MANAGEMENT ACCREDITATION COUNCIL (HIMAC)

BEVERLY MARQUEZ, MS, RHIA

CHAIR, HIMAC

KAREN BAKUZONIS, PHD, MS, RHIA, CPHI

BOARD LIAISON TO HIMAC

In 2023, the HIMAC members reviewed initial and continuing programs at the associate, baccalaureate and masters degree level. The review of programs continues to support and ensure the quality of CAHIIM Accredited Programs for all graduates.

Additionally, HIMAC is actively engaged in formulating a Continuous Quality Improvement (CQI) process tailored to the diverse degree levels within HIM programs. These outcomes serve as the foundation upon which measurable metrics will be established, affording the ability to pinpoint potential program risk and gauge educational excellence.

HIMAC diligently reviewed the CAHIIM Accreditation Standards to identify enhancements for the Compliance Guide and identify additional guidance materials that can be published to ensure that programs have what they need to be successful during the accreditation process. HIMAC identifies Town Hall topics and different conference topics to be included throughout the year. This year HIMAC provided a panel presentation at the Summit on Higher Education on how to incorporate Credit for Prior Learning into programs. The panel included a perspective from a masters, baccalaureate, and associate degree program on their best practices for assessing credit for prior learning. HIMAC also had members present at the Summit on Higher Education about Artificial Intelligence, the CAHIIM Research Workgroup provided a presentation on job placement after graduation at the baccalaureate and masters level, and various program resources.

HIMAC is looking forward to continuing to identify ways to ensure program quality and to enhance our accredited programs in 2024.

HEALTH INFORMATION MANAGEMENT ACCREDITATION COUNCIL (HIMAC)

LISA DESNOYERS
MPH, RHI

VALERIE DOBSON
RHIA, CCS

SUSAN H. FENTON
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MELINDA WILKINS
PHD, RHIA, FAHIMA

CHIME | COLLEGE OF HEALTHCARE INFORMATION MANAGEMENT EXECUTIVES

NICOLE KERKENBUSH, MHA, MN, RN, BSN, CDH-E

VICE PRESIDENT OF EDUCATION, CHIME

The College of Health Information Management Executives (CHIME) is a professional organization that supports exceptional leaders in transforming health and care. CHIME provides a highly interactive, trusted environment that enables senior professional and industry leaders to collaborate, exchange best practices, address professional development needs, and advocate for the effective use of information management to improve the health and healthcare in the communities they serve. CHIME has partnered with CAHIIM to define the competencies required for digital health leadership at the Professional and Leader level. This partnership allows universities to provide their graduates with the tools they need to be successful in the ever-changing healthcare industry. CHIME is proud to work with CAHIIM to support the preparation of our workforce to take on the biggest digital health challenges and bring solutions to the health ecosystem to support the needs of patients and communities.

HL7® | HEALTH LEVEL SEVEN® INTERNATIONAL

Health Level Seven® International (HL7®) strives to advance health IT standards, ultimately improving healthcare outcomes. With the vision of "A world in which everyone can securely access and use the right health data when and where they need it" and mission of "To provide standards that empower global health data interoperability," it is an honor to collaborate with well-respected partners like CAHIIM.

Through support from CAHIIM, who leveraged their extensive network and influence, HL7 was able to elevate the visibility and extend the reach of the HL7 Virtual Student Academy and 37th Annual Plenary (virtual), offering free learning opportunities for students and resources for instructors.

HL7 values the opportunity to collaborate with CAHIIM in support of our shared aim to positively impact healthcare education and advance our respective missions.

AMIA | AMERICAN MEDICAL INFORMATICS ASSOCIATION

TANYA K. TOLPEGIN, MBA, CAE

CEO, AMIA

The American Medical Informatics Association (AMIA) joined CAHIIM in 2014 to bring accreditation to masters' degree programs in health informatics (HI). AMIA continues to prioritize this work with CAHIIM in its 2020-2025 Strategic Plan in promoting and building the field and educating the public about informatics and its impact. Our strategic partnership with CAHIIM allows our academic programs to benchmark their program against core competencies and facilitates employers' expectations for graduates of accredited programs. In addition, as the field grows rapidly, our support of CAHIIM accreditation ensures prospective students can feel confident about the efficacy of their education and the opportunities it will afford.

AMIA and CAHIIM continue to spark new ideas to leverage our accreditation partnership. Among these new endeavors, we have identified scholarship opportunities to expand diversity in the field and to encourage the full informatics education pipeline, including expansion into baccalaureate and certificate programs. Together, AMIA and CAHIIM can continue to advance informatics education, science, and practice to improve the health and healthcare of patients.

ACADEMIC FORUM

AARTI R. CHANDAWARKAR, MD

CHAIR, ACADEMIC FORUM

The Academic Forum communities have had a very productive 2023, and here are some of our achievements.

Our Baccalaureate Education Community (BEC) partnered with CAHIIM to complete the undergraduate accreditation standards. They also successfully completed and published in JAMIA on the baccalaureate Health Informatics foundational domains and competencies.

Academic Leaders in the Nursing Informatics community (ALNI) is finalizing a manuscript "Where the Nursing Essentials Meet the AMIA Educational Foundations." The intent of this paper is to align domain 8 (required NI skills and knowledge) of Nursing Informatics Essentials as published by American Association of Colleges of Nursing (AACN) with the ten foundational domains. This alignment will provide a framework for nursing schools to develop the informatics content as required by fall 2024. In addition, Both ALNI and Professional Master's Educators Community (PMEC) have been working on joint webinars for their students, which have been well received.

The Clinical Informatics Program Director's community has now grown to 59 ACGME-accredited fellowship programs. The AMIA hosted fellowship match performed excellently with over 70% of the applicants matching with their first-choice program. The Shared Didactics launched by this community and open to all Academic Forum (AF) members was a great success in its second year.

Academic Forum is collaborating with other AMIA committees including the DEI committee, to invite students and faculty from minority-serving institutions to the AMIA annual symposium. The focus will be on students and faculty in the host city and surrounding areas. 2023 is the first year that this will be implemented.

Our annual Linking Informatics and Education Academic Forum (LIEAF) conference held along with the AMIA annual symposium has grown stronger since its inception three years ago. This conference provides an opportunity for Academic Forum members to learn state-of-the-art approaches and best practices in education, research, and training. Keeping with last year's trend, we had over 50 excellent submissions this year. We will also be introducing a mentoring/career advancement session during the AMIA Annual Symposium.

Overall, this was another fantastic year for AF. It was an honor to serve as the Chair of the Academic Forum. Sue Feldman, RN, MEd, PhD will be stepping in as Chair next year and I am sure we will have another blockbuster year.

BACHELORS OF SCIENCE IN HEALTH INFORMATICS

CHRISTINA ELDREDGE, MD, PHD

CHAIR, AMIA ACADEMIC FORUM BACCALAUREATE EDUCATION COMMUNITY

The Bachelor of Science in Health Informatics Workgroup (BHI) completed the accreditation standards for undergraduate health informatics programs on schedule in early 2023. The standards were approved by the CAHIIM Board of Directors on February 10, 2023. The BHI led by Sue Feldman includes members: Saif Khairat, Janusz Wojtusiak, Christina Eldredge, Velma Payne, LaVerne Manos, and Josette Jones. Angela Kennedy provided guidance to ensure the standards met CHEA requirements and Reem Barakzai provided staff support.

During 2023, the BHI has continued to work in collaboration with the AMIA Academic Forum's Baccalaureate Education Community (BEC) to disseminate these standards. In August of this year, the BEC published an openly available white paper in JAMIA, "Foundational domains and competencies for baccalaureate health informatics education" to guide programs and support the implementation of the baccalaureate level standards (Khairat, 2023). Further, the two groups will jointly present their work at a panel presentation during the AMIA 2023 Annual Symposium's LIEAF Conference in New Orleans in November.

Reference:

Khairat, S., Feldman, S. S., Rana, A., Faysel, M., Purkayastha, S., Scotch, M., & Eldredge, C. (2023). Foundational domains and competencies for baccalaureate health informatics education. Journal of the American Medical Informatics Association: JAMIA, ocad147. Advance online publication. https://doi.org/10.1093/jamia/ocad147

NATIONAL CANCER REGISTRARS ASSOCIATION

The National Cancer Registrars Association (NCRA) is a non-profit organization that represents over 6,500 cancer registry professionals. Its mission is to empower and advance registry professionals through innovations in education, advocacy, credentialing, and strategic partnerships.

Cancer registrars are data information specialists that capture a complete history, diagnosis, treatment, and health status for every cancer patient in the US. The data provides essential information to better monitor and advance cancer treatments, conduct research, and improve cancer prevention programs.

NCRA's education offerings include an accreditation program, publications, and the Center for Cancer Registry Education. The association takes an active role in advocating for cancer registries, including recent efforts to pass the Counting Veterans Cancer Act. NCRA is also the industry leader in workforce research, engaging partner organizations to identify needs and conduct research. In 2024, NCRA will change the name of its CTR credential to Oncology Data Specialist (ODS) to better align with the evolving scope of work of cancer registrars.

AHIMA | AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION

AMY MOSSER, MBA

INTERIM CEO
AHIMA

AHIMA®, a founding member of CAHIIM, is a global nonprofit association of health information (HI) professionals with more than 67,000 members and more than 100,000 credentials in the field. AHIMA created and owns the Curricula Competencies used in CAHIIM accredited programs.

The AHIMA mission of empowering people to impact health® drives our members and credentialed HI professionals to ensure that health information is accurate, complete, and available to patients and providers. Our leaders work at the intersection of healthcare, technology, and business.

Through advocacy, AHIMA public policy efforts shape the healthcare landscape. Initiatives like "Data for Better Health" help advance data-driven decision-making for better healthcare outcomes. We've expanded our impact, including a Foundation for aspiring professionals and welcoming HCPro for education and consulting. Innovation is integral to AHIMA, as evidenced by the launch of microcredentials for continuous skill enhancement. AHIMA drives excellence, shapes standards, and equips the workforce for evolving healthcare challenges.

AHIMA NEW NORM REFERENCED EXAM

MIKE NIEDERPRUEM, PHD, CAE

VICE PRESIDENT, CERTIFICATIONS
AHIMA

AHIMA has been hard at work developing a new RHIA Capstone exam that will serve as an additional pathway to the RHIA certification. The purpose of the new capstone exam is to provide a measure of the knowledge and skills gained during the students' entire program experience, whereas the purpose of the certification exam is to identify individuals who meet the performance standard expected of an individual for the job role. The new capstone exam will be equated with the RHIA certification exam, such that students who perform well enough on the capstone will be awarded their RHIA certification. Since January 2023, 16 Program Directors have been working to create the examination blueprint, examination design, and accompanying administrative rules. Candidate registration will begin in late January 2024, with the pilot deployment occurring from March – May 2024. At this time, we expect pilot results to be released in the early summer along with the live version of the new RHIA capstone exam. Our intent is to develop a comparable RHIT Capstone exam as well, with development tentatively beginning in January 2024.

HEALTH INFORMATION MANAGEMENT | HIM RESEARCH WORKGROUP

SUSAN H. FENTON
PHD, RHIA, CPHI, FAHIMA
CHAIR

The CAHIIM Health Information Management Workforce Workgroup continues to work together addressing questions related to the health information management workforce. The members include Susan Fenton, Melanie Brodnik, Debra Hamada, Angela Kennedy, Karima Lalani, David Marc, and Rebecca Reynolds.

This year they created and disseminated a survey to determine what types of jobs and roles were held by graduates of baccalaureate, or master's CAHIIM-accredited program within the past seven years. The working hypothesis is that many graduates are moving into new jobs and areas. The data is being analyzed and the results will be published. In the next year the survey will be distributed to associate degree programs. It is hoped that the efforts of this workgroup will spur new discussions regarding the competencies and career prospects for health information management professionals.

WORKGROUP MEMBERS

MELANIE BRODNIK, PHD, MS, RHIA, FAHIMA

DEBRA HAMADA, EDD, MS, RHIA

ANGELA KENNEDY, EDD, MBA, RHIA

KARIMA LALANI, PHD, MBA, RHIA

DAVID T. MARC, PHD, CHDA

REBECCA B. REYNOLDS, EDD, RHIA

HEALTH INFORMATION MANAGEMENT FUTURE EDUCATION MODEL

MELANIE BRODNIK, PHD, MS, RHIA, FAHIMA

CHAIR, COMPETENCY DEVELOPMENT WORKGROUP

LEANNE WORSFOLD, RPN, M.ED.(S)

PROJECT CONSULTANT

This past year, we marked the starting point for a new Health Information Management (HIM) education era. The CAHIIM board approved the development of the HIM Future Education Model (FEM).

The FEM aim is to advance the profession by preparing students for future practice and create a new education model anticipating the role of health information management in the years 2027-2032. The FEM focuses on new world views, including technological advancements, empowering consumers, healthcare professionals and organizations through gathering, analyzing and sharing data, and studying the impact of globalization, virtual environments, research and leadership on health information management.

Dr. Melanie Brodnik, the FEM project chair, explains that the "Future Education Model is essential to the CAHIIM mission to protect students' interests. The incremental electrification of patient information and large population health data, the rapid advancements in technology, and the global need for accurate and secure data mean we must ensure HIM education programs are preparing future information management experts for work beyond the digital age, assuming roles in leadership and championing the HIM profession."

The first priority in developing the HIM Future Education Model, founded on competency-based education, was to define and validate the required future competence (knowledge, skill, judgement, and professional behaviors). The HIM Accreditation Committee also recognized the need to revise the academic accreditation standards to encourage integration of authentic experiential learning opportunities and formative and summative assessments throughout the program. Under the FEM model, HIM education programs will monitor student attainment of the competencies throughout the program and record grades. Through demonstration program engagement, education program leaders will develop new and innovative ways to allow students to practice applying the competencies resulting in real-world outcomes.

To guide the FEM activities, the CAHIIM board recommended a three-part participatory-orientated evaluation model facilitated by consultant and competency-based education expert Leanne Worsfold. Second, a group of twenty-two HIM educators, employers and HIM professionals co-created the FEM competencies and is now seeking external content validation through a Delphi study. A second group of HIM program directors revised the HIM accreditation standards and sought external consultation through two rounds of open comment. Finally, selected HIM programs will participate in a spring 2024 demonstration program pilot as early adopters to inform required training materials and competency-based education resources. Demonstrate programs will gain early access to competency-based education training and accreditation support and network with other FEM programs as leaders in HIM education. FEM programs will also support data collection to inform student outcomes under the 2025 HIM Accreditation Standards.

CAHIIM'S INCLUSIVE LEADERSHIP PLAN

The unveiling of CAHIIM's inclusive leadership graphic underscores CAHIIM's commitment to cultivating an inclusive workplace environment. This visual representation encapsulates our commitment to embracing a diverse range of perspectives and ensuring equitable opportunities for all.

HEALTH SCIENCE

ACCREDITATION

COUNCIL MEMBERS

WENDY CHEESMAN, DPT, MPH, ATC

TONI CLAYTON, PHD, MBA

CARLA DIRKSCHNEIDER, MS, RHIA

ANITA HAZELWOOD, EDD, RHIA, FAHIMA

TERESA T. NEAL, MHA, RHIA

KIM THEODOS, JD, MS, RHIA

COUNCIL CHAIR

The Health Science Accreditation Council (HSAC) was established this year for the purpose of exploring the notion of accreditation of baccalaureate-level Health Science programs. The Council, consisting of six (6) esteemed, diverse, and dedicated educators, began its work with the support of the CAHIIM staff.

The council first focused on developing accreditation standards and the first draft of the Standards was released in July for public comment. After considering every comment received and subsequent revisions, the second draft of the accreditation Standards was presented to the public in September. At the time of writing this report, the final draft of the Accreditation Standards is ready for presentation to the CAHIIM Board of Directors.

Given the variety and diversity of health science programs existing currently, creating a model curriculum posed a unique challenge. The council's goal is to create a curriculum that meets the current and future needs of Health Sciences programs by allowing for both structure and flexibility. After much deliberation, the Council determined that presenting a curriculum in the form of facets would offer the most flexibility with evaluation and curriculum design. The first draft of the curriculum was presented to the public in August. Revisions were made based on comments received and the second draft was released on October 30th. After conclusion of this comment period, the council will again consider any necessary revisions and present them to the CAHIIM Board of Directors for approval.

Public comment and industry input is an important and valued part of the Standard and Curriculum development process. CAHIIM staff and the Council hosted an open hearing where both the Standards and Curriculum Facets were presented to the public with questions, comments and rich discussion. Upon approval of the Standards and Curriculum by the Board of Directors in December, CAHIIM will begin accepting applications for accreditation of Health Sciences programs in 2024.

It has been an honor working with the Council and I am grateful to the members for their dedication and commendable efforts in this journey. My sincere gratitude to the CAHIIM staff for their constant support and tireless efforts. I look forward to the continued work in advancing this initiative.

CANCER REGISTRY

ACCREDITATION

DANA LLOYD, MS, RHIA, CTR, CHDA
COUNCIL CHAIR

The Cancer Registry Accreditation Council was established this year with the goal of developing an accreditation process for universities to offer Cancer Registry certificate programs. The Council is comprised of educators and cancer registry professionals including James Condon, Frederick Greene, Courtney Jagneaux, Karen Lankisch, Kelly Merriman, and Dana Lloyd. The CAHIIM staff members include Amanda Stefan, Reem Barakzai, and Sherry Lee.

A lot of work went into developing the standards and the curriculum for this new certificate program. I am happy to announce that they have been approved by the Board of Directors and expect to start receiving applications from programs in 2024. Next steps for the council will be to review the annual reporting data item requirements.

COUNCIL MEMBERS

JAMES CONDON, EDD, RHIA, CTR

FREDRICK GREEN, MD

COUTNEY JAGNEAUX, RHIA, CTR

KAREN LANKISCH, RHIA, CHDA, CPC, MHI, CPPM, CEHRS

2023 - A YEAR AT A GLANCE

EVENT HIGHLIGHTS

JANUARY

WHO DECIDES? YOU MIGHT! BECOME A REVIEWER!
Susan H. Fenton, PhD, RHIA, CPHI, FAHIMA

FEBRUARY

MINDFUL SOLUTIONS TO FACULTY BURNOUT
Norbert Belz, PhD, MHSA, RHIA

MARCH

PUBLIC WEALTH: WHERE PUBLIC HEALTH AND HEALTH INFORMATICS AND INFORMATION MANAGEMENT MEET
Jude Haney, PhD, MPH, RHIA, R.S.

APRIL

OVERVIEW OF CAHIIM'S CERTIFICATE ACCREDITATION STANDARDS
Amanda Stefan, MHI, RHIA

MAY

HEALTH INFORMATION MANAGEMENT (HIM) CO-CREATING A NEW FUTURE IN EDUCATION
Angela Kennedy, EdD, MBA, RHIA
Keith Olenik, MA, RHIA, CHP
Leanne Worsfold, RPN, M.Ed.(s)

BEING THE DEPARTMENT CHAIR: THE GOOD, THE BAD AND THE UGLY
Anita Hazelwood, EdD, RHIA, FAHIMA

JUNE

UNDERSTANDING UNDERGRADUATE HEALTH INFORMATICS COMPETENCIES AND ACCREDITATION STANDARDS
Sue Feldman, RN, Med, PhD, FACMI

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2023 – A YEAR AT A GLANCE
EVENT HIGHLIGHTS

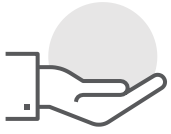|	
JULY	**DIGITAL HEALTH CERTIFICATE ACCREDITATION** Ben Doughty
AUGUST	**WE WANTED IT, WE GOT IT, NOW WHAT DO WE DO WITH IT: STEM DESIGNATION WITHIN HEALTH INFORMATION EDUCATION** Jenny Evans, EdD, MSHI, RHIA, CCS
SEPTEMBER	**HEALTH INFORMATION MANAGEMENT (HIM) CO-CREATING A NEW FUTURE IN EDUCATION WITH DEMONSTRATION PROGRAMS** Leanne Worsfold, RPN, M.Ed.(s) **CAHIIM | SUMMIT ON HIGHER EDUCATION**
OCTOBER	**ACADEMIC MISCONDUCT THROUGH THE LENS OF DIFFERENT ACADEMIC CULTURES** Josette Jones, RN, PhD **FUTURE EDUCATION MODEL SERIES - EPISODE 1** Leanne Worsfold, RPN, M.Ed.(s)
DECEMBER	**FUTURE EDUCATION MODEL SERIES - EPISODE 2** Leanne Worsfold, RPN, M.Ed.(s)

ANNUAL PROGRAM ASSESSMENT REPORT

APAR Data

CAHIIM monitors program performance, outcomes and changes for continuous quality improvement. The Annual Program Assessment Report (APAR) is the online system designed to collect information from accredited programs. The following represents data from the August 1, 2021 – July 31, 2022 reporting cycle.

TOTAL EMPLOYED FULL-TIME FACULTY

HIM Associate: 556
HIM Baccalaureate: 256
HIM Master: 29
HI Master: 231

TOTAL EMPLOYED PART-TIME / ADJUNCT FACULTY

HIM Associate: 724
HIM Baccalaureate: 548
HIM Master: 33
HI Master: 151

THE APAR SYSTEM CONTINUES TO BE MONITORED AND UPDATED WITH NEW REPORTING FUNCTIONS

TOTAL STUDENT ENROLLMENT

HIM Associate (Full-time): 5,281
HIM Associate (Part-time): 8,721
HIM Baccalaureate (Full-time): 5,575
HIM Baccalaureate (Part-time): 2,597
HIM Master (Full-time): 178
HIM Master (Part-time): 667
HI Master (Full-time): 865
HI Master (Part-time): 1,279

APAR

AVERAGE CAMPUS CLASS SIZE

HIM Associate: 13
HIM Baccalaureate: 17
HIM Master: 15
HI Master: 17

AVERAGE ONLINE CLASS SIZE

HIM Associate: 16
HIM Baccalaureate: 19
HIM Master: 16
HI Master: 18

INSTITUTIONS

Public: 88%
Private For-Profit: 3%
Private Not-for-Profit: 9%

CONTENT DELIVERY

ONLINE: 55%
HYBRID: 25%
CAMPUS: 9%
TWO-DEGREE PATH OPTION (ONLINE OR CAMPUS): 10%
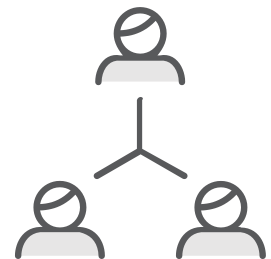
GRADUATE DEMOGRAPHIC DATA

FOR ACADEMIC YEAR 8/1/2021-7/31/2022

GENDER

Legend:
- Female
- Male
- Other

	Female	Male	Other
MHI	65%	34%	1%
MHIM	52%	48%	0%
BHIM	87%	12%	0%
AHIM	91%	7%	2%
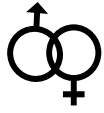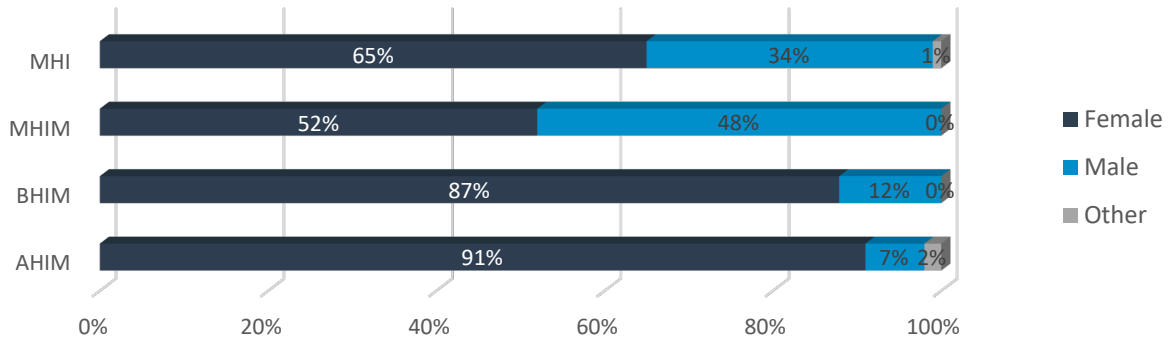
RACE & ETHNICITY

	Hispanic	Non-Hispanic
AHIM	12%	88%
BHIM	10%	90%
MHIM	13%	87%
MHI	10%	90%

Legend:
- Other / Unknown
- White/Caucasian
- Native Hawaiian/Pacific Islander
- Black/African-American
- Asian
- American Indian or Alaska Native

	AHIM	BHIM	MHIM	MHI
Other / Unknown	18%	18%	17%	18%
White/Caucasian	55%	50%	33%	39%
Native Hawaiian/Pacific Islander			0%	
Black/African-American	1%	1%	33%	1%
Asian	19%	22%	17%	20%
American Indian or Alaska Native	6%	9%	0%	23%
	1%	2%	0%	1%

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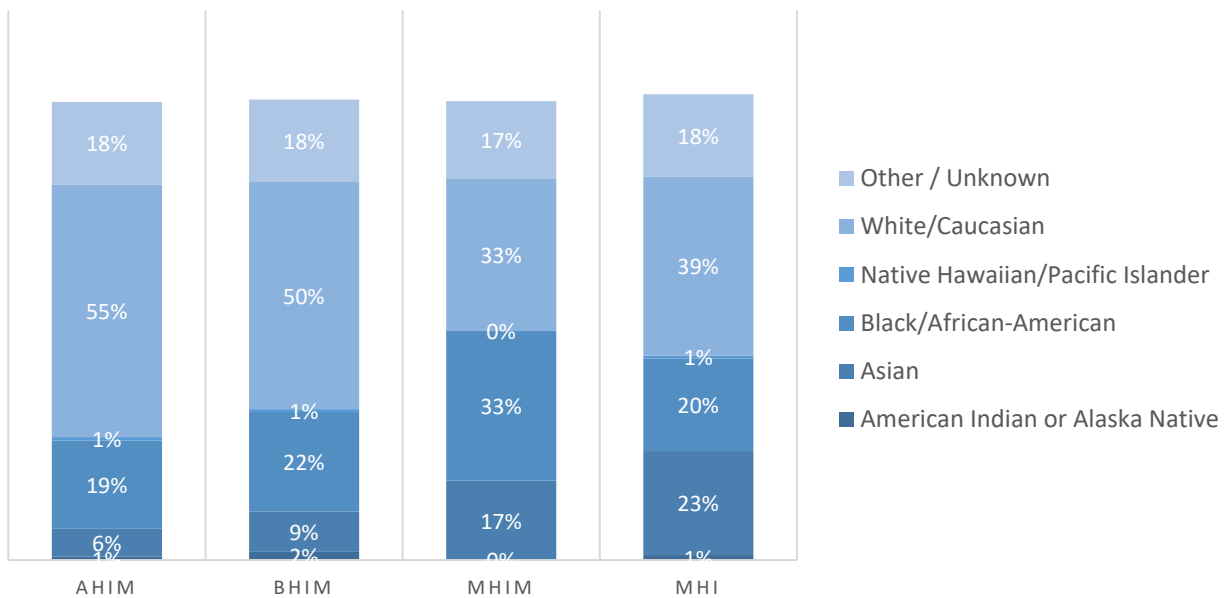
FINANCIAL REPORT

As we transitioned to our "new normal" coming out of the global pandemic, we continued to conduct most of our meetings, conferences, and site visits virtually while slowly resuming travel in the latter part of 2022. We focused on providing resources to our programs through our monthly town halls, conferences and website and continued to look for ways to enhance the value of the services we provide in a fiscally responsible manner. A new strategic plan for the next three years was approved by our Board of Directors, and we will strive to execute the plan to ensure financial stability for the organization.

Revenue was $1,712,949 for 2022. Annual accreditation fees accounted for over 59% of total revenue while fees from new programs and programs undergoing reaccreditation were 24% of total revenue. Included in total revenue is a loss on investments of $169,093 as we continued to experience uncertainty in the financial markets. Total operating expenses were $1,871,232 in 2022. Net asset reserves decreased $158,283 as of December 31, 2022, resulting in a net asset reserve balance of $2,048,853.

During 2023, we are focused on implementing our new strategic plan to ensure sustainability and new pathways to continue to enhance and expand the services we provide. To continue to strengthen our financial position, we seek to increase revenue, research new opportunities, and develop balanced operating budgets to support our mission. We are committed to maintaining adequate cash reserves to meet current and future liquidity requirements and providing more resources to our programs.

2022 OPERATING RESULTS

Total Revenue*	1,712,949
Total Expenses	1,871,232
Net decrease in reserves	(158,283)
`	2,207,136
Net assets at December 31, 2022	2,048,853

Includes loss on investments of $169,093

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ACCREDITED PROGRAMS

CAHIIM grants accreditation to Health Informatics and Health Information Management programs throughout the United States and Puerto Rico. In the past year, we have initiated the accreditation process for certificate programs as well. The following graphical depiction illustrates the count of accredited programs at the certificate, associate, baccalaureate, and master's levels in each state.

WA, 6
MT, 1
ND, 1
ME, 3
OR, 4
ID, 1
MN, 12
NH, 1
WI, 17
NY, 12
MA, 5
SD, 3
MI, 10
CT, 2
WY, 1
IA, 3
PA, 12
NJ, 3
NV, 1
UT, 3
NE, 6
OH, 20
MD, 8
CA, 13
CO, 3
IL, 24
IN, 11
WV, 7
KS, 5
MO, 11
KY, 5
VA, 6
AZ, 5
NM, 2
OK, 4
AR, 5
TN, 6
NC, 13
SC, 6
GA, 11
MS, 7
AL, 5
TX, 26
LA, 6
FL, 21
AK, 1
HI, 1

Not shown on the map: PR, 1

Associate health information management programs continue to be the majority category of programs accredited by CAHIIM. Meanwhile, programs within the other areas continue to expand. CAHIIM remains committed to forging partnerships to guarantee the stability and growth of the organization.

2%	66%	20%	4%	8%
DIGITAL HEALTH CERTIFICATES	HEALTH INFORMATION MANAGEMENT ASSOCIATE DEGREE	HEALTH INFORMATION MANAGEMENT BACCALAUREATE DEGREE	HEALTH INFORMATION MANAGEMENT MASTER DEGREE	HEALTH INFORMATICS MASTER DEGREE

2023 BOARD OF DIRECTORS

As we acknowledge the achievements of the past year in this annual report, it's impossible to overstate the profound impact our Board of Directors has had on shaping our success story. Their leadership continues to inspire, ensuring a secure future for our organization.

CASSI BIRNBAUM, MS, RHIA, CPHQ, FAHIMA

CHAIR

MERVAT ABDELHAK, MSIS, PHD

PAST-CHAIR

KAREN BAKUZONIS, PHD, MS, RHIA, CPHI

DIRECTOR

SUZANNE BOREN, PHD, MHA, FACMI, FAMIA

DIRECTOR

SUSAN CAREY, MHI, RHIT, FAHIMA

DIRECTOR

JANE CARRINGTON, PHD, RN, FAAN, FAMIA

SECRETARY

2023 BOARD OF DIRECTORS

CONTINUED

ALFRED HAMILTON, PHD, FHIMSS

TREASURER AND PUBLIC MEMBER

ANITA C. HAZELWOOD, EDD, RHIA, FAHIMA

DIRECTOR

PHILIP J. KROTH, MD, MSC

CHAIR-ELECT

KIM THEODOS, JD, MS, RHIA

DIRECTOR

MARISA L. WILSON, DNSC, MHSC, RN-BC, CPHIMS, FIAHSI, FAMIA, FAAN

DIRECTOR

KAY N.WOLF, PHD, RDN, LD, FAND

PUBLIC MEMBER

CAHIIM STAFF

The CAHIIM team comprises a small group of nine dedicated professionals, each bringing diverse backgrounds and expertise to collaborate in upholding the organization's mission and vision. Their unwavering commitment to quality and higher education plays a crucial role in serving the profession. Looking back on the achievements of the past year, it is evident that the hard work and dedication of our staff have been pivotal in sustaining our continued growth and impact.

ANGELA KENNEDY, EDD, MBA, RHIA
Chief Executive Officer

GEORGE J. PAYAN
Accreditation Operations Manager

REEM BARAKZAI
Manager, Strategic and Operational Alignment

BENJAMIN REED, JR.
Accreditation Business Manager

BEN DOUGHTY
Quality Analyst

AMANDA STEFAN, MHI, RHIA
Quality Analyst

JAYNE KOSIK, CPA
Senior Director, Business Operations

LINDE TESCH, MS, RHIA, CAE
Senior Education Quality Officer

SHERRY LEE
Executive Assistant