



Program Review

Associate of Applied Science
HEALTH INFORMATION TECHNOLOGY
and
HEALTHCARE CODING
Certificate

2018-2023



Prepared by:
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Program Director
03/06/2024

DIVISION OF OUTREACH AND WORKFORCE DEVELOPMENT
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Section 1: Alignment of program mission and purposes with mission and purposes of NCCC.

MISSION

The mission of Neosho County Community College is to *enrich our communities and our student's lives.*

- The mission of the HIT program is to provide students with the opportunity to acquire the skill set necessary to become self-directed learners and leaders in the health information management profession through innovative instruction, collaborative practice, and application of currently trending skills needed in the workplace.
- We accomplish this by adapting to industry and accreditation demands regarding curriculum and skills sets desired upon graduation.
- All graduates spend a minimum of 90 hours of professional practice experience working in the real life clinical setting and garnering experience through taking advantage of networking to enhance their ability to be successful in their personal careers and in serving their community.

VISION

Neosho County Community College will adapt to the changing needs of our current and future constituents with innovative, creative programs based on the leadership and excellence in faculty, administration, staff and be the premier community college in Kansas.

- Students in the HIT program shall possess critical thinking and problem-solving abilities in both course instruction and the professional practice setting that will translate into a credentialed professional in the field of health information management and continue as a life-long learner in the profession.
- The AAS in HIT Degree Program continues to have articulation agreements with institutions of higher learning to help students seamlessly transfer into a bachelor's program. During this period, we added Franklin University, College of St. Scholastica, Western Governor's University, and Illinois State University. This has been made easier in recent years by university programs accepting the RHIT credential in lieu of 60+ credit hours.
- The program continues to utilize software like EHR Go to simulate activities in the electronic health record (EHR), as well as providing access to the 3M encoder software for medical coding exercises.
- We continue to utilize adjunct instructors currently working in the field with advanced knowledge in the areas of coding and data analysis.

PURPOSES

Student learning through:

- Review and utilization of course assessment information and national exam test scores to evaluate opportunities to revise assessment activities, and to make improvements as necessary. With the revamping of the assessment system, it will be easier for the program director to access the information for all program courses, as well as assist faculty in correlating the appropriate assignments to outcomes.
- Program director has attended the annual Assembly on Education (AOE) symposium, which provides the most up-to-date information on curricular standards for accreditation, as well as classroom innovation on required competencies. Through assessment evaluations, we identified a needed change in EHR simulations and changed from AHIMA Virtual lab to EHR Go which has worked better for students.
- Students continue to use online discussion boards, critical thinking application exercises, and group assignments when practical to enhance an open exchange of ideas.

Student success through:

- Receiving one-on-one advising with the program director at the beginning of the program with a plan lined out for graduation. This includes an agreed upon schedule for the entire program so that there is a clear pathway to accomplish goals to graduation, even if modifications happen along the way, the information is available from the beginning.
- HIT major students are provided with and enrolled into the non-credit HIT Orientation online course. This provides transparency on the expectations and requirements of the program.
 - Course resources provide a repository of reference material that can be accessible 24/7 and holds students accountable for the required content.
 - It is also a communication tool for upcoming HIT related events like state meetings that provides discounted rates for student attendance.
 - Communication blog from a peer student representative on networking and educational opportunities, as well as a forum to reach out for virtual meet and greet with other students in the program.
- Continued efforts to reach out to students prior to each semester start, by the program director or assistant director, for personal contact and proactive interaction to ensure forward movement towards graduation. During Covid, extra work was put in to assist students with completing remote projects to meet professional practice experience requirements, which really worked out well. Some of these included developing work-from home policy and procedures given that so many employees were suddenly sent home to work remotely.
- Weaving self-awareness of bias into the curriculum and having students provide a diversity training presentation in assessed coursework.

Accountability to stakeholders through:

- Re-evaluating the necessary supplies and resources required for courses, while searching for cost effective options and eliminating unnecessary study materials.
- Budgeted monies are not spent frivolously and effort is put forth to host meetings in the most cost effective manner in order to keep money in the budget for other necessities. A new computer for the director was purchased in 2018-2019 by moving money within the budget.
- Continue to encourage adjunct instructor training through college-offered free courses like instructor training, online in-services, HIT specific instructor training manual, and reimbursement for continuing education activities, as provided by the college.

Meeting community needs through:

- Participation in career and health fairs to provide information about the program and the role of HIM in the healthcare industry.
- Inviting advisory board members to participate in bi-annual meetings to provide suggestions for program changes, or to garner ideas or solutions for curricular changes and employer desired skill sets.
- Send out annual surveys to employers in the area to get feedback on areas that graduates could be better trained in, or students during their internships.
- Continued efforts to work with students in coding programs or formal certifications in medical coding to work through the associate's degree program at an accelerated pace to graduate and join the workforce sooner.

Advisory Committee Members

Neosho Memorial Regional Medical Center Family Medicine
Ashley Clinic
AdventHealth
Amberwell Hospital
Fredonia Regional Hospital
Labette Health
Mercy Hospital – Joplin
Community Health Centers of Southeast Kansas
Dr. Mindi Garner
Wilson Medical Center
Osawatomie State Hospital
NCCC Current Students
NCCC Student Liaison for KHIMA
NCCC Graduates of HIT/HCC Programs
Kansas University HIA Program Director
Bert Nash Clinic Lawrence
Heritage Mental Health Clinic
NCCC Adjunct Instructors (HIT, Healthcare Coding)

Program History

The program was approved for initial accreditation in 2009. At that time, the program was under the direction of a part-time director and faculty consisting of 100% remote adjunct instructors. The initial program director left in 2010, and a new director was hired as the accreditation requirements changed to mandate a full-time on campus director. That program director left in 2012, having provided a good foundation going forward, however curriculum changes were not implemented for accreditation reporting. The third program director, hired in 2012, began implementing the curriculum from the previous period. In 2014, the curriculum changed again and remained in place until Fall 2020 when the 2018 standards were implemented by the current program director. This five-year program review is completed by the current, and fourth program director for the program, Jen Brown, who was hired July 1, 2018.

Previous Program Review in 2016 identified the following:

Strengths

1. *Students from other program closures have been encapsulated into our program, including Carl Albert State College, Crowder College and Seward County CC. *Did not really last beyond the following year.*
2. *Creation of working collaborative agreements to articulate other coding programs to our accredited AAS in HIT program, such as Johnson County Community College. *Wanted to take our curriculum for their own program.*
3. *Adjunct instructors, who are currently practicing in the field of HIM, have been instructors for many years with the program. *Continues.*
4. *Positive relationship with advisory board members. *Continues.*
5. *Potential students with experience and credentials in the field can get credit for prior learning, which is beneficial to those paying out of pocket. *Continues to be a great help.*
6. *Continued evaluation of course study materials to lower cost of attendance for students. *Accomplished.*
7. *Increased marketing through social media and growth potential for both programs. *Continues, but director worked to gain national recognition for best online health information technology program.*

Weaknesses

8. *Poor capturing of declared majors at the beginning of the program. Students were discouraged from identifying as coding certificate majors previously, which caused some misidentification of students in the appropriate program. Declared HIT majors that were not actually seeking an HIT degree were not identified and rectified from this list early on. A “Pre” HIT or Coding major is now available to assist in this process. *Addressed.*
9. *With the end of the Health Information business program at SCCC, we have lost a main contract for articulation in the western Kansas region.*
10. *Curriculum is still not completely mapped correctly. It has been revamped and actually mapped out from program objectives, to course objectives, to assignments; however, there appear to be errors in more logical mapping and correct Bloom’s taxonomy for assignments. *Completed.*
11. *Large portion of students are employed full-time and are trying to complete their education while maintaining full-time employment. This leads to longer degree completion time. Many students do not qualify for Pell grants or loans, so this is a hindrance to completing the program as there are no non-traditional student scholarships available. *No new development.*
12. *We do not offer an online Human A&P course so students are encouraged to seek completion at another institution, resulting in lost revenue for the college and potentially losing students to other online HIT programs that provide this option so that they don’t have to be concerned with navigating more than one institution. *Accomplished; removed a barrier that has helped our student population.*
13. *It would be helpful to have an administrative assistant dedicated to these programs who could relieve some of the less complicated tasks that would allow the program director to delve deeper into the assessment outcomes and exam scoring results in respective areas.*

Opportunities

14. *New curriculum is a good time to re-evaluate both the degree and coding programs and try to eliminate duplicative courses to better streamline the certificate into the degree. *Completed.*
15. *Development of an online HIT orientation program, as many students are not close to campus. This will provide students with the opportunity to review the expectations and be accountable for the information provided, as well as reference the course materials, free of charge, at any time while they are in the program. *Completed.*
16. *The new curriculum will provide opportunities for data management curriculum, meaning opportunity to work cohesively with the computer science department. *Future opportunity.*
17. *A writing lab tutor would be of great benefit as instructors sometimes become “English” instructors, which takes away effectiveness in teaching HIT concepts and instead are correcting mistakes that could otherwise be done between student and writing tutor. *Continued need.*
18. *Utilization of workforce development recruiter that will assist in attending northern opportunities for recruitment when staff are unable to travel. *Was helpful, but no longer available.*
19. *Possibility to reconnect with other colleges in western Kansas about articulation agreements. *After programs were dropped around the Liberal area, nothing else came to fruition.*
20. *Utilization of KHIMA annual check to the program to help offset the cost of students to attend the annual meeting. This money will be utilized in the conference line of the budget. *Three students participated in Wichita, but it proved difficult budget wise as the money was hard to divide as it did not cover much.*

Threats

21. *Upcoming revision of the HIT curriculum, in an effort to become marketable in the area of STEM, will require a complete overhaul of the program. This shift will once again require revamping of program curriculum, slated for 2021, which will require foundational math statistics and more rigor in data management. The college does not currently provide robust courses in the areas of database management utilizing various programs like SQL that will be an expectation of the new curriculum. *There is the potential with the new curriculum to explore if additional courses may be developed that utilize more programs like SQL and Tableau.*
22. *Students in the HIT program do not currently require a math course, so the new curriculum will likely exclude students interested in a healthcare career, but shy away from programs that are heavy in math and statistics. *Navigated the changes thus far with the development of a specific Math Statistics for Allied Health course. It has been a mild deferrer, but many students who express some anxiety over this initially, tend to lean into it and do well overall. This course is now being utilized by the Diagnostic Medical Sonography students as well.*
23. *The future curriculum changes are not finalized as yet and the profession as a whole is undergoing some revamping on their focus. We will need to carefully study the curriculum going forward to adapt to these changes, which may include future restructuring of the medical coding aspects. *We have continued to make adjustments along the way. The main accomplishment was to have the coding certificate students in line with the HIT program for seamless continuation. HIT program students also have eligibility or a national coding exam now without taking extra certificate-only courses.*
24. *Upcoming accreditation site visit is coming due in 2019, this will be a bit of a tumultuous time in fixing the current curriculum to be up to par and mapped correctly for the current accreditation, while trying to be prepared for the next curriculum standards. Without additional assistance, it is left to the program director to complete all curriculum mapping from old to new and rebuild new curriculum including syllabi and assessments. An instructional design person could be a guide in meeting curriculum and institutional expectations. *We were able to use an instructional designer to help with a couple of the newly developed courses. This really helped in having a fresh eye with a new perspective offering improvements.*

It was an overwhelming undertaking to get through the CAHIIM accreditation with the self-study notification during Covid and then the site visit was finally completed in April 2023. Accreditation evaluators did note that they appreciated the ease of finding information in the courses from a student perspective, and were very impressed with the online orientation course (with one of them stating they were “stealing” the idea for her program).

Section 2: Curriculum of Program and Outcomes Assessment

Program Paths

Health Care Coding Certificate

This program of study prepares individuals to perform specialized data entry, classification, and recordkeeping procedures related to medical diagnostic, treatment, billing, and insurance documentation. It includes instruction in medical records and insurance software applications, basic anatomy and physiology, medical terminology, fundamentals of medical science and treatment procedures, data classification and coding, data entry skills, and regulations relating to Medicare and insurance documentation.

Completion of this Health Care Coding Certificate program will prepare students to sit for the Certified Physician Coding (CPC) an examination offered through AAPC and the American Health Information Management Association's (AHIMA) Certified Coding Associate (CCA). Program graduates should investigate requirements through ahima.org for CCS or CCS-P advanced coding exams.

Prerequisites

The student will need to be proficient in English; reading and writing. Some of the courses in this curriculum have specific prerequisites. Students are not required to take placement exams before enrollment in this certificate program.

Program Staff Recommendation

Students planning to work as a professional coder should also consider completing the Health Information Technology Associate of Applied Science degree program.

General Education (GE) Courses

Certificate students are not required to take specific elective courses for this program, but should work with an advisor to find an appropriate track for career objectives. Students are not required to take placement exams before enrollment, but are encouraged to do so. Students completing this program will earn credit hours that can be applied to the Associate in Applied Science (AAS) degree in Health Information Technology.

Program Core Courses

All courses, or their equivalent courses transferred from other institutions listed on the recommended sequence of courses, must be passed with a C or better; a GPA of 2.0 or higher is required for graduation.

Program Outcomes

1. Interpret health data content to support the assignment of correct medical codes and for reimbursement.
2. Apply computer technology in the completion of health information processes.
3. Follow health information requirements and standards.
4. Differentiate among the different reimbursement methodologies.
5. Comply with established legal and ethical standards of health information practice.
6. Accurately code diagnoses and procedures in a variety of healthcare settings using currently accepted coding systems.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation and flexibility of course sequencing order

Recommended Sequence of Courses

Semester I		Cr Hrs
ALHT 110	Intro to Health Information Technology	3
ALHE 105	Medical Terminology	3
ALMA 145	Anatomy & Physiology for Allied Health#	4
ALHT 250	Reimbursement Methodologies	3
	Total	13
Semester II		
CSIS 100	Computer Concepts and Applications	3
ALHT 210	Legal & Ethical Issues in Healthcare	3
*ALHT 190	Pathopharmacology#	4
*ALHT 225	International Classification of Diseases Coding	3
	Total	13
Semester III		
ALHT 230	Current Procedural Terminology Coding	3
ALHT 170	Electronic Health Records	3
ALHT 265	Advanced Coding and Review	2
ALHT 255	Prof Practice Experience in Revenue Mgmt.	1
ALHT 260	Revenue Cycle and Billing	1
	Total	10
	Total Certificate Credits	36

Optional Additional Study

Students completing the Health Care Coding certificate are encouraged to consider continuing their education to complete the Associate of Applied Science degree in Health Information Technology.

#Students pursuing a bachelor's degree following graduation should take BIOL 257 Human Anatomy & Physiology Lecture and BIOL 258 Human Anatomy & Physiology Lab, in place of ALMA 145 Anatomy & Physiology for Allied Health. Additionally, NURS 230 Pathophysiology and ALHE 122 Introduction to Pharmacology can be taken in place of ALHT 190 Pathopharmacology for transferability to other programs.

*BIOL 257 & BIOL 258, or ALMA 145, are pre-requisites for ALHT 190, NURS 230, and ALHT 255.

Students should work closely with their advisor to determine the most efficient method of obtaining their career goals.

For more information, contact:

Jennifer Brown, Program Director, 620-432-0323
jbrown@neosho.edu

[Attachment HCC Program Path](#)

Health Information Technology

Associate of Applied Science

The Health Information Technology program trains health information technicians to provide reliable and valid information that drives the healthcare industry. The program utilizes standards established by the American Health Information Management Association to train entry-level technicians to effectively work with health information systems, manage medical records, and code information for reimbursement and research. Students will leave the program with the knowledge and skills necessary to use, analyze, present, abstract, code, store and/or retrieve healthcare data for the support of departmental operations, and clinical and business decision making in healthcare or related organizations.

Employment is available in a variety of settings including hospitals, managed care organizations, long-term care facilities, consulting and law firms, skilled nursing facilities, physician practices, insurance companies, and more. In addition, graduates of associate degree programs in HIT may transfer into HIA baccalaureate degree programs, known as health information administrators. NCCC's HIT program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Accreditation was obtained on November 13, 2009. All courses listed on the recommended sequence of courses (or equivalent courses transferred from other institutions) are required for the completion of the program.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the college placement policy, or by taking the required classes. Some of the courses in this curriculum have specific prerequisites. For specific requirements please refer to the College Catalog. Note: any required developmental courses are not offered in the online format.

General Education (GE) Courses

The Health Information Technology program is designed as either a terminal program or as a transfer program into a health information administration baccalaureate program. Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

Program Outcomes

- 1. Apply principles of information governance, data content and structure.
- 2. Identify information protection standards with regard to privacy and security principles, access, and disclosure.
- 3. Identify the principles of data analytics and data use.
- 4. Evaluate the principles of revenue management and reimbursement.
- 5. Comply with established legal and ethical standards of health information practice and compliance.
- 6. Integrate principles of leadership in the health information field.

Course Sequence

The listing that follows is a recommended sequence of courses, but the student should work with the program advisor regarding their individual course schedule needs. All courses must be passed with a C or better; a GPA of 2.0 or higher is required for graduation.

Recommended Sequence of Courses

Semester I		
CURR 100	First Year Seminar	1
ALHE 105	Medical Terminology	3
ALMA 145	Anatomy and Physiology for Allied Health#	4
ALHT 110	Intro to Health Information Technology	3
ALHT 250	Reimbursement Methodologies	3
	Total	14
Semester II		
CSIS 100	Computer Concepts and Applications	3
ENGL 101	English Composition I	3
ALHT 115	Math Statistics for Allied Health#	1
*ALHT 225	International Classification of Diseases Coding	3
*ALHT 190	Pathopharmacology#	4
	Total	14
Semester III		
ALHT 256	Healthcare Delivery Systems	3
ALHT 170	Electronic Health Records	3
ALHT 230	Current Procedural Terminology Coding	3
ALHT 205	Healthcare Statistics and Analysis	3
	Total	12
Semester IV		
ALHT 265	Advanced Coding and Review	2
ALHT 255	Prof Practice Experience in Revenue Mgmt	1
ALHT 260	Revenue Cycle and Billing	1
PSYC 155	General Psychology	3
ALHT 210	Legal & Ethical Issues in Healthcare	3
ALHT 221	Current Events in Healthcare	3
	Total	13
Semester V		
ALHT 215	Quality Improvement	3
COMM 213	Interpersonal Communication	3
ALHT 220	Management and Supervision	3
ALHT 200	Prof Practice Experience in Data Mgmt	1
Elective	Elective course as approved	1
	Total	11

Total Program Credits 64

The Health Information Technology program is designed as either a terminal program or as a transfer program into a health information administration baccalaureate program. Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

#Students pursuing a bachelor's degree following graduation should take BIOL 257 Human Anatomy & Physiology Lecture and BIOL 258 Human Anatomy & Physiology Lab (in place of ALMA 145). Additionally, NURS 230 Pathophysiology and ALHE 122 Intro to Pharmacology, (in place of ALHT 190 Pathopharmacology) and MATH 143 Elementary Statistics (in place of ALHT 115) can be taken for transferability to other programs.

*BIOL 257 & BIOL 258, or ALMA 145, are pre-requisites for ALHT 190, NURS 230, and ALHT 255. Note: MATH 143 Elem Stats has a pre-requisite of MATH 112, or equivalent/higher credit, or placement.

For More Information, Contact:

Jennifer Brown, Program Director, 620-432-0323
jbrown@neosho.edu

CORE COURSES

ALHT 110 Introduction to Health Information Technology
ALHT 170 Electronic Health Records
ALHT 190 Pathopharmacology*
ALHT 210 Legal & Ethical Issues in Healthcare
ALHT 225 International Classification of Diseases Coding
ALHT 230 Current Procedural Terminology Coding
ALHT 250 Reimbursement Methodologies (*Previously ALHT 150*)
ALHT 255 Professional Practice Experience in Revenue Management
ALHT 256 Healthcare Delivery Systems
ALHT 260 Revenue Cycle and Billing
ALHT 265 Advanced Coding and Review

AAS ONLY

ALHT 115 Healthcare Statistics for Allied Health*
ALHT 200 Professional Practice Experience in Data Management
ALHT 205 Healthcare Statistics and Analysis
ALHT 215 Quality Improvement
ALHT 220 Management and Supervision
ALHT 221 Current Events in Healthcare

HEALTHCARE CODING ONLY

ALHT 180 Healthcare Coding Practicum (inactive in 2020)
ALHT 145 Healthcare Coding National Exam Review (inactive 2020)

*Foundational course options taught within the ALHT list but have other options offered on campus.

METHODS OF COURSE AND PROGRAM OUTCOME ASSESSMENT

Program assessments are tied directly to the exam content domains for national examination. Each program assessment is tied to program courses, and then each program course includes competencies required for national examination. These assessments include:

- Practice exercises and review of supplemental material prior to review exams
- Simulation activities utilizing software such as EHR Go
- Learning labs through MindTap activities and WebAssign
- Class forum discussions
- Auditing exercises
- Online/web research assignments with written reports and research papers
- Scenario and case study assignments
- Development of projects and presentations
- Timed tests and quizzes
- Comprehensive final exams
- Journal entry assignments

Program Matrices

The program matrices were updated in 2020 with the implementation of new AHIMA standards. This also resulted in the creation of ALHT 115 and ALHT 190 for the HIT program only, which are not included in the matrix currently. Students have on campus options and it was not clear how utilized these courses might be, however, most students are choosing these online options if they are not transferring them in. This will be considered in the new curriculum.

PROGRAM ASSESSMENT MATRIX – 23-24

Health Care Coding – Certificate

Submitted by Jennifer Brown - Current as of 5/08/2020

For Effective Date 06/01/2020

Skills Outcomes

1. Interpret health data content to support the assignment of correct medical codes and for reimbursement.
2. Apply computer technology in the completion of health information processes.
3. Follow health information requirements and standards.
4. Differentiate among the different reimbursement methodologies.
5. Comply with established legal and ethical standards of health information practice.
6. Accurately code diagnoses and procedures in a variety of healthcare settings using currently accepted coding systems.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
ALHT 110	Health Information Technology	CO 1				CO 2	
ALHT 170	Electronic Health Record		CO 2	CO 2, 3, 4			
ALHT 210	Legal & Ethical issues in Healthcare		CO 1, 2			CO 3	
ALHT 225	International Class of Diseases Coding						CO 4
ALHT 230	Current Procedural Term Coding	CO 1					CO 2, 3
ALHT 250	Reimbursement Methodologies	CO 1, 2			CO 3, 4	CO 5, 6	
ALHT 255	PPE in Revenue Management				CO 2, 4		CO 1
ALHT 260	Revenue Cycle & Billing				CO 1, 2		
ALHT 265	Advanced Coding & Review						CO 1

CO = Course Outcome Number

PROGRAM ASSESSMENT MATRIX –23-24

Health Information Technology – AAS Degree

Submitted by Jennifer Brown - Current as of 05/08/20

For Effective Date 06/01/2020

Skills Outcomes

1. Apply principles of information governance, data content and structure.
2. Identify information protection standards with regard to privacy and security principles, access, and disclosure.
3. Identify the principles of data analytics and data use.
4. Evaluate the principles of revenue management and reimbursement.
5. Comply with established legal and ethical standards of health information practice and compliance.
6. Integrate principles of leadership in the health information field.

Course Number	Course Name	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
ALHT 110	Health Information Technology	CO 1				CO 2	
ALHT 170	Electronic Health Record	CO 1		CO 2, 3, 4			
ALHT 200	PPE in Data Management	CO 2					
ALHT 205	Healthcare Statistics & Analysis			CO 1, 2, 3, 4, 5			
ALHT 210	Legal & Ethical Issues in Healthcare		CO 1, 2			CO 3	
ALHT 215	Quality Improvement	CO 1, 2				CO 3	
ALHT 220	Management and Supervision		CO 1				CO 2, 3, 4, 5, 6
ALHT 221	Current Events in Healthcare						CO 1, 2
ALHT 225	International Class of Diseases Coding						CO 1
ALHT 230	Current Procedural Term Coding	CO 1					
ALHT 250	Reimbursement Methodologies	CO 1, 2			CO 3, 4	CO 5,6	
ALHT 255	PPE in Revenue Management				CO 1		
ALHT 256	Healthcare Delivery Systems	CO 1		CO 2			CO 3
ALHT 260	Revenue Cycle & Billing				CO 1, 2		
ALHT 265	Advanced Coding & Review				CO 1, 2		

CO = Course Outcome Number

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ASSESSMENTS

Course Assessments:

Course Number	Course Name	Course Outcome	Mean Scores by Year				
			18-19	19-20	20-21	21-22	22-23
ALHT 145	Coding National Review Exam	CO1	77	83	68	XX	XX
		CO2	66	65	97	XX	XX
		CO3	81	54	67	XX	XX
		CO4	75	80	100	XX	XX
		CO5	63	67	100	XX	XX
		CO6	63	48	100	XX	XX
		CO7	75	51	49	XX	XX
ALHT 180	Healthcare Coding Practicum	CO1	83	XX	XX	XX	XX
		CO2	90	XX	XX	XX	XX
		CO3	85	XX	XX	XX	XX
		CO4	89	XX	XX	XX	XX
		CO5	100	XX	XX	XX	XX

The ALHT 145 and 180 courses were taught in the Health Care Coding Certificate program only. Students did well in most of the course assessments. With implementation of the new curriculum, it was decided that having coding certificate only courses meant that students completing the HIT program would have to pick up additional courses outside of the program in order to sit for a national coding exam. The courses were restructured to be included in both programs.

Core Course Outcomes*							
Course Number	Course Name	Course Outcome	Mean Scores by Year				
			18-19	19-20	20-21	21-22	22-23
ALHT 110	Health Information Technology	CO1	79	83	81	77	85
		CO2	84	56	77	81	84
		CO3	82	72	50	63	90
		CO4	69	58	100	85	80
		CO5	83	83	67	84	79
		CO6	ZZ	ZZ	79	81	92
		CO7	ZZ	ZZ	49	64	74
		CO8	ZZ	ZZ	75	82	89
ALHT 170	Electronic Health Record	CO1	72	84	68	77	85
		CO2	89	78	66	71	75
		CO3	83	63	70	80	70
		CO4	85	86	60	55	72
		CO5	84	77	73	75	84
		CO6	82	64	59	84	81
		CO7	79	74	71	67	88
		CO8	ZZ	ZZ	69	76	88
		CO9	ZZ	ZZ	65	76	60
		CO10	ZZ	ZZ	68	60	73
		CO11	ZZ	ZZ	53	71	72

Course Number	Course Name	Course Outcome	18-19	19-20	20-21	21-22	22-23
ALHT 200	PPE in Data Management	CO1	78	89	89	85	90
		CO2	86	86	89	95	73
		CO3	78	71	82	93	75
		CO4	72	84	82	94	80
		CO5	81	89	ZZ	ZZ	ZZ
		CO6	94	80	ZZ	ZZ	ZZ
		CO7	90	82	ZZ	ZZ	ZZ
		CO8	77	89	ZZ	ZZ	ZZ
ALHT 205	Healthcare Statistics & Analysis	CO1	100	90	66	80	65
		CO2	94	85	68	82	78
		CO3	99	95	38	60	71
		CO4	100	98	91	75	83
		CO5	92	91	95	86	86
		CO6	100	87	91	75	83
		CO7	100	60	89	88	90
		CO8	83	97	95	86	86
		CO9	ZZ	ZZ	68	82	74
		CO10	ZZ	ZZ	98	99	99
ALHT 210	Legal & Ethical Issues in Healthcare	CO1	80	67	82	99	69
		CO2	98	93	73	95	80
		CO3	94	93	89	99	87
		CO4	95	90	67	100	86
		CO5	75	87	87	94	62
		CO6	87	86	60	85	80
		CO7	97	96	ZZ	ZZ	ZZ
		CO8	70	87	ZZ	ZZ	ZZ
		CO9	77	86	ZZ	ZZ	ZZ
ALHT 215	Quality Improvement	CO1	87	90	81	95	73
		CO2	92	82	91	92	89
		CO3	88	98	55	87	70
		CO4	92	82	81	95	73
		CO5	88	91	77	74	80
		CO6	80	76	ZZ	ZZ	ZZ
		CO7	71	79	ZZ	ZZ	ZZ
ALHT 221	Current Events in Healthcare	CO1	82	95	84	58	69
		CO2	83	100	86	81	79
		CO3	90	91	88	89	100
		CO4	ZZ	ZZ	90	87	58

Course Number	Course Name	Course Outcome	18-19	19-20	20-21	21-22	22-23
ALHT 220	Management and Supervision	CO1	94	96	66	93	90
		CO2	80	100	95	100	97
		CO3	100	98	84	97	89
		CO4	80	94	99	65	71
		CO5	97	89	93	99	85
		CO6	100	90	91	98	81
		CO7	97	90	72	100	100
		CO8	64	76	94	87	87
		CO9	100	89	100	99	76
		CO10	100	94	69	100	69
		CO11	100	94	94	70	77
		CO12	80	93	ZZ	ZZ	ZZ
		CO13	100	93	ZZ	ZZ	ZZ
		CO14	100	94	ZZ	ZZ	ZZ
		CO15	100	95	ZZ	ZZ	ZZ
ALHT 225	International Class of Diseases Coding	CO1	79	84	93	100	86
		CO2	97	88	94	95	91
		CO3	69	79	64	68	64
		CO4	78	76	84	89	87
		CO5	90	75	ZZ	ZZ	ZZ
		CO6	64	70	ZZ	ZZ	ZZ
		CO7	90	95	ZZ	ZZ	ZZ
ALHT 230	Current Procedural Term Coding	CO1	76	79	86	88	74
		CO2	85	53	38	44	34
		CO3	92	84	95	93	83
		CO4	93	64	ZZ	ZZ	ZZ
		CO5	62	59	ZZ	ZZ	ZZ
		CO6	92	77	ZZ	ZZ	ZZ
		CO7	85	59	ZZ	ZZ	ZZ
ALHT 250	Reimbursement Methodologies	CO1	96	83	92	97	96
		CO2	81	85	91	89	95
		CO3	100	91	81	92	85
		CO4	100	60	76	94	89
		CO5	96	90	83	99	72
		CO6	ZZ	ZZ	77	93	86
ALHT 255	PPE in Revenue Management	CO1	85	78	91	95	66
		CO2	74	93	96	97	82
		CO3	73	72	80	92	70
		CO4	ZZ	96	94	94	81

Course Number	Course Name	Course Outcome	18-19	19-20	20-21	21-22	22-23
ALHT 256	Healthcare Delivery Systems	CO1	94	77	92	96	68
		CO2	97	95	75	74	100
		CO3	98	94	91	93	49
		CO4	93	86	91	95	83
		CO5	96	77	ZZ	ZZ	ZZ
		CO6	94	75	ZZ	ZZ	ZZ
ALHT 260	Revenue Cycle & Billing	CO1	XX	XX	65	88	74
		CO2	XX	XX	85	87	72
		CO3	XX	XX	82	88	63
		CO4	XX	XX	76	86	64
ALHT 265	Advanced Coding & Review	CO1	XX	XX	65	69	69
		CO2	XX	XX	82	84	82
		CO3	XX	XX	88	91	85
		CO4	XX	XX	72	76	61
		CO5	XX	XX	74	87	64

ALHT 110: Overall, students have done well with course outcomes assignments. CO2 and CO3 had a lull in 19-21, but picked up in 2022. The main contributing factor was students not completing the work and not meeting the expectation. Instructions were revamped to specifically address the issue of requiring more than a one sentence response for an essay question. CO7 has steadily improved with a revision of one assignment and adding two additional assignments to give a background of how paper records functioned prior to the EHR standard being implemented.

ALHT 170: This course has had many changes over time. In 2018, the AHIMA VLab was implemented to move away from the prior EHR textbook as it did not give the students a true simulation. However, once those changes were implemented, it was the only resource in the course. While it did provide some detailed instructions, it did not provide any real learning foundation from which to focus on concepts. In subsequent semesters, an AHIMA textbook was added which helped by giving a better direction and foundation. However, the students and instructor were frustrated with the amount of time that it took to download and access multiple different platforms to complete activities. In consult with the instructor, it was felt that more time was spent in getting into the platforms, than the time actually taken to complete the activities. The EHR simulations were then moved to EHR Go. The students tend to either really enjoy these activities or despise them, but they do provide the best real world simulation for outcomes required in this course. The next biggest challenge was the addition of phlebotomy and medical assistant students to the course. Advisory board members felt this was a needed addition for students coming into the workforce so the change was made. The phlebotomy and medical assistant students require a great deal more effort to get assignments completed and often do not complete all course assignments for various reasons. The instructor has recently added additional supplementary material to assist students.

ALHT 200: Students did well overall with course outcomes. The biggest contributor to the low scores were students not completing the online work. Sometimes students do get focused on their clinical hours and lose sight of online assignments. Assignments have been restructured to allow for fewer deadlines to accommodate various professional practice hours so that can customize this more to their facility schedule.

ALHT 205: The lowest outcome score was CO3 in 20-21. The Bloom's taxonomy level for this outcome was a Level 2 and based on this a discussion forum was developed in module 5. The class average was 38.10% with most of the students failing to provide two responses and the response provided minimal contribution to ongoing conversation as evidenced by affirming statements. The rubric was used to grade this assignment with the average point value for the initial discussion being 3 points out of 5. This met expectation, however, the discussion post showed no integration of outside resource, relevant research, or specific real-life application. This outcome was the last assignment created for this semester and due to the low level on the Bloom taxonomy, it was decided to use the discussion format but scores indicated that a paper assignment would be a better format, so changes were updated in this has been utilized in subsequent semesters with improved results.

ALHT 210: There are no major concerns with course outcomes. The students that do participate tend to do really well. The material continues to be interesting to students which helps them stay engaged.

ALHT 215: This course continues to be challenging to students because of the work product involved such as developing a fishbone diagram. The instructor continually revises assignments each semester and gives students an opportunity to increase their grade on assessment assignments, however, not all students take advantage of this opportunity.

ALHT 220: Students continue to do well on course outcomes. The main reason for low targets are due to students not participating in the outcome assessment assignments.

ALHT 221: The biggest contributor that brings down the target for CO1 is not completing all parts of the assignment. Students often given a very broad evaluation of personal bias and do not fully reflect on implicit bias results to address all aspects of the assignment. This was moved to a personal journal assignment some time ago to ensure students have a safe space for self-reflection without feeling defensive or uncomfortable with sharing.

ALHT 225: CO3 reflects the lowest target score trend. Students are given two different types of assignments to address physician queries. The instructor did add an example query to first be analyzed before providing their own example, and the target was met with students that participated in the assignments. The mean would be met excluding zeros, so will re-evaluate ways to avoid this being skipped over.

ALHT 230: CO2 has continued to be low which includes groupings of ICD-10-CM and CPT. Students sometimes get their guidelines confused, but the encoder does provide assistance with coding their scenarios. There was a long delay with IT getting the encoder updated and working on the server. This prevented students from completing assignments timely. Additionally, there seems to be a trend of students not wanting to take time to read through the case studies which causes them to miss important diagnoses to code. Videos continue to be added to the course to supplement instruction, and may consider responses to these as part of the learning process.

ALHT 255: CO1 tends to be right at or just under target recently. Students are expected to do coding scenarios from various resources and some do not read through the documentation carefully and missing diagnoses causes a lower assignment score. CO3 target was met excluding the student that did not participate due to receiving an incomplete.

ALHT 256: Students have done well meeting course targets. Most recent targets not met were due to lack of student participation. One student was dropped out of the course, but was still showing up in myNeosho and was still receiving zeroes on incomplete assignments. It took some time to discover J1 was reflecting the student was no longer in the course, but myNeosho was reflecting that the student was currently enrolled.

ALHT 260: Students have done well in the course outcomes assignments. The most recent year was a challenge as some students had accelerated their time to complete the program but did not adequately plan for the time commitment. This was particularly apparent with the CMRS exam and students not taking adequate time to navigate the case studies, insurance, and managed care modules. Students will be given a structured outline with a suggested sequence for completion. Under developed essay question answers also contributed to missing the target outcome.

ALHT 265: CO1 has missed the target outcome consecutively. Students sometimes get their CPT and PCS codes confused, but the encoder does provide assistance with coding their scenarios. There was a long delay with IT getting the encoder updated and working on the server. This prevented students from completing assignments timely initially with the turnaround of IT staff around 2020, and again in October 2022-March 2023. CO3 improved in the last semester after additional assignments were added to assess the outcome. CO4 currently met excluding zeros. CO5 was recently met in the Spring. Two assignments were revised so that the students could apply what they learned from the article “Auditing Across the Continuum” along with other articles, to the coding audit checklist. An extra Zoom video was added to help the students understand the format needed for assignment completion.

Program Assessments:

Health Care Coding Program Outcomes					
Mean Scores by Year					
Outcome	18-19	19-20	20-21	21-22	22-23
PO1	81	74	88	89	90
PO2	86	81	71	84	75
PO3	79	74	65	69	72
PO4	94	82	81	92	82
PO5	88	69	81	93	82
PO6	78	85	76	76	69

HIT Program Outcomes					
Mean Scores by Year					
Outcome	18-19	19-20	20-21	21-22	22-23
PO1	84	77	84	87	85
PO2	85	81	75	97	77
PO3	89	86	68	71	75
PO4	92	81	79	90	78
PO5	89	78	79	93	81
PO6	87	90	91	85	78

Some impact to course outcomes occurred with the transition to the 2018 AHIMA curriculum standards. There is a transition period of trying to revamp assignments to meet standards and utilizing new assignments to do so. This also occurred with assessment outcomes reviewed by accreditation staff and requests for revision.

For Health Care Coding, PO3 and PO6 are the biggest areas to focus on improvement. Students that do not plan to work in coding specifically tend to place less focus on the coding guidelines which are really required to fully interpret coding. Some students come into the program and find that they really do not want to code making accurate coding difficult as they might be more focused on other aspects of revenue. We plan to continue to place emphasis on accurate coding for maximizing reimbursement. For HIT, PO3 is trending down again but these course assignments tend to be more challenging for students as it takes several steps for full completion of assignments. Instructors primarily responsible for PO3 continue to communicate ways to change and update activities for improvement. The PA1 noted the recent changes in the curriculum and restructuring of outcomes, as well as the challenges with an open position for the assistant director. The program outcomes will change and expand to a total of 10 with the new curriculum starting in 2025.

EFFORTS TO STAY CURRENT IN CURRICULUM

- The current program director has attended the annual Assembly on Education (AOE) symposium which was moved to a virtual format in September 2020. This provides the most up-to-date information for HIM educators specifically. Additionally, state HIM meetings were attended by the HIT program director to stay abreast of industry trends.
- The program holds two advisory board meetings per year. Due to Covid, this was moved to a completely virtual platform. This has saved money in the budget due to not needing to provide printed materials or cater meals. We have some very engaging members who have helped provide feedback in areas with industry needs. One example came from an employer who had concerns about copy and paste functionality. Through advisory board discussions, Jeanette Weiser who is an ER provider, shared with the group about why this should be done with caution and the ramifications to both the patient and billing. Bryant Stafford, Labette Health HIM Director, shared a document from a recent in-house discussion on this. An assignment was created in the ALHT 170 course utilizing this document as a reference.
- Program director continues to encourage adjunct instructor training through free courses offered at the college including online in-services, NC201 instructor certification, reimbursement for continuing education activities through the adjunct professional development program, and free webinar opportunities for continuing education. HIT program instructors provide two CEU credits annually.
- Program director consistently participates on the Kansas Health Information Management Association (KHIMA) Board of Directors at the state level. She was appointed and has served as the Recognition Committee Chair since 2018. She was elected to the Nominating committee in 2019. She was a co-presenter with the HIM program director at the University of Kansas on “Preparing for the Job Search: Resources and Tips for HIM Students” at the MOHIMA/KHIMA joint annual meeting in April 2023 at the Overland Park Convention Center. The assistant director, Rachele, also attended the conference, as did one of the adjunct instructors, Jennifer Busch.
- Jen was elected as the Kansas Academic Advising (KAAN) Vice Chair in 2020, serving as Vice Chair in 2021, Chair in 2022, and Past Chair/Annual Meeting Director in 2023. The assistant director also attended the 2023 conference in Wichita. There were many helpful advising topics presented.
- In 2020, Jen was chosen as one of 8 in the nation to write Registered Health Information Administrator (RHIA) exam questions as a subject matter expert at AHIMA Headquarters in Chicago. In 2022, she was selected to work on the Registered Health Information Technician (RHIT) Item Writing Review Project to independently write 100 exam items for the RHIT exam. In 2023, AHIMA requested that she join the Exam Development Committee (EDC) on a three-year term for continued exam development, planning, coordinating, and executing changes and maintenance of certification exams under the oversight of the Commission on Certification for Health Information and Information Management (CCHIIM).

Completed Continuing Education:

- Adjunct instructors are requested to provide proof of completion of continued education; request a minimum of proof of two completed annually starting in 2019. The instructors are expected to upload these into the instructor course annually.
- All instructors retained their current credentials (some CE credits are only submitted every 2-3 years, depending on certification).
- Full-time staff attempted to track all CEUs beginning in 2019. The list of completed CEU activities are included in the advisory board information items starting in 2022.
- Since 2018, the program director has acquired additional national certifications including Certified Professional Biller (CPB); Certified Professional Compliance Officer (CPCO); Certified Documentation Expert-Inpatient; Certified Medical Reimbursement Specialist (CMRS); and Certified Medical Coding Specialist (CMCS) in this reporting period.
- The assistant director passed the Certified Coding Associate (CCA) exam in October 2022 through AHIMA.

IDENTIFICATION OF BARRIERS

- Opportunities for free training are continually sought out, as attending on-site meetings can be cost prohibitive. One adjunct instructor took advantage of the professional development fund in 2023 which was exciting. However, some meetings do not open registration a significant amount of time in advance, and many instructors do not payment up front in hopes of reimbursement later.
- Adjunct instructors cannot always get away from job demands to participate in CE opportunities during the work day.
- Turnover in instructors means starting over on getting teaching staff up to the expected standards. It proves challenging to find experts in the field willing to teach, and most do not have any teaching experience, which makes the understanding of andragogy and Bloom's taxonomy somewhat challenging. Instructors are encouraged to complete NC201 as soon as it is available, but this is not always an opportunity at the time of hire.

Section 3: Data – Enrollment and Resources

Enrollment numbers per year for the last five years: (Headcount)

Headcount/Course/Academic Year	18-19	19-20	20-21	21-22	22-23	TOTALS
ALHT 110 - Intro to Health Info Technology	15	8	14	11	10	58
ALHT 115 - Math Statistics for Allied Health	0	0	6	4	20	30
ALHT 145 - Healthcare Code National Exam Review*	3	10	2	0	0	15
ALHT 170 - Electronic Health Records	20	12	19	18	20	89
ALHT 180 - Healthcare Coding Practicum*	3	0	0	0	0	3
ALHT 190 - Pathopharmacology	0	0	0	11	7	18
ALHT 200 - Professional Practice Experience in Data Mgmt	5	7	3	3	6	24
ALHT 205 - Health Care Statistics	10	5	7	4	8	34
ALHT 210 - Legal & Ethical Issues in Healthcare	10	7	8	9	13	47
ALHT 215 - Quality Improvement	10	6	4	3	5	28
ALHT 220 - Management & Supervision	10	5	5	2	5	27
ALHT 221 - Current Events in Healthcare	14	7	7	8	7	43
ALHT 225 - International Class of Diseases Coding	13	7	8	10	11	49
ALHT 230 - Current Procedural Terminology Coding	9	6	6	9	7	37
ALHT 250 - Reimbursement Methodologies	8	25	17	15	13	78
ALHT 255 – Prof Practice Experience Revenue Mgmt	5	9	5	4	7	30
ALHT 256 - Healthcare Delivery Systems	13	6	6	7	6	38
ALHT 260 - Revenue Cycle and Billing	0	0	6	6	7	19
ALHT 265 - Advanced Coding and Review	0	0	2	4	10	16
TOTALS	148	120	125	128	162	683

*Courses specific to the Healthcare Coding Certificate Only

Math Statistics for Allied Health and Pathopharmacology were brand new courses in the program following the curriculum changes in place for 2020. Pathopharmacology occasionally has a student that is not in the HIT program. The increased enrollment for 22-23 for Math Statistics for Allied Health reflects that Diagnostic Medical Sonography students are now enrolling in this course as part of their program requirement.

We have had some professionals in the field that enroll to obtain a formal credential. Many of these students bring with them prior credit hours from other institutions, work experience, and third party credentials that allow them to receive credit for associated courses. For example, a student completing the HIT degree, but has a CPB credential could potentially receive credit for the following:

Based on the **Certified Professional Biller (CPB)**, you may receive credit on the following courses (up to 21 credit hours total all credentials):

Course Code	Applied Course	Credit Hours
ALHT 250	Reimbursement Methodologies	3
ALHT 260	Revenue Cycle and Billing	1

Generated Credit Hours

Generated Hours/Course/Academic Year	18-19	19-20	20-21	21-22	22-23	TOTALS
ALHT 110 - Intro to Health Info Technology	45	24	42	33	30	174
ALHT 115 - Math Statistics for Allied Health	0	0	6	4	20	30
ALHT 145 - Healthcare Code National Exam Review*	3	10	2	0	0	15
ALHT 170 - Electronic Health Records	60	36	57	54	60	267
ALHT 180 - Healthcare Coding Practicum*	6	0	0	0	0	6
ALHT 190 - Pathopharmacology	0	0	0	44	28	72
ALHT 200 - Professional Practice Experience in Data Mgmt	15	11	3	3	6	38
ALHT 205 - Health Care Statistics	30	15	21	12	24	102
ALHT 210 - Legal & Ethical Issues in Healthcare	30	21	24	27	39	141
ALHT 215 - Quality Improvement	30	18	12	9	15	84
ALHT 220 - Management & Supervision	30	15	15	6	15	81
ALHT 221 - Current Events in Healthcare	42	21	21	24	21	129
ALHT 225 - International Class of Diseases Coding	52	28	24	30	33	167
ALHT 230 - Current Procedural Terminology Coding	27	18	18	27	21	111
ALHT 250 - Reimbursement Methodologies	24	75	51	45	39	234
ALHT 255 – Prof Practice Experience Revenue Mgmt	15	9	5	4	7	40
ALHT 256 - Healthcare Delivery Systems	39	18	18	21	18	114
ALHT 260 - Revenue Cycle and Billing	0	0	6	6	7	19
ALHT 265 - Advanced Coding and Review	0	0	4	8	20	32
TOTALS	448	319	329	357	403	1856

FTE per Course in Academic Years

FTE/Course/Academic Year (Generated Hrs/30)	18-19	19-20	20-21	21-22	22-23	TOTALS
ALHT 110 - Intro to Health Info Technology	1.5	0.8	1.4	1.1	1.0	5.8
ALHT 115 - Math Statistics for Allied Health	0.0	0.0	0.2	0.1	0.7	1.0
ALHT 145 - Healthcare Code National Exam Review*	0.1	0.3	0.1	0.0	0.0	0.5
ALHT 170 - Electronic Health Records	2.0	1.2	1.9	1.8	2.0	8.9
ALHT 180 - Healthcare Coding Practicum*	0.2	0.0	0.0	0.0	0.0	0.2
ALHT 190 - Pathopharmacology	0.0	0.0	0.0	1.5	0.9	2.4
ALHT 200 - Professional Practice Experience in Data Mgmt	0.5	0.4	0.1	0.1	0.2	1.3
ALHT 205 - Health Care Statistics	1.0	0.5	0.7	0.4	0.8	3.4
ALHT 210 - Legal & Ethical Issues in Healthcare	1.0	0.7	0.8	0.9	1.3	4.7
ALHT 215 - Quality Improvement	1.0	0.6	0.4	0.3	0.5	2.8
ALHT 220 - Management & Supervision	1.0	0.5	0.5	0.2	0.5	2.7
ALHT 221 - Current Events in Healthcare	1.4	0.7	0.7	0.8	0.7	4.3
ALHT 225 - International Class of Diseases Coding	1.7	0.9	0.8	1.0	1.1	5.6
ALHT 230 - Current Procedural Terminology Coding	0.9	0.6	0.6	0.9	0.7	3.7
ALHT 250 - Reimbursement Methodologies	0.8	2.5	1.7	1.5	1.3	7.8
ALHT 255 – Prof Practice Experience Revenue Mgmt	0.5	0.3	0.2	0.1	0.2	1.3
ALHT 256 - Healthcare Delivery Systems	1.3	0.6	0.6	0.7	0.6	3.8
ALHT 260 - Revenue Cycle and Billing	0.0	0.0	0.2	0.2	0.2	0.6
ALHT 265 - Advanced Coding and Review	0.0	0.0	0.1	0.3	0.7	1.1
TOTALS	14.9	10.6	11.0	11.9	13.4	61.9

Grade distribution and Withdrawals:

ALHT 110 Intro to Health Information Technology

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	3	3	7	6	4	23
B	4	1	4	1	4	14
C	3	1	0	1	2	7
D	0	1	0	1	0	2
F	0	1	3	0	0	4
I	0	0	0	0	0	0
W	5	0	0	2	0	7
WA	0	1	0	0	0	1
TOTAL ENROLLMENT	15	8	14	11	10	58
WITHDRAWS	5	1	0	2	0	8
WITHDRAW %	33%	13%	0%	18%	0%	14%

ALHT 115 Math Statistics for Allied Health

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	0	0	5	2	8	15
B	0	0	0	1	4	5
C	0	0	1	0	4	5
D	0	0	0	0	1	1
F	0	0	0	0	2	2
I	0	0	0	0	0	0
W	0	0	0	1	1	2
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	0	0	6	4	20	30
WITHDRAWS	0	0	0	1	1	2
WITHDRAW %	0%	0%	0%	25%	5%	7%

ALHT 145 Medical Coding National Review Exam

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	0	2	0	0	0	2
B	2	3	2	0	0	7
C	1	4	0	0	0	5
D	0	0	0	0	0	0
F	0	1	0	0	0	1
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	3	10	2	0	0	15
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

ALHT 170 Electronic Health Records

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	9	4	2	6	2	23
B	4	5	7	8	12	36
C	2	2	4	0	5	13
D	0	0	0	0	0	0
F	3	0	6	2	1	12
I	0	0	0	0	0	0
W	2	1	0	1	0	4
WA	0	0	0	1	0	1
TOTAL ENROLLMENT	20	12	19	18	20	89
WITHDRAWS	2	1	0	2	0	5
WITHDRAW %	10%	8%	0%	11%	0%	6%

ALHT 180 Healthcare Coding Practicum

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	3	0	0	0	0	3
B	0	0	0	0	0	0
C	0	0	0	0	0	0
D	0	0	0	0	0	0
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	3	0	0	0	0	3
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

ALHT 190 Pathopharmacology

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	0	0	0	4	2	6
B	0	0	0	3	3	6
C	0	0	0	2	2	4
D	0	0	0	0	0	0
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	0	0	0	2	0	2
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	0	0	0	11	7	18
WITHDRAWS	0	0	0	2	0	2
WITHDRAW %	0%	0%	0%	18%	0%	11%

ALHT 200 Professional Practice Experience in Data Management

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	8	3	3	2	1	17
B	2	2	3	1	5	13
C	0	0	1	1	1	3
D	0	0	0	0	1	1
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	5	7	3	3	6	24
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

ALHT 205 Healthcare Statistics and Analysis

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	11	11	9	10	6	47
B	3	0	7	3	0	13
C	0	0	1	0	0	1
D	0	0	0	0	0	0
F	2	0	1	2	0	5
I	0	0	0	0	0	0
W	0	0	2	0	1	3
WA	1	0	0	0	0	1
TOTAL ENROLLMENT	10	5	7	4	8	34
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

ALHT 210 Legal and Ethical Issues in Healthcare

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	5	6	3	3	5	22
B	1	1	4	5	5	16
C	2	0	0	0	2	4
D	1	0	0	0	0	1
F	0	0	1	0	1	2
I	0	0	0	0	0	0
W	1	0	0	1	0	2
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	10	7	8	9	13	47
WITHDRAWS	1	0	0	1	0	2
WITHDRAW %	10%	0%	0%	11%	0%	4%

ALHT 215 Quality Improvement

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	4	3	0	2	2	11
B	4	2	4	1	0	11
C	2	1	0	0	3	6
D	0	0	0	0	0	0
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	10	6	4	3	5	28
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

ALHT 220 Management & Supervision

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	7	5	3	2	3	20
B	3	0	1	0	0	4
C	0	0	1	0	2	3
D	0	0	0	0	0	0
F	0	0	0	0	0	0
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	10	5	5	2	5	27
WITHDRAWS	0	0	0	0	0	0
WITHDRAW %	0%	0%	0%	0%	0%	0%

ALHT 221 Current Events in Healthcare

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	9	5	3	5	2	24
B	4	1	2	3	3	13
C	1	1	1	0	1	4
D	0	0	0	0	0	0
F	0	0	0	0	1	1
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	1	0	0	1
TOTAL ENROLLMENT	14	7	7	8	7	43
WITHDRAWS	0	0	1	0	0	1
WITHDRAW %	0%	0%	14%	0%	0%	2%

ALHT 225 International Classification of Diseases Coding

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	3	2	5	8	3	21
B	5	3	2	1	7	18
C	3	2	0	0	0	5
D	1	0	0	0	0	1
F	0	0	1	0	0	1
I	0	0	0	0	0	0
W	1	0	0	1	1	3
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	13	7	8	10	11	49
WITHDRAWS	1	0	0	1	1	3
WITHDRAW %	8%	0%	0%	10%	9%	6%

ALHT 230 Current Procedural Terminology

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	5	0	3	5	4	17
B	3	4	2	3	2	14
C	0	1	1	0	0	2
D	0	0	0	0	0	0
F	0	1	0	0	1	2
I	0	0	0	0	0	0
W	1	0	0	1	0	2
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	9	6	6	9	7	37
WITHDRAWS	1	0	0	1	0	2
WITHDRAW %	11%	0%	0%	11%	0%	5%

ALHT 250 Reimbursement Methodologies

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	4	7	5	9	7	32
B	4	11	7	2	4	28
C	0	4	4	1	1	10
D	0	1	0	0	1	2
F	0	2	1	1	0	4
I	0	0	0	0	0	0
W	0	0	0	1	0	1
WA	0	0	0	1	0	1
TOTAL ENROLLMENT	8	25	17	15	13	78
WITHDRAWS	0	0	0	2	0	2
WITHDRAW %	0%	0%	0%	13%	0%	3%

ALHT 255 Professional Practice Experience in Revenue Management

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	1	4	1	2	3	11
B	2	5	3	0	2	12
C	1	0	0	0	1	2
D	0	0	0	0	0	0
F	0	0	1	0	1	2
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	1	0	0	2	0	3
TOTAL ENROLLMENT	5	9	5	4	7	30
WITHDRAWS	1	0	0	2	0	3
WITHDRAW %	20%	0%	0%	50%	0%	10%

ALHT 256 Health Care Delivery Systems

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	9	2	5	6	4	26
B	1	3	1	0	1	6
C	2	1	0	0	0	3
D	0	0	0	0	0	0
F	0	0	0	0	1	1
I	0	0	0	0	0	0
W	1	0	0	1	0	2
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	13	6	6	7	6	38
WITHDRAWS	1	0	0	1	0	2
WITHDRAW %	8%	0%	0%	14%	0%	5%

ALHT 260 Revenue Cycle and Billing

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	0	0	1	3	1	5
B	0	0	4	2	3	9
C	0	0	1	0	2	3
D	0	0	0	0	0	0
F	0	0	0	0	1	1
I	0	0	0	0	0	0
W	0	0	0	1	0	1
WA	0	0	0	0	0	0
TOTAL ENROLLMENT	0	0	6	6	7	19
WITHDRAWS	0	0	0	1	0	1
WITHDRAW %	0%	0%	0%	17%	0%	5%

ALHT 265 Advanced Coding & Review

GRADE/YR	18-19	19-20	20-21	21-22	22-23	TOTALS
A	0	0	0	0	1	1
B	0	0	2	2	5	9
C	0	0	0	1	3	4
D	0	0	0	0	0	0
F	0	0	0	0	1	1
I	0	0	0	0	0	0
W	0	0	0	0	0	0
WA	0	0	0	1	0	1
TOTAL ENROLLMENT	0	0	2	4	10	16
WITHDRAWS	0	0	2	4	10	16
WITHDRAW %	0%	0%	0%	25%	0%	6%

There were no significant concerning factors with regard to grade distribution. The highest withdrawal percentage was in the ALHT 110 course, which would not be overly surprising given that this is an introductory course.

Enrollment by Site:

Headcount/Site-Time/Academic Year	18-19	19-20	20-21	21-22	22-23	TOTALS
Chanute - Day	0	0	0	0	0	0
Chanute - Night	0	0	0	0	0	0
Hybrid	0	0	0	0	0	0
Online	148	120	125	128	162	683
Ottawa - Day	0	0	0	0	0	0
Ottawa - Night	0	0	0	0	0	0
Outreach-Northern	0	0	0	0	0	0
Outreach-Southern	0	0	0	0	0	0
TOTALS	148	120	125	128	162	683

Generated Hours/Site-Time/Academic Year	18-19	19-20	20-21	21-22	22-23	TOTALS
Chanute - Day	0	0	0	0	0	0
Chanute - Night	0	0	0	0	0	0
Hybrid	0	0	0	0	0	0
Online	448	319	329	357	403	1856
Ottawa - Day	0	0	0	0	0	0
Ottawa - Night	0	0	0	0	0	0
Outreach-Northern	0	0	0	0	0	0
Outreach-Southern	0	0	0	0	0	0
TOTALS	448	319	329	357	403	1856

INSTRUCTOR INFORMATION

Instructor Classification	Instructor Name	Hours Generated
Fulltime instructors	Rachele Cosby	31
Part-time Instructors/Full-time Staff	JLynn Brown	422
Adjunct Instructors	Christina Savage	99
	Carrie Boatright	87
	Jennifer Busch	255
	Sandy Grogan	24
	Billy Ray Chism	45
	Kathryn Reyes	222
	Loretta Horton	30
	Dawn Zabel	144
	Joshua Merrill	129
	Sarah Spencer	215
	Kristin Rossman	3
Stacey Murphy	43	
Staci Page	9	
Percentage of courses taught by full-time faculty: 2%		
Percentage taught by part-time/adjunct Instructors: 98%		

Number of AAS/Certificate Students and Graduates

2018-2023

Students still in the program: 6

HIT AAS DEGREE STUDENTS	HIT GRADUATES	Completers HIT
52	25	48%
CODING CERTIFICATE STUDENTS	CODING GRADUATES	Completers Coding
19	12	63%

The program has not limited the number of applicants and is open to enrollment in either Spring or Fall. Contributing factors on lack of graduation follow through include: personal reasons such as family dynamics and pregnancies; lack of employer support to help finance education or provide time-off of work to attend clinical time; lack of personal financing due to ineligibility for financial aid (largely due to being over the credit hour limit at the associate's level); and issues related to Covid-19. The biggest struggles related to the pandemic were working longer hours thus providing less time for education, parents becoming educators at home with small children, and wanting to avoid healthcare. We had two students get to the very last class in the program and decide that they were too overwhelmed with the healthcare setting and no longer wanted to work in healthcare.

Job Placement

Based on the results from the K-Tip Report 18-22 (most current):

^numbers too few to record

Health Information/Medical Records (CIP 51.0707)

Year	Total # Declared	Total # concentrators	Total # pursuing additional education	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed	Median Wage: Graduates Exited and Employed
2018	43	29	21	12	12	12	\$30,103	\$27,640
2019	23	19	12	6	6	6	\$36,980	\$40,139
2020	20	17	^	11	10	6	\$41,023	\$39,536
2021	12	8	^	5	5	^	^	^
2022	13	9	6	^	^	^	^	^

Medical Insurance Coding Specialist/Coder (CIP 51.0713)

Year	Total # Declared	Total # concentrators	Total # pursuing additional education	Total # Graduates	Total # Graduates Exited	Total # Graduates Exited and Employed	Average Wage: Graduates Exited and Employed	Median Wage: Graduates Exited and Employed
2018	^	^	^	^	^	^	^	^
2019	5	5	^	^	^	^	^	^
2020	10	6	6	^	^	^	^	^
2021	13	10	6	^	^	^	^	^
2022	10	8	^	^	^	^	^	^

Many students are currently employed in healthcare and are either transitioning to HIM or looking to formalize their education to be eligible for a credential sought by employers. Many students new to the profession sometimes take adjacent positions due to lack of experience initially. There are students who have completed both the coding certificate and HIT degree but will identify as only one or the other for employment.

Licensure exam pass rates

RHIT	18-19	19-20	20-21	21-22	22-23	TOTALS
Taken	3	7	3	2	0	15
Passed	100%	86%	100%+	100%	0	15

In 20-21, 4 students took the exam and passed. For 21-22, one student was ineligible to sit for the exam due to owing a balance and could not get her official transcript. Two students have recently taken and passed their exams, but this occurred in the 23-24 academic year. AHIMA went through a significant change in reporting statistics from the national RHIT exam. There was much pushback from HIT program directors, but AHIMA proceeded anyway. Students names were removed from all reports and we could no longer pull reports ourselves. There were multiple contradictory reports provided to the program directors, making the tracking of our actual metrics according to their records very difficult. The program director does not get notified of what students attempt the exam only fail rates and pass rates. The only way to verify credentials is to manually check the AHIMA Verification page, if the AHIMA assigned ID number is on file, to see if credentials are recorded. This is problematic when graduates from years past take the exam without adequate preparation. For example, we had a student in this round of reporting that did not graduate because they did not pass a reimbursement class. The following summer, this course was taken at another institution and passed. It was not until that student showed up on the conferred list that it was discovered she sent over her official transcript from the other institution allowing her to graduate four years later.

Self-reported exam pass rates for Coding:

EXAM	18-19	19-20	20-21	21-22	22-23	TOTALS
CPC	1/1 100%	0	0	0	0	1
CCA	0	5/5 100%	0	0	1/1 100%	6
CCS	0	0	0	0	0	0

There is no report available from any testing agencies for program directors to access for coding examinations. Starting in 2020, the Certified Medical Reimbursement Specialist exam was implemented in the ALHT 260 course, however, this is not an identified credential on the state report.

Cost information for the last five years:

FIVE YEAR HIT BUDGET FOR PROGRAM REVIEW

Account	Description	2018-19	2019-20	2020-21	2021-22	2022-23
12 1219 5 5150 409	Director	\$54,000.00	\$56,160.00	\$56,890.00	\$59,166.00	\$62,124.00
12 1219 5 5210 000	Faculty Salary (PT)	\$23,737.54	\$20,440.59	\$24,396.93	\$17,383.88	\$20,340.71
12 1219 5 5910 000	Social Security	\$5,616.28	\$5,604.19	\$5,998.71	\$5,693.06	\$4,977.13
12 1219 5 5950 000	Fringe Benefits	\$9,490.16	\$11,082.56	\$10,409.26	\$9,536.66	\$7,847.14
12 1219 5 5951 000	403(b) Match	\$75.00	\$300.00	\$300.00	\$300.00	\$250.00
12 1219 6 6010 000	Travel	\$838.63	\$2,235.22	\$-	\$-	\$258.39
12 1219 6 6040 000	Vehicle Mileage	\$195.64	\$83.64	\$-	\$-	\$359.58
12 1219 6 6110 000	Postage	\$53.46	\$52.08	\$116.51	\$54.03	\$38.91
12 1219 6 6260 000	Conference	\$2,321.65	\$460.96	\$-	\$1,170.61	\$1,191.76
12 1219 6 6430 000	Copier/Lease Rental	\$303.20	\$176.10	\$373.35	\$460.77	\$147.96
12 1219 6 6800 000	Federal/State Mandates	\$-	\$-	\$-	\$4,000.00	\$4,000.00
12 1219 6 6820 000	Dues/Memberships	\$3,479.00	\$583.00	\$60.00	\$195.00	\$234.00
12 1219 7 7000 000	Instructional Supplies	\$2,593.78	\$7,096.41	\$6,865.31	\$10,206.90	\$7,270.60
12 1219 7 7010 000	Office Supplies	\$128.06	\$119.38	\$28.54	\$128.42	\$66.09
12 1219 7 7040 000	Books	\$329.94			\$131.20	\$631.40
12 1219 8 8500 000	Equipment	\$950.20				
	Total	\$104,112.54	\$104,394.13	\$105,438.61	\$108,426.53	\$109,737.67
	Total (-faculty salary)	\$11,193.56	\$10,806.79	\$7443.71	\$16,346.93	\$14,198.69

In 2009, the program received initial accreditation with the plan for continuing accreditation review in 2019. However, the accreditation site visit did not occur until April 2023 due to the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) being behind schedule. The most substantial change in the budget was to cover the costs for the re-accreditation fees of \$8000 (budget line 6-6800 added). However, CAHIIM allowed the cost to be divided into two academic years. Additionally, the annual accreditation fees have steadily increased and there was a cost to attend accreditation training prior to the site visit. Third party national testing, background/drug screen fees, and student memberships are paid from instructional supplies and have increased as well recently.

Outside contributions include an annual check of \$225.00 from the Kansas Health Information Management Association (KHIMA). This amount is deposited into instructional supplies and most recently has helped to offset the cost of the 3M encoder software.

List of core course/program specific fees:

Health Information Technology Program - Approximate Costs based on online costs	HIT Program High Cost Fee	OTHER Fees	Other Fee DESCRIPTION
Tuition and Fee Schedule	\$50.00	(see below)	(as noted)
ALHT 190 - Pathpharmacology*	\$50		
ALHT 210-Legal and Ethical Issues in Healthcare*	\$50	\$100	Verfired Screening tests
COMM 213-Interpersonal Communication*			
ALHT 110- Intro to Health Info Technology*	\$50	\$49	AHIMA Membership
ALHT 115- Math Statistics for Allied Health*	\$50		
ALHT 250-Reimbursement Methodologies*	\$50		
ALHT 170- Electronic Health Records*	\$50		
ALHT 205- Healthcare Statistics and Analysis*	\$50		
ALHT 225- International Classification of Diseases Coding*	\$50		
ALHT 265-Advanced Coding and Review*	\$50		
ALHT 215- Quality Improvement*	\$50		
ALHT 221- Current Events in Healthcare*	\$50		
ALHT 230- CPT Coding*	\$50		
ALHT 256- Healthcare Delivery Systems*	\$50		
ALHT 260-Revenue Cycle and Billing*		\$250	National Exam Fee (CMRS)
ALHT 220- Management and Supervision*	\$50		
ALHT 200-Professional Prac Exp in Data Mngt Ⓢ*		\$230	National Exam Fee (RHIT)
ALHT 255-Professional Prac Exp in Rev Mngt Ⓢ*		\$300	National Exam Fee (Coding)

Because of the expenses associated with this accredited program, the course fees include a \$50 program fee to help offset this. Additional fees are collected for third party national testing, background/drug screen fees, and AHIMA membership dues. The HIT/Coding programs do not charge students an application fee.

Section 4: SWOT Analysis

Strengths

- 1) Positive relationship with advisory board members and graduates assisted greatly with accreditation feedback, reference materials, and suggestions for course supplemental assignments.
- 2) Adjunct instructors, who are currently practicing in the field of HIM, have been instructors for many years with the program.
- 3) Potential students with experience and credentials in the field can get credit for prior learning, which is beneficial to those paying out of pocket. During this reporting period this benefited four students.
- 4) Continued evaluation of course study materials have assisted in lowering the cost for students.
- 5) Student interest continues to come from out of state because of the reputation of the program.
- 6) Development of the online Anatomy and Physiology course that has removed barriers for students that cannot come to campus.
- 7) The creation of the online Pathopharmacology course better meets the needs of our students as the pathophysiology course involved nursing outcomes and care planning not relevant to this student population.
- 8) More marketing through social media with growth potential for both programs. The program director sought out an opportunity to get the program listed as #10 on the list of best HIT programs in the country (previously shared on NCCC Facebook page). Currently, we are listed as #3 on the Best Health Degrees website for online HIT programs (see screenshot at the end of the document).
- 9) The inclusion of all health care coding certificate courses into the HIT program have provided students with the opportunity to sit for an additional national exam without taking any additional courses and graduate with a certificate if they are unable to finish the degree.
- 10) The online HIT orientation course has helped with being a resource for students and was noted by accreditation staff as something more programs should implement.
- 11) Utilizes many different resources for recruitment like nursing journals. Continue to participate in recruitment through different opportunities such as HOSA and VA educational events. The assistant director has really stepped in to fill in the gaps so that coverage is provided at more events.
- 12) Program representation at state events and national/state volunteer opportunities. Continue to participate at vendor booth opportunities.
- 13) NCCC has been substantially recognized over the other HIT programs in the state with representation of student liaisons on the KHIMA board, and awarded more scholarship than any other program in the state. In the current year, NCCC students were the only ones that applied and all three were awarded scholarships for \$600, \$600 and \$800.
- 14) We are the only coding program in the state that allows students the opportunity to complete two national exams and the only HIT program that students can graduate with eligibility to take three national exams.
- 15) Completed our first re-accreditation site visit with only one corrective action required by the end of the evaluation; corrected and approved November 2023. CAHIIM accreditation is continued for 7 years with notable positive feedback and relationship with CAHIIM accreditation staff.

Weaknesses

- 1) Large portion of students are employed full-time and are trying to complete their education while maintaining full-time employment. This leads to longer degree completion time and less opportunity to attend professional engagements.
- 2) Many students do not qualify for Pell grants or loans, so out of state applicants cannot fund their education with alternatives such as Kansas Promise. The Kansas Promise scholarship has promise, but only for in-state students meeting the criteria.
- 3) Staff turnover has been a big struggle. The assistant director position is difficult to fill, with the current individual being number four in the reporting period. Accreditation staff expressed concerns over the qualifications of the current assistant director and have the expectation of further education and experience to be in place by the next accreditation cycle.
- 4) The new curriculum requirements move away from Bloom's Taxonomy and are being replaced with Miller's Pyramid which staff have no familiarity with.

Opportunities

- 1) The Kansas Promise Scholarship can ease the financial burden for students, particularly those that already have a degree, such as nursing, but want to transition to a different healthcare pathway. We continue to advertise in the state nursing journal which stirs interest.
- 2) An online writing lab tutor would be of great benefit as program instructors are not English instructors.
- 3) Students have the opportunity to engage with the state KHIMA board as a liaison and apply for a succession plan member opportunity. Students also qualify to apply for state scholarships.
- 4) Continue to find ways of recruitment through different opportunities such as high school student events.
- 5) Apply to be a Demonstration Program for the new CAHIIM accreditation standards to receive assistance with the new competencies and learning model.
- 6) Add a no cost resource to the orientation course for students to complete writing and grammar exercises as a way to improve their writing skills.

Threats

- 1) Since Covid, the majority of programs have moved to an online format making the competition fiercer.
- 2) Will need to explore possible robust courses in the areas of database management utilizing various programs like SQL that will be an expectation of the new curriculum.
- 3) The future of artificial intelligence (AI) in the industry is rapidly changing the landscape of HIT processes in the industry. New curriculum may be difficult to coincide with industry updates.
- 4) The new competency-based learning model will have a learning curve that may be less appealing to the new student base and instructors alike.
- 5) Frustrations with changes at the national level filter from professionals to students who may wish to refrain with follow through on national credentials.
- 6) For-profit institutions like Rasmussen wield advertising dollars on lots of websites including AAPC and generally show up first on Google searches for HIT programs.
- 7) Apprenticeship programs through the state offer incentives to employers who accept apprentices, but the employers do not always value a partnership with college programs to offer a combination of formal education and hands-on experience.

PLAN OF ACTION:

TASK	ASSIGNED TO	DUE DATE
<p>(1) To continue to enhance student learning, the program will:</p> <ul style="list-style-type: none"> a. Provide a plan for faculty that establishes or assesses the knowledge, skills, qualifications, and experience pertinent to the professional curriculum content that they are assigned to teach. <ul style="list-style-type: none"> i. Require all adjunct professors who lack online teaching experience prior to employment at Neosho County Community College to take the Online and Hybrid Certification course (NC201) when offered within a year of employment; 80% of program faculty to complete. ii. All HIT Program Instructors to gain two (2) CEU's relevant to the subject matter they teach at 100%. b. Assistant director will make progress annually towards completion of HIT courses with a minimum of two courses annually. c. Disseminate free CEU events/webinars related to subject matter in the HIT Program to adjunct professors and send notifications of various workshops including the Kansas Health Information Management Association. d. Have at least one full-time staff member represented at annual state meetings and seek to represent on the state board through election or appointment. e. Review current course materials annually with instructors to replace or implement more enhanced options when available. f. Review course assessment recommendations provided by instructors annually particularly with regard to ALHT 170 and ALHT 205 courses. g. Start implementation of the new curriculum to meet accreditation guidelines slated for Fall 2025 with expansion to ten program outcomes and competency-based learning. 	Program Director; Assistant Director; Instructors	Ongoing
<p>(2) To investigate opportunities, the program will:</p> <ul style="list-style-type: none"> a. Participate in a minimum of three local, state, or national career fairs and college career events. <ul style="list-style-type: none"> i. Participate in one high school career event annually. ii. Participate in one college career event annually. iii. Volunteer for one local community event committee, or state HIM committee/event annually. iv. Encourage student participation at the state professional level by exploring opportunities to attend state meetings, apply for scholarships, and/or apply to become a student liaison with at least one student participating in each academic year. b. Nurture relationships with employers in the northern or southern area to accept at least one student in externship annually. c. Work with the Director of Communication and Marketing to promote the program through social media and other untapped avenues to try and counter the for-profit colleges as a more affordable solution. 	Program Director; Assistant Director; Director of Communication and Marketing	Ongoing

Section 5: Justification/Recommendations for the Program

As the HIT program is only one of three colleges in the state of Kansas that is accredited by CAHIIM for students to sit for the RHIT exam, it is of value to the State and community. This program provides an invaluable service to local healthcare facilities wanting to hire qualified staff to decrease their risks and save on training costs by hiring a credentialed professional. The programs are valuable to students who cannot quit work to attend college full-time, as well as healthcare professionals making a transition from a more physically demanding direct patient care career. The program provides a good service to our communities, as students can start in an entry-level position with a certificate, or broaden their opportunities with the AAS degree and make a livable wage.

Recommendation

It is recommended that the health care coding certificate be maintained at the current time. The HIT program should also be maintained as is currently with a plan to strengthen the program with the upcoming curriculum changes that includes a new learning approach with competency-based learning beginning in the 2025-2026 academic year.

Appendix A

NEW CURRICULUM MAPPING (Implementation projected for Fall 2025)

UNIT 1: APPLIED SCIENCES

UNIT 2: PROFESSIONALISM

UNIT 3: HEALTH LAW AND POLICY

UNIT 4: DATA MANAGEMENT

UNIT 5: INFORMATICS AND DATA ANALYTICS

UNIT 6: CLINICAL CODING

UNIT 7: FINANCIAL AND REVENUE CYCLE MANAGEMENT

UNIT 8: QUALITY, RISK MANAGEMENT AND SAFETY

UNIT 9: ORGANIZATIONAL MANAGEMENT

UNIT 10: LEADERSHIP

In the upcoming academic year, staff will attend training to correlate current domains with proposed units.

Top 10 List in Best online HIT Schools



CAREERS RESOURCES FAQ RANKINGS SCHOOLS ABOUT



FIND A HEALTH DEGREE

I WANT MY
Bachelor's

IN
Nursing & Healthcare

FOCUSING ON
Health Informatics

SEARCH

The **best online schools for health information technology** offer students a flexible path to earn a degree and start a rewarding career. If you want a career in healthcare that will allow you to use your computer skills, and let you use your organizational and attention to detail talents, you'll want to consider an online Health Information Technology (HIT) associate's degree.



The Bureau of Labor Statistics estimates the ten-year job growth for Health Information Technicians to be a rapid 1% over ten years, which is much faster than the average career. Annual salaries can range from \$35,520-\$43,470.

2. Northwest Iowa Community College

You can earn your A.A.S. in Health Information Technology in four semesters and one summer term at Northwest Iowa Community College. This CAHIIM-accredited program is offered online.



The curriculum offers a broad spectrum of courses including general education courses to prepare you to sit for the RHIT exam. Your studies will include anatomy and physiology, legal and ethical considerations, quality management, reimbursement requirements, medical coding, Electronic Health Records in acute and alternative healthcare settings, and more. There are two Professional Practice Experiences included in this program.

Northwest Iowa Community College estimates the total cost for this program is \$1,075.00. Transfer credits are accepted at NCC and you'll want to discuss transfer details with an admission advisor.

Fast Fact: NCC is ranked #1 in Iowa Best Community College by PayScale

Degree Awarded: A.A.S.

[Learn more about the](#) health information technology degree!

3. Neosho County Community College

This A.A.S. in Health Information Technology degree is a new program for Kansas' Neosho County Community College and is CAHIIM accredited.



NEOSHO COUNTY COMMUNITY COLLEGE

In five semesters (67 credit hours), you'll study computer concepts, an introduction to healthcare technology, Electronic Health Records (EHR), statistics, pathophysiology, quality improvement, reimbursement methodologies, communications, psychology, among others. The curriculum includes general education coursework as well. You'll also participate in Clinical Affiliations (Professional Practice Experience). The Clinical Affiliation will be conducted in a healthcare facility near you and you'll be expected to help identify prospective clinical sites and preceptors.

NCCC has an 86% first-time pass rate for the AHIMA certification exam. Tuition at NCCC are estimated at \$75 per credit hour with variable fees, depending on your residency. You can apply for financial aid and scholarships to help with your program costs.

Fast Fact: NCCC has been named #97 of 871 Best Community Colleges in America by Niche

Degree Awarded: A.A.S.

[Learn more about the online](#) health information technology degree!

4. Minnesota State Community and

Appendix C

2023 MOHIMA/KHIMA Conference Overland Park, KS



10.0 CEs	On-Demand Sessions
4.5 CEs	Leadership & Coding Pre-Conference Workshops
5.5 CEs	Day 1 - April 12, 2023
7.0 CEs	Day 2 - April 13, 2023
4.0 CEs	Day 3 - April 14, 2023
31.0 CEs	Total

* Up to 2 Additional CE Hours Can be Claimed for Exhibits* on the agenda page – see below.

On-Demand Sessions
The agenda and speakers are subject to change without notice.

Printer Friendly

<https://www.printfriendly.com/p/Peq4F>

1/15


11:30am – 12:20pm Student Tack

Preparing for the Job Search: Resources and Tips for HIM Students
 This session explores career planning and related AHIMA resources for HIM students.

Objectives:

- Explore the AHIMA Career Maps
- Identify career progression pathways and necessary credentials and education.
- Discuss ways to highlight HIM expertise when applying for jobs that may not specify education in HIM as required for the job.
- Differentiate content for inclusion in cover letters versus resumes.

CE: NA

- 

JLvnn Jennifer Brown

MOHIMA/KHIMA Vendor Booth



Jen giving presentation of state awards and scholarships which included our NCCC students.



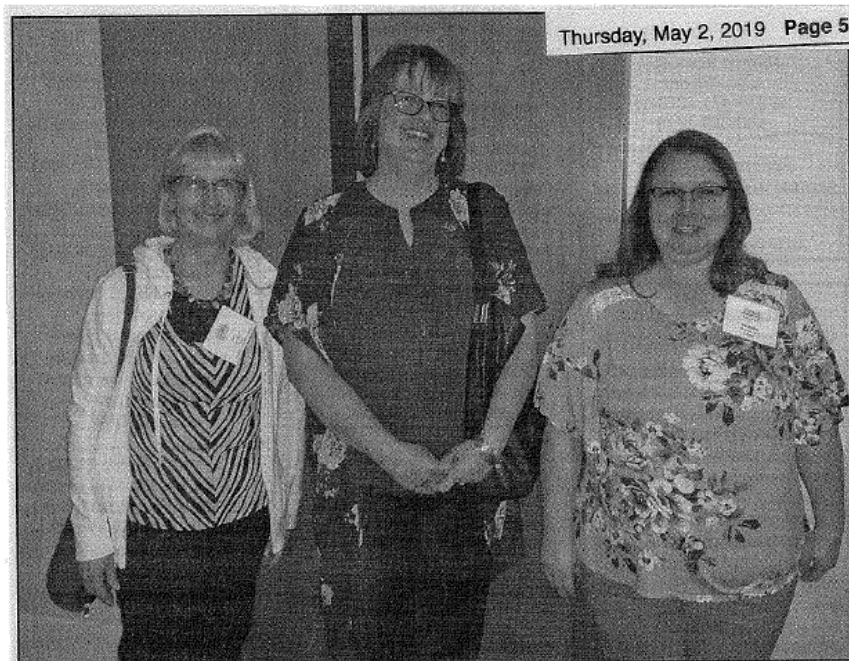
Rachele accepting the *Champion Award* on behalf of *Dawn Zabel*, NCCC adjunct instructor. NCCC student, Julia Yarnell, receiving recognition as a \$500 undergraduate scholarship winner.





NCCC Staff: Jen Brown, Rachele Cosby, and Jennifer Busch
 Students: Veronica, Amanda, Julia, and Gradate: Diana

2019 KHIMA Conference Wichita, KS



NCCC representatives attend KHIMA

The Kansas Health Information Management Association (KHIMA) held its annual meeting in Wichita on April 18-19 to recognize achievements in the field of Health Information Management (HIM), as well as provide continuing education to its members. Topics of discussion throughout the two-day event included healthcare law, documentation integrity, and outpatient clinical documentation improvement. Jennifer Smith, Health Information Technology Director, Neosho County Community College, currently serves as the chairperson for the Recognition Committee and Chrisy Savage, assistant director of Health Information Technology, Neosho County Community College, is on the Marketing Committee for the association. Board member election results for the 2019-2020 year were announced and Jennifer Smith was elected to the Nominating Committee. KHIMA currently serves a membership of 1,000 members across the state of Kansas. Neosho County Community College Health Information Technology students attending the event included, from left, Lucy Klick, Yates Center), Brenda Sims, Ottawa, and Michelle Hole, Humboldt.