November 10, 2021

Valerie Watzlaf
University of Pittsburgh
6051 Forbes Tower
Department of Health Information Management
Pittsburgh, PA 15260

Dear Valerie:

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) affirms the compliance with the 2018 CAHIIM Standards for the **Baccalaureate Degree Program** at **the University of Pittsburgh in Pittsburgh, PA**. The program is in **good standing** based on the documentation provided to prove compliance with the 2018 CAHIIM Standards: Standard 9: Program Director Responsibilities, Standard 10: Faculty, Standard 11: Faculty Qualifications, Standard 18: Curriculum, Standard 20: Course Sequence, Standard 19: Syllabi, and Standard 23: Professional Practice Experience.

The program will undergo comprehensive review during the **2022-2023** accreditation cycle.

Please do not hesitate to reach out to CAHIIM if you require any further clarification on the status of your accreditation.

Sincerely,

Angela Kennedy, EdD, MBA, RHIA
Chief Executive Officer, CAHIIM

CAHIIM®

Annual Program Assessment Report

Program: University of Pittsburgh
Reporting Period: 8/1/2019 - 7/31/2020
Submitted On: 3/22/2021
Approved On: 10/13/2021

Profile

GENERAL

Program Name:	University of Pittsburgh
EPC:	091
Program Level:	Baccalaureate
Has Certificate of Degree:	No
Institution Name:	University of Pittsburgh
Mailing Address:	6051 Forbes Tower Department Of Health Information Management, Pittsburgh, PA 15260
Phone:	(412) 383-6650
Website:	https://www.shrs.pitt.edu/himbs

INSTITUTION

Type:	Public
Department:	Health Information
Academic Calendar:	Semester
Highest Degree:	PhD
Content Delivery:	Campus/Seated

PROGRAM DIRECTOR

Name:	Valerie Watzlaf, PhD, MPH, RHIA, FAHIMA
Title:	Vice Chair of Education and Associate Professor
Mailing Address:	6030 Forbes Tower Department of Health Information Management, Pittsburgh, PA 15260
Phone:	(412) 383-6647
Email:	valgeo@pitt.edu

PROGRAM DEAN

Name:	Anthony Delitto, PT, Ph.D., FAPTA
Title:	Dean and Professor
Mailing Address:	School of Health And Rehabilitation Sciences 4029 Forbes Tower, Pittsburgh, PA 15260
Phone:	(412) 383-6631
Email:	delitto@pitt.edu

INSTITUTION CEO/PRESIDENT

Name:	Patrick Gallagher, Ph.D.
Title:	Chancellor And Chief Financial Officer

INSTITUTION CEO/PRESIDENT

Mailing Address:	University Of Pittsburgh 107 Cathedral Of Learning, Pittsburgh, PA 15260
Phone:	(412) 624-4200
Email:	mar6@pitt.edu

DIRECTOR OF INSTITUTIONAL EFFECTIVENESS

Name:	N/A
Title:	N/A
Mailing Address:	N/A
Phone:	N/A
Email:	N/A

SUBSTANTIVE CHANGES

Change	Date	Description
Program Director	1/1/2022	Valerie Watzlaf will retire at the end of December 2021 and a new program director, Dr. Dilhari DeAlmeida will take her place to start on January 1, 2022.
Program Name	8/27/2021	We are planning to change our BS in HIM to a BS in HI effective Fall term 2021. We are in discussions with CAHIIM about this change.
Other	8/27/2020	Course curriculum changed to reflect our employer and advisory committee feedback.

Curriculum

GENERAL

Does the program provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations?:	Yes
Experience description:	All of our courses include guest presenters who are currently working in the healthcare field and in HIM and HI. We also have employers reach out to us to visit with our students to discuss with them the opportunity for employment at their organizations. Some of these employers include: Cigna, Aetna, Amazon, UPMC etc. This provides students the opportunity to engage with many different healthcare professionals across HIM and HI.
Does the professional practice experience have at minimum 40 contact hours?:	Yes
Professional practice experience and contact hours description:	We have 4 different PPE experiences for the students as well as a capstone project experience for a total of 480 practicum hours.
Number of credit hours needed to complete the program:	63

COURSES

Course	Credit Hrs	PPE Hrs
HIM 1405: Medical Terminology Lab (Fall Junior)	1	0
HIM 1406: Database Management & Analytics For HIM Professionals (Fall Junior)	2	0
HIM 1407: Database Management & Analytics For HIM Professionals Lab (Fall Junior)	1	0
HIM 1415: Introduction To Health Information & The Health Care System (Fall Junior)	3	0
HIM 1416: Introduction To Health Information Lab & the Health Care System (Fall Junior)	1	0
HIM 1420: Organizational Theory & Behavior (Fall Junior)	3	0
HIM 1435: Classification Systems In Health Care (Spring Junior)	3	0
HIM 1436: Classifications Systems In Health Care Lab (Spring Junior)	2	0
HIM 1438: Cancer Registry Theory & Practice Lab (Spring Junior)	2	0
HIM 1440: HIM Clinical Education 1 (Spring Junior)	1	60
HIM 1442: Application Of Statistical Concepts (Spring Junior)	3	0
HIM 1445: Human Relations In Health Care (Summer Junior)	2	0
HIM 1455: Quality Management (Spring Junior)	2	0
HIM 1456: Quality Management Lab (Spring Junior)	1	0
HIM 1460: Clinical Education 2 (Summer Junior)	1	60
HIM 1462: Epidemiology (Summer Junior)	2	0
HIM 1465: Reimbursement Seminar (Summer Junior)	1	0
HIM 1470: Supervision Of Human Resources In Health Care (Fall Senior)	3	0
HIM 1475: HIM In Non-traditional Settings (Fall Senior)	3	0
HIM 1480: HIM Cinical Education 3 (Fall Senior)	2	80
HIM 1482: Legal Aspects Of Health Care (Fall Senior)	2	0
HIM 1485: Systems Analysis (Fall Senior)	3	0
HIM 1486: Financial Management (Spring Senior)	2	0
HIM 1490: Electronic Health Records (Spring Senior)	3	0
HIM 1495: HIM Clinical Education 4 (Spring Senior)	4	240
HIM 1496: Capstone Course In HIM Senior Project & Competencies Assessment (Spring Senior)	3	40
HRS 1020: Introduction To Anatomy & Physiology (Fall Junior)	4	0
HRS 1027: Pathophysiology (Fall Junior)	3	0

Faculty

GENERAL

Do any faculty members teach in other programs?:   No

Does the program director get release time?:   Yes

GENERAL

Description of program director release time:

Yes, the program director does get release time from teaching courses to devote to administrative and leadership responsibilities.

Do the faculty members get release time?:

No

FACULTY MEMBERS

Name	Status	Rank	Highest Degree	Courses
Alaina Capanna, BS, HIM	Adjunct	Instructor	Baccalaureate	HIM 1490: Electronic Health Records (Spring Senior);
Claire Thomas, MPH	Adjunct	Instructor	Masters	HIM 1462: Epidemiology (Summer Junior);
Dilhari DeAlmeida, PhD, RHIA	Full Time	Associate Professor	PhD	HIM 1406: Database Management & Analytics For HIM Professionals (Fall Junior); HIM 1407: Database Management & Analytics For HIM Professionals Lab (Fall Junior); HIM 1490: Electronic Health Records (Spring Senior); HIM 1496: Capstone Course In HIM Senior Project & Competencies Assessment (Spring Senior);
Jean Burgess, MBA	Adjunct	Assistant Professor	Masters	HIM 1486: Financial Management (Spring Senior);
Kimberly Peterson, RHIA	Full Time	Assistant Professor	PhD	HIM 1420: Organizational Theory & Behavior (Fall Junior); HIM 1496: Capstone Course In HIM Senior Project & Competencies Assessment (Spring Senior); HRS 1020: Introduction To Anatomy & Physiology (Fall Junior); HRS 1027: Pathophysiology (Fall Junior);
Mervat Abdelhak, PhD, RHIA, FAHIMA	Full Time	Associate Professor	PhD	HIM 1496: Capstone Course In HIM Senior Project & Competencies Assessment (Spring Senior);
Page Babbit, MHSA, RHIA	Adjunct	Assistant Professor	Masters	HIM 1445: Human Relations In Health Care (Summer Junior); HIM 1470: Supervision Of Human Resources In Health Care (Fall Senior);

Name	Status	Rank	Highest Degree	Courses
Patti Anania-firouzan, MSIS, RHIA	Full Time	Assistant Professor	Masters	HIM 1405: Medical Terminology Lab (Fall Junior); HIM 1415: Introduction To Health Information & The Health Care System (Fall Junior); HIM 1416: Introduction To Health Information Lab & the Health Care System (Fall Junior); HIM 1435: Classification Systems In Health Care (Spring Junior); HIM 1436: Classifications Systems In Health Care Lab (Spring Junior); HIM 1440: HIM Clinical Education 1 (Spring Junior); HIM 1460: Clinical Education 2 (Summer Junior); HIM 1480: HIM Cinical Education 3 (Fall Senior); HIM 1495: HIM Clinical Education 4 (Spring Senior); HIM 1496: Capstone Course In HIM Senior Project & Competencies Assessment (Spring Senior);
Rebecca Degrosky, BS, HIM; Retired RHIA	Adjunct	Instructor	Baccalaureate	HIM 1435: Classification Systems In Health Care (Spring Junior); HIM 1436: Classifications Systems In Health Care Lab (Spring Junior);
Rebecca Maziarz, JD	Adjunct	Assistant Professor	PhD	HIM 1482: Legal Aspects Of Health Care (Fall Senior);
Sharon Winters, MS, RHIA, CTR	Adjunct	Assistant Professor	Masters	HIM 1438: Cancer Registry Theory & Practice Lab (Spring Junior);
Stephanie Hackett , PhD	Adjunct	Assistant Professor	Associate	HIM 1420: Organizational Theory & Behavior (Fall Junior);
Suzanne Paone, DHA, MBA, RHIA	Adjunct	Assistant Professor	Masters	HIM 1406: Database Management & Analytics For HIM Professionals (Fall Junior); HIM 1407: Database Management & Analytics For HIM Professionals Lab (Fall Junior); HIM 1485: Systems Analysis (Fall Senior); HIM 1490: Electronic Health Records (Spring Senior);
Valerie Watzlaf, PhD, MPH, RHIA, FAHIMA	Full Time	Associate Professor	PhD	HIM 1442: Application Of Statistical Concepts (Spring Junior); HIM 1455: Quality Management (Spring Junior); HIM 1456: Quality Management Lab (Spring Junior); HIM 1475: HIM In Non-traditional Settings (Fall Senior); HIM 1496: Capstone Course In HIM Senior Project & Competencies Assessment (Spring Senior);

Admission Enrollment

ADMISSION ENROLLMENT

ADMISSION ENROLLMENT

Enrollments received:	47
Enrollments accepted:	47
Acceptance rate:	100.00%
Enrollments accepted and enrolled:	47
Enrollments accepted and enrolled rate:	100.00%
Do the program require entrance exam scores?:	No
Does the program have rolling admissions?:	Yes

ENROLLMENT DETAILS

Does the program have HIM students from other campuses enrolled in HIM courses?:	No
Does the program participate in a highschool dual enrollment program?:	No

	Seated	Online
Average class size	30	0
Max enrollment allowed per course	35	0

ENROLLMENT DISTRIBUTION

	Full Time	Part Time	Total	% of Total
Students	46	1	47	100.00%
Graduates	25	0	25	53.19%
Attrition	2	0	2	4.26%
Progression	19	1	20	42.55%

ATTRITION DISTRIBUTION

	Full Time	Part Time
Academic reasons	0	0
Non-academic reasons	0	0
Unknown reasons	2	0

Comments

GRADUATE PROGRESSION DISTRIBUTION

	Full Time	Part Time
Average number of months to complete the program	18	26
How many students graduated within the average number of months of completion?	25	0
Completion rate	100.00%	0.00%

GRADUATE DIVERSITY

GENDER

Female:	18
Male:	7
Other gender identity:	0

ETHNICITY

Hispanic:	1
American Indian:	0
Alaska Native:	0
Asian:	9
Black or African-American:	1
Native Hawaiian or other Pacific Islander:	0
White or Caucasian:	13
Other:	1
Unknown race/ethnicity:	0

GRADUATE DISTRIBUTION

Employed within one year:	16
Already employed in health care profession:	0
Already employed in non-health care profession:	0
Employed in health care:	15
Employed in non-health care:	1
Pursuing further education:	7
Not seeking employment or further education:	1
Unknown:	1

GRADUATE SURVEY

Contacted:	25
Responded:	7
Satisfied:	5
Analysis:	Thirteen graduates responded to our survey but only 7 answered the question related to satisfaction--- Q20 Do you agree that your OVERALL academic experience prepared you for the workplace as an HIM professional? Five agreed or strongly agreed with Q20; one neither agreed nor disagreed and 1 disagreed. All graduates employed were satisfied with their current position. We understand that the response rate is low but this was during the COVID pandemic which could have affected response rates. We will try and increase our response rate for the completion of future surveys. Graduates were complimentary of faculty qualifications and experience as well as their commitment to mentoring students. Graduates appreciated the independent projects provided that were related to database management and informatics as well as the use of Tableau and data analytics.

PROGRAM OUTREACH

HOW DOES THE PROGRAM GET FEEDBACK ABOUT ITS GRADUATES AND THE PROGRAM ITSELF?

Employer survey:	Yes
Advisory committee:	Yes
Professionals:	Yes
Intern/Capstone / Professional Practice site managers or supervisors:	Yes
Other:	Yes

Description of other feedback: If we have not heard from a student directly through our student and employer surveys we also search on LinkedIn or emails that students may have sent the faculty/advisors to determine if they are employed and where they are working. We seek out this feedback while the student is still in our program, and we continue to keep in touch with the graduate and ask them to provide where they are working at any time after graduation. We also reach out within one year to see where they are employed and we continue to work with them and guide them about seeking employment.

If yes to any, describe how the information is or will be used and indicate when the feedback was provided: We send out surveys to all graduates and employers of our graduates approximately one year after graduation and use their feedback to enhance our curriculum and course content. We meet with our advisory committee at least annually and we use their feedback and advice to work with our students on projects and internships as well as to improve the quality of our course content. We always seek out additional professionals in the field of health information management and have them provide lectures, assignments, projects etc. that can enhance the learning experience of all of our students as well as enhance their ability to work with them for internships or employment. We require that our internship site supervisors provide a final evaluation of the student that we then use as the feedback we share with the student to aid in their ability to seek employment and to enhance the quality of our curriculum and course content. We also use our University Career Center to assist students in the creation of their resumes, mock interviews, career fairs etc. In fact, this year our Career center will be creating an algorithm that will assess the student's resume and provide a quality score that pertains to specific factors related to the HIM major. The student can then work with their advisor or career center to improve the content.

If no to all, describe what feedback outreach method the program does use. If no outreach, describe why.:

Certification

GENERAL

Certification:	RHIA
Exam Period:	8/1/2019 - 7/31/2020
Total number of first time test takers:	7
Total number of first time test takers that passed:	6
Total number of first time test takers that failed:	1
Pass rate:	85.71%
Fail rate:	14.29%
Total %:	100.00%

Comments

Goals

CURRICULUM

Description:	The program's mission and goals are outcome-focused and relevant to the mission of the sponsoring educational institution. The program must assess the appropriateness and effectiveness of the curriculum, with the results of the program assessment used as the basis for ongoing planning and program improvement.
Measured target outcome:	The measured target outcome is to ensure that 100% of the AHIMA competencies at the specific Bloom's level and student learning outcomes are addressed and achieved through our curriculum. Each term the curriculum will be evaluated for effectiveness in relation to the educational competencies. Every year the review per term will be summarized and reviewed as well to determine if the competencies are addressed and learning outcomes measured. We have transitioned 100% of our curriculum to the 2018 AHIMA entry-level competencies.
Steps to achieve:	1. Every faculty member (fulltime and adjunct) is provided with all of the AHIMA required curricular competencies. 2. The chair and faculty, as a whole, determine which course will address which specific competency. The faculty identified the primary courses for each of the competencies that must be addressed in that course. Secondary courses were also identified during this process. 3. Every course is reviewed (term by term) by the faculty member teaching the course. Course revisions were implemented as needed to ensure we are meeting the stated goal and that the content is current, up to date and relevant to our communities of interest.
Results/Analysis/Actions:	1. 100% of the AHIMA required entry-level 2018 competencies are included in the curriculum. This goal was met. 2. The term by term review as well as the annual performance reviews have resulted in the following curriculum/course changes during this APAR timeframe: a. EHR Go and AHIMA Vlab for additional hands-on assignments; b. Enhanced use of data visualization techniques (SQL, R studio, Python, Qlik, Tableau, SPSS); c. Updated content to reflect changes in privacy and security during COVID-19; telehealth privacy and security during the pandemic; Information Blocking; Interoperability; clinical and administrative data; d. Updated content to reflect changes to classification systems such as ICD-10-CM/PCS

CURRICULUM

Official Coding Guidelines and additional codes, as well as information on ICD-11, WHO, and NCVHS work on transitioning to ICD-11;
e. Assignments on data analytics using healthdata.gov data sets; WHO data sets, CMS clinical data sets; use of the PDSA model and storyboard creation to assess quality improvement at clinical sites;
3. Weekly faculty meetings provide an ongoing process to evaluate courses/curriculum, discuss feedback from students, faculty graduates, employers, advisory committee, and other stakeholders, discuss graduate preparedness for employment and relevance of our curriculum to our communities of interest.

Person responsible:	Department Chair
Time frame:	Term by term; annually May/June; weekly faculty meetings

FACULTY DEVELOPMENT

Description: The program will 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. This includes efforts to keep current in health information management and/or other relevant professional content and practice, as well as other components of advanced formal education.

Measured target outcome: All faculty will receive support to attend regional or national meetings to advance the instructor's knowledge of the subjects they teach and to keep current in HIM or other professional content and practice.

The Department will provide financial support and release time to at least 2 of its faculty to attend conferences in support of faculty knowledge development.

Steps to achieve: Specific plans are discussed during the performance review meeting with the faculty resulting in supporting faculty to attend conferences, submit papers to conferences, purchase new textbooks or subscriptions to professional journals or provide support for membership dues in professional associations and the like. Faculty are also encouraged to utilize University resources available on campus, for example, attending teaching workshops, seminars, and receiving feedback and assistance on content of their LMS course development and organization from our University Center for Teaching and Learning.

Results/Analysis/Actions: During this APAR timeframe, departmental support was provided so that:
4 faculty members attended AOE;
4 faculty members attended the AHIMA National Convention
1 faculty member attended the state conference (PHIMA)
1 faculty member attended IFHIMA annual meeting in Dubai, the Advisory Council for AHIMA International in
Spain, and the AHIMA Leadership Symposium supported by AHIMA in her role as President of AHIMA
1 faculty member attended the AHIMA Revenue Cycle Train the Trainer Fall 2019
2 faculty members attended the CAHIIM Accreditation Process Conference 2020 HI and HIM Academic Programs

In summary, the Department has provided full financial support for faculty to attend AOE, AHIMA national meeting, CAHIIM Accreditation Conference, PHIMA state meeting, WPHIMA meetings and any other conferences, workshops, seminars where needed.

FACULTY DEVELOPMENT

Adjunct Faculty have participated in the following conferences, workshops etc. for the time period of 8/1 2019 - 7/31/2020 and include the following:

Conference: Intersystems IRIS Conference
Conference: Azure DataBricks Implementation
Conference:John Snow Labs Spark NLP for Data Scientists
VA Classes:
Sexual Harassment
Privacy and Security Awareness
Government Ethics
FISMA requirements

The Advisory Board Leadership Academy Fellowship
Racial Disparities and Health Equity HQIP
Premier Bundled Payment Clinical Cohort
AMGA CPX Winter 2021 Conference
DOH Hospital Data Reporting Webinar

Continuing Legal Education:
Protecting Assets While Qualifying for Medicaid 84257
Pro Bono Name Change Training Program
Doing Business Outside Your State: Foreign Qualification
COVID-19 Webinar: WV Courts moving forward: a conversation with the Supreme Court
COVID-19 Webinar 6 - Keep Calm and Avoid Coronavirus Scams

University of Pittsburgh School of Health and Rehabilitation Sciences, Health Information Management Program, Cancer ReQistrv ManaQement (Instructor)
Cancer and COVID-19: A Conversation with Otis Brawley, MD, Bloomberg Distinguished Professor of Oncology and Epidemiology at Johns Hopkins University
Survivorship Program Standard 4.8 Webinar ID: 844-266-739
Concurrent Abstracting Webinar ID: 362-205-107
Operative Standards for Cancer Surgery: Standards 5.3 – 5.8 Webinar ID: 639-304-355
Taking the Mystery Out of QI Projects Per Standard 7.3: A How-to Guide
Conduct METRIQ Training - UPMC Sosquehanna team
PA Association of Cancer Registrars (PACR)/ New York Cancer Registrars Association (NYCRA) Regional Conference
Astra Zeneca CLL Ibrutinib Project Training

Person responsible: Department Chair
Time frame: As needed

STUDENTS AND GRADUATES

Description:	The program will provide assurance that the educational needs of students are met and that graduates demonstrate at least the AHIMA entry-level curriculum competencies.
Measured target outcome:	1. The program pass rate of the RHIA exam is above the AHIMA national pass rate. 2. Ninety percent of employers rank the graduate with a score of 4 or 5 on the overall quality of the graduate on a 5 point scale with 5 being the highest and 1 being the lowest.
Steps to achieve:	1. Faculty and students are informed of AHIMA's required entry-level competencies. 2. Steps are taken (see goal 1) to ensure that our curriculum addresses all of the required AHIMA's entry-level competencies. 3. A Capstone Course, a required course in the curriculum provides mentoring and testing of student's entry-level competencies. This is completed prior to students registering for the national certification exam and in the final term prior to graduation. 4. Faculty continuously examine and acquire educational resources to complement their teaching and to ensure that the educational needs of students are met. 5. Faculty receive feedback on graduate responses to surveys and employer responses to surveys that ask about the satisfaction of the graduate in their current employment and that ask about the overall quality of the graduate from the employer.
Results/Analysis/Actions:	In response to target outcome 1: A. The program pass rate for the RHIA exam for our HIM graduates is 86 percent and is above the AHIMA national pass rate of 69 percent. The goal is met. Based on the responses from employers and clinical education supervisors the following are in response to target outcome 2: B. One hundred percent (5/5) of employers who responded to our survey rank the graduate with a score of 4 or 5 on the overall quality of the graduate on a 5 point scale. The goal is met. C. We also collected responses from our clinical education supervisors on 5 students who were able to do their clinical education on-site during the pandemic and 4 students received an excellent score and 1 student received very good regarding the question " How would you rate the overall performance of your student intern?" The overall average score for this question was 1.2 with 1 = excellent and 5 = poor. Goal is met
Person responsible:	Department Chair and Faculty
Time frame:	Monthly; Term by Term; Annually

ADVISORY COMMITTEE OR COMMUNITIES OF PRACTICE

Description:	The Advisory Committee Goal The Advisory Committee will assist program faculty and sponsoring educational institution personnel with the development and revision of program goals and curriculum, monitoring program needs and expectations, and ensuring program responsiveness to change. OR Communities of Practice Goal The program must indicate how it assesses and responds to the needs of its communities of practice, demonstrating how it translates those needs into an educated, competent workforce, and how the program inspires and supports its communities of practice.

ADVISORY COMMITTEE OR COMMUNITIES OF PRACTICE

Measured target outcome: The Department Chair and faculty will seek and receive Advisory member's advice, at least annually, regarding the Department's strategic direction, curriculum, and workforce issues.
Feedback from advisory members is shared with the faculty during faculty meetings and at least one curriculum/program change will be implemented based on advisory member recommendations.

Steps to achieve: 1. The Department Chair and the faculty identify members from our communities of interest to serve in an advisory role for the Department.
2. Alumni, employers of our graduates, C-suite individuals from new market segments, and others provide us with a rich list from which advisory members are selected.
3. Annually the Department Chair and faculty meet with the advisory members to seek their advice and insight regarding changes that are occurring in our industry and how these changes are/could impact health information management.
4. Feedback from advisory members is shared with all the faculty during faculty meetings and curriculum changes are pursued as needed.

Results/Analysis/Actions: This goal was met during the Fall Term of 2018.
1.   The Department Chair and faculty gained insight from advisory members regarding changes occurring within the health care industry so that the curriculum and our graduates continue to be relevant in the workplace.
2.   Some of the Advisory member's positions/roles include the following:

VP, Implementation Services and Corporate Policy for MRO Corporation
Technical Product Manager, Amazon Pharmacy, Amazon Care
Experienced Manager, Healthcare Transformation, Grant Thornton, LLP

3. The following enhancements and program improvements resulted from the feedback received from our advisory members:
Additional practicum sites were added to the 120+ sites available to our students and include:

go Shadow
E-Safe Health Technologies

Examples of student's projects conducted during Fall 2019/Spring 2020 that were made available or proposed by advisory members reflecting current topics and topics that are relevant to employer's needs include:

20-Hour Projects – Fall 2019

"Creating the Users' Guide for the Release of Information Database at the Southwestern Veterans' Center", Southwestern Veterans' Center, Christine Grice – Supervisor, Rebecca Boland

"Building a Database for Python Data Analysis", Pitt, Nickie Cappella – Supervisor, Joshua Carroll

"Should Informed Consent be Admissible or Precluded in Medical Malpractice Trials", Dickie McCamey, Rebecca Maziarz – Supervisor, Yanju Chen

"Online Course Creation", Pitt, Kim Peterson – Supervisor, Nicole Colucci

ADVISORY COMMITTEE OR COMMUNITIES OF PRACTICE

"Creating an EHR Progress Note Template for Infectious Diseases Physicians", UPMC, Kailey Hughes – Supervisor, Kelly Friday

"Goal Setting / Planning", AHN, Page Babbit – Supervisor, Matt Giovinco

"Development of Study Status Key Performance Indicator Dashboard", Pitt, Lee Bash – Supervisor, Nisha Gramopadhye

"SignNow Implementation", Select Medical, Lorraine Graybill – Supervisor, Jack Hagarman

"Omnicell Automation and Security", UPMC, Katherine Karabinos – Supervisor, Victoria Han

"Health Measures and Health Outcomes Across the Country", Pitt, Dilhari DeAlmeida – Supervisor, Annie Huang

"Automatizing Questionnaires in the Study of the Effects of Stress on DNA integrity", UPMC, Dana Bovbjerg & Jessica Manculich – Supervisor, Pradhita Kolluru

"Organization of Pulmonary Fibrosis Data", UPMC, Kathleen Lindell – Supervisor, Mamoor Noorien

"HIM Post Graduate Opportunities in Audiology", PaTTAN, Jennifer Craig – Supervisor, Katelyn McGuire

"Billing the Fountain of Youth", UPMC, Richard Gainor – Supervisor, Ryan O'Connor

"V Light Treatment Compliance for C. Diff Cases in Local Hospital in 2019", UPMC, Heather Dixon – Supervisor, Sruti Padmanabhan

"Ambulatory Detoxification at Western Psychiatric Hospital", UPMC, Karen Fielding – Supervisor, Julia Przybos

"Clinical Resource Scheduling Process Flow Review", UPMC, Bill Thomson – Supervisor, Robert Randig

"E-Safe Technologies", Pitt, Sue Paone & Barbara Steinour – Supervisor, Emily Stoner

"30 Day Follow Up on Giant Hernia Patients in Thoracic Surgery", UPMC, Laura Waugaman & Mary Ann Cook – Supervisor, Matthew Tarasovich

"Telehealth privacy and security self-assessment", Pitt, Val Watzlaf – Supervisor, Cassie Toolan

"Health and Wellness Documentation Program User Manual", Pitt, Leming Zhou – Supervisor, Sarah Ung

"US News & World Report Specialty Rankings", AHN, Page Babbit – Supervisor, Chyna Walker

"Overcoming Big System Obstacles: Deficiencies and Deviations in Documentation",

ADVISORY COMMITTEE OR COMMUNITIES OF PRACTICE

UPMC, Jamie Artman – Supervisor, Lauren Wood

"Jury Selection in Healthcare", Dickie McCamey, Rebecca Maziarz – Supervisor, Baylee Wright

"Examining Statistical Datasets for The HIM 1442: Application of Statistical Concepts in HIM course", Pitt, Val Watzlaf – Supervisor, Shijia Zhang

Capstone Projects - Spring 2020:

Senior Projects – 2020
1.   Improving Quality in the Cerebrovascular Program at AGH, AGH – Chris Hackett
By Yanju Chen

2-3.   Telemedicine Reporting at UPMC Children's Hospital, UPMC – Vanessa Swickline
By Katelyn McGuire & Nicole Colucci

4.   Key Performance Indicators for Early Intervention Outcomes, Teis – Elizabeth Rafferty
By Annie Huang

5.   Data Mining to improve DME sales, Match One Medical – Kerrie Peterson
By Ryan O'Connor

6.   Improving Efficiency of Outpatient Endoscopy Process for the Thoracic Surgery Services, UPMC Children's Hospital - Laura Waugaman
By Matt Tarasovich

7.   Comprehensive Anatomy and Physiology Online Course Testing, Pitt – Kim Peterson
By Matthew Giovinco

8.   Assisting with the Development of Statistical Skills in Future HIM Professionals, Pitt – Val Watzlaf
By Rebecca Boland

9.   Course Creation for Quality Management Lab, Pitt – Kim Peterson
By Sarah Ung

10.   Microbiology in the Acute Lung Injury Database Registry,
UPMC – Georgios Kitsios
By Shijia Zhang

11.   Ongoing EHR Use in Perioperative Medicine, UPMC – Jamie Artman
By Lauren Wood

12.   Pulmonary Fibrosis Data Analysis, UPMC – Kathleen Lindell
By Noorien Mamoor

13.   Telehealth Privacy and Security, Pitt – Val Watzlaf
By Chyna Walker

ADVISORY COMMITTEE OR COMMUNITIES OF PRACTICE

14. Impact of Self-Reported Preferences vs. EMR Diagnosis Codes on Study Matching in Pitt+Me, Pitt – Lee Bash
By Nisha Gramopadhye

15. Internet-Based Behavioral Lifestyle Intervention for People with Disabilities, Pitt – Theresa Crytzer
By Cassie Toolan

16. Restructuring an Existing Clinical Research Database, Pitt - Diana Lynn Pakstis
By Kelly Friday

17. Course Creation for A&P, Pitt – Kim Peterson
By Julia Przboys

18. From the classroom to the workplace; what I've learned being a data analyst for GoShadow, GoShadow – Hannah Hamlin
By Victoria Han

19. ACS NSQIP, AHN – Page Babbit
By Pradhita Kolluru

20. Redwine, Pitt - Leming Zhou
By Robert Randig

21. Telehealth Privacy and Security Assessment, Pitt – Val Watzlaf
By Emily Stoner

22. Building a database for concussion research and Analyzing Heart Rate data, Pitt - Aaron Sinnott
By Baylee Wright

23. Breast Cancer Recurrence Rates, Pitt – Val Watzlaf
By Jack Hagarman

24. Centralization of Registry Abstraction, AHN – Page Babbit
By Sruti Padmanabhan

25. Using Python to Analyze and Predict Workflow Efficiency and Problem Areas, Pitt – Nickie Cappella
By Josh Carroll

Person responsible:	Department Chair and Faculty
Time frame:	Annually; Weekly faculty meetings as needed

Review

Certification

Seven program graduates took the exam and six passed.

Curriculum

The curriculum appears to cover all knowledge areas. The sequencing is logical, with foundation courses preceding higher level and special-skill courses.
63 Credit Hours and 480 Practicum Hours are needed to successfully complete the program. The program exceeds the minimum Professional Practice Experience 40 contact hour requirement.

Students have opportunities to interact with and gain exposure to a variety of health care professionals.

Enrollment

The program had 100 % of enrollments accepted and 100 % of those accepted, enrolled.
The program has an enrollment of 47 full and part-time students.
Attrition rate is 4% of total enrollments which commendable.
Of 25 students who graduated, 16 found employment within one year,15 within the healthcare industry. Seven graduates are pursuing further education.
Program Outreach
Graduates: 25   graduates were contacted and seven responded.
Community
The Advisory Committee, employers, industry professionals, practicum site supervisors provide program feedback.

Faculty

Additional adjunct faculty have been added.
The program appears to have sufficient faculty support.
The program director receives release time for program management and other leadership responsibilities.

Goals

Measured Targeted Outcomes (MTO), Steps, and other items for each of the four goals are well-thought-out and support the main purpose of each goal.

Curriculum Goal: Accepted
Faculty Goal: Accepted
Students & Graduate Goal: Accepted
Advisory and/or Community of Practice Goal: Accepted

Program Profile

Profile information provided is appropriate.
The program reports Substantive Change: The program director, Valerie Watzlaf will retire at the end of December 2021.