



CAHOM®

Annual Report

2024

COMPANY PROFILE



Commission on Accreditation for Health Informatics and
Information Management Education

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

TABLE OF CONTENTS

The Year’s Overview – Letter From The Board Chair	1
CAHIIM’S Strategic Plan	2
The Company.....	3
Letter from the CEO.....	4
CAHIIM’s Inclusive Leadership Plan	5
Council Connection	7
Council Connection – HIAC members.....	8
Council Connection	9
Council Connection – HIMAC members	10
HIM Future Education Model	11
Demonstration Programs.....	14
Preparing Students for the Future of Healthcare	15
Health Science Accreditation.....	16
Health Informatics and Information Management Research Workgroup.....	17
Stacking Academic Certificate	18
CAHIIM Faculty Fellowship Program.....	19
Value of Student Recognition	20
Summit on Higher Education.....	21
AHA American Hospital Association.....	22
Future Education Model (FEM) Training.....	23
Student & Faculty Workshops	24
2024 – A Year at a Glance	25
2024 – A Year at a Glance	26
AMIA American Medical Informatics Association	27
Academic Forum Update.....	27
CHIME College of Health Information Management Executives	29
NCRA National Cancer Registrars Association.....	30

Credentials As You Go.....	31
HCG Haugen Consulting Group.....	32
HIMSS Healthcare Information and Management Systems Society.....	33
HL7® Health Level Seven® International.....	34
IFHIMA International Federation of Health Information Management Associations.....	35
IMIA International Medical Informatics Association	36
Annual Program Assessment Report (APAR).....	37
Graduate Demographic Data	38
Financial Report.....	39
Accredited Programs	40
2024 Board of Directors	41
2024 Board of Directors	42
CAHIIM Staff	43

THE YEAR'S OVERVIEW – LETTER FROM THE BOARD CHAIR



PHILIP J. KROTH, MD, MSc

2024 Board Chair, CAHIIM

CAHIIM staff along with a remarkable team of expert volunteers are pushing traditional boundaries of where accreditation plays an important role while building on CAHIIM's core strengths of accreditation in the health informatics and health information management domains. All this is done in support of CAHIIM's mission to support educational excellence and workforce development.

Twenty-twenty-four was a busy and productive year for CAHIIM. This year marked the second year of implementation of CAHIIM's strategic plan that is designed to best position CAHIIM for a future of innovation in the rapidly changing educational space. I am pleased to report that CAHIIM is exploring many new opportunities where CAHIIM can leverage its considerable expertise to support the quality of new innovative educational models and related businesses. One example of how CAHIIM is expanding its reach is with the new accreditation programs for Associate and Bachelor's degrees in Health Science. Another example is CAHIIM's expanding list of accredited certificate programs that include topics such as Clinical Documentation Improvement, Health Insurance Customer Service, and Leadership in Healthcare Administration. Many more new and exciting projects are in development that will continue to build on CAHIIM's strengths and unique expertise well into the future.

On a personal note, the end of 2024 also marks the end of my year as Chair of CAHIIM's Board of Directors. Although this year has been busy and challenging at times, I am extremely grateful and appreciate the valuable opportunity I had to serve as chair. Most of all, it has been my honor to serve and be associated with such a fine group of people. None of this year's accomplishments would be at all possible without the unwavering support from CAHIIM staff and our incredible group of expert volunteers and faculty. I am confident the future is bright for CAHIIM and the programs it serves!

CAHIIM'S STRATEGIC PLAN

The strategic plan, developed by the CAHIIM Board of Directors, reflects our unwavering commitment to innovation, quality, and evidence-based outcomes. It embodies the organization's aspirations and underscores the positive impact CAHIIM strives to achieve within the profession.

With steadfast dedication, CAHIIM continues to align its resources, talent, and efforts to advance the key initiatives outlined in the plan, ensuring meaningful progress and sustainable growth for the organization and its stakeholders.



THE COMPANY

POSITIONING CAHIIM FOR THE FUTURE

Educational institutions today face the challenge of managing limited budgets, meeting diverse student needs, and keeping pace with evolving employer demands. Meanwhile, advances in technology are reshaping mindsets, disciplines, and strategies throughout the healthcare sector. CAHIIM's mission is at the heart of this educational and healthcare transformation. To uphold our commitment to the public and enhance our impact, CAHIIM is adopting new approaches to strengthen quality standards and practices. Our goal is to be a global leader in advancing quality education, and we actively engage with stakeholders to foster shared success. Driven by emerging opportunities and aligned with our core values, we operate as an agile, efficient, and innovative organization, fully dedicated to achieving our mission.



MISSION

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

VISION

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

CORE VALUES

- Commitment
- Innovation
- Integrity
- Respect

LETTER FROM THE CEO



ANGELA KENNEDY, EDD, MBA, RHIA

CEO, CAHIIM

I am pleased to present our 2024 annual report, which underscores our unwavering commitment to advancing quality higher education as a pivotal component of workforce development. As a nonprofit accreditor, our mission to provide innovative leadership is paramount, driving enhanced workforce competence through educational excellence.

Mission and Vision

Our mission is clear: to lead with innovation in ensuring educational excellence that directly contributes to workforce competence. This vision reflects our dedication to shaping an educational landscape that is responsive to the needs of both students and employers, ensuring graduates from CAHIIM accredited programs are well-prepared to meet the challenges of a dynamic workforce.

Core Values

Guided by our core values- commitment, innovation, integrity, and respect—we prioritize serving higher education and faculty. This commitment is demonstrated through our collaborative efforts with business partners, which are crucial in advancing higher education and workforce readiness. We

place great value on these partnerships, recognizing that our collective work is essential to nurturing a skilled and competent workforce for the future.

Commendations and Achievements

We extend our commendation to our demonstration programs, whose dedication to advancing curriculum and fostering innovation in higher education has been exemplary. These programs have set a benchmark for excellence, showcasing the transformative power of education in serving public interests. By supporting students and employers, they play a critical role in strengthening the educational foundation upon which the workforce relies.

Impact on Healthcare and Beyond

We are particularly proud of the impact that qualified and competent graduates have in improving the healthcare industry. Their contributions are invaluable, not only to their respective fields but also to the communities they serve. As we continue to support their development, we reaffirm our commitment to ensuring that our educational programs are aligned with industry needs and societal expectations.

Looking Ahead

As we look to the future, we remain steadfast in our commitment to leading with integrity and respect. Our ongoing efforts to advance program quality and outcomes, enhance educational offerings and support faculty development are central to our mission. We are dedicated to fostering an environment where innovation thrives, ultimately benefiting the students and the industries they will enter.

Thank you for your continued dedication and support in our mission. Together, we will continue to lead with innovation and excellence, ensuring that our impact on higher education and workforce development is both profound and lasting.

CAHIIM'S INCLUSIVE LEADERSHIP PLAN

CAHIIM and those who are an extension of our organization, from the board, council, peer reviewers and education programs, serve many audiences of different identities, backgrounds, and perspectives. Creating an environment where everyone feels valued, respected, and empowered fosters innovation and enhances decision-making is a component of CAHIIM's Inclusive Leadership Plan.

The Council for Higher Education Accreditation (CHEA), CAHIIM's accreditor, requires CAHIIM to demonstrate a commitment to inclusion leadership and ensure ethical practices. The CAHIIM Inclusive Leadership Plan focused on these three overarching goals:

1. Promote values of inclusivity and equity for all.
2. Promote inclusive worldviews of HI and HIM Educational Leadership.
3. Create a culturally safe environment that respects the diverse contribution and recognizes the identity of others.

To demonstrate our commitment to equity and inclusion, CAHIIM has enhanced its accreditation standards to promote the application of strategies that improve and optimize teaching and learning for all people. CAHIIM initiated inclusive leadership and cultural humility training for peer reviewers, the CAHIIM board and council members. The HIM Future Education Module workshops included Universal Design for Learning principles.

We continue our work on the new CAHIIM website, incorporating accessibility principles. This year, we also expanded our partnerships and built authentic relationships with diverse groups, including industry partners, students, professionals and educators.

Implementing the Inclusive Leadership Plans fosters an environment where diverse abilities and perspectives are valued and respected, creating a pathway for fostering collaboration and leveraging a variety of viewpoints in problem-solving and decision-making.

INCLUSIVE LEADERSHIP PLAN

DIVERSITY • EQUITY • CULTURAL HUMILITY



ESTABLISH A CULTURALLY SAFE ENVIRONMENT THAT RESPECTS THE DIVERSE CONTRIBUTIONS AND RECOGNIZES THE IDENTITY OF OTHERS

- Respect the differences in values and beliefs of individuals, communities, institutions, or the State.
- Ensure the organization has a structure to support equity and inclusion.
- Evaluate CAHIIM's systems and resources and create an ongoing review plan.



PROMOTE VALUES OF INCLUSIVITY AND EQUITY

- Leverage partnerships and build authentic relationships with diverse groups, including students, professionals and educators.
- Establish a diverse Board, working groups, and workforce to explore cross-cultural situations and inform inclusive decision-making.



PROMOTE INCLUSIVE WORLDVIEWS OF HEALTH INFORMATICS AND HEALTH INFORMATION MANAGEMENT EDUCATIONAL LEADERSHIP

- Emphasize inclusion principles with academic programs.
- Support education programs in establishing and creating opportunities for underrepresented student populations.
- Support a curriculum encouraging students to adapt to an inclusive and global work environment.

CAHIIM®

COUNCIL CONNECTION

HIAC | THE HEALTH INFORMATICS ACCREDITATION COUNCIL



Velma Payne, PhD, MBA, MS

2024 HIAC Chair



**Jane Carrington, PhD, RN,
FAAN, FAMIA**

2024 HIAC Board Liaison

HIAC membership changes in 2024 included a change in the HIAC Chair from Dr. Josette Jones to Dr. Velma Payne and a change in the board liaison from Dr. Sue Boren to Dr. Jane Carrington.

The Health Informatics Accreditation Council (HIAC) reviewed, recommended, and presented to the CAHIIM Board three (3) programs for an initial accreditation award.

The council recommended to the CAHIIM board an editorial change and addition of focus questions to the Masters accreditation 'Standard 7: Program Leadership' to clarify program director qualifications. The council also reviewed the Annual Program Assessment Report (APAR) data elements recommending data points to best measure program improvement.

The council reviewed, amended, and presented to the CAHIIM board a definition for Health Informatics developed by a CAHIIM Task Force which expands the definition to include applications and domains essential to health informatics.

To enhance program reviews, the council reviewed several resources on pertinent trends in education including use artificial intelligence; CHLOE report detailing strategy shifts and aspects of sustaining the demand for online education; and alternative forms of credit acquisition including micro-credentialing, course bundling, structured internships, etc.

COUNCIL CONNECTION – HIAC MEMBERS



DILHARI DEALMEIDA
PhD, RHIA



PRERNA DUA
PhD



MOHAMMAD FAYSEL
PhD, FAMIA



JOSETTE JONES
RN, PhD, FAMIA



LAVERNE MANOS
DNP, RN-BC, FAMIA



ROBERT MARSHALL
MD, MPH, MISM,
FAAFP, FAMIA

COUNCIL CONNECTION

HIMAC | HEALTH INFORMATION MANAGEMENT ACCREDITATION COUNCIL



Beverly Marquez, MS, RHIA

2024 HIMAC Chair



**Susan Carey, MHI, RHIT,
FAHIMA**

2024 HIMAC Board Liaison

The Health Information Management Accreditation Council (HIMAC) spent 2024 getting ready for the CAHIIM Future Education Model. The HIMAC members received various trainings to ensure that they are ready to evaluate and recommend accreditation for the programs using the 2026 CAHIIM Accreditation Standards and the new Competence Assessment Statements and Performance Indicators. HIMAC will continue to go through trainings for inter-reliability as they evaluate programs and present their findings for accreditation in 2025 and beyond. Ensuring consistency with program evaluation and recommendations will continue to enhance program quality for all CAHIIM Accredited Programs.

HIMAC members evaluated, recommended and presented three (3) programs for initial accreditation this year. HIMAC also worked on creating content for the CAHIIM New Program Director Workshop that will launch in 2025. The members reflected on the content that would have been beneficial for new program directors, such as hiring and assigning faculty workload and finding necessary resources at the institution.

COUNCIL CONNECTION – HIMAC MEMBERS



Lisa DesNoyers
M.P.H., RHIA



Valerie Dobson
RHIA, CCS



Susan H. Fenton
PhD, MBA, BS, RHIA,
CPHI, FAHIMA



Robert Garrie
MPA, RHIA



Ellen Karl
MBA, RHIA, CHDA,
FAHIMA



Karen M. Lankisch
PhD, RHIA, CPC,
CPPM, CEHRS, CHDA



Lisa Morton
PhD, MLIS, RHIA



Elaina Nichols
MS, RHIA



Lesley Plemons
MS, RHIA



Renae Spohn
PhD, MBA, RHIA, CPHI, CPHQ,
FAHIMA, FNAHQ



Aerian Tatum
DBA, MS, RHIA, CCS, CPHIMS

HIM FUTURE EDUCATION MODEL

This year was an exciting time for Health Information Management programs as CAHIIM introduced a new model of education that aligns with the 2026 HIM accreditation standards. The Future Education Model (FEM) emphasizes a learner-centric approach by integrating authentic experiential learning, reflective practice and formative and summative assessments into the accreditation standards to ensure competence and to increase employment options upon student graduation.

Forty-one (41) HIM associates, bachelor's and graduate programs were selected as demonstration programs- early adaptors of the new education model.

CAHIIM recognized that many programs have been working from a competence-based framework with greater emphasis on authentic learning activities or real-world experiences. However, the FEM places greater emphasis on authentic learning experiences and allowing a student agency by promoting learning through multiple means of actions and expression.

In the FEM, programs must include a variety of approaches necessary to determine if students are working towards or have met the required competence for future practice. This includes • Assessing the students' competence through authentic or real-world activities and experiences gained in the program • Requiring supervised experiential learning and competence assessment throughout the program • Incorporating the expectation that students will be prepared for and receive both formative and summative feedback, and • Removing the defined number of hours for professional practice experience.

Programs will also track student competence, in addition to grades, through the completion of summative assessments. The reverse curriculum development design aligns with Miller's Pyramid and ensures students can "do it" rather than "know it."

MILLER'S PYRAMID

The CAHIIM FEM 2026 Accreditation Standards shift from Bloom's Revised Taxonomy to Miller's Pyramid, a model used for classifying learning outcomes or measuring student competence and higher-order aspects of HIM practice across the curriculum rather than placing an over-emphasis on knowledge, passing a course or time spent in professional practice experience (PPE).

George Miller (1990) emphasized that competence should be demonstrated at the highest pyramid level 'does.' Most of the commonly used traditional assessments (e.g. essays, multiple choice exams) assess what the student knows or knows how rather than what the student can do. Integrating real-life practice or work-based opportunities allows students to practice and demonstrate what they can do in a real-world situation to demonstrate competence to future employers. The demonstration programs have validated the Miller's Pyramid level assigned to each competency statement and performance indicator and continue to share examples and experiences during the CAHIIM FEM Series and the CAHIIM Summit on Higher Education.



SUPERVISED EXPERIENTIAL LEARNING

Supervised experiential learning shifts pedagogical approaches from passing an exam to preparing students for future practice in a world that expects graduates to be autonomous professionals. Under the 2026 accreditation standards, Professional Practice Experience (PPE) expands to include authentic project work and real-world activities integrated into the program and supervised by faculty, adjunct and external professionals. Through supervised experiential learning, future professionals are taught to stop, self-observe what transpired in each situation and consider what they learned and do differently next time. Reflective practice can be incorporated into coursework and supervised experiential learning by providing students with guided self-reflection questions.

FEM TRAINING

CAHIIM recognized that program success depends highly on training about changes to accreditation standards, critical concepts of competency-based education, and various related learning theories. To advance higher education by promoting academic quality and continuous improvement, CAHIIM facilitated a series of virtual FEM workshops training over 560 program directors and educators and held monthly FEM series webinars with an average attendance of 200+ participants.

FEM Workshop Survey Result Highlights

Top five workshop topics found most helpful

1. Miller's Pyramid
2. Curriculum mapping by performance indicators
3. Demonstration of assessment types
4. Supervised experiential learning
5. Group activity: developing a learning activity

78% (n=112) participants request the CAHIIM offer more training

Anticipate challenges with transitioning to the 2026 HIM accreditation standards	%	N
Available resources to create competence-based assessments and learning activities tools.	39%	55
Available resources to incorporate supervised experiential learning opportunities, virtual or in classroom experiences.	38%	53
Expertise in creating formative and summative assessments.	39%	55
Training faculty on the FEM model and assessments.	37%	53
Training practice supervisors on the FEM model and assessments	30%	42
Tracking competence assessment statements	53%	75
Creating curriculum and experiential learning opportunities focused on the new performance indicators/competence statements	46%	65

The demonstration programs travelled across the United States to meet in person for a two-day workshop to explore the FEM core principles, program goals and objectives and the new Accreditation Standards. Through hands-on experience, the programs shared ideas and constructed new learning activities and assessment tools aligned with the Accreditation Standards.

Starting in 2025, demonstration programs will engage in a participatory evaluation of the FEM and continue to work collaboratively to build and modify learning activities and competence-based assessments and plan for supervised experiential learning.

CAHIIM will also invite additional programs to participate as demonstration programs and leaders in the FEM. Training will also continue with regular town halls to share information from the demonstration programs and share ideas and resources.

DEMONSTRATION PROGRAMS



JOSEPH C. BROWN, DHA, CHDA

Demonstration Program

I represent Davenport University's Master of Science in Health Informatics and Information Management: www.davenport.edu/mshiim participation in the CAHIIM's Future Education Model demonstration project (cohort 1). There have been multiple benefits to being part of the program, and this writing will focus on four.

1. This gives us the opportunity to truly "open the hood" on our classes to ensure they are organized/neat.
2. The demonstration project allows us to stay ahead of our competitors while preparing our students for the future.
3. Networking with other like-minded academic professionals has been priceless.
4. Finally, we're not just reacting to instructions from CAHIIM; we're also providing input on how to update the requirements based on our expertise.

I'm hoping this is something CAHIIM can continue to do as the industry has significant refreshes.



DR. SANDRA BRIGHTWELL, RHIA, FAHIMA

Demonstration Program

As a member of the CAHIIM Standards Revision Work Group and the CAHIIM Competency Review Group, I have had the distinct pleasure of collaboration with various stakeholders during the development phase of the 2026 CAHIIM Standards, Competencies and Performance Indicators that guide the Future Education Model of accredited Health Information in formal Higher Education programs.

Additionally, leading a CAHIIM accredited associates degree program in Health Information Management demonstration program efforts has provided a necessary opportunity to rejuvenate the health information curriculum, enrich partnerships with HIM practitioners, and help pave the way for educators from accredited HIM programs to create and deliver top notch HIM education within their accredited programs.

PREPARING STUDENTS FOR THE FUTURE OF HEALTHCARE



KEITH OLENIK, M.A., R.H.I.A., C.H.P.

Olenik Consulting Group, LLC

The healthcare industry is rapidly evolving, with artificial intelligence (AI) playing an increasingly important role. To ensure that the healthcare workforce is prepared for this new era, higher education must play a key role in providing students with the necessary competencies.

The Health Information Innovators Alliance (HIIA) has outlined key competencies for AI governance specialists, including technical expertise, regulatory and compliance knowledge, risk management skills, data governance expertise, analytical and problem-solving skills, communication and interpersonal skills, strategic thinking and leadership, continuous learning and adaptability, ethical judgment and integrity, and project management skills.

By incorporating these competencies into the curriculum, CAHIIM-accredited programs can ensure that graduates are well-equipped to support the healthcare industry in the age of AI. This can be achieved through specialized courses, workshops, and hands-on training focused on AI technologies, data governance, and ethical considerations.

In addition to technical skills, it is essential for graduates to possess strong communication and interpersonal skills. They must be able to effectively engage with various stakeholders, including senior management, regulatory bodies, and patients, and explain complex AI concepts in a clear and understandable manner.

Furthermore, fostering a mindset of continuous learning and adaptability is crucial. The field of AI is constantly evolving, and graduates need to stay updated with the latest advancements and best practices. By developing these competencies, CAHIIM-accredited programs can empower future healthcare professionals to navigate the complexities of AI governance and contribute to the ethical and responsible use of AI in healthcare.

This article is based on the reference document, which provides detailed information on the key competencies required for AI governance specialists. It emphasizes the importance of incorporating these competencies into higher education curricula to ensure that graduates are well-prepared for the challenges and opportunities of the evolving healthcare landscape.

HEALTH SCIENCE ACCREDITATION



KIM THEODOS, JD, MS, RHIA.

Health Science Accreditation Council (HSAC) Chair

After successfully launching Health Science accreditation for baccalaureate degree programs, CAHIIM received numerous inquiries for similar accreditation opportunities for associate degree Health Science programs. In response to that demand, the Health Science Accreditation Council was charged with developing accreditation standards, curricular competencies, and performance indicators for associate degree programs. The Council began by establishing a timeline, reviewing foundational standards for program success, and aligning these with best practices to ensure quality outcomes.

To ensure students are well-prepared for the workforce, the Council identified key curricular competencies essential for graduates stepping into professional roles or pursuing advanced education. These competencies are designed to equip students with the skills needed to succeed in the rapidly evolving healthcare field. Performance indicators were also established, helping programs gauge student achievement and readiness for real-world applications as they progress throughout their education.

In a commitment to transparency and industry alignment, the Council provided the standards, competencies, and performance indicators for public feedback during two separate open comment periods. Each comment received was carefully reviewed by the Council and many constructive suggestions were incorporated into the final documents. Additionally, a public, virtual, open hearing session was held and allowed for real-time engagement with stakeholders, giving participants a platform to express insights and ask questions. This interactive approach underscores CAHIIM's dedication to collaboration and responsiveness. Feedback from this session was reviewed by the committee for further consideration as work on the standards and curricular components advanced.

Following a comprehensive competency validation study, the Council finalized Health Science associate degree standards, curricular competencies and performance indicators. The Council will present these documents to the CAHIIM Board for official approval. Pending the Board's vote, CAHIIM will begin accepting applications for associate-level Health Sciences accreditation in 2025. This landmark initiative demonstrates the Council and the CAHIIM Board's commitment to supporting educational excellence and expanding opportunities for programs and students in the health science field.

Council members include **Pam Borsum**, MBA, MT(ASCP), RHIA, RMA, **Wendy Cheesman**, DPT, MPH, ATC, **Toni Clayton**, PhD, MBA, **Carla Dirkschneider**, MS, RHIA, **Anita C. Hazelwood**, EdD, RHIA, FAHIMA, and **Teresa T. Neal**, MHA, RHIA.

HEALTH INFORMATICS AND INFORMATION MANAGEMENT RESEARCH WORKGROUP



SUSAN H. FENTON, PhD, MBA, BS, RHIA, CPHI, FAHIMA

HIIM Research Workgroup Chair

The CAHIIM Health Informatics and Information Management Workforce Workgroup continues to collaborate on addressing health informatics and information management workforce questions. The members include Susan Fenton, Melanie Brodnik, Debra Hamada, Karima Lalani, David Marc, Velma Payne, and Rebecca Reynolds.

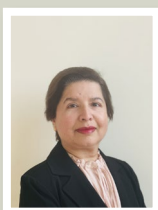
WORKGROUP MEMBERS



**MELANIE
BRODNIK**
PhD, RHIA,
FAHIMA



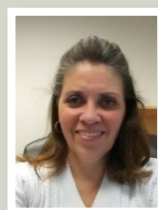
**DEBRA
HAMADA**
EdD, MS, RHIA



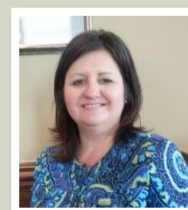
**KARIMA
LALANI**
PhD, MBA,
RHIA



DAVID MARC
PhD, CHDA



VELMA PAYNE
PhD, MBA, MS



**REBECCA B.
REYNOLDS**
EdD, RHIA

This year, they responded to a JMIR Medical Education special call for manuscripts related to informatics training for clinical professionals. They submitted a Viewpoint paper that is still under review. In November 2024 two additional workforce surveys were released, one directed to health information management associate degree programs and the other focused on master's in health informatics programs. It is hoped that the efforts of this workgroup will spur new discussions regarding the competencies and career prospects for health informatics and information management professionals.

STACKING ACADEMIC CERTIFICATE

CAHIIM has developed a toolkit to help programs integrate stackable credentials, addressing the growing demand for flexible, workforce-aligned education. Stackable credentials act as building blocks within degree programs, enabling learners to achieve short-term goals while progressing toward broader academic and career objectives. These credentials, aligned with industry standards, offer immediate labor market value, enhancing employability and opportunities for higher wages.



Programs incorporating stackable credentials create “off-ramps” for employment and “on-ramps” for further education, allowing students to reenter academic pathways as their goals evolve (Wilson, 2016). This model builds on proven strategies, such as dual or early college credit programs, which have long allowed students to efficiently earn credits. Today, stackable education addresses increasing demand for specialized certifications and industry-recognized badges (Carnevale, 2012; Pallasch, 2020).

CAHIIM’s toolkit provides standardized definitions, best practices, and strategies for designing portable, industry-informed education models. By embedding stackable credentials, programs can maximize learners’ skill development, time, and financial investments while meeting workforce and legislative demands. These tools empower CAHIIM-accredited programs to equip learners with the skills and qualifications needed to thrive in a competitive job market, ensuring education remains relevant, adaptable, and accessible.

Workgroup Members

Beverly Marquez, MS, RHIA

Corinne Jarvis, MEd, RHIA, CHDA

Annette Baker, MS, RHIA

Hertencia Bowe, EdD, MSA, RHIA, FAHIMA

Sandra Brightwell, EdD, RHIA, FAHIMA

Karen Motley, MBA, RHIA

Joan Wilder, MSHI, RHIA, CPC – AHIMA Approved ICD-10-CM Trainer

Lydia Danton, MSHIIM, RHIA, CHDA

CAHIIM FACULTY FELLOWSHIP PROGRAM

CAHIIM congratulates Beverly Marquez, MS, RHIA, for being the first recipient of CAHIIM's Faculty Fellowship. As a CAHIIM Faculty Fellowship recipient, Beverly is recognized for her extensive involvement in the accreditation process and her commitment to shaping the future of Health Information Management (HIM) education. An educator for over a decade, Beverly has served as a CAHIIM peer reviewer and Health Information Management Accreditation Council member, currently serving as its Chair. Beyond CAHIIM, Beverly is deeply committed to the HIM community, serving as Advocacy Director for MoHIMA and engaging in national efforts such as AHIMA Hill Day. In April 2019, Beverly received the student-nominated MoHIMA Outstanding Health Information Management Educator of the Year award, which honors educators who demonstrate excellence in preparing the next generation of HIM professionals.

Currently serving as Health Science Director at State Fair Community College and pursuing a doctoral degree in Educational Leadership, Beverly's passion for both education and advocacy continues to drive her work in elevating the HIM profession.



Beverly Marquez, MS, RHIA

CAHIIM Fellow

The CAHIIM Faculty Fellowship Program offers professional recognition for faculty members dedicated to advancing the HIM and Health Informatics (HI) fields. Fellows are acknowledged for their substantial contributions to workforce development and educational excellence, particularly through their involvement in the CAHIIM Accreditation Process. The fellowship highlights faculty who has demonstrated leadership in enhancing educational standards, serving as volunteers in various CAHIIM roles, and engaging in community-based HIM/HI initiatives. By becoming a Fellow, recipients increase their visibility within the HIM/HI community and strengthen their influence on accreditation and educational practices. Additionally, the fellowship underscores the importance of quality education and accreditation in the healthcare industry, as Fellows share their expertise and foster collaboration in shaping the future of HIM/HI education.

VALUE OF STUDENT RECOGNITION

The CAHIIM Student Verification Program offers a valuable tool for recent graduates entering the workforce, enabling them to distinguish themselves in a competitive job market. Through this program, graduates from CAHIIM-accredited programs can verify to prospective employers that their educational experience meets rigorous industry standards. This verification assures employers that these graduates possess competencies aligned with current professional requirements in Health Informatics and Health Information Management.

The CAHIIM Student Verification Program enables graduates from CAHIIM-accredited programs to demonstrate their industry-aligned competencies, providing employers confidence in their readiness to meet healthcare's evolving demands.



CAHIIM accreditation signifies that a program has undergone a comprehensive evaluation process, assessing elements such as curriculum quality, instructional resources, and adherence to industry standards. Graduating from a CAHIIM-accredited program indicates that a student has received a quality education, tailored to meet the demands of today's healthcare landscape, and has been trained in essential skills needed to thrive in the field. By participating in the Student Verification Program, graduates receive an official acknowledgment of this high standard, which they can share directly with potential employers.

Employers benefit from the CAHIIM Student Verification Program by gaining confidence in the skillset and readiness of the graduates they hire. In healthcare, where data integrity, patient privacy, and quality information management are critical, hiring professionals from CAHIIM-accredited programs supports organizational goals for competency, compliance, and innovation. The program also encourages graduates to demonstrate a commitment to professional growth and accountability.

As the healthcare industry continues to evolve, CAHIIM's Student Verification Program helps bridge the gap between academia and the workforce. It reassures employers that graduates from CAHIIM-accredited programs are prepared to meet the challenges of a rapidly advancing field, supporting a smoother transition from education to employment and enhancing overall quality standards within healthcare organizations.

SUMMIT ON HIGHER EDUCATION

The CAHIIM Summit on Higher Education has evolved significantly since its inception, underscoring its importance as a premier event for academic leaders, faculty, and industry partners within the fields of Health Information and Data Science. Initially launched as a focused, two-hour session, the Summit has expanded into a robust, multi-track conference spanning three days and attracting a growing audience each year. This transformation reflects CAHIIM's commitment to addressing the expanding needs of the healthcare data and analysis education community and supporting institutions in navigating the rapid changes within this dynamic field.

Each year, the Summit presents a unique platform that aids in advancing academic careers, particularly in the areas of tenure and promotion. The event's presentations and collaborative discussions support faculty in demonstrating their engagement with current trends and innovations in the discipline. This aligns directly with tenure and promotion criteria at many institutions, where faculty are encouraged to integrate cutting-edge developments and industry-aligned competencies into their teaching and research.

The CAHIIM Summit also stands out for its provision of innovative reports and actionable insights. With a focus on supporting curriculum alignment, competency-based education, and program accreditation, the Summit provides attendees with access to exclusive data and analyses that directly inform academic decision-making. Real-time updates from CAHIIM's partners further enrich the experience, allowing attendees to stay abreast of regulatory changes, emerging technologies, and evolving standards that impact education.

As the Summit continues to grow, it cements its value as an essential resource for institutions, empowering faculty, advancing education standards, and strengthening connections across the higher education ecosystem.



AHA | AMERICAN HOSPITAL ASSOCIATION

The American Hospital Association and AHA Coding Clinic are proud to support CAHIIM and



its Summit on Higher Education, where we have showcased our flagship resource, the ICD-10-CM/PCS Coding Handbook. As the most widely used resource for training both hospital and physician office coding professionals, the Handbook provides a logical and thorough approach to coding instruction, complete with practical exercises and case studies. Our partnership with CAHIIM reinforces our commitment to supporting health information management education and the accurate, effective use of coding standards in the field.

The AHA Central Office, which publishes the advice provided by the Coding Clinic, serves as the U.S. clearinghouse for issues related to the use of ICD-10-CM/PCS per a Memorandum of Understanding between the AHA and the Centers for Disease Control and Prevention. The AHA Coding Clinic, the industry standard publication for over 30 years, continues to support the field and fill in gaps on code selection by offering practical examples of frequently asked questions from the AHA Central Office's clearinghouse service and real-life applications of classification rules and guidelines. The AHA Central Office is committed to providing educational products and the latest official coding information to coding professionals, educators, students, auditors, third-party payers, government agencies and consultants who are dedicated to improving the accuracy and uniformity of medical coding. AHA Coding Clinic is the official source of coding information.

We look forward to continuing to collaborate with CAHIIM in the future.



FUTURE EDUCATION MODEL (FEM) TRAINING

In 2024, Health Information Management (HIM) programs continued to receive monthly specialized training to aid in their transition to the Future Education Model, equipping them with updated strategies and tools for long-term success in an evolving field.

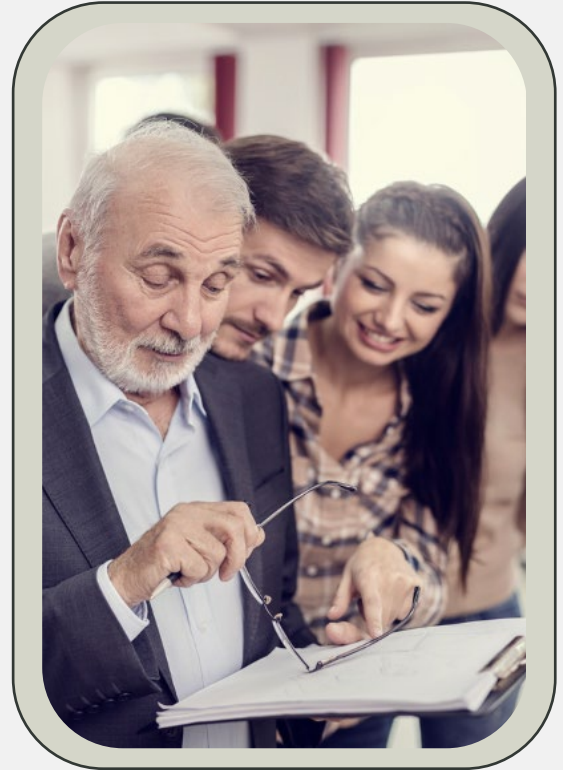
FEBRUARY	FEM Series Episode 3: Miller’s Pyramid & Authentic Learning Activities
MARCH	FEM Series Episode 4: Experiential Learning
APRIL	FEM Series Episode 5: Tracking Competence and Creating Assessments
MAY	FEM Series Episode 6: Performance Indicators
JUNE	FEM Series Episode 7: 2026 Reporting Compliance
JULY	FEM Series Episode 8: Performance Indicators and Learning Activity Strategies
AUGUST	FEM Series Episode 9: Demonstration Program Directors Panel Discussion Competency Based Education Training Sessions 1, 2 & 3
SEPTEMBER	FEM Series Episode 10: Review of Sample Assignments and Templates Competency Based Education Training Sessions 4, 5, & 6
OCTOBER	FEM Series Episode 11: Standard 23 - Experiential Learning and Assessment Competency Based Education Training Sessions 7, 8, & 9
NOVEMBER	FEM Series Episode 12: Experiential Learning Panel
DECEMBER	FEM Series Episode 13: FEM Episode - 2024 Wrap Up

STUDENT & FACULTY WORKSHOPS

EMPOWERING STUDENT SUCCESS THROUGH TEST-TAKING STRATEGIES

In alignment with its commitment to supporting student achievement, CAHIIM hosted a free webinar in April, designed to enhance test-taking skills and confidence. This interactive session invited students to gain insights into the structure and design of multiple-choice exams. Participants learned strategies for analyzing questions, identifying distractors, and selecting the correct answers—valuable techniques for improving performance on assessments.

Led by Leanne Worsfold, MEd, an expert in assessment development and competency-based education, the webinar also highlighted common challenges students face during test preparation and provided practical advice for overcoming them. The response to this initiative was overwhelming, with over 925 students registering for the event. By offering this opportunity, CAHIIM demonstrated its dedication to empowering the next generation of professionals with the tools they need to succeed.



ADVANCING EDUCATIONAL EXCELLENCE THROUGH FACULTY DEVELOPMENT

In August, CAHIIM hosted a free workshop for educators focused on enhancing item-writing skills for multiple-choice assessments. This professional development session provided participants with practical insights into designing test questions that effectively measure knowledge application. Educators explored key principles of exam construction, learned to identify common pitfalls in test creation, and gained strategies to improve the alignment of assessments with learning objectives.

The workshop, which saw over 240 educators register, reflects CAHIIM's unwavering commitment to equipping its programs with the tools needed to foster student success.

By offering targeted training opportunities for both faculty and students, CAHIIM continues to strengthen its support for academic excellence and workforce readiness, with plans to expand these initiatives in the future.

2024 – A YEAR AT A GLANCE

JANUARY – JUNE

In 2024, CAHIIM continued its commitment to supporting accredited programs by offering a range of resources and presentations tailored to their needs. Topics for these sessions were developed in direct response to program demand, ensuring that each resource aligns with current challenges and opportunities in health information and data science education. Provided at no cost, these resources empower accredited programs to enhance their educational quality.

MARCH

- ❖ **AI Education Curriculum**
Keith Olenik, MA, RHIA, CHP
- ❖ **Health Science Accreditation Town Hall**
Reem Barakzai & Leanne Worsfold, MEd, RPN
- ❖ **Enhancing Student Recruitment: Strategies to Increase and Sustain Student Enrollment**
Dr. Karen Lankisch and Darline A. Foltz
- ❖ **Student Test Taking Workshop**
Leanne Worsfold, MEd, RPN

APRIL

- ❖ **Online Cheating: The Why, How and Prevention Measures**
Debbie Hamada, Ed.D., MA, RHIA & Terri Rouse, MA, RHIA
- ❖ **Student Test Taking Workshop**
Leanne Worsfold, MEd, RPN

JUNE

- ❖ **Put a Little PEP in Your Step: How to Develop an Effective Program Evaluation Plan**
Jenny Evans, Ed.D., MSHI, RHIA, CCS

2024 – A YEAR AT A GLANCE

JULY – DECEMBER

JULY

- ❖ **CAHIIM Health Science Accreditation Open Hearing**
Reem Barakzai
Leanne Worsfold, MEd, RPN
- ❖ **A Day in the Life of a Program Director**
Dr. Sandra Brightwell, RHIA, FAHIMA

AUGUST

- ❖ **Item Writing Workshop**
Leanne Worsfold, MEd, RPN
- ❖ **Innovative Approaches to Student Recruitment and Retention in HIIM Programs**
Jackie Moczygemba, MBA, RHIA, CCS, FAHIMA
David L. Gibbs, PhD, CPHIMS, CPHI, CHPS, CISSP, FHIMSS
Danette L. Myers, Ph.D., RHIA

SEPTEMBER

- ❖ **CAHIIM Summit on Higher Education**
Various speakers

OCTOBER

- ❖ **The Power of Good and Digital Health**
Annette Baker, MS, RHIA

NOVEMBER

- ❖ **Faculty Strategies for Managing Demands**
Renaë Spohn, PhD, MBA, RHIA, CPHI, CPHQ, FAHIMA, FNAHQ

AMIA | AMERICAN MEDICAL INFORMATICS ASSOCIATION

In 2024, the American Medical Informatics Association (AMIA) continued to amplify its commitment to advancing health informatics through an enhanced partnership with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). This renewed collaboration marked a significant step forward in promoting educational excellence and fostering workforce competence.

Highlights of the partnership include CAHIIM's strategic initiatives to strengthen master's-level health informatics programs and enhanced access to educational opportunities. These include annual scholarships, CAHIIM visibility at key AMIA conferences, collaboration to support accreditation, and dedication to expanding resources for health informatics education.

Joint efforts were defined by a spirit of innovation and shared vision through AMIA and CAHIIM collectively engaged in cross-promotional strategies, and maintained a collaborative dialogue through regular meetings, goal setting, and progress monitoring. Additionally, AMIA supported CAHIIM's visibility with access to membership in AMIA's Academic Forum.

This collaboration reflects AMIA's strategic focus on working together, underscoring a commitment not just to its members interested in accreditation, but to the broader informatics community. Together, AMIA and CAHIIM are laying the foundation for a more robust, informed, and prepared future workforce in health informatics.

ACADEMIC FORUM UPDATE



Sue Feldman, RN, MEd, PhD, FACMI

2024 Chair, Academic Forum

The members of the Academic Forum (AF) worked on a strategic plan under the leadership of Paul G. Nagy, PhD. Part of the strategic plan was to update the membership structure so that individual membership dues are included in the AF membership fees. This proposal was approved.

Publications

The Applied Clinical Informatics Special Health Issue: Teaching and Training Future Health Informatics, received an unexpectedly high number of submissions, reflecting significant interest in the topic. Due to its success, this publication is likely to become an annual initiative. Additionally, the salary survey has been submitted for review and is currently undergoing a second round of revisions.

Collaboration with CAHIIM

The Academic Forum (AF) of AMIA is collaborating with CAHIIM on two new initiatives. The first focuses on providing scholarships for undergraduate programs, aiming to support students pursuing education in health informatics. The second initiative involves developing a toolkit designed to assist undergraduate Health Information Management (HIM) programs in enhancing their curricula as they work toward undergraduate Health Informatics (HI) accreditation. These efforts reflect a shared commitment to advancing education and accreditation in the field.

Academic Forum Conferences

The Academic Forum hosted its annual retreat in June 2024, which was a resounding success with strong attendance. The highlight of the retreat was a keynote presentation by Bill Hersh, who spoke on the use of role of artificial intelligence in education.

Additionally, the Linking Informatics Education in Academic Forum (LIEAF) has become more integrated into the AMIA Annual Symposium. This year, its scientific review was incorporated into the broader symposium's review process. To ensure representation, one member from the Academic Forum was assigned to the Symposium Planning Committee (SPC). LIEAF also maintained its own dedicated track within the symposium, showcasing its unique contributions to the field.

The interest in LIEAF continues to grow, as reflected in the 83 submissions this year, 52 of which were accepted for presentation. A best paper award will be presented during the symposium, further recognizing excellence within this vibrant community.

Communities

The Academic Forum's communities have been actively advancing their initiatives across various domains.

The Clinical Informatics Program Directors (CIPD) community recently completed its fellowship match process and is making strides in curriculum development. Additionally, they have launched the CIPD Clinical Informatics lecture series.

The Academic Leadership in Nursing Informatics (ALNI) community has been deeply engaged in discussions surrounding the AACN Domain 8, which focuses on Informatics and Healthcare Technologies. They are actively building resources for health informatics and fostering collaboration with the Nursing Informatics Working Group (NIWG).

The Biomedical and Health Informatics Education Consortium (BEC) has made significant progress on developing an undergraduate health informatics textbook. They are also conducting an environmental scan of undergraduate health informatics programs, exploring the possibility of an undergraduate health informatics certification, and have hosted three webinars to support education and engagement in this growing area.

It was an honor serving as Chair of the Academic Forum this year. Stepping into the role for 2025 is Paul G. Nagy, PhD.

CHIME | COLLEGE OF HEALTH INFORMATION MANAGEMENT EXECUTIVES



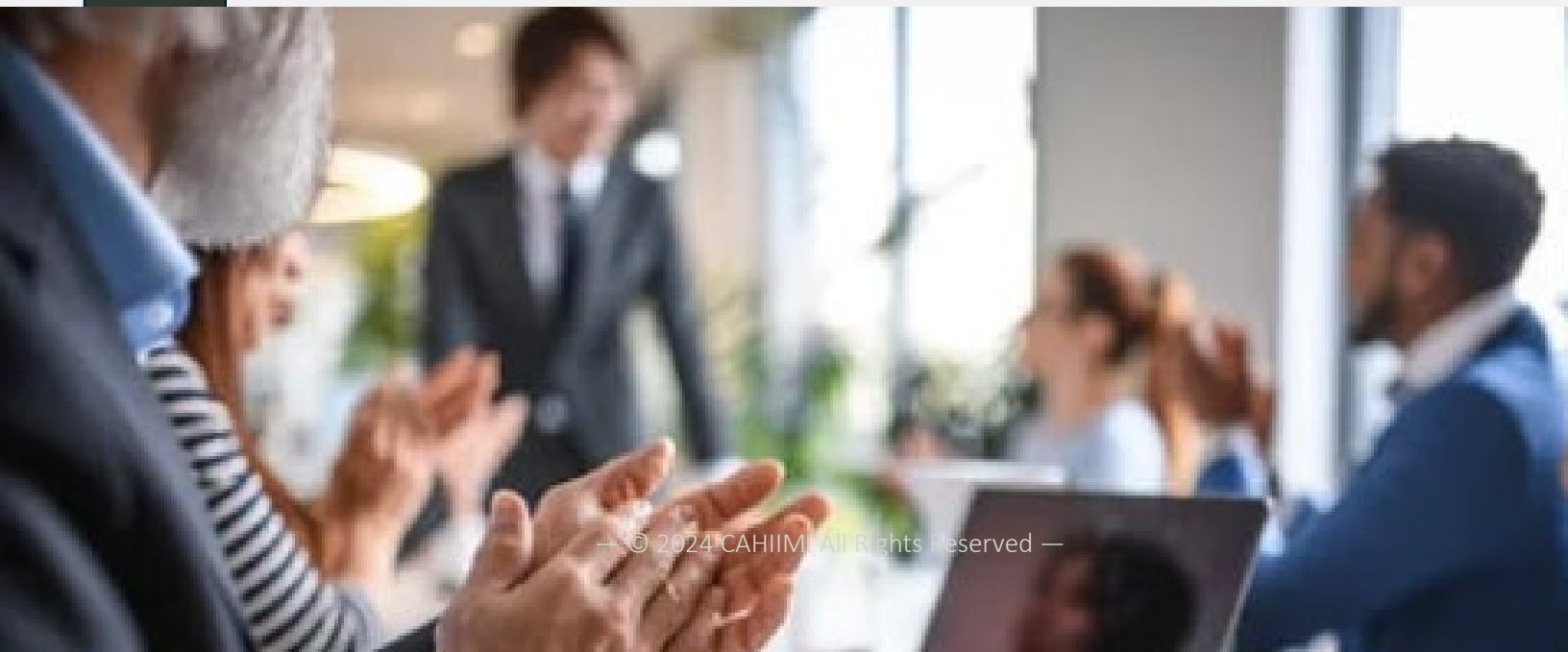
Nicole Kerkenbush, MHA, MN, RN, BSN, CDH-E

SVP & Chief Learning & Member Experience

The College of Health Information Management Executives (CHIME) is a professional organization dedicated to empowering healthcare leaders in transforming health and care. CHIME fosters a highly interactive and trusted environment where senior professionals and industry leaders can collaborate, share best practices, address professional development needs, and advocate for the effective use of information management to enhance health and healthcare in their communities.

CHIME has partnered with CAHIIM to define the competencies required for digital health leadership at the Professional and Leader levels. Additionally, CHIME offers various professional certifications for those looking to enhance their professional standing. Notably, the Certified Digital Health Certifications are designed for all healthcare professionals involved in or aspiring to work in the digital health space. These certifications are available at three levels: Professional, Leader, and Executive, and do not require CHIME membership. Details on qualifications can be found at www.chimecentral.org/certified-digital-health-cdh-program.

Through its partnership with CAHIIM, CHIME enables universities to equip their graduates with the necessary tools to succeed in the dynamic healthcare industry. CHIME is proud to collaborate with CAHIIM to prepare the workforce to tackle the most significant digital health challenges and deliver solutions that support the needs of patients and communities.



NCRA | NATIONAL CANCER REGISTRARS ASSOCIATION

The National Cancer Registrars Association (NCRA) is a non-profit organization that represents 7,000 cancer registry professionals. Cancer registrars are data information specialists that capture a complete history, diagnosis, treatment, and health status for every cancer patient in the US. The data provides essential information to better monitor and advance cancer treatments, conduct research, and improve cancer prevention programs.

In 2024, NCRA worked with CAHIIM to establish accreditation for certificate programs in cancer registry management with pilot programs to launch in 2025. The collaboration will help to ensure additional high-quality educational opportunities to increase the number of cancer registrars in the workplace. A finding from NCRA's recent workload study conducted by the University of California San Francisco indicated that 19% of respondents plan to retire or leave the profession in the next five years. CAHIIM will be able to leverage its leadership role in the HIM-education marketplace to increase the number of cancer registrars who earn NCRA's Oncology Data Specialist (ODS) credential. NCRA looks forward to working with CAHIIM to ensure the education of registrars aligns with the advancements impacting cancer diagnosis and treatment and the evolving responsibilities of cancer registrars.



CREDENTIALS AS YOU GO

Credential As You Go is a movement to develop a nationally adopted incremental credentialing system that improves education and employment outcomes for all.

We envision an incremental credentialing ecosystem in which all learners are recognized for what they know and can do as they acquire learning from multiple sources. The meaning of those credentials will be understood by learners, employers, and educational institutions. Learners will be able to earn credentials to fit their needs and inform their education-career planning, including job transitions. These credentials will be used by employers in hiring and advancement and recognized within the postsecondary ecosystem as counting towards further learning.

The Credential As You Go movement includes many components needed to create a nationally recognized incremental credentialing system: a national campaign to build understanding and support; research to build the evidence for the new system; training; and technical assistance; equity and inclusion; policy changes; trust in the quality of incremental credentials; and building interconnections with related initiatives.

Our research has pointed to health care and health related credentials are among the largest group incremental credentials implemented to date. We are thrilled to partner with CAHIIM as a member of our network of credentialing organizations to advance opportunities for professionals in the health informatics and health information management industry to be recognized with quality credentials which can support these individuals in their educational and career journeys.





HCG | HAUGEN CONSULTING GROUP

Haugen Consulting Group (HCG) provides innovative education, auditing services, and business solutions to help the healthcare industry improve data accuracy and integrity. Haugen's team of industry experts is passionate about advancing knowledge and expertise by delivering education and integrated solutions that support the need for constant improvement. Partnering with CAHIIM exemplifies the synergy between two organizations committed to equipping healthcare professionals with the expertise to meet today's challenges and fostering a healthcare information industry future built on accuracy, integrity, and continuous improvement.

For over ten years HCG's Haugen Academy has offered an optimum learning experience. The library includes instruction time in ICD-10-CM/PCS, CPT, Revenue Cycle, Patient Access, and Release of Information. Haugen's team of content experts, graphic designers, anatomy illustrators, and instructional design experts is committed to ongoing development of meaningful education that supports the needs, goals, and requests of its customers to meet the quickly changing healthcare environment.

HCG believes active participation in learning is critical to retention and mastery and takes great pride in creating interactive courses that incorporate video, audio, closed captioning, animation, and a dose of fun. Every course is designed to maximize the learner's opportunity to interact with the course content via content-based activities, quick quizzes, knowledge checks, and practice scenarios. Additionally, Haugen Academy Playgrounds provide learners with an innovative and immersive learning environment to code real-life scenarios in a controlled environment.

In an ever-evolving healthcare landscape, HCG stands as a trusted partner, delivering the innovative education, tools, and resources necessary for health information professionals to excel. Our commitment to quality and our focus on engagement ensure that every learner gains practical, applicable knowledge. Through this partnership with CAHIIM, Haugen reaffirms its dedication to empowering healthcare teams to meet today's challenges head-on, fostering a future where accuracy, integrity, and continuous learning remain at the core of health information excellence.

HIMSS | HEALTHCARE INFORMATION AND MANAGEMENT SYSTEMS SOCIETY



The Healthcare Information and Management Systems Society, Inc. (HIMSS) serves as a global advisor and thought leader dedicated to transforming the health ecosystem through information and technology. As a mission-driven non-profit organization, we offer extensive expertise in health innovation, public policy, workforce development, research, and analytics. We guide global leaders, stakeholders, and influencers in adopting best practices in health information and technology, all with the vision of realizing the full health potential of every human, everywhere.

For over 60 years, HIMSS has served the global community, engaging dedicated audiences in more than 80 countries. With over 125,000 individual members, our organization thrives on the diverse contributions of our members, creating an inclusive space for everyone within the healthcare spectrum. We collaborate with over 430 provider organizations, 550 health services entities, and more than 500 non-profit partners. Our members embody a dynamic blend of expertise and form a robust network of information and technology changemakers committed to transforming healthcare locally and worldwide.

While HIMSS already collaborates with numerous CAHIIM-accredited organizations, we have identified additional opportunities to strengthen our relationship through more direct engagement. We appreciated the invitation to present during the 2024 CAHIIM Summit on Higher Education and are excited to have CAHIIM's support for our HIMSS Global Health Conference and Exhibition in March 2025.

Looking ahead, we are eager to deepen our collaboration with CAHIIM in 2025 and beyond. Our goals include increasing visibility for health information professions, enhancing existing resources, attracting prospective students, and exploring alternative pathways to draw more students into the field. Both organizations recognize that supporting students and educators is essential for fostering a strong workforce for the future.

HL7® | HEALTH LEVEL SEVEN® INTERNATIONAL

Health Level Seven® International (HL7®) remains committed to our vision of creating “a world in which everyone can securely access and use the right health data when and where they need it,” and our mission “to provide standards that empower global health data interoperability.” Our goal is to continually advance health IT standards, ultimately improving healthcare outcomes.

HL7 is privileged to collaborate with esteemed partners like CAHIIM. Through our shared commitment to cultivate the next generation of healthcare informatics and technology professionals, we are driving meaningful transformation in healthcare.

With support from CAHIIM, HL7 successfully executed key initiatives in 2024 including:

- Expanding the visibility and reach of our Virtual Student Academy, now in its second year, offering free education and resources
- Delivering an afternoon of free education session exclusively for students and instructors at on our 38th Annual Plenary & Working Group Meeting Plus.

HL7 values this partnership with CAHIIM and we look forward to continuing our collaboration in the year ahead!





IFHIMA conducted its 20th Congress in Brisbane October 30-November 1, 2023. IFHIMA also worked with WHO through the Family of International Classifications, and IFHIMA member, Marjorie Rosen delivered an update for CAHIIM community at the CAHIIM Summit on Higher Education conference.

2023 and 2024 saw the launch of the IFHIMA Communities of Practice (COPs) including Education, Research, and ICD-11. These COPs offer an informal mechanism for sharing updates, best practices, and vetting activities related to the COP focus. Members can join any of these groups by sending a request to contact@ifhima.org.

The Strategic Pillars have consolidated to three, with the previous Developing Nations Pillar folded into the activities of Education, Training, and Research, Strategic Partnerships, or Member Engagement and Growth. Additionally, the Foundation supports core activities for revenue, technology and communication.

Work began in 2023, and continues, in updating IFHIMA assets including existing whitepapers, website, Learning Modules, new publications and a common communication platform for volunteers and the Board.

In early 2025 IFHIMA will produce a three-part virtual educational series “Focus on the Future of HIM.” Registration details will be forthcoming in December 2024, with a new registration category for educational institutions.

In early 2025 IFHIMA will produce a three-part virtual educational series “Focus on the Future of HIM.” Registration details will be forthcoming in December 2024, with a new registration category for educational institutions.

- February 26, 2025: Technology and AI: Let’s Use them to Improve Health and Health Outcomes
- March 26, 2025: Developing the Future Health Information Workforce: Perspectives from Research and Practice
- April 30, 2025: ICD-11: Implementation and Training Experiences

Membership with IFHIMA is available in the following categories:

- Associate/Individual
- Corporate
- Educational Institutions
- National
- Regional Island Networks

Membership is required to participate in IFHIMA Strategic Pillars, Workgroups, or Communities of Practice.

Information about each category and the associated dues can be found at <https://ifhima.org/our-members/>

IFHIMA proudly supports our members from 55 nation in the various categories!

Lorraine Fernandes, RHIA
IFHIMA Immediate Past President and Communication Chair

IMIA | INTERNATIONAL MEDICAL INFORMATICS ASSOCIATION

The International Medical Informatics Association (IMIA), an independent organization established under Swiss law in 1989, is dedicated to fostering a global Biomedical and Health Informatics community. Through its initiatives, IMIA connects professionals worldwide to advance the science, education, and practice of biomedical and health informatics, promoting collaboration and knowledge sharing to improve health globally.

A key focus of IMIA's work has been its international recommendations on education in Biomedical and Health Informatics (BMHI), which were first published in 2000 and updated in 2010 and 2023. These recommendations provide a framework for developing BMHI courses and programs, enhancing educational efforts globally, and fostering international collaboration and resource sharing.

IMIA is particularly proud to have revitalized its long-standing collaboration with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) over the past year. This renewed collaboration strengthens IMIA's commitment to advancing quality education and accreditation standards in Biomedical and Health Informatics, supporting the growth of the field through shared goals and aligned efforts.



ANNUAL PROGRAM ASSESSMENT REPORT

APAR Data

TOTAL EMPLOYED FULL-TIME FACULTY



HIM Associate: 548
HIM Baccalaureate: 270
HIM Master: 35
HI Master: 208

TOTAL EMPLOYED PART-TIME / ADJUNCT FACULTY



HIM Associate: 684
HIM Baccalaureate: 588
HIM Master: 53
HI Master: 135



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



Total Student Enrollment

HIM Associate (Full-time): 7,821
HIM Associate (Part-time): 4,978
HIM Baccalaureate (Full-time): 2,587
HIM Baccalaureate (Part-time): 6,191
HIM Master (Full-time): 659
HIM Master (Part-time): 220
HI Master (Full-time): 1,316
HI Master (Part-time): 863

CAHIIM monitors program performance, outcomes and changes for continuous quality improvement. The Annual Program Assessment Report (APAR) is the online system designed to collect information from accredited programs. The following represents data from the August 1, 2022 – July 31, 2023 reporting cycle.



APAR

Average Campus Class Size



HIM Associate: 12
HIM Baccalaureate: 16
HIM Master: 12
HI Master: 17

Average Online Class Size



HIM Associate: 16
HIM Baccalaureate: 19
HIM Master: 14
HI Master: 21

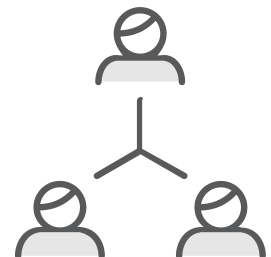
Institutions



Public: 90%
Private For-Profit: 2%
Private Not-for-Profit: 8%

Content Delivery

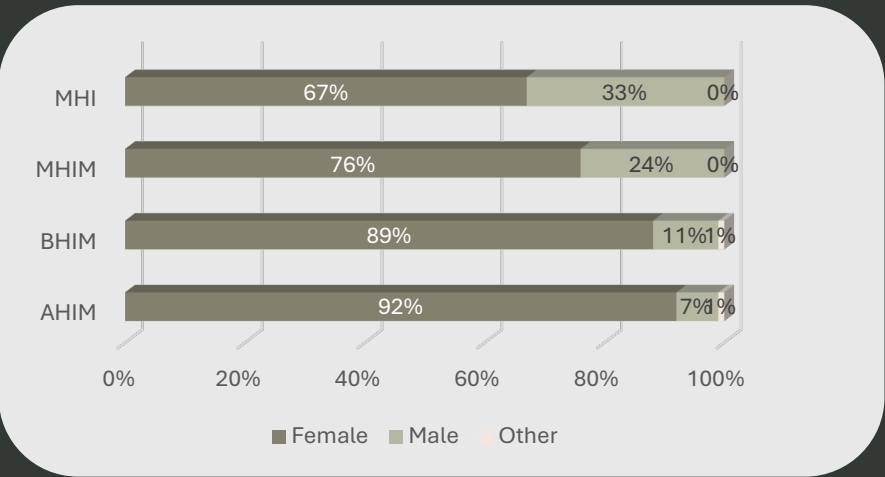
Online: 56%
Hybrid: 24%
Campus: 9%
Two-Degree Path Option
(Online or Campus): 11%



GRADUATE DEMOGRAPHIC DATA

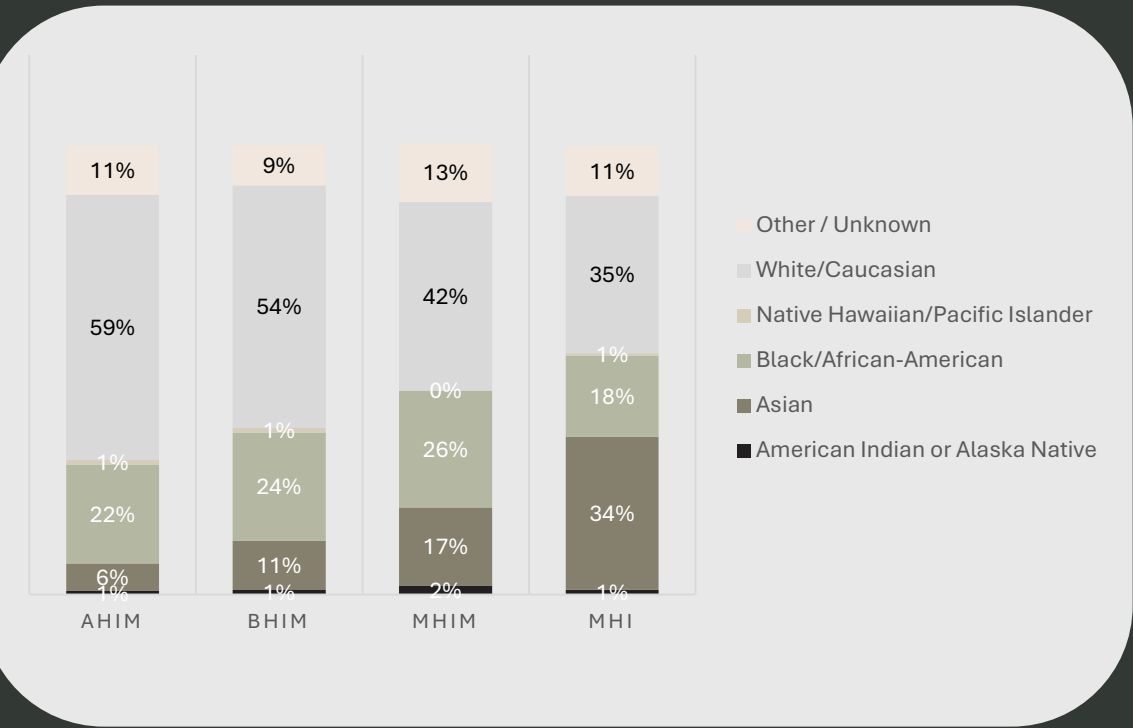
FOR ACADEMIC YEAR 8/1/2022-7/31/2023

GENDER



RACE & ETHNICITY

	Hispanic	Non-Hispanic
AHIM	14%	86%
BHIM	11%	89%
MHIM	12%	88%
MHI	8%	92%



FINANCIAL REPORT

During 2023, net asset reserves and our cash and investment portfolio increased. We remain committed to providing our programs with resources and training through monthly town halls, the annual Summit on Higher Education, the CAHIIM Forum, website resources and more. We continue to explore ways to enhance the value of the services we provide in a fiscally responsible manner while continuously improving the quality of Health Informatics and Health Information Management education.

Revenue was \$2,054,355 for 2023. Annual accreditation fees accounted for over 49% of total revenue while fees from new programs and programs undergoing reaccreditation constituted 17% of total revenue. Included in total revenue is investment income of \$200,581 a result of gains on investments and higher returns due to increased interest rates in 2023. Total operating expenses were \$1,882,589 in 2023. Net asset reserves increased \$171,766 as of December 31, 2023, resulting in a net asset reserve balance of \$2,220,619.

In 2024, we are focused on continuing to implement our strategic plan to ensure sustainability and develop new pathways to enhance and expand the services we provide. To strengthen our financial position, we aim to increase revenue, research new opportunities, and develop balanced operating budgets that support our mission while executing the strategic plan approved by our Board of Directors in 2022 to ensure financial stability for the organization. CAHIIM remains in a strong financial position and is committed to maintaining adequate cash reserves to meet current and future liquidity requirements while delivering excellence in the value of our services to the colleges and universities we serve.

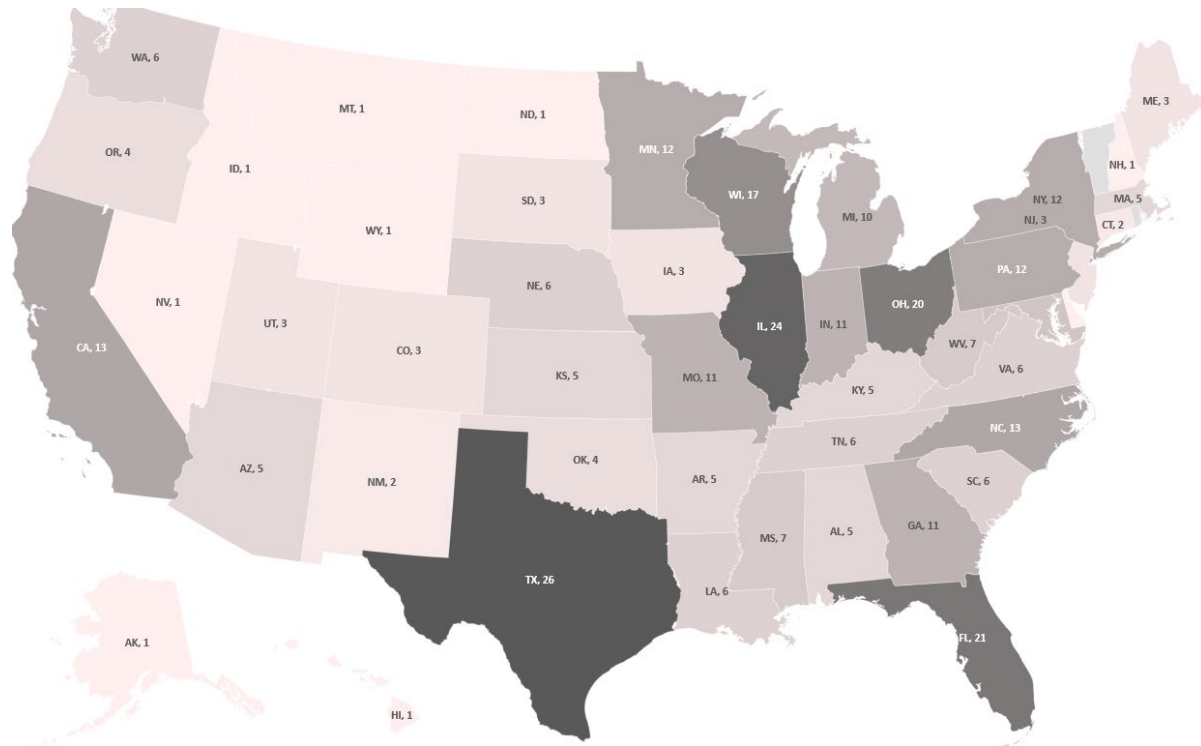
2023 OPERATING RESULTS

Total Revenue *	\$2,054,355
Total Expenses	\$1,882,589
Net Increase in Reserves	\$171,766
New Assets at Beginning of Year	\$2,048,853
Net Assets at December 31, 2023	\$2,220,619

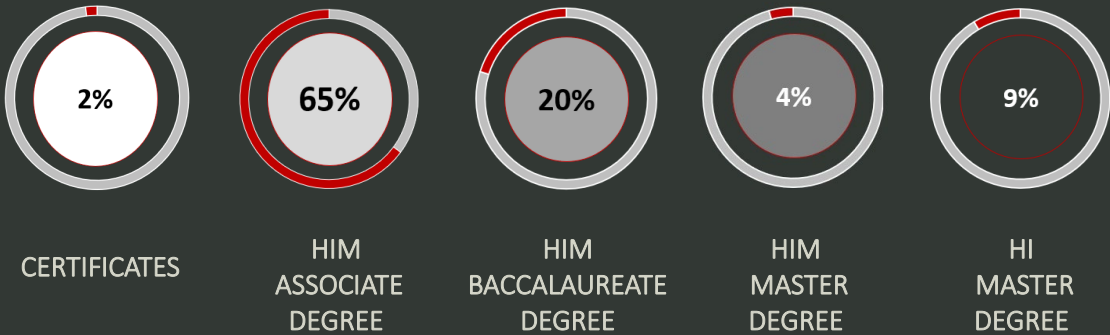
*Includes gain on investments of \$102,807

ACCREDITED PROGRAMS

CAHIIM accredits Health Informatics and Health Information Management programs across the United States and Puerto Rico. Recently, we expanded our accreditation efforts to include certificate programs. The chart below provides an overview of the number of accredited programs at the certificate, associate, bachelor’s, and master’s levels by state.



Associate HIM programs remain the largest segment of CAHIIM-accredited programs; however, other degrees and disciplines have been gaining momentum. CAHIIM remains steadfast in its commitment to fostering new partnerships that ensure the organization’s continued stability and growth, while supporting the evolving needs of the educational landscape.



2024 BOARD OF DIRECTORS

The CAHIIM Board of Directors serves as the governing body responsible for guiding the organization's mission to advance the quality of health informatics and health information management education. Comprising a diverse group of experts from academia, industry, and healthcare, the Board ensures CAHIIM's accreditation standards align with evolving professional and educational needs. Through their strategic oversight and commitment to excellence, the Board plays a pivotal role in fostering innovation and workforce readiness across the health sciences.



PHILIP J. KROTH
MD, MSc
Board Chair



CASSI BIRNBAUM
MS, RHIA, CPHQ,
FAHIMA
Past-Chair



SUZANNE BOREN
PhD, MHA, FACMI,
FAMIA



SUSAN CAREY
MHI, RHIT, FAHIMA
HIMAC Board
Liaison
Treasurer



JANE CARRINGTON
PhD, RN, FAAN,
FAMIA
HIAC Board Liaison

2024 BOARD OF DIRECTORS



CHRISTINA ELDREDGE
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ALFRED HAMILTON
PhD, FHIMSS
Public Member



ANITA C. HAZELWOOD
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WIL LIMP
MS, RHIA, FAH



KIM THEODOS
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PhD, MCSE



SUSAN WHITE
PhD, RHIA, CHDA



KAY N. WOLF
PhD, RDN, LD,
FAND
Public Member

CAHIIM STAFF

CAHIIM is driven by a committed team of ten professionals, each contributing unique skills and diverse experiences to support our mission and vision. Their dedication to quality in higher education has been essential to our work in advancing the profession. Looking back on this past year's achievements, it's evident that our team's dedication and passion have been essential to our continued growth and meaningful impact.

ANGELA KENNEDY, EdD, MBA, RHIA

Chief Executive Officer

REEM BARAKZAI

Manager, Strategic and Operational Alignment

BEN DOUGHTY

Quality Analyst

JAYNE KOSIK, CPA

Senior Director, Business Operations

SHERRY LEE

Executive Assistant

GEORGE J. PAYAN

Accreditation Operations Manager

BENJAMIN REED, JR.

Accreditation Business Manager

AMANDA STEFAN, MHI, RHIA

Quality Analyst

LINDE TESCH, MS, RHIA, CAE

Senior Education Quality Officer

LEANNE WORSFOLD, MEd, RPN

Senior Director of Education, Quality Management and Assessment

