

CAHIIM[®]

**Annual
Report**

2025



COMPANY PROFILE

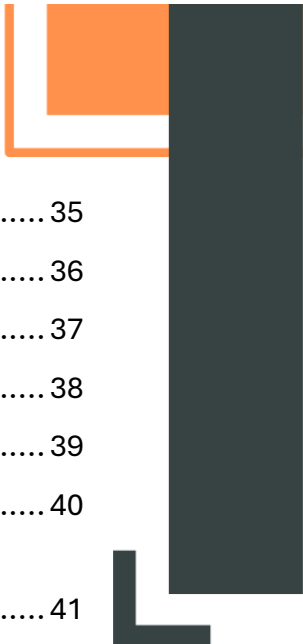


Commission on Accreditation for Health Informatics and
Information Management Education

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 Company.....	6
The Year's Overview – Letter from the Board Chair	7
Letter from the CEO.....	8
Council Connection – Health Information Management Accreditation Council	10
Council Connection	10
Health Information Management Accreditation Council Members	11
Council Connection – HIAC.....	12
Health Informatics Accreditation Council Members.....	13
Council Connection – HSAC.....	14
The Future Education Model (FEM)	18
2025 FEM Sessions	19
Health Informatics and Information Management Research Workgroup	20
Health Informatics and Information Management Research Workgroup Members	21
Faculty Fellowship Program	22
Student Resources	26
Student Verification: Elevating Graduate Employability	27
Summit on Higher Education: Investing in the Future of Higher Education	28
Testimonials	29
2025 – Town halls	30
2025 – Student Town Halls	31
CAHIIM Partners	32
AHA American Hospital Association	33
AMIA American Medical Informatics Association	34



Academic Forum Update	35
CHIME College of Health Information Management Executives	36
NCRA National Cancer Registrars Association	37
HCG Haugen Consulting Group	38
HIMSS Healthcare Information and Management Systems Society	39
HL7® Health Level Seven® International.....	40
IFHIMA International Federation of Health Information Management Associations	41
APAR: The Importance of Measuring Student Outcomes in Higher Education..	42
Annual Program Assessment Report (APAR)	45
Financial Report.....	46
Accredited Programs	47
2025 Board of Directors	48
2025 Board of Directors	49
CAHIIM Staff	50



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

The Year's Overview

Letter from the Board Chair

It has been my true pleasure to serve CAHIIM as Chair of the Board of Directors this year. The work of CAHIIM largely occurs in an ever-changing, high-stakes environment and 2025 was no exception. This year accreditation, higher education funding, workforce programs, and healthcare have all seen uncertainty. Where some have experienced unprecedented opportunity, others have witnessed significant obstacles. One thing is certain, change is inevitable. Being the eternal optimist, I challenged the Board of Directors to see where CAHIIM can help, where can we serve, where can we go from here?



**Kim Theodos, JD, MS, RHIA,
CPHIMS**

When faced with uncertainty, we zero in on our mission. Or as Simon Sinek famously proposed, our “Why”. The CAHIIM Board of Directors has been mission focused this year as we navigate uncertainty with optimism and a renewed vision focusing on our “Why”.

CAHIIM has the absolute best volunteers in the business who work tirelessly with servant hearts toward the same mission. Coupled with wonderful CAHIIM staff and strong leadership, the future is bright for CAHIIM.

To quote George Bernard Shaw, “Progress is impossible without change.” However, Woodrow Wilson also said, “If you want to make enemies, try to change something”.

A bigger, better, stronger CAHIIM benefits all and our collective efforts and can leave a lasting impact. Innovation and grace are key as we explore new opportunities, lead in new ways and focus our energy on the diverse opportunities ahead. I am proud of our progress amongst the uncertainty, and I am confident in our future direction.

As I finish my term as Chair, I am grateful for this incredible opportunity to lead. Thank you for allowing me to serve and play a small role in ensuring big successes at CAHIIM.

Letter from the CEO



**Angela Kennedy, EdD,
MBA, MEd, RHIA,
FACHDM**

As we reflect on the past year within the higher education landscape, certain forces stand out: rapid change, growing complexity, and the expansive opportunities born of policy evolution. The One Big Beautiful Bill, Act 119, has recalibrated expectations, funding mechanisms, and accountability metrics. From this moment of transformation emerges a clear mandate: illuminate pathways for colleges and universities to elevate teaching, expand research, and strengthen service, while forging a stronger alignment between higher education and the labor market that shapes tomorrow.

Our work embodies this mandate. We have mobilized knowledge and resources to support higher education institutions through a thoughtfully designed portfolio of programs and initiatives that foster innovation, excellence, and impact. Our offerings span competency-based education models, microcredentialing and certificate design, curricular redesign, research collaboration, assessment, and leadership development. Complementing these institutional programs are student-facing initiatives that empower learners to adapt to evolving career demands, cultivate critical thinking, and embrace lifelong learning as a guiding habit.

In recognition of the global dimension of talent development, our engagement in national and international competency-building activities has intensified. The results speak to a shared commitment: aligning workforce capabilities with current and projected industry standards in collaboration with our business partners. This multidisciplinary work transcends borders, enabling shared frameworks, mutual learning, and scalable capabilities in competencies and skills that prepare graduates for a dynamic world.

We have also advanced innovative, scalable programs that are modular and adaptable, designed for broad deployment across institutions and jurisdictions. This approach accelerates the adoption of best practices in pedagogy, assessment, and workforce alignment, while preserving the local relevance that drives meaningful outcomes.



Moreover, we have advanced accreditation models that integrate credit-bearing pathways with non-credit, degree, and certification offerings. Our accreditation framework supports verifiable, stackable credentials across a continuum of learning experiences, enhancing portability and lifelong learning while upholding rigorous quality standards.

Engagement with business partners and key stakeholders remains a cornerstone of our work. Strategic collaborations with industry leaders facilitate experiential learning, internship pipelines, and co-creation of programs that anticipate labor market needs. This ongoing engagement ensures our instruction stays relevant and our graduates ready to lead from day one.

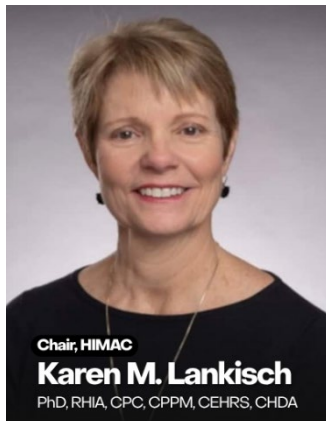
We are honored by external recognition, including ONET acknowledgment, which reinforces the impact of our efforts on data-informed career pathways and workforce development. This validation energizes our commitment to evidence-based practice and continuous improvement across higher education ecosystems.

Looking ahead, we are finalizing a strategic plan to guide our mission through 2026 and beyond. This plan envisions a refreshed mission and vision, aligned with policy developments, evolving student needs, and institutional requirements. The resulting framework will articulate purpose, set ambitious objectives, and define roles to advance institutional strength and graduate success. We anticipate completion in 2026, at which point we will translate strategy into tangible, measurable impact across programs, partnerships, and practices.

With sincere thanks for your trust and a shared resolve to elevate higher education for all, we look forward to the year ahead with renewed purpose, collaborative spirit, and an unwavering belief in the power of higher education to transform lives.

Council Connection

Health Information Management Accreditation Council



In 2025, the Health Information Management Accreditation Council (HIMAC) advanced its commitment to excellence in program evaluation and accreditation. HIMAC members approved six (6) demonstration programs — three (3) associate degree, two (2) bachelor's, and one (1) master's, and recommended one (1) associate program for initial accreditation.

The council has refined several Competence Assessment Statements and Performance Indicators to improve evaluation accuracy. Efforts were concentrated on ongoing quality

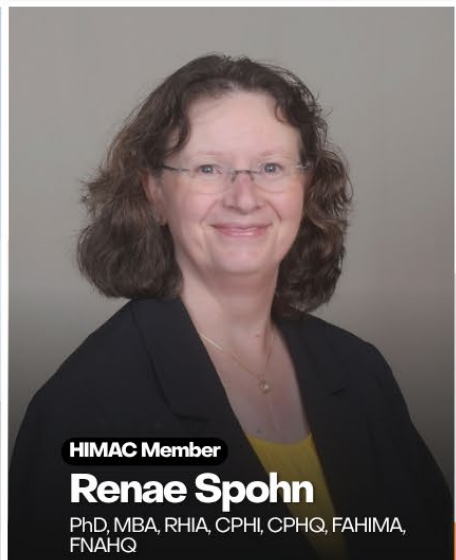
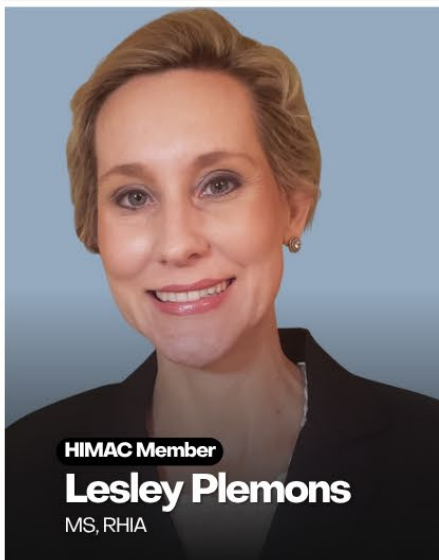
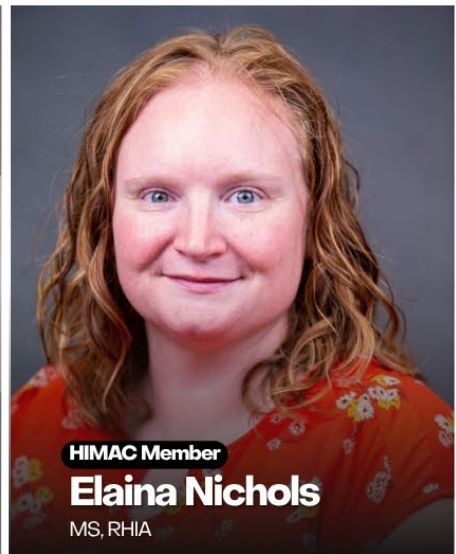
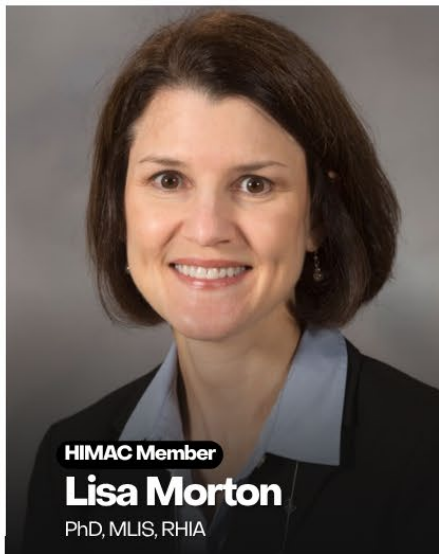
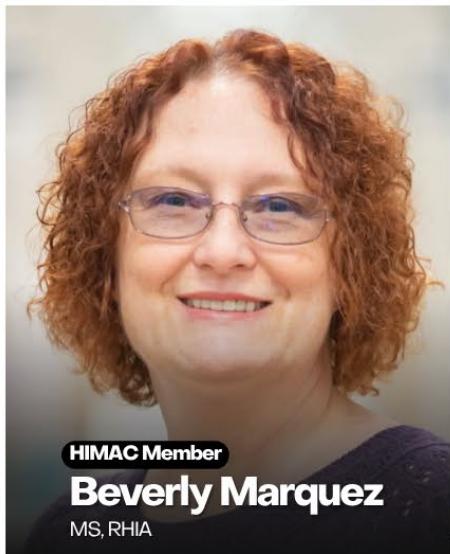
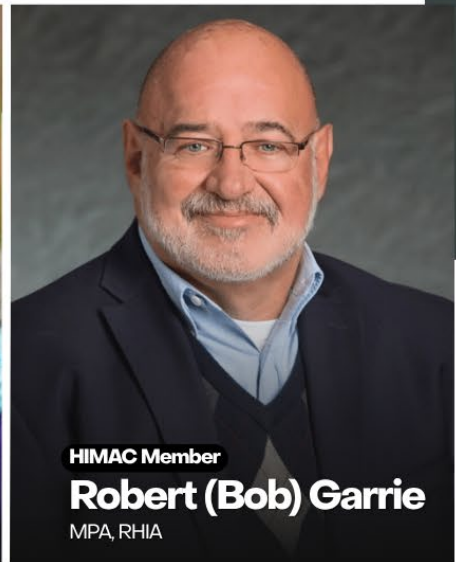
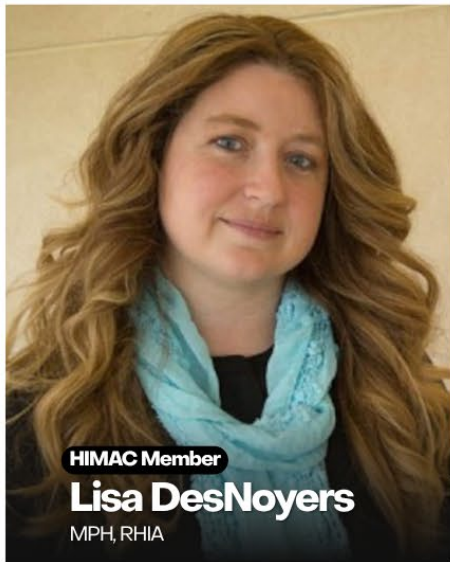
assurance, supporting reaccreditation through the development of assessment tools that align with the CAHIIM Future Education Model. Additionally, a deliberation worksheet was established to facilitate consistent decision-making during program reviews.

A group of HIMAC members developed a panel presentation at the 2025 CAHIIM Summit on Higher Education on “From Policy to Practice: Building an AI-Ready Classroom.” A subcommittee of the HIMAC Council was established to develop support materials for programs engaged in the Future Education Model. These resources are designed to assist in creating assessments through various methods aligned with specified competencies and performance indicators.

Additional efforts involved reviewing policies and procedures and standardizing templates to ensure consistent feedback. Through collaboration and innovation, HIMAC strengthened its role in shaping the future of Health Information and Informatics education.

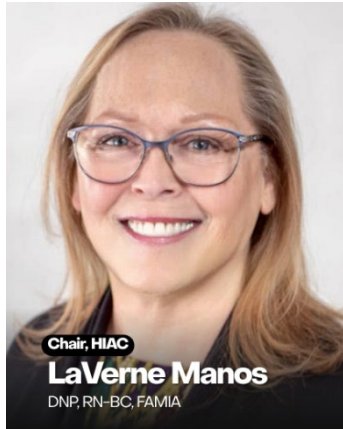
It was an honor serving as Chair of the Health Information Management Accreditation Council this year.

Health Information Management Accreditation Council Members



Council Connection

Health Informatics Accreditation Council



The Health Informatics Accreditation Council (HIAC) continued to advance the quality and relevance of CAHIIM-accredited Health Informatics programs throughout 2025, aligning its work with CAHIIM's strategic goals and commitment to educational excellence.

HIAC welcomed Dr. Stephen Bronsburg as its newest member. Dr. Bronsburg represents Nova Southeastern University in Fort Lauderdale, Florida, where he served for 25 years as interim Chair of the Department of Health Informatics and as Director of the master's program.

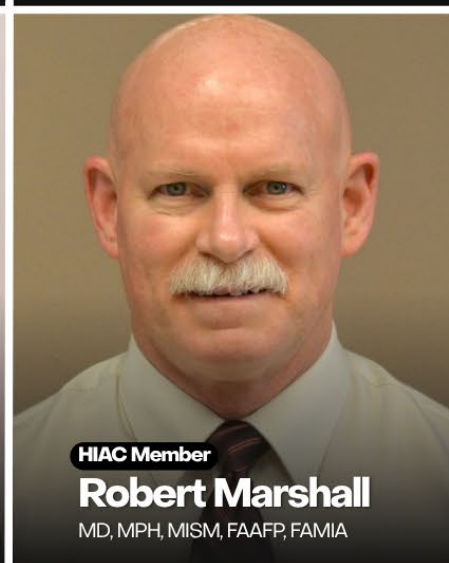
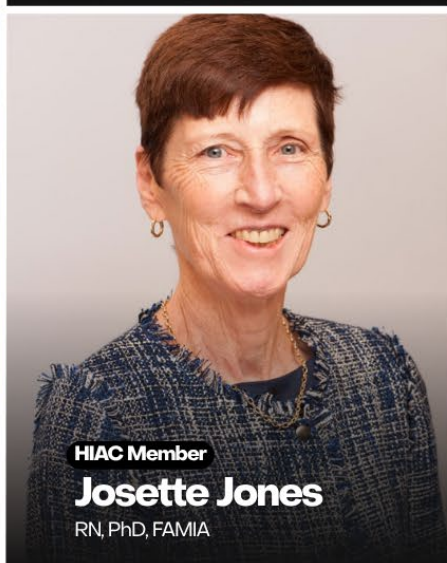
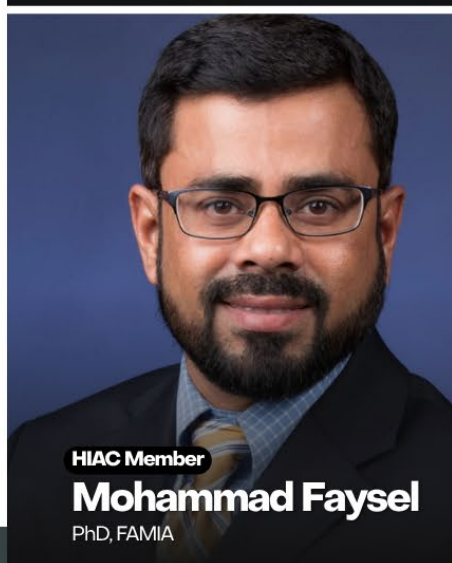
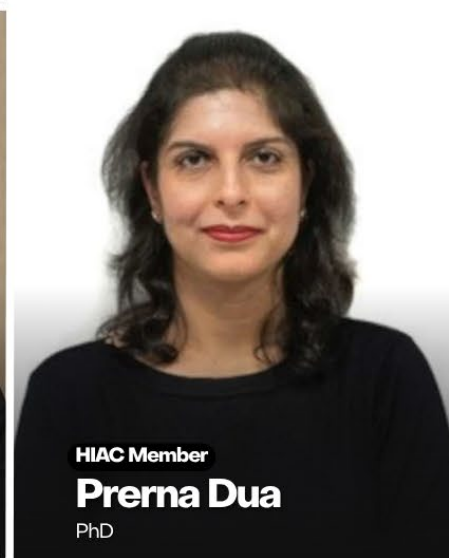
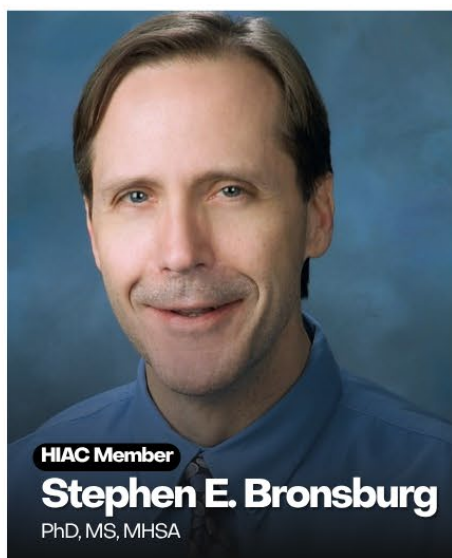
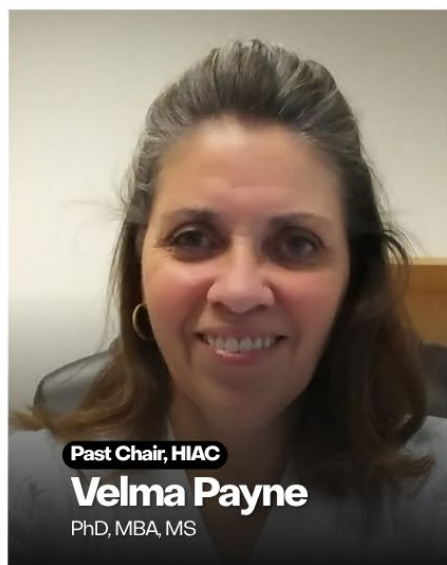
Leadership of the Council transitioned mid-year, with Dr. Velma Payne completing her term as Chair and Dr. LaVerne Manos assuming the role. This leadership change marked an important moment of continuity and renewal for the Council, ensuring ongoing alignment with CAHIIM's mission and strategic direction.

HIAC reviewed, recommended, and presented to the CAHIIM Board three (3) programs for an initial accreditation award and one (1) program for continuing accreditation award. One of the initial programs was at the baccalaureate degree level, which was the first to be approved at this level.

The Council discussions throughout the year focused on maintaining rigor, consistency, and inclusivity within accreditation processes. Members participated in an educational session on recognizing unconscious bias in decision-making to strengthen equity and objectivity across reviews.

Members also engaged in discussions regarding the diverse future of health informatics and an in-depth conversation regarding evaluation of tracks and other types of health informatics (HI) education and the Curriculum Foundational Domains. In particular, the group reviewed the HI Foundational Domains and Competency Levels as they applied to the Master of Digital Health Degree. The timeline for inactive to closure status for the voluntary closure of a program was also reviewed, as well as the teach-out plan and required supporting evidence.

Health Informatics Accreditation Council Members



Council Connection

Health Science Accreditation Council



After successfully launching Health Science accreditation for baccalaureate and associate degree programs, the Health Science Accreditation Council was charged with developing accreditation standards and curricular competencies for masters' programs. The Council began by establishing a timeline, reviewing foundational standards for program success, and aligning these with best practices to ensure quality outcomes.

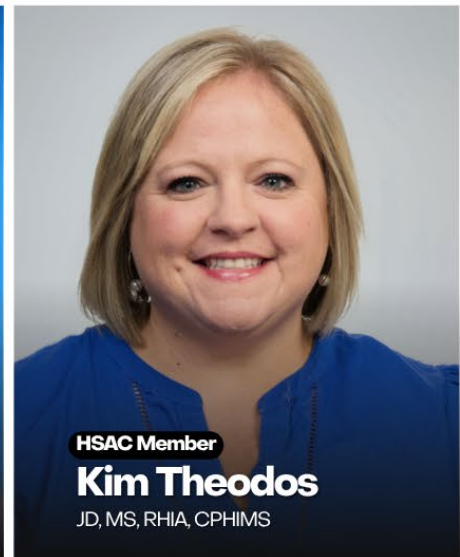
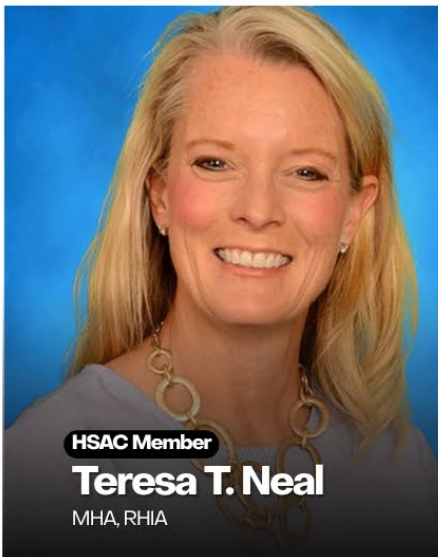
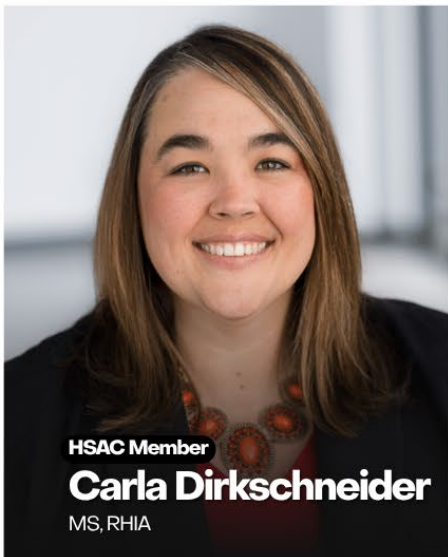
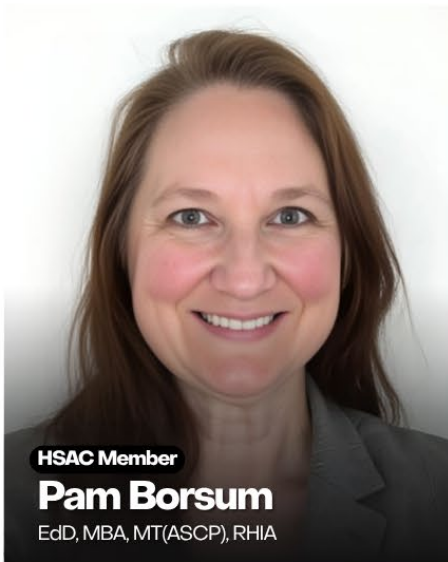
To ensure graduate students are fully prepared to excel in the health sciences workforce, the Council identified a set of core curricular competencies essential for those advancing into professional practice or continuing their education. These competencies are designed to strengthen the knowledge, skills, and abilities needed to thrive in today's dynamic and continually evolving healthcare environment.

Demonstrating its commitment to transparency and alignment with industry needs, the Council invited public feedback on the proposed standards and competencies, through two open comment periods. Every submission was thoughtfully reviewed, and many valuable suggestions were integrated into the finalized documents. In addition, a public virtual hearing provided an opportunity for real-time dialogue with stakeholders, enabling participants to share insights and ask questions directly. This collaborative process reflects CAHIIM's ongoing dedication to openness and stakeholder engagement. Feedback from the session was carefully evaluated by the committee and used to further refine the standards and curricular components.

The Council will submit these documents to the CAHIIM Board at the December meeting for official approval.

This initiative reflects the shared commitment of the Council and the CAHIIM Board to advancing educational excellence and broadening opportunities for graduate health science programs and their students.

Health Science Accreditation Council Members



Value of Academic Quality Check of Certificate Programs

This year, CAHIIM has seen an increase in requests to approve the quality of credit- and non-credit-based certificate programs.

In the rapidly evolving landscape of higher education and workforce demands, accrediting and validating the quality of certificate programs has become even more valuable. Education and workforce partners benefit from accredited certificate programs on many fronts.

First, for students, embedded or stand-alone certificates provide a clear, practical pathway to employment while learners work toward a short-term career or a longer-term academic goal. Earning a certificate allows students to gain specialized, job-ready skills early in their studies. Equipping students with the qualifications to gain an entry-level position before completing their full degree also provides valuable experience and financial support. Certificates motivate students' learning and continued engagement in higher education by offering credentials along the way. Earning a CAHIIM-accredited certificate demonstrates a student's commitment to quality education and enhances their competitiveness in the job market.

For institutions, integrating certificates strengthens program appeal and flexibility. It allows colleges to respond quickly to workforce demands by updating or adding certificates in high-demand areas such as data analytics, artificial intelligence, cybersecurity and privacy, coding and billing, healthcare data analytics, quality improvement, or leadership without overhauling entire degree curricula. This chunked approach enhances recruitment, retention, and alignment with regional economic development priorities.

For employers, embedded certificates ensure that graduates possess the foundational competence for a targeted role or job. When accrediting bodies like CAHIIM approve the quality of certificates, employers can trust that students are trained to meet industry demands.

Embedding certificates into degree programs creates a flexible, stacked model of education that connects academic achievement with real-world value—benefiting students’ career readiness, institutional innovation, and workforce quality.

From the Classroom

Dr. Kamiar Alaei, HSC Department Chair and PHIT Director from California State University Long Beach explains, “We’re honored to receive CAHIIM accreditation for both our for-credit and not-for-credit Public Health Informatics & Technology (PHIT) certificates”.

Dr. Kamari highlights how this accreditation and offering certificate programs amplifies the reach of our California Consortium for Public Health Informatics & Technology (CCPHIT):

- **Open access across systems:** Through cross-enrollment pathways (California State University, University of California, and California Community Colleges), students statewide have been able to take CSULB PHIT courses, and they can apply them toward stackable credentials.
- **Workforce at scale:** We have secured 700 paid internships with public health departments, FQHCs, health systems, and tech partners—giving students hands-on informatics experience while meeting real workforce needs.
- **Shared quality standards:** CAHIIM recognition helps us align competencies, assessment, and practicum expectations across partner campuses and sites.

The Future Education Model (FEM)

Last year, CAHIIM launched a new educational framework, the Future Education Model (FEM), which is a learner-centric, hybrid competence-based approach that integrates authentic experiential learning, reflective practice, and comprehensive assessments. By emphasizing student agency and real-world experiences, the FEM ensures graduates possess practical competence, shifting the focus from mere knowledge retention to application ("do it" versus "know it"). CAHIIM continues to work closely with various cohorts of demonstration programs, guiding them through the transition with the ultimate goal of better preparing students for future practice and increasing their employment options upon graduation.

"We pursued demonstration program status to challenge traditional educational models across our institution. The collaborative support from CAHIIM and fellow demo programs has been transformative, providing a framework that's catalyzing change beyond HIT—inspiring innovation across all our programs on campus. This community encourages us to question "how we've always done things" and implement evidence-based changes institution-wide. The experiential learning model, replacing traditional end-of-program internships, is now a template for other programs. Students benefit from continuous real-world application throughout their education. Moving forward, we hope this initiative continues driving educational transformation that prepares all students for evolving roles in industry." – Jennifer Evans, EdD, RHIA, CCS; Program Director, HIM Associate degree program, University of Northwestern Ohio.

"The College of St. Scholastica's Master of Science in Health Information Management program applied to become a CAHIIM Future Education Model (FEM) demonstration program to remain at the forefront of HIM education and ensure our curriculum aligns with evolving industry needs. As an early adopter of the 2026 HIM accreditation standards, we saw this as an opportunity to strengthen our competency-based and experiential learning approach, preparing students to apply knowledge, leadership, and informatics skills in real-world settings. Our experience as a demonstration program has been extremely positive. The process has encouraged innovation in course design, assessment, and integration of hands-on learning, which has translated directly into workforce readiness. Students are more confident and adaptable, and employers are noticing the impact. Being a demonstration program has also enhanced recruitment by showcasing our commitment to maintaining the most current, high-quality curriculum in the field. Looking ahead, we plan to continue using outcomes data and stakeholder feedback to refine our courses and expand partnerships that provide authentic learning experiences, ensuring our graduates remain leaders in the future of health information management." – Katie Kerr, EdD, RHIA, Program Director, HIM Master degree program, College of St. Scholastica.

2025 FEM Sessions

CAHIIM-accredited programs receive complimentary access to monthly Future Education Model (FEM) sessions. This valuable, ongoing support ensures programs have the guidance they need to smoothly transition their curricula and align with the new accreditation standards and competencies.

February

*2025 FEM Episode
Kick-Off*

March

*Summative vs.
Formative Assessments*

April

*LMS Competence
Tracking*

May

*Incorporating Supervised
Experiential Learning with 2024
Demonstration Programs*

June

*Reviewing Competence
Assessment Statements and
Performance Indicator
Updates*

July

*Building Communication
about Competence Based
Education (CBE) with
Students and Faculty*

August

*Reviewing Different Ways to
Assess and Address
Interprofessional Collaboration*

September

Reporting Compliance

October

*Assessment Ideas:
Interoperability*

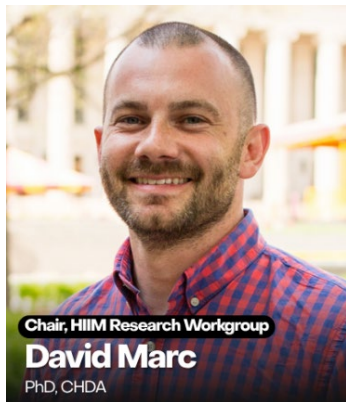
November

*Frequently Asked
Questions About the
Future Education Model*

December

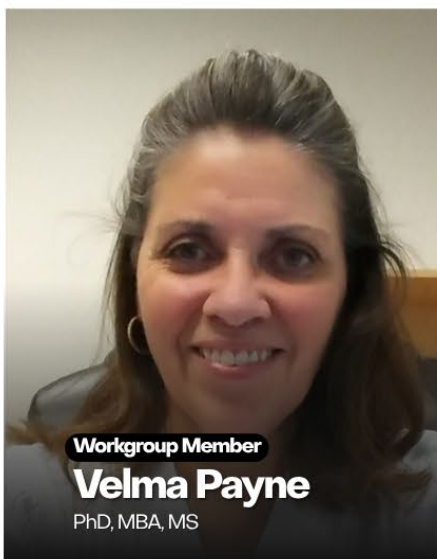
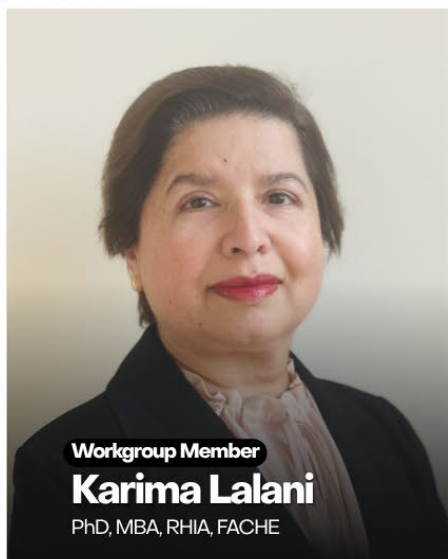
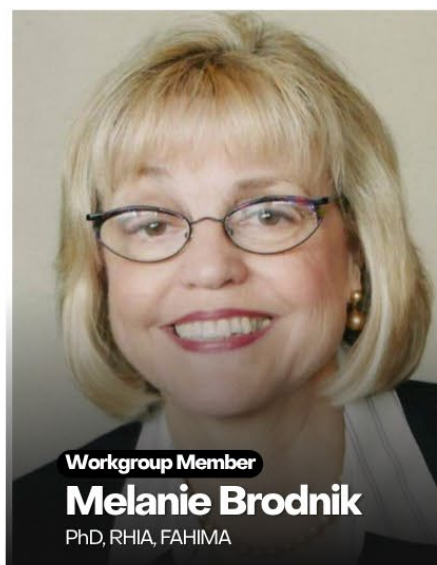
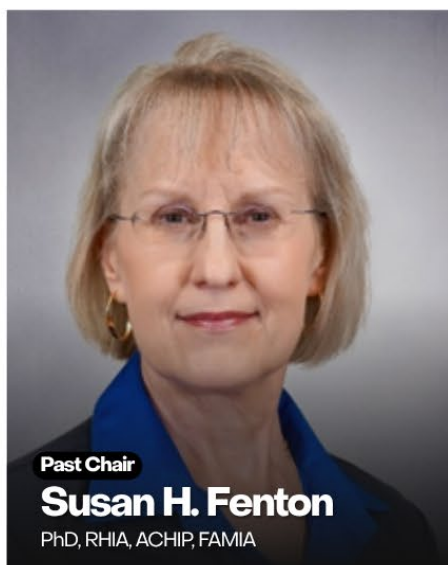
*Competence Tracking
with Demonstration
Programs*

Health Informatics and Information Management Research Workgroup



The CAHIIM Research Workgroup has made substantial progress over the past year. Two comprehensive surveys were successfully conducted, one targeting graduates of two-year Health Information Technology (HIT) programs and another focusing on graduates of master's-level Health Informatics programs. These surveys gathered data on employment outcomes, job types, organizational settings, credentials, and graduate characteristics such as prior education and geographic distribution. The data provide valuable insight into the evolving health information workforce and educational outcomes across program levels. Currently, the research team is synthesizing the findings into a formal manuscript intended for peer-reviewed publication, with a target submission by the end of 2025. This work supports CAHIIM's ongoing mission to strengthen academic programs through evidence-based insights into workforce trends and competencies.

Health Informatics and Information Management Research Workgroup Members



Faculty Fellowship Program

We are delighted to welcome the newest cohort of exceptional educators to the CAHIIM Faculty Fellowship Program. This prestigious fellowship is central to our mission of cultivating the next generation of academic leaders in Health Informatics and Information Management (HIIM). These dedicated professionals represent the cutting edge of educational excellence and innovation. We eagerly anticipate the impact their research, mentorship, and leadership will have on our accredited programs and the future of the healthcare industry. Congratulations to all recipients!

Marcie Wright, MSHI, RHIA, CHDA, CCS, ODS, FCAHIIM

An educator for nearly 20 years, Marcie Wright, MSHI, RHIA, CHDA, CCS, ODS, FCAHIIM, has led the Health Information Technology program at Danville Area Community College for over a decade. Her contributions to CAHIIM include serving as a peer reviewer for more than five (5) years, as well as participating in other volunteer opportunities, such as beta testing the Annual Program Assessment Report (APAR) system.

In addition to her work with CAHIIM, Marcie remains deeply engaged in the HIM community, including service on the American Health Information Management Association's (AHIMA) Council for Excellence in Education (CEE), the Illinois Health Information Management Association (ILHIMA) Board of Directors, and as a long-time volunteer and current president-elect with the Central Illinois Health Information Management Association (CIHIMA). Her commitment to the profession is evident in both her leadership and her ongoing efforts to support students and colleagues across the field.



"To be recognized as a CAHIIM Fellow has meant a lot to me because CAHIIM is such a respected and impactful organization. CAHIIM's commitment to excellence in health informatics and information management has not only advanced the profession but has also played a vital role in supporting the growth and success of my college's program. This recognition is a reflection of the strong partnership we've built and the shared dedication to preparing students for meaningful careers in this evolving field. I am grateful to be part of a community that values quality, innovation, and provides excellent support."

Lynette Williamson, EdD, MBA, RHIA, CCS, CPC, FAHIMA, FCAHIIM

Lynette Williamson, EdD, MBA, RHIA, CCS, CPC, FAHIMA, FCAHIIM, brings over 40 years of experience in Health Information Management (HIM), beginning her career in 1985 and building a legacy defined by leadership, innovation, and an unwavering commitment to accreditation and academic excellence. Her contributions to CAHIIM are extensive. She has served as Secretary of the CAHIIM Board, as well as a Council Member on the Health Information Management Accreditation Council (HIMAC). Lynette has been a featured presenter at multiple CAHIIM Summits on Higher Education, where she has shared insights on accreditation standards, curriculum innovation, and best practices for student success in HIM programs.

Beyond CAHIIM, Lynette's leadership extends to professional and academic communities. She has held key leadership roles with the Hawai'i Health Information Management Association (HHIA) and served on advisory boards for multiple HIM programs nationwide. Her academic service reflects a passion for both faculty development and curriculum advancement, leading initiatives that align with CAHIIM standards and the evolving needs of the healthcare industry.

Throughout her career, Lynette's national presentations and scholarly contributions have consistently emphasized progressive, student-centered teaching practices, workforce readiness, and equity in health information education. Her decades-long dedication to quality education, accreditation, and professional advancement exemplifies the mission of CAHIIM and the enduring values of the HIM profession.



"I applied for the CAHIIM Fellowship because I want to inspire and support others who are shaping the future of HIM and Health Informatics education. When I first transitioned from practitioner to educator, I was both excited and overwhelmed—teaching and accreditation were completely new to me. At my very first HIM education conference, I met remarkable leaders such as Pat Shaw, Pat Hertel, Dr. Claire Dixon-Lee, and Dr. Angela Kennedy, now CAHIIM's CEO. Their generosity, mentorship, and forward-thinking approach not only guided me through those early challenges but also showed me the power of a collaborative community. That experience left a lasting impression, and through this fellowship I hope to honor their legacy by giving back—offering encouragement, insight, and support to educators who are just beginning their journey in teaching and accreditation."

Natasha Freeman Cauley, MPH, MEd, RHIA

Natasha F. Cauley, MPH, MEd, RHIA, is an accomplished health information management and informatics learning strategist with more than 25 years of experience in higher education, program leadership, and accreditation. As a long-standing CAHIIM Accreditation Peer Reviewer, she has led and launched numerous health information programs from concept to accreditation, with a focus on advancing program quality and innovation.

With extensive teaching experience, Dr. Cauley integrates artificial intelligence (AI), simulation, and experiential learning strategies to create engaging, technology-enhanced learning environments. Her industry leadership includes roles with 3M Health Information Systems (Solventum) and the Health Information Management Systems Society (HIMSS), where she directed educational and digital learning initiatives. As Founder of NextGen HIM, she continues to consult on curriculum and program design, faculty development, student engagement, and future-focused instructional strategies. Her current research explores simulation-based and AI-driven learning models that promote access and value in health information education.



“The CAHIIM Faculty Fellowship represents an opportunity to deepen my service to the field, collaborate with peers dedicated to quality and innovation, and help shape the future of health information education. It embodies my commitment to academic excellence, continuous improvement, and the advancement of equitable, high-quality health information programs.”

Nanette Sayles, EdD, RHIA, CCS, CHPS, CDIP, CHDA, CPHI, FAHIMA

Nanette Sayles, EdD, RHIA, CCS, CHPS, CDIP, CHDA, CPHI, FAHIMA, has been in Health Information Management (HIM) education for 27 years. She has been both a full-time faculty member and a program director during this time. Prior to this, Nanette worked for hospitals, an information system vendor, and a consulting firm. She has published several books including being a co-editor *Health Information Management Technology: An Applied Approach*. She has been a volunteer with Commission on Accreditation of Health Information and Information Management, American Health Information Management Association (AHIMA), the Georgia Health Information Management Association (GHIMA), and other professional organizations. Nanette has spoken at many HIM related conferences. She has received a number of awards including the AHIMA Triumph Award recipient for Education and the GHIMA Distinguished member.



“It was an easy decision to apply for CAHIIM’s Fellowship status because the eligibility requirements include service to the profession and professional development. CAHIIM’s Fellowship’s service to the profession includes volunteer work such as professional committees, professional association board of directors member, presentations, and publications. Professional development is shown through attendance at specific conferences. Obtaining fellowship is a method of proving to my Dean that I am meeting the requirements expected of an educator.”

STUDENT RESOURCES

Student Resources

CAHIIM is actively supporting the next generation of professionals by offering a growing number of features and resources tailored for students entering the workforce. We view accreditors as essential partners to educational institutions, with both striving toward the unified goal of ensuring graduates possess the competencies needed for success in the profession. Students enrolled in accredited programs are highly encouraged to visit the dedicated Students page at CAHIIM.org to access the latest information and sign up to receive direct updates on future resources as they become available.





Student Verification: Elevating Graduate Employability

The CAHIIM Student Verification Program was established as a crucial tool to help graduates stand out in a competitive job market. We recognize the difficulties students face in showcasing the quality of their specialized education to prospective employers.

To bridge this gap, we created a system that allows students from CAHIIM-accredited programs to officially highlight this fact. Graduation from a CAHIIM-accredited program signifies that the institution has voluntarily undergone a strenuous and meticulous evaluation process. This process ensures the program meets the highest industry-approved standards, guaranteeing that graduates receive the best and most current information available in their field.

Students who apply and are successfully approved receive a formal, portable verification certification. This professional documentation is designed to be taken directly to interviews or submitted alongside job applications, serving as undeniable proof of the competencies attained by the graduate.

Ultimately, we believe the Student Verification Program will significantly increase employer recognition that these graduates are highly employable. They possess the validated, industry-relevant skills required for immediate success in the workplace, helping them drive value for their new organizations from day one.



Summit on Higher Education: Investing in the Future of Higher Education

The annual CAHIIM Summit on Higher Education, successfully hosted from September 16–18, 2024, was a landmark event that reinforced our commitment to empowering leaders across the academic landscape. This year, the Summit continued to foster positive participation and programmatic depth, firmly establishing its reputation as the industry’s premier forum for professional development and strategic dialogue.

Just short of 600 attendees spent three intensive and rewarding days engaging with leading experts and peers. The attendance figure is particularly encouraging, reflecting the high value placed on the knowledge exchanged at the event. We were honored to host a truly dynamic lineup of approximately 100 expert speakers who delivered 60 compelling presentations.

The content was strategically designed to address the most critical challenges and opportunities facing higher education today. Presentations covered a vital range of topics, including immediate, actionable strategies like how to increase enrollment and cutting-edge operational deep dives, such as how to transform curriculum using outcome data. The program also explored essential leadership frameworks, including the 7 E’s of leadership, and provided crucial updates on new federal higher education policy.

The continued momentum of the conference is a testament to the community we have built. It is highly encouraging to see familiar faces return each year and we welcome the new participants joining the conversation. To ensure this critical professional development remains accessible to all, we maintained our commitment to financial flexibility by offering multiple avenues for discount, including group and early bird registration rates. This policy ensures that professionals with tighter budgets can still access the tools needed to earn continuing education credits and drive innovation at their institutions. We hope to continue to share valuable information with attendees as we prepare for next year’s Summit.

Testimonials



Donna Francis-Clark, MBA, RHIA, CPC, CHTS-PW

Bryan University

"I really enjoyed this conference. Each day offered valuable takeaways that increased my knowledge, fueled my confidence and will help me improve how I do my job."



Lesley Plemons

McLennan Community College

"Exceptional Summit. Provided all the information needed to prepare for current and future industry updates."



Latoya Davis, MS, RHIA

Albany State University

"This conference delivers exceptional value each year, with top-notch staff and speakers. I'm grateful for the opportunity to participate."



Jennifer Young, MS, RHIA, CCS-P, CAPM

DeVry University

"The CAHIIM Summit offers a wide variety of content to support new and seasoned faculty in learning about current teaching trends and use of innovative technology in the classroom to support their programs!!"

2025 – Town halls

Below is a summary of the monthly live sessions made available this year, mostly free of charge, to all CAHIIM-accredited educational programs.

FEB

Transforming Health Informatics and Health Information Management Education with AI-Driven Course Design, Avatar-Based Lectures, and Next-Generation Intelligent Tutoring Assistants

Sanja Avramovic, PhD

MAR

Where Do We Go From Here?

Ashley Jester, MS, CDH-P

Frank Cutitta, Steve Myers

APR

National Cancer Registrars Association (NCRA) Update

Peggy Meehan, MEd

Future-Proofing Students of CAHIIM-Accredited Institutions: Gaining the Competitive Edge

Shakera Moreland, DHSc, MBA, RHIA, CSM

MAY

Beyond Current Practice: Teaching the Future of Healthcare

Leanne Worsfold, MEd, RPN

JUN

Environmental Impact: Higher Education & Accreditation Update

Angela Kennedy, EdD, MBA, MEd, RHIA, FACHDM

JUL

Integrating Highly Employable Skills into the Curriculum

Norbert Belz, PhD, MHSA

AUG

Safeguarding Data and Intellectual Property in the Age of Large Language Models

Susan H. Fenton, PhD, RHIA, ACHIP, FAMIA

SEP

CAHIIM Summit on Higher Education

OCT

Ambulances, Students, Documents, Oh My! How to Use an On-Campus Mass Casualty Event Training as Experiential Learning

Dr. Sandra Brightwell, RHIA, FAHIMA

NOV

Healthcare Security: Don't Let the Hackers Win

Diane Dolezel, PhD, MSCS, RHIA, CHDA

DEC

AAPC Education Solutions: Closing the Gap Between Classrooms and Careers

Kera Dandoy

Shiraz Sultan



2025 – Student Town Halls

This year, we successfully launched our quarterly Student Townhall initiative to support students in accredited programs. Each session, drawing hundreds of attendees, provided essential information for educational success and career navigation. This significant engagement reflects our investment in the next generation of professionals and future leaders.

1

Building a Functional Resume

Leanne Worsfold, MEd, RPN

2

Test-Taking Skills

Leanne Worsfold, MEd, RPN

3

Navigating the HIM Career Path

Shannan Swafford, DHA, MBA, FACHDM, RHIT, CHDA, CCS

Seth Johnson, DHA, MBA, RHIA, FAHIMA

4

From Oops to Aha: Turning Coding Errors into Learning Moments

Kristi Pallard



CAHIIM Partners

CAHIIM's mission and vision for the future are intrinsically linked to the strength of our partnerships. We fundamentally believe that progress cannot be achieved in a silo; therefore, we deeply value the robust network of academic institutions, industry leaders, and professional organizations that collaborate with us. This collective commitment allows us to continually elevate and enhance higher education standards, ensuring our accredited programs are agile and relevant. Our collective aim is to cultivate graduates who are not only professionally competent but are also equipped with the advanced knowledge and skills necessary for long-term success in their future careers. By producing highly capable professionals, our joint efforts directly improve the quality of health informatics and information services, which ultimately deliver successful outcomes and helps the community at large. We are steadfast in our commitment to fostering and expanding these vital partnerships as we collectively advance this critical mission.

AHA | American Hospital Association



The American Hospital Association (AHA) and *AHA Coding Clinic* are proud to continue our partnership with CAHIIM and to support the Summit on Higher Education. This year's three-day virtual conference brought together nearly 590 attendees, including program directors, faculty, academic leadership and professionals in the field for 60 engaging presentations and close to 100 speakers. Through our sponsorship, we were able to connect directly with health information management educators and leaders who share our commitment to advancing excellence in coding education and practice.

At the Summit, we showcased the *ICD-10-CM/PCS Coding Handbook*, the most widely used resource for training both hospital and physician office coding professionals. The Handbook offers a logical, thorough approach to coding instruction, complemented by practical exercises and case studies that prepare students and practitioners alike for real-world application.

Our ongoing collaboration with CAHIIM reflects a shared mission to strengthen the pipeline of skilled health information professionals through education, innovation and adherence to coding standards. The AHA Central Office, publisher of the industry-standard *AHA Coding Clinic*, continues to guide the field by providing practical insights and clarifications on complex coding questions through real-world examples and official coding guidance. Together with CAHIIM, we remain dedicated to fostering accuracy, consistency, and excellence across the field of health information management.

The graphic on the left side of the page features a large, stylized, 3D 'AMIA' logo in a light orange color. The letters are blocky and have a sense of depth. Behind the logo, there are faint, glowing orange lines and binary code (0s and 1s) scattered across the background, creating a digital or data-themed aesthetic.

AMIA | American Medical Informatics Association

AMIA Responding to Change: Advancing the Informatics Profession through Education, Policy, and Workforce Development

In 2025, the American Medical Informatics Association (AMIA) advanced its mission to modernize and strengthen the informatics ecosystem through education, membership innovation, policy leadership, and workforce development. Guided by its core values of scientific integrity, inclusivity, collaboration, and impact, AMIA focused on aligning academic preparation, professional advancement, and policy priorities to support its members and the broader informatics community amid significant shifts and challenges in health policy and practice.

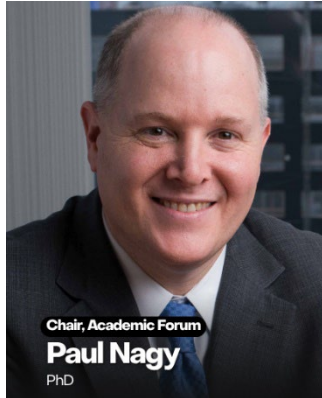
AMIA's membership modernization initiative will expand accessibility through new digital entry-level memberships, organizational enrollment options, and clarified tiers supporting members at every career stage. These updates strengthen engagement, ensure sustainability, and make participation more inclusive for students, emerging professionals, and experienced leaders.

In policy and advocacy, AMIA advanced its “North Star” priorities - reducing clinician burden, promoting responsible and transparent AI, securing a new federal Health IT occupational code, and advocating for sustained investment in informatics research and innovation. Reflecting the theme of the 2025 Annual Symposium - Modernizing Informatics Across the Spectrum: Research, Clinical, and Public Health Systems - AMIA is laying the groundwork for expanded micro-credentialing and workforce initiatives that better connect education and practice. This focus will be further emphasized through the planned AMIA Amplify Informatics conference, which will bring together the applied research and clinical informatics communities in one integrated forum dedicated to advancing front-line readiness and the translation of informatics into practice.

Together, these efforts affirm AMIA's leadership in shaping a skilled, adaptable, and future-ready informatics workforce driving healthcare transformation.

Academic Forum Update

Academic Forum: Navigating Disruption in Informatics Education



The Academic Forum, part of the American Medical Informatics Association (AMIA), is a community of over 90 degree-granting informatics programs (undergraduate, masters, nursing, and fellowship). We provide a welcoming space for program directors to share resources and expertise.

It's been a challenging year for Biomedical Informatics Education. Most degree programs reported reduced enrollment, primarily due to cuts in clinical research funding and increasing visa barriers for international students, who historically make up over 50% of STEM graduates.

Despite this, the Academic Forum continues to grow. We recognize that teaching biomedical informatics—a rapidly changing field requiring deep technical, clinical, and business expertise—is too broad to sustain in isolation.

Gen AI is a major disruptor, fundamentally changing how material is created, taught, and learned. This forces educators to redefine learning and assessment, pushing us beyond basic knowledge checks and toward methods that require critical thinking and synthesis (moving up Miller's pyramid). We are actively working with the American Association of Colleges and Universities to help educators develop guiding principles and policies for the effective and ethical use of Gen AI.

To help educators create more interactive learning experiences, we launched the EXCITE (Educators Clinical Informatics Training Environment) initiative. EXCITE provides an open-source EHR, synthetic clinical data, and observational research discovery tools from OHDSI. It uses shared teaching materials via Jupyter Notebooks and Canvas course templates. This platform gives students hands-on experience working inside an EHR, connecting with it via FHIR messaging, and conducting reproducible research using the OMOP common data model.

Our core mission is to help educators equip the next wave of informatics experts with the skills to strategically deploy technology, ensuring the benefits of medicine reach both the patient and the clinician.

The left side of the image features a vertical orange bar containing the CHIME logo in large, white, stylized letters. The background of the entire image is dark gray with faint, light orange geometric and data-related patterns, including a bar chart and a brain icon.

CHIME | College of Health Information Management Executives

The College of Healthcare Information Management Executives (CHIME) is a global professional organization dedicated to advancing digital health leadership through innovation, education, and collaboration. Serving professionals at every career stage, CHIME provides a trusted environment for learning, networking, and leadership development while driving progress in health and care worldwide.

Launching Fall 2025, CHIME's Digital Health Professional (DHP) Certificate Course delivers a comprehensive foundation in healthcare IT systems, interoperability, cybersecurity, clinical workflows, and leadership. Learners earn the Digital Health Foundations Certificate, demonstrating readiness to contribute to digital transformation initiatives. Through co-branded partnerships with higher education institutions, universities can offer this online, industry-recognized course to students—often at a discounted rate—creating an accessible and affordable entry point into the digital health profession.

Building on this foundation, CHIME's Certified Digital Health (CDH) program offers three progressive certifications—Professional (CDH-P), Leader (CDH-L), and Executive (CDH-E). These credentials validate digital health competencies, enhance employability, and prepare graduates for leadership roles. Universities can also partner with CHIME to extend discounted access to the CDH credentialing program, helping students advance their careers and stand out in a competitive healthcare technology workforce. For more information and pricing contact Certification@chimecentral.org

Our partnership with CAHIIM plays a pivotal role in this mission, ensuring that future digital health leaders gain high-quality, accredited learning experiences. Together, we share a commitment to preparing students and educators with the knowledge, skills, and opportunities needed to shape the future of healthcare.

The image features a large, stylized, light-orange 'NCRA' logo on the left side, set against a background of a hand holding a small object. The main content area has a dark grey background with white text.

NCRA | National Cancer Registrars Association

In 2025, NCRA began implementing its new Strategic Management Plan. In addition to the adoption of a new vision statement – Making Oncology Data Matter – the plan includes the implementation of an Informatics Education Plan, the consideration of new credentials, and establishing new tech partners to better leverage informatics in the cancer registry workplace.

NCRA advocacy work in 2025 addressed the proposed FY2026 federal budget that called for the elimination of the CDC's National Program of Cancer Registries and included a 40% cut to the National Cancer Institute's budget – a cut that would negatively impact NCI's Surveillance, Epidemiology, and End Results (SEER) Program. NCRA spearheaded efforts that included letter-writing campaigns and Capitol Hill visits. Success was achieved with both the Senate and House appropriations committees funding the CDC-NPCR at \$53.4M and supporting the NCI budget. NCRA celebrates that its message to continue to fund the nation's cancer surveillance system was heard. It will continue its advocacy work throughout the FY26 budget process.

NCRA looks forward to continuing its work with CAHIIM to establish accreditation for certificate programs in cancer registry management. The collaboration will help to ensure additional high-quality educational opportunities to increase the number of cancer registrars in the workplace.



HCG | Haugen Consulting Group

Haugen Consulting Group (HCG) provides innovative education, auditing, and business solutions to strengthen healthcare data accuracy and integrity. Our partnership with CAHIIM reflects a shared commitment to preparing professionals for today's challenges while building a future rooted in accuracy, integrity, and continuous learning.

For over a decade, Haugen Academy has delivered engaging education in ICD-10-CM/PCS, CPT, Revenue Cycle, Patient Access, and Release of Information. Developed by subject matter experts, our courses combine multimedia, gamified activities, and scenario-based exercises to promote active learning and real-world application.

Students and partners consistently highlight the impact of this approach:

"I like the small question games in the middle of the lesson so I know if I understood the information or need to review." – Student

"The Code Purples are a great way to make sure what I've learned is being retained." – Student

"The Davenport University Health Information Technology program, which is CAHIIM accredited, adopted Haugen Academy in Fall 2024 for our healthcare reimbursement course. Due to its success, we expanded its use in 2025 to additional coding courses. The mini-courses break down complex subjects into clear, manageable pieces, and the adoption process was smooth and easy." Yvette Pawlowski, M.Ed., RHIA, CPC-A, CHDS

Through innovation and responsiveness to learner feedback, Haugen continues to be a trusted partner in health information education.

HIMSS | Healthcare Information and Management Systems Society

The Healthcare Information and Management Systems Society (HIMSS) is committed to reforming the global health ecosystem through the power of information and technology. As a mission-driven nonprofit, HIMSS offers a unique depth and breadth of expertise in health innovation, public policy, workforce development, research and digital health transformation supporting a diverse global network of more than 125,000 members and over a thousand organizational partners.

In 2025, HIMSS was honored to deepen its collaboration with CAHIIM, strengthening shared goals around preparing a highly skilled health information and informatics workforce.

A highlight this year was CAHIIM's sponsorship of two students to attend the 2025 HIMSS Global Health Conference & Exhibition. This initiative created meaningful pathways for emerging professionals to engage with industry leaders, explore cutting-edge innovations, and connect with the broader health information ecosystem. We are grateful for CAHIIM's continued investment in student development and are equally pleased that CAHIIM will again sponsor two students to attend HIMSS26.

HIMSS also had the privilege of participating in the CAHIIM Summit on Higher Education in September 2025. This event provided a valuable forum to connect directly with educators, program directors, and faculty who are shaping the next generation of health information and informatics professionals. Based on the positive response, we look forward to engaging in a deeper exploration of these topics through CAHIIM-led town halls planned for 2026.

Beyond these major touchpoints, HIMSS and CAHIIM have identified several additional opportunities for synergy. Both organizations are deeply invested in advancing educational quality, building workforce readiness, and supporting academic programs.

HIMSS values its growing relationship with CAHIIM and recognizes the significant impact educators and accredited programs have on the future of health information and technology. We remain committed to supporting CAHIIM's mission and collaborating in ways that elevate students, strengthen academic programs, and build a skilled, future-ready workforce. We look forward to continuing to expand our relationship throughout 2026 and beyond.



The logo graphic for HL7 International, featuring a stylized 'H' and 'L' in a light orange color, set against a background of concentric circles and dots, resembling a network or data flow.

HL7® | Health Level Seven® International

Health Level Seven® International (HL7®) continues to advance its mission of developing and promoting innovative interoperability standards that improve health, support well-being, and foster a diverse, inclusive global community. Our collaboration with CAHIIM plays a vital role in this mission, helping prepare the next generation of health informatics and technology leaders who will shape the future of healthcare.

Together, we share a commitment to equipping students and educators with the skills and opportunities needed to drive meaningful transformation. With CAHIIM's support, HL7 successfully delivered several key initiatives in 2025, including:

- Expanding the free HL7 Virtual Student Academy, providing greater access to education and resources
- Hosting a free, hybrid-format session designed exclusively for students and instructors during our 39th Annual Plenary & Working Group Meeting
- Delivering an HL7 International Update at the CAHIIM Summit

HL7 deeply values its partnership with CAHIIM and looks forward to building on this collaboration to advance healthcare interoperability and empower the next generation of professionals.

The left side of the page features a vertical orange bar. Within this bar, the IFHIMA logo is displayed in a light, semi-transparent white. The logo consists of a stylized 'A' at the top, followed by a series of horizontal bars of varying lengths that form the letters 'F', 'H', 'I', 'M', and 'A' in a stacked, geometric fashion. Behind the logo, a faint world map is visible, showing the continents in a light orange tone. The right side of the page has a dark grey background with white text.

IFHIMA | International Federation of Health Information Management Associations

This report encompasses the first nine months of 2025, with our three-year term of office for the 2022-2025 Board ending December 3, 2025, at our annual General Assembly.

Governance. IFHIMA member nations ratified a new Constitution which reflects modernization of language, greater flexibility in governance, and instantiates practices, such as an annual General Assembly, in compliance with State of Illinois law.

Membership Engagement and Growth Pillar. IFHIMA members now hail from 61 countries, far exceeding our membership breadth of five years ago. IFHIMA launched the Communities of Practice in the areas of ICD-11, Education, Research, and Digital Health.

Education, Training and Research Pillar. Pillar members drafted updates to our ten learning modules which will be released early 2026. Additionally, the Pillar drafted content outlining the value of the HIM Profession. This toolkit, *Unlocking the Power of Health Information: How HIM Professionals Strengthen Healthcare Policy, Planning and Performance*, includes several products that will assist our members articulate the value and various roles of the profession.

Foundation Pillar, including Marketing and Communication. Focus on the Future of HIM 2025 webcast series was a key initiative of the Foundation creating revenue and serving our membership. Educational Institution tickets were sold to seven programs. The IFHIMA LinkedIn group has 2550 members, and like membership, has shown tremendous growth. We issue updates to our members on a biweekly basis through our marketing database.

Finances. IFHIMA will report our strong, diversified financial position to our General Assembly in December.



APAR: The Importance of Measuring Student Outcomes in Higher Education

In today's rapidly evolving educational environment, higher education institutions are increasingly expected to demonstrate accountability, transparency, and continuous improvement. Central to accreditation and program quality is the systematic analysis and use of student outcome data. Quality measures not only ensure compliance with CAHIM standards but also serve as critical tools for strengthening academic programs and provide evidence of how effectively a program supports learners from enrollment through post-graduation employment. These measures inform leaders about trends, strengths, and emerging challenges. When integrated into program evaluation, outcome data can:

- Reveal whether the curriculum aligns with workforce needs
- Identify barriers to program completion
- Support resource allocation and faculty planning
- Highlight the impact of budget, policy or curricular changes
- Inform continuous quality improvement and strategic planning

APAR Outcome Indicators

- Enrollment, attrition, and completion rates
- Student satisfaction
- Employment or continuing education rates
- Budget changes
- Faculty changes

2025 APAR Dashboard Feedback Survey Results

Total Responses: 128 Program Directors

Program Type

- 89% Health Information Management (HIM)
- 9% Health Informatics (HI)
- 1.6% Both HIM and HI

88% As program directors indicated the level of useful to presenting a three-year history in analyzing program strengths and continuous quality improvement needs was useful to extremely useful

How do program directors plan to use the information?

- 72% plan to share with leadership (e.g., program chair, Dean)
- 76% will share with the advisory committee or council
- 40% plan to create or adjust the program goals and objectives
- 61% will create a plan to address the areas of improvement
- 14% planned to post information on the program's website
- 16% are unsure what to do with the information at this time

81% prefer this new APAR dashboard to the previous year's review.

CAHIIM appreciates the program director's recommended areas for improvement in the APAR data collection questions, outcome indicators, and the dashboard review.

CAHIIM-accredited programs submit an Annual Program Assessment Report (APAR) to provide key aspects of program performance, especially student outcomes. CAHIIM's review of APAR ensures programs not only meet minimum standards but also analyze emerging trends. This year, CAHIIM provided programs with a dashboard listing outcome indicators and national averages over three years to identify early signs of quality concerns. The new CAHIIM dashboard enables programs to review 3 years of data across multiple dimensions, providing a broader contextual understanding of performance. Thus, encouraging programs to evaluate how indicators relate to one another, as no metric should be reviewed in isolation. This holistic perspective enables meaningful root-cause analysis and supports informed program planning and quality improvement initiatives.

This year's program feedback on APAR reporting and the new dashboard will inform APAR data collection and reporting changes for the coming year. In the future, CAHIIM will use data not only to assess whether a program continues to meet accreditation standards, but also to determine whether quality improvement plans may be needed by examining outcome indicators alongside established thresholds.

Measuring student outcomes is far more than an accreditation requirement — it is a strategic asset for higher education programs committed to excellence. Aligning program quality management processes with CAHIIM APAR expectations ensures programs remain responsive, data-driven, and prepared to meet the evolving needs of students and the workforce





Annual Program Assessment Report

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, 2023 – July 31, 2024 reporting cycle.

TOTAL EMPLOYED FULL-TIME FACULTY



HIM Associate: 520
HIM Baccalaureate: 248
HIM Master: 37
HI Master: 220

TOTAL EMPLOYED PART-TIME / ADJUNCT FACULTY



HIM Associate: 658
HIM Baccalaureate: 568
HIM Master: 51
HI Master: 153



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



Total Student Enrollment

HIM Associate (Full-time): 5,542
HIM Associate (Part-time): 7,400
HIM Baccalaureate (Full-time): 6,366
HIM Baccalaureate (Part-time): 2,669
HIM Master (Full-time): 583
HIM Master (Part-time): 395
HI Master (Full-time): 1,062
HI Master (Part-time): 1,500



APAR

Average Campus Class Size



HIM Associate: 12.64
HIM Baccalaureate: 16.21
HIM Master: 7.5
HI Master: 16.5

Average Online Class Size



HIM Associate: 15
HIM Baccalaureate: 19
HIM Master: 14
HI Master: 19

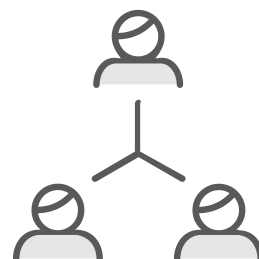
Institutions



Public: 89%
Private For-Profit: 3%
Private Not-for-Profit: 8%

Content Delivery

Online: 59%
Hybrid: 22%
Hyflex: 1%
Campus/Seated: 7%
Two-Degree Path Option
(Online or Campus): 11%



Financial Report

We are proud to report another year of financial health and stability, with our net asset reserves and cash and investment portfolio showing growth as of December 31, 2024. Our commitment to supporting our programs with resources and training continues through monthly town halls, the annual Summit on Higher Education, the CAHIIM Forum, website resources, and more. We are actively exploring ways to enhance the value of our services in a fiscally responsible manner, while also improving the quality of Health Informatics and Health Information Management education through strategic financial management and operational efficiency.

Revenue for 2024 was \$2,163,979. Annual accreditation fees comprised over 51% of total revenue while fees from new programs and programs undergoing reaccreditation accounted for 19%. Total revenue also included investment income of \$201,039, resulting from gains on investments and higher returns due to strategic investment management and increased interest rates in 2024. Total operating expenses were \$2,103,492. Net asset reserves increased by \$60,487, resulting in a net asset reserve balance of \$2,220,619 at December 31, 2024.

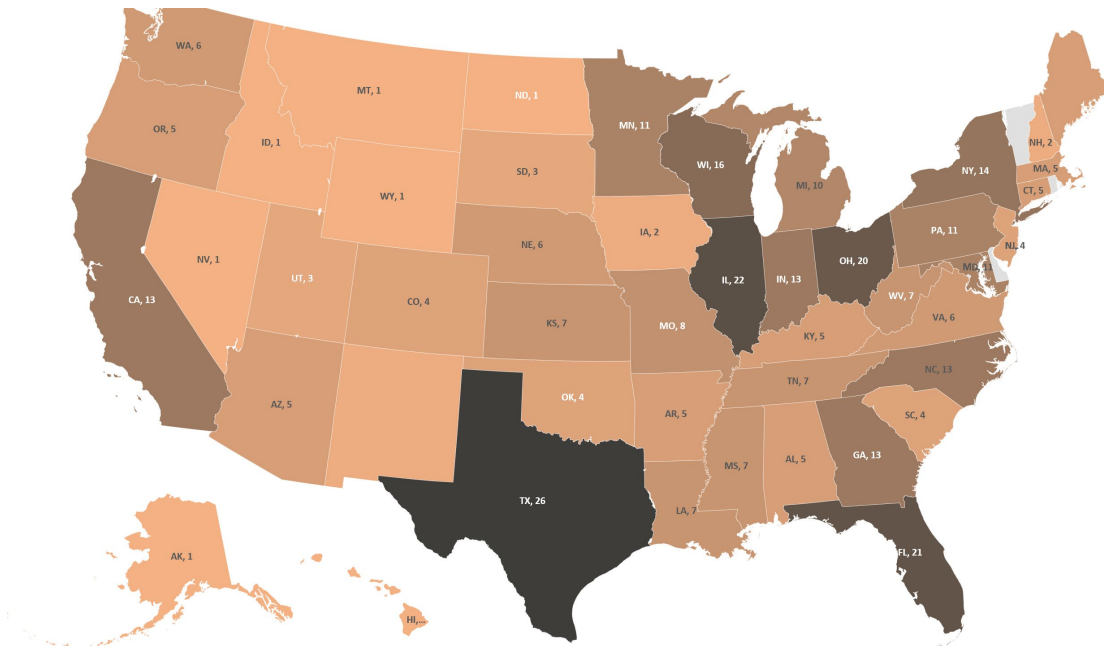
In 2025, we are developing a new strategic plan to ensure the organization's financial sustainability and to create new pathways for enhancing and expanding our services. To strengthen our financial position, we aim to increase revenue, invest in new opportunities, advance our technology, and develop balanced operating budgets. In 2024 and 2025, we introduced certificate accreditation and accreditation for Health Science programs to diversify our revenue streams. CAHIIM remains in a strong financial position, committed to maintaining adequate cash reserves to meet current and future liquidity needs while delivering exceptional value in our services to the colleges and universities we serve.

2024 OPERATING RESULTS

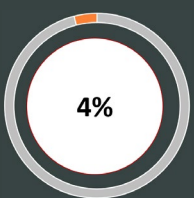
Total Revenue	\$	2,163,979
Total Expenses		2,103,492
Net increase in reserves		60,487
Net assets at beginning of year		2,220,619
Net assets at December 31, 2024	\$	2,281,106

Accredited Programs

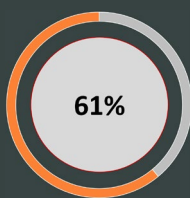
CAHIIM accredits Health Informatics and Health Information Management programs across the United States and Puerto Rico. Recently, we expanded our accreditation efforts to include certificates and Health Science programs. The chart below provides an overview of the number of accredited programs at the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



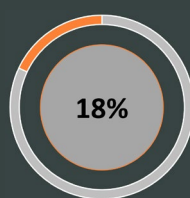
Associate HIM programs remain the largest segment of CAHIIM-accredited programs; however, other degrees and disciplines have been gaining momentum. CAHIIM remains steadfast in its commitment to fostering new partnerships that ensure the organization's continued stability and growth, while supporting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



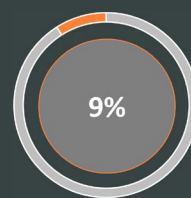
Certificates



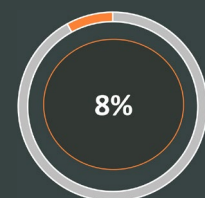
HIM
Associate
Degree



HIM
Baccalaureate
Degree



HIM
Master
Degree



HI
Master
Degree

2025 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.



Board Chair

Kim Theodos

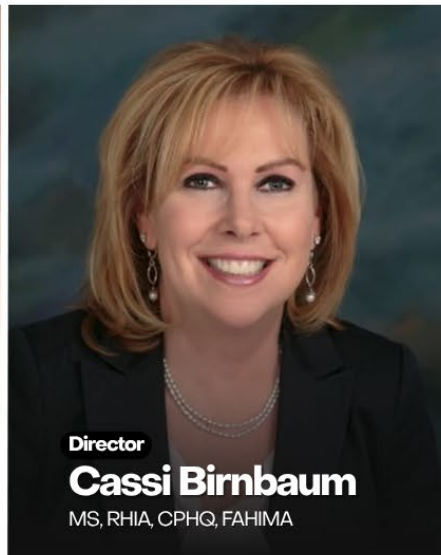
JD, MS, RHIA, CPHIMS



Past Chair

Philip J. Kroth

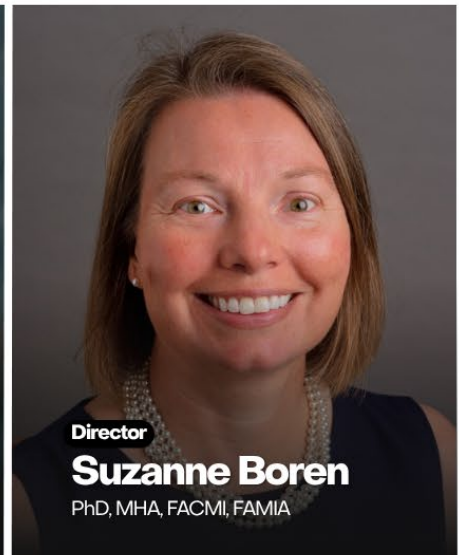
MD, MSc



Director

Cassi Birnbaum

MS, RHIA, CPHQ, FAHIMA

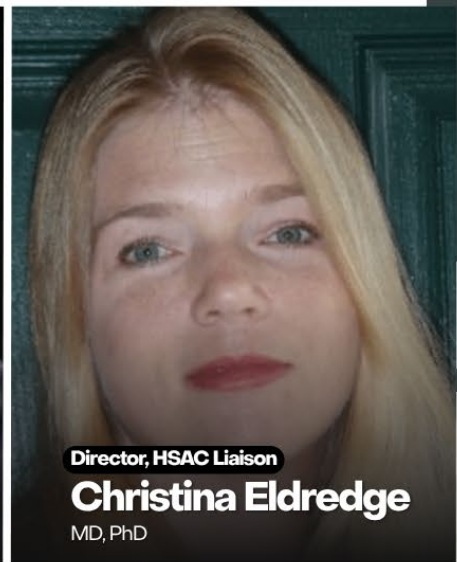
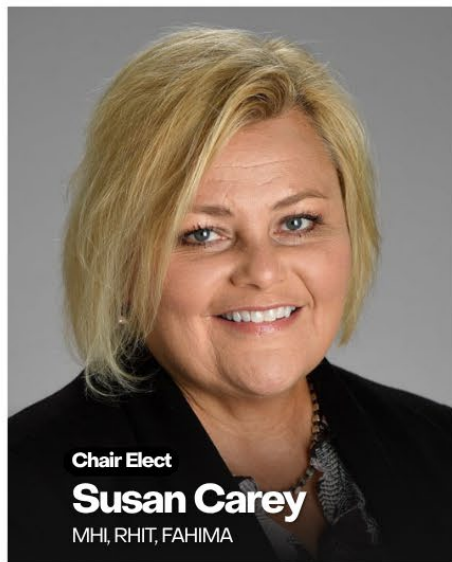


Director

Suzanne Boren

PhD, MHA, FACMI, FAMIA

2025 Board of Directors



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

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

