

Student Learning Outcomes
Bachelor in Health Information Management
Department of Health Sciences
College of Applied Science and Technology

Upon successful completion of the Health Information Management degree requirements, a graduate will be able to:

- Verify, analyze and validate the accuracy and completeness of health care data.
- Abstract, calculate, interpret and present health care data maintained in paper-based and computer-based resources.
- Develop, implement and manage health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.
- Evaluate, implement and manage both paper-based and computer-based health information systems.
- Organize and manage the health information personnel and services.

Health Information Management Program Assessment Plan

The Health Information Management (HIM) Program utilizes a multiple-measures approach to program quality management on a course, program, departmental, and university level. The evaluation strategies target five major “customers” of the HIM program: students, graduates, employers, institution and external accreditation agencies. The grid identifies each of the evaluation strategies used to assess the program and the target customers. The following grid identifies the assessment processes and the associated customers

HIM Assessment and Evaluation Grid

Assessment Process	Targeted Customers				
	Students	Graduates	Employers	Institution	External
RHIA Examination	X				
HSC Assessment Program	X	X	X		
HIM Advisory Committee	X	X	X		
Weekly Program Meeting				X	
Professional Practice	X	X	X		
Faculty Evaluations				X	
CAAHEP/AHIMA Accreditation					X

The following table provides a list of the various evaluation programs, individuals responsible, evaluators, evaluation techniques and frequency of evaluation.

Each of these assessment programs are discussed in more detail using the following format:

Assessment Process: a summary of structure and process used to capture data regarding HIM Program performance.

Evaluation: an explanation of how the assessment findings are evaluated and integrated into the Program.

Summary Table of HIM Program Evaluation Activities

Evaluation	Responsible	Evaluators	Evaluation	Frequency
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Programs	Authority		Techniques	
RHIA Examination	American health Information Management Association	American health Information Management Association	Professional Registration Examination	Annually
HSC Assessment Program	Department Chairperson	Students Graduates Employers	Survey Questionnaires	Annually
HIM Advisory Committee	HIM Program Director	Employers Graduates Students	Focus Group Open Discussion	Annually
Weekly Program Meeting	Program Faculty	Faculty	Open Discussion	Weekly
Professional Practice	Program Faculty	Graduates Employers	Performance evaluations	Annually
Faculty Evaluations	Department Chairperson	Students	Performance evaluations	Every Semester
Report on Current Status	CAAHEP/AHIMA-Council on Accreditation	HIM Peer Reviewers	Program Self-study	Every 3 years

Registered Health Information Administrator (RHIA) Examination

Assessment Process

Each HIM Program graduate has the opportunity to take the Registered Health Information Administrator Examination offered by the American Health Information Management Association. This annual examination is a competency-based assessment of the knowledge, skills and ability required of an entry-level HIM professional.

Evaluation

The results of this examination are reviewed and analyzed by the Program faculty and the HIM Program Advisory Committee annually. The faculty use the aggregate graduate test results to evaluate the overall Program performance in preparing new HIM professionals to meet minimum professional competency requirements. The results are also used to identify specific strengths and weaknesses of the curriculum relative to other HIM graduates who took the examination. When weaknesses are identified Program faculty and the Program Advisory Committee discuss possible revisions to the curriculum to improve future graduate preparation.

Department of Health Sciences (HSC) Assessment Program

Assessment Process

In 1996, the Department of Health Sciences (HSC) Assessment Program was created to implement uniform department-wide quality management program. The department chairperson formed the HSC Assessment Committee, a multidisciplinary committee with faculty representatives from each of the five programs in the Health Sciences Department. The goal of the HSC Assessment Committee is to develop assessment tools to capture feedback from groups with a vested interest in the program graduate performance. Targeted groups included students, graduates, employers, and the institution itself.

In 1998, the Program began using the assessment tools to collect program performance data. The data is collected annually and includes data from:

- Graduating Seniors
- 1st Year Graduates
- 5th Year Graduates
- Employers

Where appropriate the results of this evaluation program will be presented to illustrate students and alumni evaluation of the Program.

Evaluation

Program faculty, the department chairperson, as well as HIM Program graduates and employers through the HIM Advisory Committee review the program performance data annually. Additionally, intradepartmental comparative analyses of each program's assessment data are performed at the departmental chair level to identify opportunities for improvement across the five programs in the department.

HIM Advisory Committee

Assessment Process

Over the last ten years, the HIM Program Advisory Committee advised the HIM Program faculty on program goals, curriculum, recruitment, and assessment on an annual basis. The members of this committee are graduates of the HIM Program and individuals who employ Program graduates. All the committee members have experience in the HIM profession, as well as first hand knowledge of the professional skills and abilities required of Program students and graduates. A majority of the committee members participate as professional practice site supervisors, so they possess a working knowledge of the Program's students' knowledge and skills.

Evaluation

The HIM Advisory Committee functions as a health information management professional focus group. The members are active participants in providing program evaluation and guidance. Based on the committee's recommendations, the Program structure and curricular content have been reviewed, revised, and implemented over the past three years.

Weekly Program Faculty Meetings

Assessment Process

The Program faculty meet weekly to discuss ongoing Program management and curricular issues. Issues are identified and recommendations are presented for modification or correction. Most of the issues discussed in these meeting are addressed at the Program level. The curricular changes are reviewed at the department, college and university level before implementation. The department chairperson and the HIM Advisory Committee monitor program management and structure issues.

Professional Practice

Assessment Process

Every student who graduates with a degree in Health Information Management must participate in two professional practice experiences: a Clinical Professional Practice experience and a Residency Professional Practice experience.

Clinical Professional Practice

The clinical professional practice experience has two objectives. The first is to assess the students' clinical skills and knowledge. The second is to provide the student with a "real world" learning experience where the students can apply their knowledge and skills performing tasks in an actual work setting.

The students are required to complete the Clinical Professional practice experience in an acute care hospital setting. It is a prescriptive, structured experience, which exposes the student to all the basic functions and

responsibilities of an HIM department. Student performance evaluations are required for each of the functions and tasks the student performs.

Evaluation

The program faculty review the student evaluation results from these clinical professional practice experience on an annual basis. Faculty identify areas and trends where student performance is unsatisfactory or has potential for improvement. Since all the students complete similar experiences, this review allows faculty to determine if a majority of students are performing satisfactorily in a selected areas. The faculty reviews provide an ongoing opportunity to evaluate the current curricular content through student performance in the “real world.” It also provides the faculty with the opportunity to develop new instructional strategies to improve student performance by having the students bring their experiences into the classroom. In addition student experiences are discussed in the annual HIM Advisory Committee meeting through an open discussion to identify any topics or issues that the committee members believe should be included in future professional practice experiences.

The professional practice students are required to complete a series of structured, written clinical experience assignments. Faculty use these assignments for grading purposes and to identify areas where the students exhibit a limited or erroneous understanding of a concept, task or process. These areas of weakness are then revisited in the students’ senior courses to insure that all HIM graduates are professionally competent.

Residency Professional Practice

Assessment Process

Every HIM graduate must complete a Residency Professional Practice. Unlike the clinical professional practice, this experience is more management oriented, therefore less structured. Students complete this experience in a wide range of professional settings including acute care, intermediate care, long term care, insurance companies, pharmaceutical companies, product and service vendors, consulting firms, federal and state agencies, etc.

Frequently, companies or institutions contact the program to recruit HIM students for potential job opportunities. These companies generally have existing internship programs or projects in place that they want the students to complete. In other cases, the faculty contact companies or institutions in which the student has expressed an interest of working. The professional practice coordinator requires site-supervisors at these companies to assign the students projects that are consistent with the knowledge and skill of an entry-level HIM professional.

Evaluation

Upon completion of the Residency Professional Practice experience, the student is required to submit an executive report documenting the goals and objectives of the experience with examples of the projects or programs in which they participated. The site supervisors are asked to complete a standard evaluation form on the student (Appendix 18). Frequently the companies use their own evaluation process or the site supervisor submits a personal letter of performance evaluation. Some companies perform exit interviews with the professional practice coordinator and student present.

The evaluation results of the management professional practice experience are generally qualitative in structure. The program faculty review the student evaluations to identify weaknesses of the program graduates and work to incorporate curricular changes into program courses and educational assignments to correct them. In addition the faculty review comments from the site-supervisory to identify attributes, knowledge or skills that professional practice site coordinators indicate are important for graduates to possess but not currently included in the Program’s curriculum.

Faculty Evaluations

Assessment Process

The program faculty are evaluated on four levels: student, peer/slf-assessment and professional.

Student Evaluations

Students are required to complete faculty evaluations at the completion of every course. An individual who is not associated with the course administers the evaluations to the students. This assessment process is “blind” to promote student honesty on the evaluation. Individual faculty data are compared to aggregate faculty data from other departmental faculty. From these data, HIM faculty identify opportunities for improvement in their individual courses and instructional practices. Faculty are required to develop a corrective action plan to improve their performance in future courses.

Peer /self-assessment Evaluations

Annually, each faculty member is required to develop a self-assessment document or portfolio for review by the department chairperson and the Department Faculty Status Committee. Areas of evaluations include scholarship, instruction and service activities. Student evaluations of faculty instruction and any professional activity evaluations are included in the faculty portfolio. These evaluations can have an impact on the faculty member’s retention, salary, promotion and tenure status.

Professional

Professional assessment is accomplished through each faculty’s presentation and publications.

CAAHEP - Report of Current Status

Assessment

The Commission on the Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the American Health Information Management Association (AHIMA) accredits the Health Information Management Program. Every three years the HIM Program faculty are required to perform a self study, Report of Current Status. This accreditation process focuses on program objectives, student outcomes, curricular content, program resources and faculty scholarship/research activities. The Program must demonstrate compliance with program objectives and student outcomes with a data driven analysis. The Program faculty work as a team to write the report.

Evaluation

The report of Current Status is submitted to the American Health Information Management Association’s Council on Accreditation for review and evaluation. Based on the report, the council may recommend full accreditation (three years), conditional accreditation (three years with performance requirements), and conditional accreditation with site visit in one year or non-accreditation. The three-year accreditation period is designed to promote the implementation of a continuous quality improvement program. Many of the examples provided in the appendices of this report were taken from the 2001 Report of Current Status for the Health Information Management Program prepared for

the CAAHEP review. Based on the 2001 review, the program has received the maximum 3-year accreditation with minor recommendations.

The Council on Accreditation makes recommendations for Program improvement. The faculty review these recommendations and develop a three-year strategic plan to ensure that the recommendations are integrated into the Program before the next Report of Current Status is due.

**Health Information Management
Program Changes Based on Assessment Data**

<p>1) To develop competent health information professionals</p>	<p>The number of first time students who pass the RHIA exam will meet or exceed the national average.</p>	<p>Annually review the exam performance results with in a month of receipt</p>	<p>2000 Results: Plan:</p> <p>1999 Results: ISU Passing Rate 83.3% National Passing Rate 90.1%. Plan: ISU fell below the national average. Analysis of the data revealed that this year was the first year that RHITs were allowed to take the exam to progress to the status of RHIA. The RHITs had an average score of 164.33 almost 15 points higher than the national average skewing the average passing rate. These data do not accurately represent first time new graduates. No action was taken.</p> <p>1998 Results: ISU Passing Rate 93.3% National Passing Rate 86.4. Plan: ISU exceeded national average so no action was taken.</p>
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	<p>100% of the PPE students (junior and seniors) will receive an average or above in all the performance categories on the Professional Practice Evaluation.</p>	<p>Annually review the PPE.</p>	<p>Results: Over the past three years, one student did not meet the average.</p> <p>Plan: The student was dropped from the program. The program will continue with the current PPE evaluation process.</p>
<p>2.) To assist students in finding employment opportunities in the healthcare field.</p>	<p>100% of the students seeking health care related employment opportunities will be employed within one year.</p>	<p>One year student assessment survey.</p>	<p>2000 Graduating Class Survey will be completed in June 2001.</p> <p>1999 Graduate Class There as a Results:</p> <p>Plan:</p> <p>1998 Graduate Class Results: There was a 60% response rate to the Annual 1st Year Alumni Survey.. One hundred percent of the students who responded took positions related to health information management.</p> <p>Plan: Since this was the first year of this survey, the program faculty determined that more aggressive follow-up was required to obtain a</p>

			<p>100% response to the graduate questionnaire. The Program Director F. Waterstraat will write a personal note to each graduate expressing the importance of this survey for program improvement.</p> <p>1997 Graduating Class Results: Annual 1st year Alumni Survey was not performed in this year. Informal follow-up on graduates revealed that 22 of 26 graduates took positions in health information related professions. The remaining four students took professional positions in business and education including programmer, academic advisor, computer sales associate and health plan insurance consultant.</p> <p>Plan: All program graduates responded that they were content with their positions they obtained. No action was taken.</p>
Program			
3) To offer an up to date curriculum that prepares students for professional health information positions	Average percent of successfully answered questions by first time students will meet or exceed the national average in each subdomain.	Annually review of exam performance results.	<p>2000 Results:</p> <p>Plan:</p> <p>1999 Results: The average scores met or exceeded</p>

			<p>the national average in 3 of 15 categories. In seven of the subdomain categories the program average was within 5 percentage points of the national average. Six of the subdomains were within 9 percentage points. Finally one subdomain was greater than 10 percentage points below the national mean.</p> <p>Plan: The program faculty revised curriculum content and hours for eight courses. For example, Subdomain 4a was 12 percentage points below the national average. An additional credit hour was added to HSC 230, the course that addresses the area covered in Subdomain 4a. The faculty did not place great emphasis on the major of scored being below 100%, because this exam included the RHIT progression scores which skewed the national average upward.</p> <p>1998 Results: The average scores met or exceeded</p>
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			<p>the national average in 3 of 15 categories. In five of the subdomain categories the program average was within 5 percentage points of the national average. Four of the subdomains were within 10 percentage points. Finally three subdomains were greater than 10 percentage points below the national mean.</p> <p>Plan: These results were shared with the program advisory committee. Since this was the first year of the new exam format, the advisory committee recommended that radical changes should not be implemented. The faculty decided to implement a mock exam format in HSC 310. Students would be required to read the current literature in the HIM field and complete a series of competency-based exams covering the literature reviewed.</p>
4) To provide resources to support student learning.	Will receive a minimum of satisfactory on student evaluation of program evaluation.	Senior Student Survey	

		Survey of 1st Year Alumni	<p>2000 Graduating Class Survey will be completed in June 2001.</p> <p>1999 Graduate Class</p> <p>Results:</p> <p>Plan:</p> <p>1998 Graduate Class</p> <p>Results: There was a 60% response rate to the Annual 1st year Alumni Survey.</p> <p>Plan:</p> <p>1997 Graduating Class</p> <p>Results: Annual 1st year Alumni Survey.</p> <p>Plan:</p>
Faculty			
5) To provide competent faculty in the subject areas they teach.	Each faculty member will have an educational or experience background in each of the subject areas they teach.	Annual review of courses and faculty teaching assignments.	Senior Survey Teaching Evaluations Department Teaching Peer Review Current RHIA Certification
Community			
6) To meet the professional HIM needs of the regional health care community.	Offer a minimum of one continuing education conference annually by partnering with regional health care organizations.		

	Provide HIM support services.	Performed consulting, workshops, seminars, roundtables, etc.	
7) To provide community input to the HIM program.			