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, institutions 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		
Regular Program Meeting				X	
Professional Practice	X	X	X		
Faculty Evaluations				X	
CAHIIM/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 Programs	Responsible Authority	Evaluators	Evaluation Techniques	Frequency
RHIA Examination	American health Information Management Association	American health Information Management Association	Professional Registration Examination	Annually
HSC Program Assessment	Department Chairperson	Students Graduates Employers	Survey Questionnaires	Annually
HIM Advisory Committee	HIM Program Director	Employers Graduates Students	Focus Group Open Discussion	Annually
Regular Program Meeting	Program Faculty	Faculty	Open Discussion	4 times each spring & fall semesters
Professional Practice	Program Faculty	Graduates Employers	Performance evaluations	Annually
Faculty Evaluations	Department Chairperson	Students	Performance evaluations	Every Semester
Report of Current Status	CAHIIM/AHIMA-Council on Accreditation	HIM Peer Reviewers	Program Self-study	Annually

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 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:

- o Graduating Seniors
- o 1st Year Graduates
- o 5th Year Graduates
- o 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 fifteen years, the HIM Program Advisory Committee has 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. The committer assists the faculty will identifyinh "real world" examples of the entry level competencies required for new graduates. Based on the committee's recommendations, the Program structure and curricular content have been reviewed, revised, and implemented on an ongoing basis.

Regular Program Faculty Meetings

Assessment Process
The Program faculty meet regularly to discuss ongoing Program management and curricular issues. Faculty will meet at least four times each spring and fall semester. 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

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 Management Professional Practice experience.

Clinical Professional Practice

Assessment Process
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 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 students complete similar experiences, this review allows faculty to determine if students are performing satisfactorily in a selected areas. The faculty review provides 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.

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. Faculty provide written feedback on the written clinical experience assignments so students are able to improve.

Management Professional Practice

Assessment Process
Every HIM graduate must complete a Management Professional Practice. Unlike the

Clinical Professional Practice, this experience is management oriented. 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 Management 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

The Program faculty are evaluated on three levels: student, peer/self-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 Program 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 teaching, research 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.

CAHIIM - Report of Current Status

Assessment

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in conjunction with the American Health Information Management Association (AHIMA) accredits the Health Information Management Program. Every year the HIM Program faculty are required to collect and report outcome performance data to CAHIIM. This accreditation process focuses on program objectives andstudent outcomes. The Program must demonstrate fulfillment of program objectives with data driven analysis of student outcomes. The Program faculty work as a team to write the report.

Evaluation

The report of outcomes performance data is submitted to the CAHIIM for review and evaluation. Based on the report, the council may recommend accreditation on an ongoing basis (annually). The annual reporting period is designed to promote the implementation of a continuous quality improvement program.

The Council on Accreditation makes recommendations for Program improvement. The Program faculty review these recommendations and develop an ongoing plan to ensure that the recommendations are integrated into the Program.

1) To develop competent health information professionals	The number of first time students who pass the RHIA exam will meet or exceed the national average.	Annually review the exam performance results with in a month of receipt
	100% of the Profesasional Practice Evaluation (PPE) students (junior and seniors) will receive an average or above in all the performance categories on the Professional Practice Evaluation.	Annually review the PPE.
2.) To assist students in finding employment opportunities in the healthcare field.	100% of the students seeking health care related employment opportunities will be employed with in one year.	One year student assessment survey.
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.
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
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.

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.		

Health Information Management Program
Department of Health Sciences
Changes Based Upon Assessment Data
March 2008

The Health Information Management Program implemented a multiple measures assessment program in August of 2002. The assessment program consistent of several different qualitative and quantitative assessment approaches that included the following:

- Monitoring professional registration examination outcomes

- Surveying new graduates and alumni

- Receiving guidance from an advisory committee of practicing professionals

- Performing an annual analysis of curricular content

Assessment and Action

Registry Examination Outcomes
Graduates from the Health Information Management Program have an average 71% passing rate on the national registry examination from October 2006 to September 2007 (data available). This compares favorably with the national passing rate of 66%.

The students are evaluated in ten different categories. ISU graduates met or exceed the national performance rate in all ten professional categories. The HIM Advisory Committee reviewed the examination results and recommended that no major curriculum or program revisions be made at this time. They did not feel the performance variation was significant, since ISU graduates were successfully passing the registry examination.

Graduate and Alumni Surveys
Graduate and alumni surveys are completed on an annual basis. New graduates, one year alumni and three year alumni are surveyed. The surveys address every aspect of the HIM Program from the curricular content to organization and structure of the program itself. The results of these surveys have been very positive with the 100% of the recent graduates and alumni expressing satisfaction with the program in all areas except one: advising. The following describes how we are addressing the problem area.

Advising Action Plan
The department advisor is implementing a group-advising program. There will be scheduled times when all the HIM students can meet with the department advisor and program director to receive guidance on their academic schedule. These group meetings will be held each semester for all student registered in the HIM major.

HIM Advisory Committee
A committee of practicing HIM professionals from area health care institutions meet annually to review the programs curriculum, resources and organizational structure. This committee is presented with problems and issues encounter by the program faculty for evaluation and recommendation. Two concerns that were presented to the advisory committee are presented

below with the committee's recommendations.

Professional Competencies and HIM curriculum
The program received the update Health Information Management Professional Competencies in March 2005. The faculty completed a gap analysis of the competencies and curriculum in April 2005. In May 2005 the HIM Program Advisory Committee reviewed the new competencies at the annual advisory committee meeting and the program faculty's curriculum revision recommendations. The advisory committee agreed with the faculty recommendations.

Action:
The curriculum revision was implemented in August 2007 with the following revisions:

- HSC 214: Alternative Classification Systems – was increased by one credit hour to address the new knowledge, skills and competencies proposed by the American Health Information Management Association Council on Education.

- HSC 310: Health Information Management Seminar – was decreased by one hour with an emphasis on student preparation for the professional registry examination.

Access an Electronic Record System
Students need access to current medical records using an electronic health record format. The members of the advisory committee stated that they were will to share electronic copies of medical records with all patient identification removed. To provide student access to these records, the HIM Program needed an updated student computer laboratory where students could access the electronic records. The committee recommended that the program upgrade the student computer laboratory and seek electronic health record software that can be used to prepare students.

Action:
In January 2008 the HIM Program installed an updated student computer laboratory that provides student access to two versions of electronic health record software. One of the advisory committee member's companies donated medical record image management software. Another company donated, a complete physician's office medical record system for student use. These software programs are in the process of being integrated into program courses.

Conclusion
With the recent curriculum revisions and the addition of an updated student computer laboratory with two different electronic record management programs, the HIM program possesses the resources to prepare graduates for health information management positions in the 21st century.