## Assessment Overview

**Discipline/Program Name**: Health Information Technology  
**Assessment Year**: 09 - 10

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td>SLO/GE</td>
<td>Writing Exercises</td>
<td>23</td>
<td>1 Year</td>
<td>90%</td>
<td>95% completed all required elements</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>2. Problem Solving/Critical Thinking</td>
<td>SLO/GE</td>
<td>Case Studies Rubric Graded</td>
<td>20</td>
<td>2 Years</td>
<td>90%</td>
<td>92% demonstrated PS/CT</td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td>3. HIT Practicum 11</td>
<td>Program</td>
<td>Clinical Evaluation Rubric Graded</td>
<td>25</td>
<td>3 years</td>
<td>100%</td>
<td>100% of students rated “A”</td>
<td>Strong: Meets Very High Benchmark</td>
</tr>
<tr>
<td>4. National Exam Subdomains</td>
<td>Program</td>
<td>Subdomain Scores National Exam</td>
<td>19</td>
<td>3 years</td>
<td>100%</td>
<td>3 areas below 75%</td>
<td>Neutral/Weak</td>
</tr>
</tbody>
</table>
Program / Discipline Assessment Report

Program/Discipline: Health Information Technology
Responsibility: Annette Bigalk

Program/Discipline's Mission Statement:
The mission of the Health Information Technology (HIT) program is to provide a relevant and current curriculum to prepare students with the skills and knowledge to obtain entry-level positions as health information technicians in a variety of healthcare settings. The HIT program is committed to using appropriate instructional strategies, effective instructional resources and will continuously assess student academic achievement for the purposes of ongoing improvement.

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?
A rubric was developed using the learning outcomes that are included in the Employers Survey that was developed by CAHIIM which is the accrediting body for our national association. HIT 289 clinical practicum supervisors use the rubric to evaluate the skill level of each student. Students must demonstrate the ability to analyze and interpret different types of health data, communicate effectively and use current and appropriate software. More emphasis has been placed on problem solving and communication.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?
Students are provided a copy of this rubric in their Professional Practice Experience manual. They are aware of what the evaluation at the end of the practicum will include. They are also aware of the expectations of the practicum supervisor and what the expectations are regarding knowledge of HIM principles, application to work and productivity, communication skills, professionalism and use of appropriate technology. Students are more aware of the importance of problem solving and good writing skills since they must demonstrate these skills in their course work.

What unintended consequences, if any, have occurred because of the assessment process?
No unintended consequences occurred.

Who receives information about your department's assessment and why?
The results of this Assessment Summary will be shared with students, program faculty and advisory committee members. The plan of the HIT program is to improve student learning in all content areas. Improving knowledge will also improve the skills and performance of students when they graduate and enter the work world. The advisory committee provides excellent feedback to the program as to the needs of the health information management community. This information will also be used in the annual progress report that is required by CAHIIM for program assessment and re-accreditation.

Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: 2009 - 2010
<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: Communication</th>
</tr>
</thead>
</table>
| **Discipline Program:** HIT  
**Outcome Type:**  
**Student Learning Outcome/General Education**  
**Communication** | **Outcome Description:**  
Students completing HIT 225 Course Project will demonstrate the ability to communicate adequately with a potential employer in a method appropriate to the audience and purpose. |

| **Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure? | 1) 90% of students will demonstrate the ability to communicate appropriately.  
2) Over 50% of our students are not currently working in the HIM field and will be seeking employment upon graduation. |

| **Description of assessment process:**  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size? | 1) Students must research how to create a professional resume and cover letter.  
2) At the completion of this assignment, students will have a professional resume and cover letter. They will also have rehearsed how they might answer questions in an interview situation.  
3) This outcome will be measured each semester.  
4) 23 students will complete this assignment. |

| **Results**  
What were the results of the assessment process? (List results for each method, if more than one were used.) | 1) 95% of students demonstrated the ability to complete all required elements of the assignment. Students who struggled with this exercise had not been employed for several years and had difficulty with self-assessment. |

| **What did the department learn?**  
1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | 1) The student’s performance exceeded the benchmark.  
2) This data was not used the previous year.  
3) Not applicable |

| **Student performance summary**  
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | 1) The student performance is rated as Strong.  
2) The instructor plans to continue to use this assessment. Student feedback indicated that this was helpful information when seeking employment. |
<table>
<thead>
<tr>
<th>Outcome #: 2</th>
<th>Outcome Title: Problem Solving/Critical Thinking</th>
</tr>
</thead>
</table>
| **Discipline/Program:** HIT  
**Student Learning Outcome/General Education:**  
**Problem Solving/Critical Thinking** | **Outcome Description:** Students completing HIT 222 will demonstrate critical thinking and problem solving skills. |
| **Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure? | 1) 90% of students will demonstrate critical thinking skills in a given exercise.  
2) Over 60% of HIT students come into our program with prior degrees (AA, BA/BS, Master degrees) |
| **Description of assessment process:**  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size? | 1) Students are given 6 exercises in which they respond to a case study focusing on a specific quality management topic which could arise in a HIM department. The student must summarize what action he/she would take to address the situation described in the case study.  
2) These case studies demonstrate learning by requiring the student to use the Internet or textbook to research a topic; synthesize the information; consider alternative solutions; choose the best solution; stating the reasons that support the choice; list the steps to implement a solution; compose a document summarizing their plan. The instructor is able to see progress as the semester progresses with students eventually producing quality work consistently by the end of the semester.  
3) This outcome is measured each semester.  
4) 20 students make up the sample size. |
| **Results**  
What were the results of the assessment process? (List results for each method, if more than one were used.) | **Rubric for Grading Critical Thinking/Problem Solving Exercises**  
<table>
<thead>
<tr>
<th><strong>Goals</strong></th>
<th><strong>Percentage of grade for Writing Exercises</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated Critical Thinking Skills</td>
<td>70%</td>
</tr>
<tr>
<td>Clarity of Sentences</td>
<td>20%</td>
</tr>
<tr>
<td>Mechanics (spelling, punctuation, grammar)</td>
<td>10%</td>
</tr>
<tr>
<td>Total (70% of grade is related to demonstration of critical thinking skills.)</td>
<td>100%</td>
</tr>
</tbody>
</table>
| **What did the department learn?**  
1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | 1) 92% of students demonstrated the ability to use critical thinking/problem solving skills in case studies. There were a few exceptions and these cases were usually those of adult students who are returning to school after some absence from the classroom. With feedback from the instructor, they were able to improve these skills by the end of the semester.  
2) The group performance was increased by 2%.  
3) Not applicable |
| **Student performance summary**  
1) Based on the findings, how does the department rate student performance in regards t | 1) Based on the findings, the department rates student performance as **Strong**.  
2) The instructor plans to continue to use these case studies so students have the opportunity to use critical thinking in everyday problem solving. |
Outcome #: 3  
Outcome Title: HIT 288 Practicum 11  
Outcome Type (choose one):  
Discipline/Program: HIT  
Outcome Description: Students completing HIT 288 will receive a rating of “B” or higher on all learning outcomes for the clinical practicum evaluation.

Benchmark for success  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?  
1) 100% of students completing HIT 288.  
2) HIT 288 is the last course that students complete in the HIT program. They must demonstrate knowledge of all outcomes listed on the rubric. These include many of the General Education outcomes including critical thinking/problem solving, oral and written communication skills as well as knowledge of health information management principles. All of these outcomes are critical for students to be employed in this profession.

Description of assessment process:  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?  
1) Rubric for HIT Practicum 11 (attached to this report)  
2) Students are rated by the practicum supervisor in each category of the rubric. All learning outcomes are assessed by evaluating students on this last clinical experience by HIM department supervisors. The table and pie chart below provides the results of this outcome. Satisfactory to Excellent ratings show that the student is able to think critically, problem solve, communicate effectively, use HIM software and works well with other staff.  
3) This outcome is measured each year but data is collected each fall, spring and summer semesters.  
4) Sample size for 2009 – 2010 is 25 students.

Results  
What were the results of the assessment process?  
(List results for each method, if more than one were used.)  

<table>
<thead>
<tr>
<th>Students</th>
<th>Percentage</th>
<th>Rating of Categories</th>
<th>Total points out of 25</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>66%</td>
<td>Excellent in all</td>
<td>25</td>
<td>A</td>
</tr>
<tr>
<td>10</td>
<td>34%</td>
<td>Excellent in 3, Satisfactory in 2</td>
<td>23</td>
<td>A</td>
</tr>
</tbody>
</table>

What did the department learn?  
1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?  
1) 100% of the students scored a rating of “A” on their practicum evaluations so this benchmark was met.  
3) NA

Student performance summary  
1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?  
1) This outcome is rated as Strong as it meets a very high benchmark.  
2) This outcome will continue to be assessed. As practicum evaluations are received each semester, they will be reviewed for areas that need improvement. Use of appropriate technology in a HIM department continues to be an area which needs the electronic health record (EHR) software for hospitals as part of the HIM curriculum. Use of this software will result in students being more familiar with the applications found in a hospital setting. This is one of the categories that some students were scored Satisfactory instead of Excellent. The other category was where students demonstrated acceptable instead of excellent understanding and application of HIM principles in
work situations. Many of our students have never worked in healthcare so their understanding and application of HIM functions is expected to be less than outstanding.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Health Information Management Principles</td>
<td>A Student demonstrates excellent understanding and application of HIM principles in work situation</td>
<td>B Student demonstrates acceptable understanding and application of HIM principles in work situation</td>
<td>C Student demonstrates a lack of understanding of principles and application in work situation</td>
<td>D Student shows little understanding of HIM principles and little interest in learning how to apply principles to work situation</td>
</tr>
<tr>
<td>Application to Work &amp; Productivity</td>
<td>A Student always works consistently; self-starter; accurate &amp; reliable problem solving; quality &amp; quantity excellent</td>
<td>B Student needs some direction and then works consistently; good decision making; quality &amp; quantity good</td>
<td>C Student needs direction but work is still inconsistent; shows little proficiency; quality &amp; quantity marginal</td>
<td>D Student demonstrates poor work habits; needs constant attention; shows little interest in tasks</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>A Student demonstrates excellent oral &amp; written skills; excellent interaction and communication with department staff</td>
<td>B Student demonstrates good oral &amp; written skills; good interaction and communication with department staff</td>
<td>C Student demonstrates inconsistent oral and written skills; communication with department staff inconsistent</td>
<td>D Student demonstrates lack of oral &amp; written skills; poor interaction with department staff</td>
</tr>
<tr>
<td>Professionalism</td>
<td>A Student is always very professional in appearance, attendance, attitude, time management</td>
<td>B Student demonstrates acceptable professionalism in appearance, attendance, attitude, time management</td>
<td>C Student demonstrates unsatisfactory professionalism; appearance is inappropriate; occasionally tardy; poor time management</td>
<td>D Student demonstrates little to no interest in practicum; attendance is inconsistent, often tardy;</td>
</tr>
<tr>
<td>Use of Appropriate Technology</td>
<td>A Student demonstrates excellent understanding and use of HIM software and other department technology</td>
<td>B Student demonstrates good understanding and use of HIM software and department technology</td>
<td>C Student lacks understanding in how to use HIM software and struggles with instruction and application</td>
<td>D Student has little or no understanding of technology and shows little or no interest in learning</td>
</tr>
</tbody>
</table>

Instructions to evaluator: Please circle the letter which reflects student’s level of functioning. Please comment on ratings of “C” or “D”, noting suggestions for improvement.
<table>
<thead>
<tr>
<th>Outcome #: 4</th>
<th>Outcome Title: <strong>Subdomain Outcomes from National Exam for RHIT Credentials.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose one): <strong>Discipline/Program:</strong> HIT</td>
<td><strong>Outcome Description:</strong> Students will attain scores of 75% for each subdomain category on the national credentialing examination.</td>
</tr>
</tbody>
</table>
| **Benchmark for success** | 1) 100%  
2) This credential is critical for employment in the health information management profession. The subdomain scores will determine if the student passes the exam. |
| **Description of assessment process:** 1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size? | 1) The national exam results provide information about each subdomain area for each student.  
2) These results show the knowledge attained from the coursework that applies to a specific subdomain. The 14 subdomains provide excellent information about the areas of instruction that score above and below the 75% benchmark.  
3) Quarterly reports are received from the national association.  
4) 19 students |
| **Results** | **3 subdomain scores were below the 75% benchmark. These include the areas of coding, reimbursement and healthcare information systems/data security.** |
| **What did the department learn?** 1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other? | 1) The benchmark of 100% was not met for each subdomain.  
2) The previous year overall scores were 82% and the current year scores were 80%. Two of the 3 subdomains were the same as the year before which included coding and reimbursement.  
3) NA |
| **Student performance summary** 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | 1) This outcome is rated as **Neutral/Weak** as 3 subdomains were below the 75% benchmark. The national mean averaged 68% compared to our 80% and 18/19 students passed this exam. The one student who did not pass was an ESL student.  
2) All 3 subdomains that did not meet the benchmark will be reviewed by faculty to determine what additional revisions are needed to each of the courses that pertain to these subdomains. National exam preparation is now required as part of the HIT 289 Capstone course. Students must pass the mock national exam with 75% average in order to pass this course. This exam will be considered a pre-test and will be compared to the national exam scores for each subdomain. |
Part 2: Current Academic Year Assessment Plan

Current Academic Year: 2010-2011

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
They will be the same.

Assessment Method(s) (only include if they differ from those noted in Part 1)
They will be the same.

Benchmarks (only include if they differ from those noted in Part 1)
They will be the same.

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
No