## Learning Outcome

Communication: Students completing HIT225 Exercise: “A Downsizing Challenge for the HIM Manager” will demonstrate the student’s ability to communicate adequately with a healthcare administrator in a method appropriate to the audience and purpose.

### Measure 1 Type:
- Direct
- Portfolio evaluation

### Measure 1 Description:
Students must research work simplification and change management techniques in order to answer appropriately in a Mock Interview setting.

### Measure 1 Sample Size:
64

### Measure 1 Benchmark

1) Describe the benchmark for this measure.

90% of students will demonstrate the ability to communicate appropriately in a job interview when asked about the challenges facing the healthcare field and specifically, the Health Information Management field.

2) What is the rationale for choosing this benchmark?
Over 40% of our students are not currently working in the HIM field and will be seeking employment upon graduation. Many may eventually assume a management position. Due to the rapidly evolving nature of health care, it is important for students to have a global understanding of "change" management and how "change" impacts the department, both in terms of productivity and employee morale.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
95% of students demonstrated the ability to complete all required elements of the assignment. Students who struggled with this assignment had not been employed in Health Information Management nor had they been employed full time in other fields in several years.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
The students' performance exceeded the benchmark.

2) How does the data compare to the previous year, if applicable?
The data is basically the same.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The instructor plans to continue using this assessment. Student feedback indicated that this exercise was helpful to them when they were interviewing for a job and considering the challenges facing the Health Information Technology field.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Learning Outcome
Responsibility and Accountability: Students completing HIT222 Course Project will demonstrate responsibility and accountability in making a decision which affects other people.

Measure 1 Type:
Direct
Rubric-graded report

Measure 1 Description:
Responsibility and Accountability: Students completing HIT222 Course Project will demonstrate responsibility and accountability in making a decision which affects other people.

Students are given an exercise in which they respond to a case study focusing on a specific quality management topic which could arise in a healthcare setting. The student must summarize the action he/she would take to address the situation described in the case study.

Measure 1 Sample Size:
35

Measure 1 Benchmark

1) Describe the benchmark for this measure.
90% of students will demonstrate the ability to use critical thinking/problem solving skills in case studies.

2) What is the rationale for choosing this benchmark?
Critical thinking skills are important in any industry and any employment setting. The use of case studies allows student to practice applying critical thinking and problem solving skills. In this exercise, students use healthcare web sites 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 the choice; and compose a document summarizing their plan of action.

Measure 2 Type:
Please select

Measure 2 Description:
Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
95% of students demonstrated the ability to use critical thinking/problem solving skills in case studies. There were a few exceptions, and these were usually students who had not been employed in settings where they needed to use critical thinking skills. After coaching by the instructor and additional explanations, most students improved in their use of critical thinking skills.

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
95% of students demonstrated the ability to use critical thinking/problem solving skills in case studies. There were a few exceptions, and these were usually students who had not been employed in settings where they needed to use critical thinking skills. After coaching by the instructor and additional explanations, most students improved in their use of critical thinking skills.

2) How does the data compare to the previous year, if applicable?
The data is slightly better than last year, but not significantly different.

3) If multiple measures were used, how do they compare to each other?
1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The instructor will continue to use this exercise to help students learn more about the use of critical thinking skills.

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome

Revenue (National Domain 7): Student applies knowledge of Revenue concepts as they relate to Health Information Technology and Reimbursement

Measure 1 Type:

Direct
Scores and pass rates on a standardized test

Measure 1 Description:
National Registered Health Information Technician (RHIT) Exam; looking at results of this specific domain of the national exam

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Every student meets or exceeds the national average for this domain.

2) What is the rationale for choosing this benchmark?
My predecessor wanted to compare student scores to the national average. As I will discuss later, I am going to adjust this in the future.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Exceeded the benchmark

2) How does the data compare to the previous year, if applicable?
Although we have looked at this in previous years, it has always been combined with other domains so we do not have a direct comparison.
3) If multiple measures were used, how do they compare to each other?
N/A

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
The national average is below a passing level, so I am changing the benchmark next year.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Coding Domain 2: Student will apply knowledge of coding concepts to support accurate billing and compliance.
Measure 1 Type:
Direct

Scores and pass rates on a standardized test

Measure 1 Description:
National Registered Health Information Technician (RHIT) Exam; looking at results of this specific domain of the national exam

Measure 1 Sample Size:
35

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Every student meets or exceeds the national average for this domain

2) What is the rationale for choosing this benchmark?
My predecessor wanted to compare student scores to the national average. As I will discuss later, I am going to adjust this in the future.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?
Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:
In previous years, the coding domain was combined with other domains covered in the national RHIT exam. For the future, I plan to monitor scores and the benchmark will no longer be the national average.

<table>
<thead>
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</tbody>
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Exceeded the benchmark

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
Exceeded the benchmark

2) How does the data compare to the previous year, if applicable?
Although we have looked at this in previous years, it has always been combined with other domains so we do not have a direct comparison.
3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Although we have looked at the scores for the coding domain in previous years, it has always been combined with other domains so we do not have a direct comparison. In the future, I will be looking at the specific domain of coding. This is especially important since the national code set is moving from ICD-9 to ICD-10 in October 2014. This national change will affect many industries using the ICD codes for reimbursement. Our course content has changed and we are teaching ICD10 codes now. The national exam will incorporate ICD-10 codes on April 28, 2014. Since the current year is data collected on students using ICD-9 and the next year will be ICD-10, the data may look quite different. I don’t have enough information at this time to predict what that might look like.

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)