



Cycle: 2018-2021

ASSOCIATES IN APPLIED SCIENCE WITH A MAJOR IN HEALTH INFORMATION MANAGEMENT

Program Mission Statement:

The Health Information Management program is designed to prepare students for the growing field of health information technology/management. Accurate and appropriate information is essential to today's healthcare.

Division: Health and Human Services

AVP: Dan Averette

Department Chair: Dawn Nelson

Director: Alisha Randle

SACSCOC Standard: 8.2A

Accrediting Agency: Yes No

Name: Commission on Accreditation for Health Informatics and Information Management (CAHIIM)

Certification Exam(s): Yes No

Agency Name:

Information Management Association (AHIMA)

Credential: Registered Health Information Technician (RHIT)

Program Student Learning Outcome	Monitoring Year
Technology & Innovation: Compare and analyze the different health information management systems related technology in performance of duties.	2018
Critical Thinking: Apply critical thinking skills and methods to effectively perform health information management duties and tasks that enhance the quality and performance of health care outcomes.	2019
Communication: Effectively present information related to health information in both oral and written formats demonstrating skills in communication with patients, public agencies, and health care professionals.	2018 & 2020
Professionalism: Demonstrate professionalism in relation to their work environment and perform duties in compliance with legal, ethical, and moral requirements.	2021

STUDENT LEARNING OUTCOMES FOR AAS. HIM 2018

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
TECHNOLOGY AND INNOVATION: Compare and analyze the different health information management systems related technology in performance of duties. (Blooms Level 5)	HIM 110: Health Information Science I	Artifact used for this PSLO was a 6-page research paper that describes general functions, purposes and benefits of multiple health information systems used in HIM, administration, and clinical settings. This assignment has a rubric embedded into the learning Management System.	85% of the class should score 85% or higher.	Fall 2018	4/4 100% of the class scored 85% or better. Benchmark was met. The textbook was a great resource for this this information and gave the students many information system options to highlight in the paper. The instruction and measurements were effective. The assessments were an accurate measure of the student's competency for this PSLO and do not need to be adjusted.	The expected level of the learning was met. However, the out of the 10-criterion evaluated within the rubric only 2 were recorded as a low score. The first is introduction. 2/4 students (50%) had difficulty with this criterion. The second was format and length. 1/4 students (25%) had difficulty with this criterion. Faculty will discuss the importance of following directions and make sure students are aware of the requirements AND the consequences associated with NOT following directions properly.

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COMMUNICATION: Communicate and interpret information and ideas effectively.	HIM 215: Registries and Statistics	Artifacts that were used for this PSLO were the registry projects that were assigned throughout the course.	95% of the students should be able to interpret registry reports and analyze the data obtained and make it meaningful by creating dashboards, creating databases, analyzing the cancer registry annual reports and being able to create charts and graphs for reports.	Fall 2018	6/6 (100%) of students were received 95% or better on all registry projects.	The expected level of learning was met. Will continue to use performance metrics to evaluate results.

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>TECHNOLOGY AND INNOVATION: Compare and analyze the different health information management systems related technology in performance of duties. (Blooms Level 5)</p>	HIM 130: Billing and Reimbursement	Artifacts used for this PSLO are the cumulative MindTap activities.	100% of the students should score a cumulative score of 90% or higher on all the new technological MindTap activities assigned.	Fall 2019	1/8 (12.5%) of the students did not meet the 90% pass rate on their cumulative MindTap activities.	The expected level of learning was not met. Only 7/8 (87.5%) of the students were able to meet the goal. Previous HIM instructors relied too heavily on publisher resources with MindTap Activities. Student learning was not enhanced with these activities. However, for the upcoming semesters, the HIM program will no longer use MindTap exercises for this course. New curricula have been created to verify that students are retaining information they are learning. More to come within the next cycle. A different PSLO will be applicable to this course.

STUDENT LEARNING OUTCOMES FOR AAS. HIM 2019

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>CRITICAL THINKING: Identify and describe the contents, symbols, and sections of the HCPCS/ICD-10 CM/PCS code systems.</p>	<p>HIM 140: Current Procedural Terminology</p> <p>HIM 216: Current Procedural Terminology</p>	<p>Artifact that was used was the Module 1 Exam.</p> <p>Artifact that was used is the AHIMA Case Study. Students should be able to analyze a clinical scenario that includes an H&P, consult report, two progress notes, CT report, operative report, pathology report, and discharge summary. After reviewing the documentation, they should be able to identify errors in ICD-10-CM and ICD-10-PCS codes that were assigned and recommend corrections, if necessary.</p>	<p>90% of students should score 85% or higher.</p> <p>90% should score 95% or higher.</p>	<p>Summer 2019</p> <p>Fall 2019</p>	<p>4/4 100% of the students scored 85% or higher.</p> <p>2/2 (100%) of the students scored 98% for this assignment</p>	<p>The expected level of learning was met. Will continue to use performance metrics to evaluate results.</p> <p>The expected level of learning was met however, 2/2 (100%) of the students missed coding CT and ultrasounds during an inpatient stay. More focus on the radiology section will be provided to upcoming students so that each student is aware of the reports that should be recorded.</p>

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PROFESSIONALISM: Demonstrate professionalism in relation to their work environment and perform duties in compliance with legal, ethical, and moral requirements	HIM 103: Introduction to Health Information	Artifacts used for this PSLO is the midterm student assessment.	85% of students should be able to display professionalism in the workplace by having positive behavior and attitude, possess the knowledge, skills, and abilities to perform work duties, and be able to communicate efficiently and effectively with managers and peers.	Fall 2019	7/8 (87.5%) of the students were able to score higher on the artifact chosen for this assignment	The expected level of learning was met. However, only 3/8 (37.5%) of the students should work on completing their assignments before the due date. As a result, this will continue to be recommended each semester so that students are not rushing to complete their work at the last minute. 4/8 (50%) of the students also stated that when studying, they get distracted by their phones due to social media. Students will be assessed while completing class room activities to stress the important of not easily being distracted when performing professional duties.

STUDENT LEARNING OUTCOMES FOR AAS. HIM 2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
COMMUNICATION: Communicate and interpret information and ideas effectively.	HIM 135: Medical Pathology	Artifacts uses for this PSLO is the Rare Disease PowerPoint Presentation project. This assignment has a rubric embedded into the learning Management system. Students were required to provide a voice over PowerPoint.	75% of students should be able to distinguish identify, define, and analyze major diseases, treatment, prognosis, and diagnosis of body systems.	Fall 2020	12 of the 16 students (75%) received a 77% or higher on the artifact chosen for this assessment. The cohort average for this event was 85.7%.	The expected level of learning was met. However, out of the 11-criterion evaluated within the rubric, only two were recorded as a low score. The first was rehearsal 4/16 students (25%) had difficulty with this criterion. The second is grammar 3/16 (18%) had difficulty with this criterion. Faculty plan to use a peer review process to improve criterion scores.
	HIM 115: Medical Records and the Law	Artifacts used for this PSLO were all the quizzes that were taken over the course of the semester	100% of the students should be able to interpret questions and answer them with a score of 76% or better	Spring 2020	There was a total of 10 quizzes. For quiz 1,6,7, and 10 2/4 (50%) of students did not did not pass.	The expected level of learning was not met for the culmination of the quizzes. These quizzes have been evaluated and new course material has been applied to each of the chapters associated with the quizzes help improve scores of the next cycle.

STUDENT LEARNING OUTCOMES FOR AAS. HIM 2021

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What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
PROFESSIONALISM: Demonstrate professionalism in relation to their work environment and perform duties in compliance with legal, ethical, and moral requirements	HIM 163: Supervised Professional Competency	Artifacts used for this PSLO is the PPE evaluation that was submitted from the students site manager.	100% of students should be able to display professionalism in the workplace by having positive behavior and attitude, possess the knowledge, skills, and abilities to perform work duties, and be able to communicate efficiently and effectively with managers and peers.	Spring 2021	3/4 (75%) of the students were able to score higher on the artifact chosen for this assessment.	The expected level of learning was not met. 1/4 (25%) of the students would not have been hired for the HIM position if there was an opening. As a result, there will be more assignments that involve providing presentations and more teamwork assignments will be provided to the students. This will help more students feel comfortable when speaking to staff and management.

CONTINUOUS STUDENT IMPROVEMENT

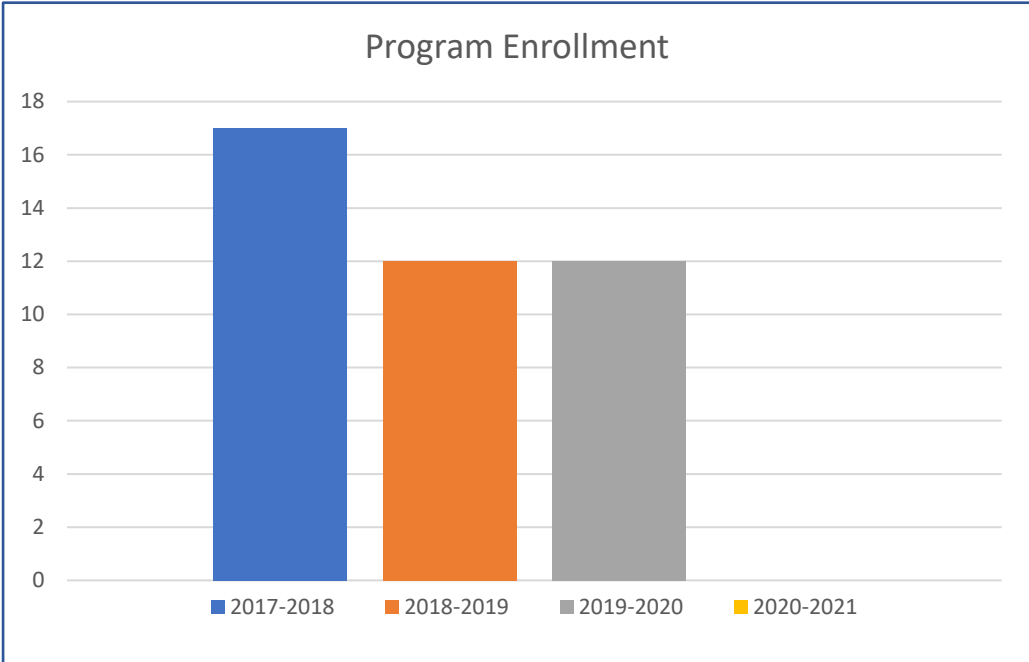
This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

During the 2016-2018 assessment cycle the HIM program was preparing for their accreditation reaffirmation. The assessment cycle identified gaps within the curriculum which did not align with the seven standards required by the Commission on Accreditation for Health Informatics and Information Management Education (CHAIIIM). HIM faculty began aligning the curriculum to the CHAIIIM standards in preparation for the required self-study documentation and site visit in February of 2018. The assessment cycle identified faculty were relying heavily on publisher provided resources for instruction and was not following required CHAIIIM competencies. Fortunately, the program was able to completely revise the curriculum in preparation for self-study and site visit. The Medical Billing and Coding certificate was embedded into the Associate Degree in Health Information Management. Students have the option to graduate after the completion of the first three semester or continue on and complete the Associate Degree.

Historically the HIM program has had difficulty finding faculty with required credentials for CHAIIIM accreditation. Since 2015 the program has had significant staffing retirements and resignations. Fall of 2019 the program had no full-time faculty. Fall classes were taught by adjunct faculty. In December of 2019 a new program director was hired. The new director has continued to improve the curriculum by mapping outcomes to accreditation standards. Staffing issues have certainly impacted the success of the program. The program still needs a second faculty, but enrollment issues makes this difficult.

The program director has been working with marketing to promote this program. Students and the community at large do not understand what Health Information Management entails.

PROGRAM VITAL STATISTICS

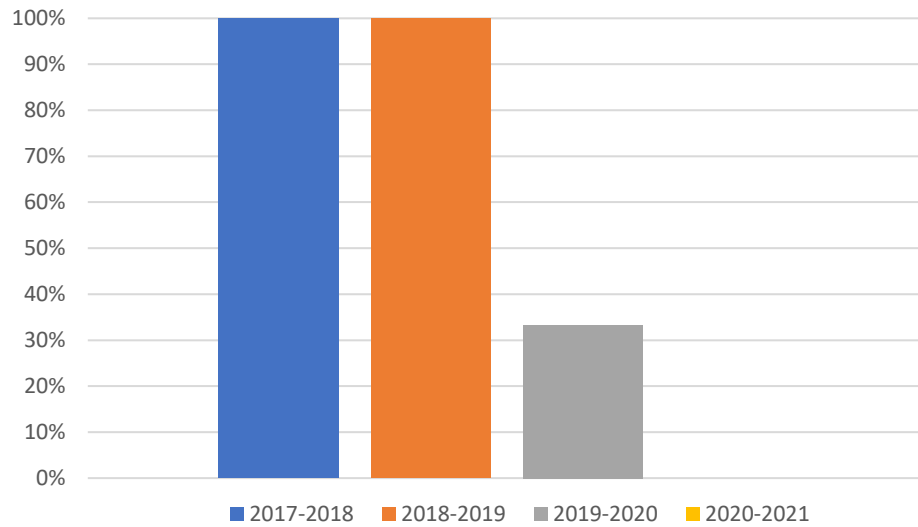
Indicator	Trend Analysis	Action Plans										
<div style="text-align: center;"> <p>Program Enrollment</p>  <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Program Enrollment Data</caption> <thead> <tr> <th>Academic Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>17</td> </tr> <tr> <td>2018-2019</td> <td>12</td> </tr> <tr> <td>2019-2020</td> <td>12</td> </tr> <tr> <td>2020-2021</td> <td>0</td> </tr> </tbody> </table> </div>	Academic Year	Enrollment	2017-2018	17	2018-2019	12	2019-2020	12	2020-2021	0	<p>The program enrollment declined due to substantive changes in the HIM Program</p>	<p>A new program director was hired in the Spring of 2019. Since the substantive changes, the HIM Program has implemented a new marketing initiative in the FDTC college website, updated the course curriculum, and is actively pursuing new cohorts.</p>
Academic Year	Enrollment											
2017-2018	17											
2018-2019	12											
2019-2020	12											
2020-2021	0											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Fall to Fall Retention</p> <table border="1" style="margin-top: 10px;"> <caption>Fall to Fall Retention Data</caption> <thead> <tr> <th>Academic Year</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>100.00%</td> </tr> <tr> <td>2018-2019</td> <td>80.00%</td> </tr> <tr> <td>2019-2020</td> <td>50.00%</td> </tr> <tr> <td>2020-2021</td> <td>0.00%</td> </tr> </tbody> </table>	Academic Year	Retention Rate	2017-2018	100.00%	2018-2019	80.00%	2019-2020	50.00%	2020-2021	0.00%	<p>Retention rates significantly dropped due to students' personal reasons. However, there were some students that did not pass courses because they did not pass with a "C" or better.</p>	<p>The HIM program will continue to make students aware of the HIM pass rate and work with the students if they need remediation.</p>
Academic Year	Retention Rate											
2017-2018	100.00%											
2018-2019	80.00%											
2019-2020	50.00%											
2020-2021	0.00%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Fall to Spring Persistence</p> <p>The bar chart displays the percentage of students who persisted from fall to spring for four consecutive academic years. The y-axis represents the percentage, ranging from 0% to 100% in 10% increments. The x-axis lists the academic years. The data points are: 2017-2018 at 100% (blue bar), 2018-2019 at 80% (orange bar), 2019-2020 at 40% (gray bar), and 2020-2021 at 0% (yellow bar).</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>100%</td> </tr> <tr> <td>2018-2019</td> <td>80%</td> </tr> <tr> <td>2019-2020</td> <td>40%</td> </tr> <tr> <td>2020-2021</td> <td>0%</td> </tr> </tbody> </table>	Academic Year	Persistence Rate	2017-2018	100%	2018-2019	80%	2019-2020	40%	2020-2021	0%	<p>In 2017-2018 there were a couple of students who decided that HIM was not a good fit for them and decided to change their majors.</p>	<p>Faculty will incorporate why it is important to complete the HIM program.</p>
Academic Year	Persistence Rate											
2017-2018	100%											
2018-2019	80%											
2019-2020	40%											
2020-2021	0%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Graduation Rates</p> <p>The bar chart displays graduation rates for four academic years. The y-axis represents the percentage of graduates, ranging from 0% to 100% in 10% increments. The x-axis lists the academic years: 2017-2018, 2018-2019, 2019-2020, and 2020-2021. The bars show that graduation rates were 100% for 2017-2018 and 2018-2019, dropped to 80% for 2019-2020, and were 0% for 2020-2021.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>100%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>80%</td> </tr> <tr> <td>2020-2021</td> <td>0%</td> </tr> </tbody> </table>	Academic Year	Graduation Rate	2017-2018	100%	2018-2019	100%	2019-2020	80%	2020-2021	0%	<p>From 2017-2020 some students were not able to adapt to the substantive changes. One student decided to pursue another Health Science Program. Three students had non-academic reasons for not continuing.</p>	<p>Faculty will continue to encourage all graduates to take the RHIT exam.</p>
Academic Year	Graduation Rate											
2017-2018	100%											
2018-2019	100%											
2019-2020	80%											
2020-2021	0%											

Licensure Pass Rates



*First time pass rates

The HIM program historically has a strong licensure pass rate. Not all students who graduate take the exam.

Faculty will continue to encourage all graduates to take the HIM RHIT exam. We also received grants due to COVID-19 which encouraged students to take the exam within 6 months of graduating.