Department/Program: Health Information Management BS Degree
Academic Year of Report: 2011-2012
Date Submitted: December 17, 2012
Report author: Pat Shaw

Contact Information:
Phone: ext 7989
Email: pshaw@weber.edu
A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

If the information is not current, please provide an update:

After undergoing formal program review for both the Health Information Management and Health Information Technology programs last year, we have updated our Assessment Plan, Student Learning Outcomes, and Curriculum Grids for both programs. Please see the information below.
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

Information is still current.

If the information is not current, please provide an update:

C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

Upon graduation from this program students will be able to:

- Manage health data elements and/or data sets.
- Develop and maintain organizational policies, procedures, and guidelines for management of health information.
- Ensure accuracy and integrity of health data and health record documentation.
- Manage and/or validate coding accuracy and compliance.
- Manage the use of clinical data required in reimbursement systems and prospective payment systems (PPS) in healthcare delivery.
- Code diagnosis and procedures according to established guidelines.
- Present data for organizational use (for example, summarize, synthesize, and condense information).
- Identify and/or respond to the information needs of internal and external healthcare customers.
- Filter and/or interpret information for the end customer.
- Analyze and present information for organizational management (for example, quality, utilization, risk).
- Use data mining techniques to query and report from databases.
- Implement and manage use of technology applications.
- Develop data dictionary and data models for database design.
- Manage and maintain databases (for example, data migration and updates).
• Apply data and functional standards to achieve interoperability of healthcare information systems.
• Apply data/record storage principles and techniques associated with the medium (for example, paper-based, hybrid, electronic).
• Evaluate and recommend clinical, administrative, and specialty service applications (for example, financial systems, electronic record, clinical coding).
• Manage master person index (for example, patient record integration, and customer/client relationship management).
• Develop and support strategic and operational plans for facility-wide health information management.
• Monitor industry trends and organizational needs to anticipate changes.
• Perform human resource management activities (for example, recruiting staff, creating job descriptions, resolve personnel issues).
• Conduct training and educational activities (for example, HIM systems, coding, medical and institutional terminology; documentation and regulatory requirements).
• Establish and monitor productivity standards for the HIM function.
• Optimize reimbursement through management of the revenue cycle (for example, chargemaster maintenance).
• Develop, motivate, and support work teams and/or individuals (for example, coaching, mentoring).
• Prepare and manage budgets.
• Analyze and report on budget variances.
• Determine resource needs by performing analyses (for example, cost-benefit, business planning).
• Evaluate and manage contracts (for example, vendor, contract personnel, maintenance).
• Organize and facilitate meetings.
• Advocate for department, organization, and/or profession.
• Manage projects.
• Prepare for accreditation and licensing processes (for example, the Joint Commission, Medicare, state regulators).
• Design and implement security measures to safeguard protected health information (PHI).
• Manage access, disclosure, and use of PHI to ensure confidentiality.
• Investigate and resolve healthcare privacy and security issues and problems.
• Develop and maintain healthcare privacy and security training programs.
• Administer organizational compliance with healthcare information laws, regulations, and standards (for example, audit, report and/or inform; legal health record).
• Prepare for accreditation and licensing processes (for example, the Joint Commission, Medicare, state regulators).

Revised 12/15/11
D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Health Information Management – BS Degree

Curriculum Map

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Department/Program Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>RHIA Exam Domain I</td>
</tr>
<tr>
<td>HIM 2000 Intro to Health Information Systems &amp; Settings</td>
<td>S</td>
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<tr>
<td>HIM 2250 Health Care Privacy &amp; Security</td>
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<tr>
<td>HIM 2300 Diagnosis Coding</td>
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<tr>
<td>HIM 2320 Ambulatory &amp; Physician Office Coding</td>
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<tr>
<td>HIM 2330 Classification Systems Topics &amp; Reimbursement</td>
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<tr>
<td>HIM 2410 ICD-10-PCS Coding</td>
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<tr>
<td>HIM 2500 Healthcare Database Mgmt &amp; Security</td>
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<tr>
<td>HIM 2861 Professional Practice Experiences</td>
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<tr>
<td>HIM 2862 Professional Practice Experiences</td>
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<tr>
<td>HIM 2863 Professional Practice Experience in Coding</td>
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<tr>
<td>HIM 3000 Computer Applications in Health Care</td>
<td></td>
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<tr>
<td>HIM 3200 Epidemiology &amp; Biostatistics</td>
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<tr>
<td>HIM 3300 Intro to Quality Improvement in Health Care</td>
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<tr>
<td>HIM 3400 Health Care Networks &amp; Databases</td>
<td></td>
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<tr>
<td>HIM 3450 Health Care Systems Analysis &amp; Design</td>
<td></td>
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<tr>
<td>HIM 3500 Biomedical Research Support</td>
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<tr>
<td>Core Courses in Department/Program</td>
<td>Department/Program Learning Outcomes</td>
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<tr>
<td></td>
<td>RHIA Exam Domain I</td>
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<tr>
<td>HIM 4100 Health Information Services Mgmt</td>
<td>S</td>
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<tr>
<td>HIM 4990 Baccalaureate Thesis &amp; Presentation</td>
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<tr>
<td>HAS 3000 The Health Care System</td>
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<tr>
<td>HAS 3230 Health Communication</td>
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<tr>
<td>HAS 3240 Human Resource Development in Healthcare</td>
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<tr>
<td>HAS 3260 Health Care Administrative &amp; Supervisory Theory</td>
<td></td>
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<tr>
<td>HAS 3750 Health Care Financial Administration</td>
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<tr>
<td>HAS 4860 Practicum/Internship</td>
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<tr>
<td>IST 3110 Information Technology for Business</td>
<td>D</td>
</tr>
<tr>
<td>ACTG 2010 Survey of Accounting</td>
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</tbody>
</table>

*C = Concept – comprehension, translation, extrapolation, and interpretation of meaning*

*D = Detailed understanding – appropriate application of knowledge in a structured or controlled context*

*S = Skilled use – application using analysis, synthesis, and evaluation in new situations*

*P = Practical Experience in a professional setting*

Summary:
The levels are determined by the HIM Program accreditation organization CAHIIM.

Revised 12/15/11
E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

Health Information Management – BS Degree
Department of Health Administrative Services

Program Evaluation Plan

<table>
<thead>
<tr>
<th>Goals</th>
<th>Standards/Outcomes</th>
<th>Evaluation Methods</th>
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</table>
| 1. Faculty will demonstrate current HIM knowledge and skills as teaching expertise and professional role models. | A. Director/faculty must have current HIM credentials when teaching HIM specific courses and should possess a Baccalaureate degree or higher. Faculty should participate in ongoing professional development, scholarship, and service. | • The HIM Program Director will maintain faculty files with a current resume and copy of AHIMA membership card.  
• Faculty Peer Evaluation process is completed on all HIM faculty in accordance with WSU Policies and Procedures. In addition, the department chair or Dean conducts an annual assessment of faculty in the areas of teaching, scholarship, and service. |
<p>|                                                                       |                                             | B. Director/faculty must demonstrate a variety of teaching.                                                                                                      |                                                                                                                                                     |
|                                                                       |                                             | C. 100% of HIM courses will incorporate technology for instructional delivery.                                                                                     | • Faculty will be evaluated by students on course evaluations in the average to excellent range for techniques that enhance learning |
|                                                                       |                                             |                                                                                                                                                                 | • Assignments are reviewed annually by HIM faculty to assure that technology is appropriately being used in course activities. |</p>
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<tr>
<td>D. Director/faculty teaching HIM specific courses will attend relevant professional development activities to keep knowledge and skills current.</td>
<td>• Documentation of appropriate professional development to include attendance at least one State or National HIM professional association meeting attendance (CE certificate, travel documents, etc)</td>
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<td>E. Provide faculty with up-to-date instructional resources and computer software in areas that have frequent changes and updates.</td>
<td>• Inventory computer software annually to access needs.</td>
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<td>F. 90% of HIM Course Evaluation forms will indicate HIM faculty performance is good to excellent.</td>
<td>• Course evaluations are reviewed annually by the Program Director.</td>
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</table>

2. Program graduates will demonstrate the HIM entry-level competencies.

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<tbody>
<tr>
<td>A. 80% of all HIM graduates taking the RHIA certification examination will pass on the first writing.</td>
<td>• Annual review of the RHIA certification examination results to analyze student performance in each knowledge area in comparison with overall performance.</td>
<td></td>
</tr>
<tr>
<td>B. 95% of all HIM courses will reflect critical thinking/problem solving projects, activities or other types of assessment.</td>
<td>• Assignments, exams and other types of assessment are reviewed annually by HIM faculty to assure that practice and evaluation of critical thinking skills are available to students. • Faculty will be evaluated by students on course evaluations in the average to excellent range for problem-solving and thinking analytically.</td>
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<tr>
<td>C. 80% or more of the HIM areas of</td>
<td>• Detailed exit surveys are</td>
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<tr>
<td>practice in exit surveys will show that the program was average to high quality.</td>
<td>conducted annually and the results are analyzed and shared with the Program Advisory Committee.</td>
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<tr>
<td>D. 80% or more of the responses on the HIM graduate survey will show good to excellent preparation for their current position.</td>
<td></td>
<td>Detailed graduate surveys are conducted annually and the results are analyzed and shared with the Program Advisory Committee.</td>
</tr>
<tr>
<td>E. 80% or more of the subject areas of the graduate surveys will show that instruction was satisfactory.</td>
<td></td>
<td>Detailed graduate surveys are conducted in odd-numbered years and the results are analyzed and shared with the Program Advisory Committee.</td>
</tr>
<tr>
<td>F. Employers will express adequate to excellent competence or unimportant regarding technical skills expected of entry-level health information administrators.</td>
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<td>Employer surveys are completed by the HIM Program Director in odd-numbered years and the results are shared with the Program Advisory Committee.</td>
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<tr>
<td>3. The HIM curriculum will include, at minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.</td>
<td>A. 80% of all HIM graduates taking the RHIA certificate examination will pass on the first writing</td>
<td>RHIA Certification examinations results are analyzed by program faculty annually and the results shared with the Program Advisory Committee.</td>
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<td></td>
<td>B. 80% or more of the responses on the HIM graduate survey will show good to excellent preparation for their current position.</td>
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<td>excellent preparation for their current position.</td>
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<tr>
<td>C. Employers will express adequate to excellent competence or unimportant regarding HIM skills expected of the entry-level health information administrators</td>
<td>Employer surveys are completed by the Program Director annually and the results are shared with the Program Advisory Committee.</td>
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<tr>
<td>4. The HIM program will demonstrate responsiveness to the needs of the community of interest.</td>
<td>A. 10 or more, HIM or related professionals will participate in HIM required courses.</td>
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<td>B. 100% of professional practice experience sites selected will demonstrate good to excellent in instruction and adherence with instructional objectives</td>
<td>• Course schedules will reflect dates and identification of guest speakers or onsite visits by students. Discussions regarding the quality of these presentations are done with students and faculty. •</td>
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</tr>
<tr>
<td>C. 15 or more different community sites will be used for HIM professional practice experience annually.</td>
<td>• Evaluation forms completed by students regarding their Clinical Practice activities are reviewed by the Program Director/faculty and results shared with the Professional Practice Experience preceptor. • Program Director or PPE Faculty will contact via onsite visit, telephone, or email all professional practice sites to evaluate the site, discuss professional practice goals, and to receive verbal evaluations of the students and the program from the supervisors.</td>
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<td>• Preceptors will be oriented to professional practice experience activities annually.</td>
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<td>D. 50% or more of the Program Advisory Committee members will be present at all meetings.</td>
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<td>• Advisory committee minutes will be monitored annually for attendance.</td>
</tr>
<tr>
<td>E. The HIM program will attain affiliation agreements with a sufficient number and a variety of health care facilities to meet the needs of the clinical practice.</td>
<td></td>
<td>• Validate that all PPE sites have a current and up-to-date clinical affiliation or mentor agreement on file prior to assigning a student to the site.</td>
</tr>
</tbody>
</table>

Revised 09/15/12
F. Report of assessment results for the most previous academic year:

**Health Information Management – BS Degree**
Department of Health Administrative Services

Program Evaluation Report
2011-2012 Academic Year

**Program Goal #1**
Faculty will demonstrate current knowledge, skills, qualifications and professional development in the content areas they teach.

**Standard/Outcome**
A. Director/faculty must have current HIM credentials when teaching HIM specific courses and should possess a Baccalaureate degree or higher. Faculty should participate in ongoing professional development, scholarship and service activities.

**Evaluation Method**
1. The HIM Program Director will maintain faculty files with a current resume and copy of AHIMA membership card.

**Results:**
- All HIM credentialed faculty have current active membership with AHIMA. All fulltime faculty are Master’s Degree prepared or higher and all other faculty who teach in the HIM program have a Baccalaureate degree or higher.
- **Responsive/Corrective Action:** None needed at this time.

2. Faculty Peer Evaluation process is completed on all HIT/HIM faculty in accordance with WSU Policies and Procedures (non-tenured track faculty will be evaluated at a minimum of every three years; tenure-track faculty will conduct a Peer Evaluation before each level of evaluation). In addition, the department chair or Dean conducts an annual assessment of faculty in the areas of teaching, scholarship and service.

**Follow-up 2010-2011:**
- Full Peer Review conducted for Heather Merkley with Good ratings in teaching effectiveness. Annual faculty evaluations were completed as required.

**Results:**
• **Pat Shaw** – currently working on Ed.D. Degree with support from Dee Wade Mack fund; professional development activities as noted in measure D in this category; Presentations: AHIMA ICD-10 Coding Academy faculty; Utah Health Information Network – ICD-10 Presentations 3 – one hour and one webinar, Fall, 2011; Utah Medical Association – 4 all day Coding and Compliance Updates (ICD-9, CPT and ICD-10) January, 2012; Utah Health Care Association panel presentation on ICD-10, September, 2011. Service: University Diversity Ad Hoc Committee; University Curriculum Committee; Chair, College Curriculum Committee; Member, College Tenure Standards Committee; Member, MLS Department Promotion and Tenure Committee; Co-Chair, AHIMA Fellowship Review Committee; Member, AHIMA Nominating Committee, Chair, AHIMA Credentials Committee; Member, WSU Medical Advisory Board; Appointed Chair, Department of Health Administrative Services, July, 2011. Scholarship: Published – “RHIA Exam Prep Book” with Darcy Carter; Published – “RHIT Exam Prep Book” with Darcy Carter; Technical Reviewer – “ICD-10-PCS: An Applied Approach by Kuehn and Jorwic.

• **Heather Merkley** – Professional development activities as noted in measure D in this category; Service: College IT Committee; Training/Building, DCHP EMR Project; Northern Utah AHEC Presentations. Full Peer Review conducted with Good ratings in teaching effectiveness.

• **Darcy Carter** – Began working on doctorate in Health Sciences degree. Professional development activities as noted in measure D in this category; Service: Member, AHIMA CEE Program Committee. Scholarship: Published – “RHIA Exam Prep Book” with Pat Shaw; “RHIT Exam Prep Book” with Pat Shaw. Appointed fulltime faculty at Instructor Rank in January 1, 2012.

**Responsive/Corrective Action:**
Verify that annual faculty evaluations are completed.

B. Director/faculty must demonstrate a variety of teaching strategies.

**Evaluation Method**
1. Faculty will be evaluated by students on course evaluations in the average to excellent range for techniques that enhance learning.

**Results:**
- Student evaluation scores range from 3.4 to 4.5 (on a 5 point scale or above average), indicating that students agree that teaching techniques in the course enhanced their learning.

**Responsive/Corrective Action:**
None needed at this time.

C. 100% of HIM courses will incorporate technology for instructional delivery.

**Evaluation Method**
1. Assignments are reviewed annually by HIM faculty to assure that technology is appropriately being applied to course activities.

**Follow-up from 10-11 report:**
Access to the new EMR was accomplished for fall semester, 2012. Students continue to have experience with the VA CPRS electronic health record system in HIM 2000 as well. Students use other web-enabled software in numerous other courses (Encoder, Abstractor, Apelion Mapping Tool, Access, MPI, Chart Location, ROI).

Results: Continue to incorporate the EMR into other courses as appropriate. Program advisory committee has asked the program to investigate a Computer Assisted Coding (CAC) program and to develop appropriate student activities with this software.

Responsive/Corrective Action:
Continue to add assignments as appropriate to courses using web-enabled access to software. Investigate the options for CAC software.

Follow-up:
Program Director will inquire with appropriate vendors about CAC software

D. Director/faculty teaching HIM specific courses will attend relevant professional development activities to keep knowledge and skill current.

Evaluation Method
1. Documentation of appropriate professional development to include attendance at least one State or National HIM professional association meeting (CE certificate, travel documents, etc.). The University supports the program director and faculty in attending professional association meetings. In addition, faculty has access to free training through the Faculty Senate Teaching, Learning and Assessment Forum, and on campus training. All staff and faculty also have the option of taking up to six credits a semester free of charge. Finally, the Dumke College of Health Professions has two endowment funds available to faculty and staff for both continuing education and to enable faculty to pursue advanced degrees. Both of these funds require the faculty to submit a request for funding to a committee for approval. HIM program faculty have benefitted greatly from these endowments over the years.

Results:
- Program Director and all faculty have attended appropriate professional development meetings to include: 2011 National Convention, Salt Lake City – Pat Shaw, Heather Merkley and Darcy Carter; 2012 AHIMA Assembly on Education Summer Symposium, Orlando – Heather Merkley and Darcy Carter; UHIMA Spring Meeting, Salt Lake City, UT – Heather Merkley and Darcy Carter.
- Darcy Carter attended ICD-10-CM/PCS Coding Academy in Las Vegas, NV December, 2011.
- Darcy Carter is participating in the Master Online Teaching Certification training program this academic year (2012-2013).

Responsive/Corrective Action:
None needed at this time.

E. Provide faculty with up-to-date instructional resources and computer software in areas that have frequent changes and updates.

Evaluation Method
1. Faculty computers are updated every four years as recommended by WSU policy.
Results:
- All department faculty are provided a laptop computer with docking station. These devices are updated every four years. The department has adequate financial support from administration to maintain this update schedule.

**Responsive/Corrective Action:**
None needed at this time.

2. Annually assess additional computer software requirements.

**Results:**
- Continue to maintain web-enabled software using the Citrix server so all students will have access to Softmed Applications, 3M Coding and Abstracting, EMR, Apelon Mapping Tool, MS Access. This has been incorporated into assignments for classroom and online students in: HIM 2000, 2250, 2300, 2320, 2330, 2500, 2862, 2863 and HIM 3400. Two servers are maintained by the IT department for the Citrix platform.

**Responsive/Corrective Action:**
None needed at this time.

F. 90% of HIM Course Evaluation forms will indicate HIM faculty performance is good to excellent.

**Evaluation Method**
1. Course evaluations are reviewed annually by the Program Director.

**Results:**
- Student course evaluation results ranged from 3.42 to 4.6 (on a scale of 5 or above average), indicating that students believe that department faculty are performing above average.

**Responsive/Corrective Action:**
None needed at this time.

Program Goal #2
Program graduates will demonstrate the HIM entry-level competencies.

Standard/Outcome
A. 80% of all HIM graduates taking the RHIA certification examination will pass on the first writing.

**Evaluation Method**
1. Annual review of the RHIA certification examination results to analyze student performance in each knowledge area in comparison to overall performance.

**Results:**
3 of 3 first-time students passed the RHIA examination, or 100%. One student appeared on our report as a first-time test taker when in fact this was her 5 attempt, so we took her scores out of the averages.

Students scored at or above the national average in all content areas. **Responsive/Corrective Action:** None needed at this time.

**Follow-Up:**
Program Director will continue to monitor these results and make adjustments to curriculum if needed.

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**B. 80% or more of the HIM areas of practice in exit surveys will show that the program was average to high quality.**

**Evaluation Method**
1. Detailed exit surveys are conducted annually and the results are analyzed and shared with the Program Advisory Committee.

**Results:**
- 7/12 responses were received; surveys were mailed first, then a follow-up email was sent directly to the students to try to get more responses. Students ranked their overall satisfaction with the curriculum 3.80 (on a 4 point scale) and overall satisfaction with the program 3.71 (on a 4 point scale) on exit surveys, or above average.

**Responsive/Corrective Action:** None needed at this time. Scores are above average.

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**C. 80% or more of the subject areas of the graduate surveys will show that instruction was satisfactory.**

**Evaluation Method**
1. Detailed graduate surveys are conducted annually and the results are analyzed and shared with the Program Advisory Committee.

**Results:**
- 5/11 responses were received; surveys were mailed first, then a follow-up email was sent directly to the students to try to get more responses. Students ranked their overall satisfaction with the curriculum 4.0 (on a 4 point scale) and overall satisfaction with the program 4.00 (on a 4 point scale) on graduate surveys, or above average.

**Responsive/Corrective Action:** None needed at this time. Scores are above average.

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**D. 95% of all HIM courses will reflect critical thinking/problem solving projects, activities or other types of assessment.**

**Evaluation Method**
1. Assignments, exams and other types of assessment are reviewed annually by HIM faculty to assure that practice and evaluation of critical thinking skills are available to students.

**Follow-up from 10-11 report:**
In HIM 2500, assignments have been added for data analysis related to HIM department functions and coder productivity standards. HIM 3000 a case study was developed where students are asked to analyze the circumstances around changing an EMR/EHR system, and, a case study on HIM department function quality and productivity was added to HIM 4100.

Results:
HIM faculty will continue to evaluate curriculum content for critical thinking and analysis activities. Specifically, we need to add higher level thinking questions to HIM 2250 and HIM 3300 courses.

Responsive/Corrective Action:
Evaluate curriculum on an annual basis to determine where critical thinking/problem solving activities may be added with input from the program advisory committee.

Follow-up:
Program Director to schedule curriculum evaluation meeting each fall semester.

2. Faculty will be evaluated by students on course evaluations in the average to excellent range for problem-solving and thinking analytically.

Results:
- Student course evaluation results ranged from 3.88-4.52 (on a 5 point scale), or above average, indicating that students agree that course activities challenged them to apply problem-solving skills and to think analytically.

Responsive/Corrective Action:
None needed at this time

E. Employers will express adequate to excellent competence or unimportant regarding HIM skills expected of entry-level health information administrators.

Evaluation Method
1. Employee surveys are administered to area employers by the HIM Program Director annually and the results are shared with the Program Advisory Committee.

Follow-up from 10-11 report:
Using PPE supervisor evaluations to provide input on graduate competency has provided the program with more data in which an adequate evaluation of the employer market can be determined.

Results:
- 8/11 responses were received – these included responses from employers and PPE preceptors; surveys were mailed first, then a follow-up email was sent directly to the employer to try to get more responses. Employers ranking of our students competence averaged 3.52 (on a 4-point scale) and overall satisfaction with entry-level performance 3.67 (on a 4 point scale), or above average.

Responsive/Corrective Action:
None needed at this time. Scores are above average
Program Goal #3
The HIM curriculum will include, at minimum, the required knowledge clusters with content and experiences to enable students to meet current entry-level competencies.

Standard/Outcome
A. 80% of all HIM graduates taking the RHIA certification examination will pass on the first writing.

Evaluation Method
1. AHIMA Domains, subdomains and tasks and knowledge cluster content assessments are reviewed annually by the HIM faculty and Program Advisory Committee.

   Follow-up from 10-11 report:
   HIM 2300 is addressing both ICD-9-CM and ICD-10-CM. The new course HIM 2410 ICD-10-PCS has been taught every semester since spring, 2012. Two program faculty are now AHIMA Approved ICD-10 Trainers. Faculty visited three local hospitals for ideas to improve curriculum – these ideas have been translated into new assignments and laboratory practices for students. All other changes as indicated in last year’s report have been made to the curriculum.

   Results:
   - 3 of 3 first-time students passed the RHIA examination, or 100%.
   - Students scored at or above the national average in all content areas.
   - Evaluate the possibility of incorporating CDI (Clinical Documentation Improvement) content linked to ICD-10 education to strengthen the job opportunities for graduates.
   - Explore the possibility of faculty attending distance learning conferences to enhance their knowledge/skill of teaching and learning in an online delivery model. If the program continues to expand the course offerings in the distance-learning model, the faculty would benefit from best practices from experts in the field.
   - Monitor the number of students not taking the national certification examination. If there is an upward trend, investigate reasons and develop an action plan (e.g. module on test-taking skills, practice mock exams). We will be requiring students to purchase the certification examination preparation book as their text for HIM 2862 Professional Practice Experience. We will be adding assignments to this course that require students to take a mock certification examination and develop a study plan for the certification examination.

Responsive/Corrective Action:
Continue to monitor RHIA exam results to see if curriculum changes are needed. Verify that curriculum changes as outlined above have been made to each course respectively.

Follow-Up:
Program Director will verify curriculum changes and faculty training have been made; continue to monitor these results and make adjustments to curriculum if needed.
B. 80% or more of the responses on the HIM graduate survey will show good to excellent preparation for their current position.

**Evaluation Method**
1. Detailed graduate surveys are conducted annually and the results are analyzed and shared with the Program Advisory Committee.

**Results:**
- 5/11 responses were received; surveys were mailed first, then a follow-up email was sent directly to the students to try to get more responses. Students ranked their overall satisfaction with the curriculum 4.0 (on a 4 point scale) and overall satisfaction with the program 4.00 (on a 4 point scale) on graduate surveys, or above average.

**Responsive/Corrective Action:**
- Need to monitor the curriculum satisfaction score as it is trended lower.

C. Employers will express adequate to excellent competence or unimportant regarding HIM skills expected of entry-level health information administrators.

**Evaluation Method**
1. Employee surveys are completed by the HIM Program Director annually and the results are shared with the Program Advisory Committee.

**Follow-up from 10-11 report:**
- Using PPE supervisor evaluations to provide input on graduate competency has provided the program with more data in which an adequate evaluation of the employer market can be determined.

**Results:**
- 8/11 responses were received – these included responses from employers and PPE preceptors; surveys were mailed first, then a follow-up email was sent directly to the employer to try to get more responses. Employers ranking of our students competence averaged 3. (on a 4-point scale) and overall satisfaction with entry-level performance 3.67 (on a 4 point scale), or above average.

**Responsive/Corrective Action:**
- None needed at this time. Scores are above average.

**Program Goal #4**
The HIM program will demonstrate responsiveness to the needs of the community of interest.

**Standard/Outcome**
A. 10 or more, HIM related professionals will participate in HIM required courses.

**Evaluation Method**
1. Course schedules will reflect dates and identification of guest speakers or onsite visits by students. Discussions regarding the quality of these presentations are done with students and faculty.

**Results:**
- HIM 2000 included two scheduled site visits (acute care and long term care tours). Video of eight alternate HIM site professionals was created and shared with students.
- PPE activities in HIM 2861 and 2862.
- HIM 3000 included three guest speakers (Teresa Rivera-CHIE UHIN; Maggie McCann- Meaningful Use; Susan Nelson-HIPAA Security). These guest speakers were either video recorded or audio recorded to be included in our online courses.
- HAS 3000 had one guest speaker on current issues in hospital administration.

**Responsive/Corrective Action:**
10 or more professional related speakers were not used this academic year. However, students volunteers at the AHIMA National Convention that was held in Salt Lake City this year, so the program feels that the community of interest has been very supportive of the program.

B. 100% of professional practice experience sites selected will demonstrate good to excellent instruction and adherence with instructional objectives.

**Evaluation Method**
1. Evaluation forms completed by students regarding their Clinical Practice activities are reviewed by the Program Director/faculty and results shared with Professional Practice Preceptor.

**Results:**
- PPE students completed an evaluation form on their Professional Practice Experience preceptor at the end of their internship or each rotation. According to the graduate and exit surveys completed by students the average was 3.75 (on a 4 point scale). This would rank the PPE as above average.

**Responsive/Corrective Action:**
None needed at this time.

C. 15 or more different community sites will be used for HIM professional practice experience annually.

**Evaluation Method**
1. Program Director or PPE Faculty will contact via onsite visit, telephone or email all professional practice sites to evaluate the site, discuss professional practice goals and to receive verbal evaluations of the students and the programs from the supervisors.

**Results:**
- The program made some major changes to our technical level PPE activities. Student now only complete one onsite rotation in HIM 2861 that is usually in an acute or subacute care setting. We have adequate sites for these rotations at this time. HIM 2862 then has the students performing activities related to professional development, certification examination preparation, job searching, and then interviewing an HIM professional in an alternate care setting and writing a comparison report to their previous experience.
Eight students completed HIM management internships this academic year. These internships were completed in Acute Care Hospital HIM Management.

**Responsive/Corrective Action:**
None needed at this time. We have adequate sites available.

2. Preceptors will be oriented to professional practice experience activities annually.

**Results:**
- Darcy Carter communicated with each PPE preceptor via email, telephone or in person and oriented them to our PPE needs and to answer their questions and make sure they were aware of PPE requirements in September, 2011.
- Pat Shaw meets or has a conference call with the student and internship preceptor at the beginning of all HIM-BS student internship. At this meeting all goals, projects, and assignments are mutually agreed upon by all parties.

**Responsive/Corrective Action:**
None needed at this time.

D. 50% or more of the Program Advisory Committee members will be present at all meetings.

**Evaluation Method**
1. Advisory committee minutes will be monitored annually for attendance.

**Results:**
- HIT/HIM Program Advisory Committee met December 2, 2011. Nine of the eleven members were in attendance or 82%.

**Responsive/Corrective Action:**
None needed at this time

E. The HIM program will attain affiliation agreements with a sufficient number and a variety of health care facilities to meet the needs of the clinical practice.

**Evaluation Method**
1. Validate that all PPE sites have current and up-to-date clinical affiliation or mentor agreements on file prior to assigning a student to the site.

**Results:**
- All sites in which students were assigned to for their PPE had current clinical affiliation or mentor agreements in 2011-2012.

**Responsive/Corrective Action:**
None needed at this time.
### G. Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Report for RHIA Certification Exam Results</td>
<td>Entry-level competencies</td>
<td>Received around November/December for the previous year (Oct 1 through Sept 30)</td>
<td>Program Director’s office files</td>
</tr>
<tr>
<td>Employer Surveys</td>
<td>Entry-level competencies</td>
<td>Administered in the fall each academic year</td>
<td>Program Director’s office files</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>Faculty effectiveness</td>
<td>Each semester for all courses</td>
<td>Chitester</td>
</tr>
<tr>
<td>Annual Faculty Evaluation</td>
<td>Faculty professional development</td>
<td>Annually</td>
<td>Program Director’s office files</td>
</tr>
</tbody>
</table>

**Summary Information (as needed)**

See results as listed above in Program Evaluation Report.
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence? The Health Information Management program has a long history of continuous improvement based on student learning outcomes. We used this information to improve specific courses and the overall program. The program has strong outcomes and meets a demand for qualified HIM professionals in the intermountain region. The program faculty rely on the data collected from certification examinations results, graduate and student exit surveys, course evaluations to improve our product.

2) With whom did you share the results of the year’s assessment efforts? All outcome results are shared with the Program advisory committee, and with the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) through our Accredited Program Annual Report (APAR) on an annual basis.

3) Based on your program’s assessment findings, what subsequent action will your program take? Please see our detailed plans for improvement in our program evaluation report.