

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: HAS department/Health Information Technology program (AAS)
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)
Date Submitted: 10/8/19
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A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed.

Information is current; no changes required.
 Information is not current; updates below

Update if not current: The new contact information for the Health Information Technology program is Heather Merkley, hmerkley@weber.edu, 3959 Stadium Way, Dept 3911, Ogden, UT 84408-3911, IE 214, 801-626-7074

B. Mission Statement

Please review the Mission Statement for your department or academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

Information is current; no changes required.
 Information is not current; updates below

Update if not current: The HIT program mission is: Through strong community support, engaged learning opportunities, and remarkable faculty, the HIT program provides high quality education to prepare graduates for professional positions at the HIM technical level.

C. Student Learning Outcomes

Please review the [Student Learning Outcomes](#) for your academic program displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

Information is current; no changes required.

Update if not current:

D. Curriculum

“A collection of courses is not a program. A curriculum has coherence, depth, and synthesis.”

(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the [Curriculum Grid](http://www.weber.edu/portfolio/departments.html) for your department or academic program displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html>.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the ‘additional information’ section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

Curriculum Map Format

| Domain I: Data Content, Structure & Standards (Information Governance) | HIT Competency | Course Number |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <i>Subdomain I.A Classification Systems</i> | | |
| | Apply diagnosis/procedure codes according to current guidelines (3) | HIM 2300 HIM 2320 HIM 2410 |
| | Evaluate the accuracy of diagnostic and procedural coding (5) | HIM 2320 |
| | Apply diagnostic/procedural groupings(3) | HIM 2863 |
| | Evaluate the accuracy of diagnostic/procedural groupings (5) | HIM 2863 |
| <i>Subdomain I.B Health Record Content & Documentation</i> | | |
| | Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status (4) | HIM 2000 |
| | Verify the documentation in the health records is timely, complete, and accurate (4) | HIM 2000 |

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| | Identify a complete health record according to, organization policies, external regulations, and standards (3) | HIM 2861 |
| | Differentiate the roles and responsibilities of various providers and disciplines, to support documentation requirements, throughout the continuum of healthcare (5) | HIM 2000 |
| <i>Subdomain I.C Data Governance</i> | | |
| | Apply policies and procedures to ensure the accuracy and integrity of health data (3) | HIM 3300 |
| <i>Subdomain I.D Data Management</i> | | |
| | Collect and maintain health data (2) | HIM 2500 |
| | Apply graphical tools for data presentations (3) | HIM 3300 |
| <i>Subdomain I.E Secondary Data Sources</i> | | |
| | Identify and use secondary data sources (3) | HIM 3300 |
| | Validate the reliability and accuracy of secondary data sources (3) | HIM 2500 |
| Domain II: Information Protection: Access, Disclosure, Archival, Privacy & Security | HIT Competency | Course Number |
| <i>Subdomain II.A Health Law</i> | | |
| | Apply healthcare legal terminology (3) | HIM 2250 |
| | Identify the use of legal documents (3) | HIM 2250 |
| | Apply legal concepts and principles to the practice of HIM (3) | HIM 2250 |
| <i>Subdomain II.B Data Privacy, Confidentiality & Security</i> | | |
| | Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information (3) | HIM 2250 |
| | Apply retention and destruction policies for health information (3) | HIM 2250 |
| | Apply system security policies according to departmental and organizational data/information standards (3) | HIM 3000 |

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| <i>Subdomain II.C Release of Information</i> | | |
| | Apply policies and procedures surrounding issues of access and disclosure of protected health information (3) | HIM 2250 |
| Domain III: Informatics, Analytics and Data Use | HIT | Course Number |
| <i>Subdomain III.A Health Information Technologies</i> | Utilize software in the completion of HIM processes (3) | HIM 2861 |
| | Explain policies and procedures of networks, including intranet and Internet to facilitate clinical and administrative applications (2) | HIM 3000 |
| <i>Subdomain III.B Information Management Strategic Planning</i> | | |
| | Explain the process used in the selection and implementation of health information systems (2) | HIM 3000 |
| | Utilize health information to support enterprise wide decision support for strategic planning (3) | HIM 3000 |
| <i>Subdomain III.C Analytics and Decision Support</i> | | |
| | Explain analytics and decision support (2) | HIM 3000 |
| | Apply report generation technologies to facilitate decision-making (3) | HIM 3300 |
| <i>Subdomain III.D Health Care Statistics</i> | | |
| | Utilize basic descriptive, institutional, and healthcare statistics (3) | HIM 2500 |
| | Analyze data to identify trends (4) | HIM 3300 |
| <i>Subdomain III.E Research Methods</i> | | |
| | Explain common research methodologies and why they are used in healthcare (2) | HIM 2250 |
| <i>Subdomain III.F Consumer Informatics</i> | | |

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| | Explain usability and accessibility of health information by patients, including current trends and future challenges (2) | HIM 2500 |
| <i>Subdomain III.G Health Information Exchange</i> | | |
| | Explain current trends and future challenges in health information exchange (2) | HIM 3000 |
| <i>Subdomain III.H Information Integrity & Data Quality</i> | | |
| | Apply policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system (3) | HIM 2500 |
| Domain IV: Revenue Management | HIT Competency | Course Number |
| <i>Subdomain IV.A Revenue Cycle and Reimbursement</i> | | |
| | Apply policies and procedures for the use of data required in healthcare reimbursement (3) | HIM 2330 |
| | Evaluate the revenue cycle management processes (5) | HIM 2330 |
| Domain V: Compliance | HIT Competency | Course Number |
| <i>Subdomain V.A Regulatory</i> | | |
| | Analyze policies and procedures to ensure organizational compliance with regulations and standards (4) | HIM 2250 & HIM 2861 |
| | Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification (4) | HIM 2861 |
| | Adhere to the legal and regulatory requirements related to the health information management (3) | HIM 3300 |
| <i>Subdomain V.B Coding</i> | | |
| | Analyze current regulations and established guidelines in clinical classifications systems (4) | HIM 2863 |
| | Determine accuracy of computer assisted coding assisted coding assignment and recommend corrective action (5) | HIM 2863 |

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| <i>Subdomain V.C Fraud Surveillance</i> | | |
| | Identify and potential abuse or fraudulent trends through data analysis (3) | HIM 2330 |
| <i>Subdomain V.D Clinical Documentation Improvement</i> | | |
| | Identify discrepancies between supporting documentation and coded data (3) | HIM 2300 |
| | Develop appropriate physician queries to resolve data and coding discrepancies (6) | HIM 2863 |
| Domain VI: Leadership | HIT Competency | Course Number |
| <i>Subdomain VI.A Leadership Roles</i> | | |
| | Summarize health information related leadership roles (2) | HIM 2861 |
| | Apply the fundamentals of team leadership (3) | HIM 3300 |
| <i>Subdomain VI.B Change Management</i> | | |
| | Recognize the impact of change management on processes, people and systems (2) | HIM 2330 |
| <i>Subdomain VI.C Work Design & Process Improvement</i> | | |
| | Utilize tools and techniques to monitor, report, and improve processes (3) | HIM 3300 |
| | Identify cost-saving and efficient means of achieving work processes and goals (3) | HIM 3300 |
| | Utilize data for facility-wide outcomes reporting for quality management and performance improvement (3) | HIM 3300 |
| <i>Subdomain VI.D Human Resource Management</i> | | |
| | Report staffing levels and productivity standards for health information functions (3) | HIM 2500 |

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| | Interpret compliance with local, state, federal labor regulations (5) | HIM 2250 |
| | Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions (3) | HIM 2500 |
| <i>Subdomain VI.E Training & Development</i> | | |
| | Explain the methodology of training and development (2) | HIM 2862 |
| | Explain return on investment for employee training/development (2) | HIM 2862 |
| <i>Subdomain VI.F Strategic & Organizational Management</i> | | |
| | Summarize a collection methodology for data to guide strategic and organization management (2) | HIM 2862 |
| | Understand the importance of healthcare policy-making as it relates to the healthcare delivery system (2) | HAS 3000 |
| | Describe the differing types of organizations, services, and personnel and their interrelationships across the health care delivery system (2) | HAS 3000 |
| | Apply information and data strategies in support of information governance initiatives (3) | HIM 2500 |
| | Utilize enterprise-wide information assets in support of organizational strategies and objectives (3) | HIM 2500 |
| <i>Subdomain VI.G Financial Management</i> | | |
| | Plan budgets (3) | HIM 2862 |
| | Explain accounting methodologies (2) | HIM 2862 |
| | Explain budget variances (2) | HIM 2862 |
| <i>Subdomain VI. H. Ethics</i> | | |
| | Comply with ethical standards of practice (5) | HIM 2250 |

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| | Evaluate the consequences of a breach of healthcare ethics (5) | HIM 2250 |
| | Assess how cultural issues affect health, healthcare quality, cost, and HIM (5) | HIM 2250 |
| | Create programs and policies that support a culture of diversity (6) | HIM 2862 |
| <i>Subdomain VI.I Project Management</i> | | |
| | Summarize project management methodologies (2) | HIM 3300 |
| <i>Subdomain VI.J Vendor/Contract Management</i> | | |
| | Explain Vendor/Contract Management (2) | HIM 2862 |
| <i>Subdomain VI.K Enterprise Information Management</i> | | |
| | Apply knowledge of database architecture and design (3) | HIM 2500 |

Bloom's Taxonomy

- 1 - Remember
- 2 - Understand
- 3 - Apply
- 4 - Analyze
- 5 - Evaluate
- 6 - Create

The HIT program curriculum competencies are assessed using the Bloom's taxonomy listed above. In the HIT Competency (middle column) column in the above table the number in parentheses after the competency statement reflects the Bloom's level that the competency should be taught at in the HIT program.

Additional Information (details about graduating student assessment):

X__ Information is not current; updates below

The WSU HIT Associate degree program is externally accredited by The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). As such, the program has significant annual program assessment requirements, including assessment of student learning outcomes. The requirements follow the annual program assessment report (APAR) as required by CAHIIM. Those requirements can be found at www.cahiim.org.

In addition, the HIT program assesses and documents its effectiveness in achieving student outcomes. This includes performance metrics such as graduate placement rates, graduate and employer satisfaction rates, and national certification scores. Metrics used to assess this indicator are:

- For associate degree graduates, 80% of all WSU students will be employed in the healthcare industry or continue their education.
- 80% of all HIM graduates taking the RHIT certification will pass on the first writing.
- 80% or more of all domains of the graduate surveys will show adequate instructions.
- Employers will express adequate to excellent competence or unimportant regarding HIM skills expected of entry-level health information technicians.

E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.), and plans for continuous improvement.

X__ Information is not current; updates below

Assessment plan:

| Goals | Standards/Outcomes | Evaluation Methods |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The HIT curriculum will include, at minimum, the required domains and competencies with content and experiences to enable students to meet current entry-level competencies | A. 90% of students will earn a score of 73% or higher. When the threshold is not met, action is taken by faculty to evaluate the measure/assignment for improvement. | <ul style="list-style-type: none">• The HIM curriculum is reviewed and assessed regularly in a comprehensive planned manner to fulfill requirements set forth by the CAHIIM and WSU Office of Institutional Effectiveness. This is conducted by a review by the faculty of the AHIMA Associated Degree Entry Level curricular competencies to ensure coverage of the requirements.• The program advisory committee is consulted by faculty as needed to advise them on potential changes to course requirements and assignment resources to fulfill the competencies.• This detailed assessment will occur at the subdomain level using the AHIMA Associated Degree Entry Level curricular competencies. Data will be |

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| | | collected and reported on Domains 1,3, and 5 in odd academic years (i.e.2016-2017) and Domains 2,4,and 6 in even academic years (i.e., 2017-2018). Evaluation of all competencies occurs every two years and is reported to the WSU Office of Institutional Effectiveness. |
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F. Report of assessment results for the most previous academic year:

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for 'acceptable - that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

A. Evidence of Learning: Courses within the Major

2017/2018 Data

| Domain II: Information Protection: Access, Disclosure, Archival, Privacy & Security | HIT | Course Number | Measure/Assignment | Threshold | 2017-2018 Data | Evaluation |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------|--------------------------------|--------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <i>Subdomain II.A Health Law</i> | | | | | | |
| | Apply healthcare legal terminology (3) | HIM 2250 | Midterm Exam - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 98.2% of students earned a C or higher | No changes needed. |
| | Identify the use of legal documents (3) | HIM 2250 | Chapter 12 ROI Quiz - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 92.8% of students earned a C or higher | No changes needed. |
| | Apply legal concepts and principles to the practice of HIM (3) | HIM 2250 | Final Exam - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 89.3% of students earned a C or higher | New text and exam questions starting Fall 2017, conducted item analysis of exam and revised 3 questions. |
| <i>Subdomain II.B Data Privacy,</i> | | | | | | |

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| <i>Confidentiality & Security</i> | | | | | | |
| | Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information (3) | HIM 2250 | Notice of Privacy Practice Assignment - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 89.3% of students earned a C or higher | Improved instructions of Readability test score. |
| | Apply retention and destruction policies for health information (3) | HIM 2250 | Record Retention Policy Assignment - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 94.8% of students earned a C or higher | No changes needed. |
| | Apply system security policies according to departmental and organizational data/information standards (3) | HIM 3000 | Security Audit Assignment - HIM 3000 | At least 90% of students will earn a score of 73% or higher. | 91% of students earned a C or higher | No changes needed. |
| <i>Subdomain II.C Release of Information</i> | | | | | | |
| | Apply policies and procedures surrounding issues of access and disclosure of protected health information (3) | HIM 2250 | Policy/Procedure Writing Assignment - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 91.1% of students earned a C or higher | No changes needed. |
| Domain IV: Revenue Management | HIT | Course Number | Measure/Assignment | | | |
| <i>Subdomain IV.A Revenue Cycle and Reimbursement</i> | | | | | | |
| | Apply policies and procedures for the use of data required in healthcare reimbursement (3) | HIM 2330 | Composite score on assignment: Explanation of benefits, chargemaster and | At least 90% of students will earn a score of 73% or higher. | 94.6% received a "C" grade or better on the HIM 2330 assignments: EOB, Case Mix, Reimbursement (change | No changes needed. |

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| | | | claims assignment, MS-DRG calculations, and Case Mix Index | | to MS-DRG), Chargemaster | |
| | Evaluate the revenue cycle management processes (5) | HIM 2330 | Revenue Cycle Management Assignment - HIM 2330 | At least 90% of students will earn a score of 73% or higher. | 96.5% of students receive a C or higher | No changes needed. |
| Domain VI: Leadership | HIT | Course Number | Measure/Assignment | | | |
| <i>Subdomain VI.A Leadership Roles</i> | | | | | | |
| | Summarize health information related leadership roles (2) | HIM 2862 | HIM 2862 Leadership Theory Quiz | At least 90% of students will earn a score of 73% or higher. | 96.3% of students earned a C or higher | No changes needed. |
| | Apply the fundamentals of team leadership (3) | HIM 3300 | Chapter 4 Case Study - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 93.8% of students earned a C or higher | No changes needed. |
| | Organize and facilitate meetings (3) | HIM 3300 | Hospital Compare Assignment - HIM 3300 (setting the agenda) | At least 90% of students will earn a score of 73% or higher. | 88.4% of students received a C or higher on this assignment. | This was a new assignment for this academic year, instructions will be reviewed for clarification and consistency. |
| <i>Subdomain VI.B Change Management</i> | | | | | | |
| | Recognize the impact of change management on processes, people and systems (2) | HIM 2330 | Revenue Cycle Management Case - HIM 2330 | At least 90% of students will earn a score of 73% or higher. | 96.5% of students receive a C or higher | No changes needed. |
| <i>Subdomain VI.C Work Design & Process Improvement</i> | | | | | | |

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| | Utilize tools and techniques to monitor, report, and improve processes (3) | HIM 3300 | AIM Personal Goal Assignment - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 96.3% of students earned a C or higher | |
| | Identify cost-saving and efficient means of achieving work processes and goals (3) | HIM 3300 | Chapter 11 Case Study - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 91.7% of students earned a C or higher | |
| | Utilize data for facility-wide outcomes reporting for quality management and performance improvement (3) | HIM 3300 | Chapter 15 Case Study - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 95.6% of students earned a C or higher | |
| <i>Subdomain VI.D Human Resource Management</i> | | | | | | |
| | Report staffing levels and productivity standards for health information functions (3) | HIM 2500 | Final Project and HIM Dept Statistics assignment - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 91.2% of students earned a C or higher on the HIM Dept Statistics Quiz; 100% of students earned a C or higher on the Final Project. | No changes needed. |
| | Interpret compliance with local, state, federal labor regulations (5) | HIM 2250 | Ch 18 & 20, corporate compliance - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 92.9% of students earned a C or higher | No changes needed. |
| | Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions (3) | HIM 2500 | Final Project - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 100% of students earned a C or higher on the Final Project. | No changes needed. |

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| <i>Subdomain VI.E Training & Development</i> | | | | | | |
| | Explain the methodology of training and development (2) | HIM 2862 | Module 10 Assignment Employee Training and Development - HIM 2862 | At least 90% of students will earn a score of 73% or higher. | 100% of students earned a C or higher | No changes needed. |
| | Explain return on investment for employee training/development (2) | HIM 2862 | Module 10 Assignment Employee Training and Development- HIM 2862 | At least 90% of students will earn a score of 73% or higher. | 100% of students earned a C or higher | No changes needed. |
| <i>Subdomain VI.F Strategic & Organizational Management</i> | | | | | | |
| | Summarize a collection methodology for data to guide strategic and organization management (2) | HIM 2862 | HIM 2862 Leadership Theory Quiz | At least 90% of students will earn a score of 73% or higher. | 96.3% of students earned a C or higher | No changes needed. |
| | Understand the importance of healthcare policy-making as it relates to the healthcare delivery system (2) | HAS 3000 | HAS 3000 Quiz 2 | At least 90% of students will earn a score of 73% or higher. | 90.8% of students earned a C or higher | No changes needed |
| | Describe the differing types of organizations, services, and personnel and their interrelationships | HAS 3000 | HAS 3000 Midterm and Final | At least 90% of students will earn a score of 73% or higher. | 80% of students earned a C or higher | An item analysis was conducted to identify exam questions that may need review and revision in an effort to improve these results. |

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| | across the health care delivery system (2) | | | | | |
| | Apply information and data strategies in support of information governance initiatives (3) | HIM 2500 | Data Governance Assignment - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 100% of students earned a C or higher | No changes needed. |
| | Utilize enterprise-wide information assets in support of organizational strategies and objectives (3) | HIM 2500 | Data Governance Assignment - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 100% of students earned a C or higher | No changes needed. |
| <i>Subdomain VI.G Financial Management</i> | | | | | | |
| | Plan budgets (3) | HIM 2862 | HIM 2862-Module 11 Assignment- Budgeting and Accounting | At least 90% of students will earn a score of 73% or higher. | 96.3% of students earned a C or higher | No changes needed. |
| | Explain accounting methodologies (2) | HIM 2862 | HIM 2862-Module 11 Assignment- Budgeting and Accounting | At least 90% of students will earn a score of 73% or higher. | 96.3% of students earned a C or higher | No changes needed. |
| | Explain budget variances (2) | HIM 2862 | HIM 2862-Module 11 Assignment- Budgeting and Accounting | At least 90% of students will earn a score of 73% or higher. | 96.3% of students earned a C or higher | No changes needed. |
| <i>Subdomain VI. H. Ethics</i> | | | | | | |

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| | Comply with ethical standards of practice (5) | HIM 2250 | Ch 2 Ethics Quiz | At least 90% of students will earn a score of 73% or higher. | 96.5% of students earned a C or higher | No changes needed. |
| | Evaluate the consequences of a breach of healthcare ethics (5) | HIM 2250 | Breach Report, Ch 11 quiz | At least 90% of students will earn a score of 73% or higher. | 96.5% of students receive a C or higher | No changes needed. |
| | Assess how cultural issues affect health, healthcare quality, cost, and HIM (5) | HIM 2250 | Ch 14 Cultural Competence essay | At least 90% of students will earn a score of 73% or higher. | 92.9% of students receive a C or higher | No changes needed. |
| | Create programs and policies that support a culture of diversity (6) | HIM 2862 | HIM 2862 Case-Module 6 Assignment-Diversity | At least 90% of students will earn a score of 73% or higher. | 100% of students earned a C or higher | No changes needed. |
| <i>Subdomain VI.I Project Management</i> | | | | | | |
| | Summarize project management methodologies (2) | HIM 3300 | Final Exam Questions - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 86.7% of students earned a C or higher | Developed a case study to measure this competency which will be more application-based than exam questions. |
| <i>Subdomain VI.J Vendor/Contract Management</i> | | | | | | |
| | Explain Vendor/Contract Management (2) | HIM 2862 | HIM 2862-Module 11 Quiz-Vendor Contracts | At least 90% of students will earn a score of 73% or higher. | 92.6% of students earned a C or higher | No changes needed. |
| <i>Subdomain VI.K Enterprise Information Management</i> | | | | | | |

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| | Apply knowledge of database architecture and design (3) | HIM 2500 | Database Design & Architecture Assignment - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 75% of students earned a C or higher | Additional lecture and other supporting material will be added for this assignment to help students understand the concepts better. |
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2018/2019 Data

| Domain I: Data Content, Structure & Standards (Information Governance) | HIT | Course Number | Measure/Assignment | Threshold | 2018-2019 Data | Evaluation |
|-----------------------------------------------------------------------------------|------------|----------------------|---------------------------|--------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------|
| <i>Subdomain I.A Classification Systems</i> | | | | | | |
| Apply diagnosis/procedure codes according to current guidelines (3) | | HIM 2300 | Final exam | At least 90% of students will earn a score of 73% or higher. | 98% of students scored 73% or higher on the final exam in HIM 2300 | No changes needed as students are performing above the threshold. |
| | | HIM 2320 | Final Exam | At least 90% of students will earn a score of 73% or higher. | 91% of students scored 73% or higher on the final exam in HIM 2320 | No changes needed as students are performing above the threshold. |
| | | HIM 2410 | Final exam | At least 90% of students will earn a score of 73% or higher. | 97.7% of students scored 73% or higher on the final exam in HIM 2410 | No changes needed as students are performing above the threshold. |

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| | Evaluate the accuracy of diagnostic and procedural coding (5) | HIM 2320 | Surgical Cases Audit - HIM 2320 | At least 90% of students will earn a score of 73% or higher. | 62% of student scored 73% or higher on the surgical cases audit. | In this module students are being asked to code 25 advanced case studies and audit 5 cases. This seems to be overwhelming the students and their performance is being impacted. We will reduce the number of advanced cases assigned and increase the auditing cases to balance this out better. We hope this will improve the outcome. |
| | Apply diagnostic/procedural groupings (3) | HIM 2863 | Inpatient Coding Cases (including DRG Grouping) - HIM 2863 | At least 90% of students will earn a score of 73% or higher. | 95% of students scored 73% or higher on the inpatient coding cases with DRG grouping) | No changes needed as students are performing above the threshold. |
| | Evaluate the accuracy of diagnostic/procedural groupings (5) | HIM 2863 | Audit inpatient chart Patient Fowler - HIM 2863 | At least 90% of students will earn a score of 73% or higher. | 95% of students scored 73% or higher on the Audit of Inpatient chart patient Fowler | No changes needed as students are performing above the threshold. |
| <i>Subdomain I.B Health Record Content & Documentation</i> | | | | | | |
| | Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical | HIM 2000 | EHRGo "Intro to Chart Deficiencies" - HIM 2000 | At least 90% of students will earn a score of 73% or higher. | 94.6% of students scored 73% or higher on the EHRGo Intro to Chart Deficiencies assignment | No changes needed as students are performing above the threshold. |

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| | findings, and discharge status (4) | | | | | |
| | Verify the documentation in the health records is timely, complete, and accurate (4) | HIM 2000 | Quantitative Analysis Quiz - HIM 2000 | At least 90% of students will earn a score of 73% or higher. | 90% of student scored 73% or higher on the Quantitative Analysis Quiz | No changes needed as students are performing above the threshold. |
| | Identify a complete health record according to, organization policies, external regulations, and standards (3) | HIM 2861 | EHRGo "CPRS Analyzing for Chart Deficiencies" - HIM 2861 | At least 90% of students will earn a score of 73% or higher. | 97% of students scored 73% or higher on the Analyzing chart deficiencies assignment in EHRGo | No changes needed as students are performing above the threshold. |
| | Differentiate the roles and responsibilities of various providers and disciplines, to support documentation requirements, throughout the continuum of healthcare (5) | HIM 2000 | Physician admitting/attending quiz; Physician specialty quiz - HIM 2000 | At least 90% of students will earn a score of 73% or higher. | 92.5% of students scored 73% or higher on the Physician admitting/attending quiz. The physician specialty quiz is a new measure in 2019-2020. | No changes needed as students are performing above the threshold. |
| <i>Subdomain I.C Data Governance</i> | | | | | | |

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| | Apply policies and procedures to ensure the accuracy and integrity of health data (3) | HIM 3300 | Chapter 17 Case Study - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 98.5% of students scored 73% or higher on the Chapter 17 case study | No changes needed as students are performing above the threshold. |
| <i>Subdomain I.D Data Management</i> | | | | | | |
| | Collect and maintain health data (2) | HIM 2500 | EHR Go Assignment #2 - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 96.9% of students scored 73% or higher on the EHR Go Assignment #2 | No changes needed as students are performing above the threshold. |
| | Apply graphical tools for data presentations (3) | HIM 3300 | Case Study Chapter 5 - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 86.3% of students scored 73% or higher on the chapter 5 case study. | Recorded lectures have been added to this course which explains this assignment to students. In addition the instructions for this case have been updated to include additional information in attempt to help students to be more successful on the measure. |
| <i>Subdomain I.E Secondary Data Sources</i> | | | | | | |
| | Identify and use secondary data sources (3) | HIM 3300 | Hospital Compare Assignment - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 95.1% of students scored 73% or higher on the Hospital Compare Assignment | No changes needed as students are performing above the threshold. |
| | Validate the reliability and accuracy of secondary data sources (3) | HIM 2500 | Patient Generated Data Discussion - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 96.9% of students scored 73% or higher on the Patient Generated Data Discussion | No changes needed as students are performing above the threshold. |

| Domain III: Informatics, Analytics and Data Use | HIT | Course Number | Measure/Assignment | Threshold | 2018-2019 Data | Evaluation |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <i>Subdomain III.A Health Information Technologies</i> | Utilize software in the completion of HIM processes (3) | HIM 2861 | EHR Go -TJC Tracer Methodology Assignment - HIM 2861 | At least 90% of students will earn a score of 73% or higher. | 100% of students scored 73% or higher on the TJC Tracer Methodology assignment in EHRGo | No changes needed as students are performing above the threshold. |
| | Explain policies and procedures of networks, including intranet and Internet to facilitate clinical and administrative applications (2) | HIM 3000 | Chapter 4 Information Infrastructure Quiz - HIM 3000 | At least 90% of students will earn a score of 73% or higher. | 96% of students scored 73% or higher on the Chapter 4 Information Infrastructure Quiz | No changes needed as students are performing above the threshold. |
| <i>Subdomain III.B Information Management Strategic Planning</i> | | | | | | |
| | Explain the process used in the selection and implementation of health information systems (2) | HIM 3000 | Chapter 8 Quiz, Information Systems - HIM 3000 | At least 90% of students will earn a score of 73% or higher. | 98.8% of students scored 73% or higher on the Chapter 8 Information Systems Quiz. | No changes needed as students are performing above the threshold. |
| | Utilize health information to support enterprise wide decision support for strategic planning (3) | HIM 3000 | Chapter 8 Quiz, Information Systems - HIM 3000 | At least 90% of students will earn a score of 73% or higher. | 98.8% of students scored 73% or higher on the Chapter 8 Information Systems Quiz. | No changes needed as students are performing above the threshold. |
| <i>Subdomain III.C Analytics and Decision Support</i> | | | | | | |

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| | Explain analytics and decision support (2) | HIM 3000 | Decision Support Chapter 9 Quiz - HIM 3000 | At least 90% of students will earn a score of 73% or higher. | 96.9% of students scored 73% or higher on the Chapter 9 Decision Support Quiz. | No changes needed as students are performing above the threshold. |
| | Apply report generation technologies to facilitate decision-making (3) | HIM 3300 | Hospital Compare Assignment - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 95.1% of students scored 73% or higher on the Hospital Compare Assignment | No changes needed as students are performing above the threshold. |
| <i>Subdomain III.D Health Care Statistics</i> | | | | | | |
| | Utilize basic descriptive, institutional, and healthcare statistics (3) | HIM 2500 | Statistics Assignment - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 93.8% of students scored 73% or higher or the Statistics assignment. | No changes needed as students are performing above the threshold. |
| | Analyze data to identify trends (4) | HIM 3300 | Case Study 5 - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 86.3% of students scored 73% or higher on the chapter 5 case study. | Recorded lectures have been added to this course which explains this assignment to students. In addition the instructions for this case have been updated to include additional information in attempt to help students to be more successful on the measure. |
| <i>Subdomain III.E Research Methods</i> | | | | | | |
| | Explain common research methodologies and why they are used in healthcare (2) | HIM 2250 | Chapter 8 Quiz - Consent and IRBs - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 94.7% of student scored 73% or higher on the chapter 8 quiz | No changes needed as students are performing above the threshold. |

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| <i>Subdomain III.F Consumer Informatics</i> | | | | | | |
| | Explain usability and accessibility of health information by patients, including current trends and future challenges (2) | HIM 2500 | Patient Generated Data Discussion - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 96.9% of students scored 73% or higher on the Patient Generated Data Discussion | No changes needed as students are performing above the threshold. |
| <i>Subdomain III.G Health Information Exchange</i> | | | | | | |
| | Explain current trends and future challenges in health information exchange (2) | HIM 3000 | HIE Assignment - HIM 3000 | At least 90% of students will earn a score of 73% or higher. | 98.9% of students scored 73% or higher on the HIE assignment. | No changes needed as students are performing above the threshold. |
| <i>Subdomain III.H Information Integrity & Data Quality</i> | | | | | | |
| | Apply policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system (3) | HIM 2500 | Data Quality Assignment - HIM 2500 | At least 90% of students will earn a score of 73% or higher. | 90.6% of students scored 73% or higher on the Data Quality Assignment | No changes needed as students are performing above the threshold. |
| Domain V: Compliance | HIT | Course Number | Measure/Assignment | Threshold | 2018-2019 Data | Evaluation |
| <i>Subdomain V.A Regulatory</i> | | | | | | |

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| | Analyze policies and procedures to ensure organizational compliance with regulations and standards (4) Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification (4) | HIM 2861 | EHR Go Activity: Quality Improvement Utilizing the EHR - HIM 2861 | At least 90% of students will earn a score of 73% or higher. | 77.3% of students scored 73% or higher on the Quality Improvement Utilizing the EHR activity in EHR Go | Faculty will improve the instructions for this assignment to include how to calculate the basic rate for compliance. This seems to be where the students are falling short on this assignment. |
| HIM 2250 | | Develop corporate compliance plan - HIM 2250 | At least 90% of students will earn a score of 73% or higher. | 100% of students scored 73% or higher on the Corporate Compliance Plan assignment. | No changes needed as students are performing above the threshold. | |
| HIM 2861 | | EHR Go Understanding TJC's Tracer Methodology - HIM 2861 | At least 90% of students will earn a score of 73% or higher. | 100% of students scored 73% or higher on the TJC Tracer Methodology assignment in EHR Go | No changes needed as students are performing above the threshold. | |
| | Adhere to the legal and regulatory requirements related to the health information management (3) | HIM 3300 | Chapter 14 Case Study - HIM 3300 | At least 90% of students will earn a score of 73% or higher. | 92% of students scored 73% or higher on the chapter 14 case study. | No changes needed as students are performing above the threshold. |
| <i>Subdomain V.B Coding</i> | | | | | | |
| | Analyze current regulations and established guidelines in clinical classifications systems (4) | HIM 2863 | Final Exam - HIM 2863 | At least 90% of students will earn a score of 73% or higher. | 95% of students scored 73% or higher on the HIM 2863 final exam | No changes needed as students are performing above the threshold. |

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| | Determine accuracy of computer assisted coding assignment and recommend corrective action (5) | HIM 2863 | Computer-Assisted Coding Quiz - HIM 2863 | At least 90% of students will earn a score of 73% or higher. | 97.5% of students scored 73% or higher on the HIM 2863 CAC Quiz | No changes needed as students are performing above the threshold. |
| <i>Subdomain V.C Fraud Surveillance</i> | | | | | | |
| | Identify and potential abuse or fraudulent trends through data analysis (3) | HIM 2330 | Miscoding Case Study - HIM 2330 | At least 90% of students will earn a score of 73% or higher. | 96.4% of students scored 73% or higher on the Miscoding Case Study | No changes needed as students are performing above the threshold. |
| <i>Subdomain V.D Clinical Documentation Improvement</i> | | | | | | |
| | Identify discrepancies between supporting documentation and coded data (3) | HIM 2300 | Query Process Quiz - HIM 2300 | At least 90% of students will earn a score of 73% or higher. | 96.2% of students scored 73% or higher on the final exam in HIM 2300 | No changes needed as students are performing above the threshold. |
| | Develop appropriate physician queries to resolve data and coding discrepancies (6) | HIM 2863 | Detailed Query Process- HIM 2863 | At least 90% of students will earn a score of 73% or higher. | 90% of students scored 73% or higher on the HIM 2863 detailed query process quiz | No changes needed as students are performing above the threshold. |

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

| Date of Program Review: 2/27-28/2017 | Recommendation | Progress Description |
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| <p>Recommendation 1</p> | <p>While faculty diversity is reflective of the overall HIM Community in Utah, it does lack diversity. Efforts, however, clearly demonstrate that the program strives to attract diverse candidates. It is recommended this be considered when filling positions, new or vacated, in the future.</p> | <p>11/15/2017 As faculty openings arise, the program will continue to attract and fill these positions with individuals from diverse backgrounds and cultures.</p> |
| | | <p>10/8/2019 During recent candidate search for open faculty position, diversity (race, ethnicity) was given preference points in screening process.</p> |
| | | |
| <p>Recommendation 2</p> | <p>The program review team made one other recommendation to the HIM programs with regard to our professional practice experience (PPE). They liked our innovative changes to our PPE experience for our technical students – but recommend that we include simulation in our PPE and other courses to provide students with more hands on experience with HIM technical functions. The team also recommended that we document our PPE experience in a more detailed manner.</p> | <p>11/15/2017 The program has revised both HIM 2861 and HIM 2862 for the fall semester 2017. In HIM 2861, 6 new assignments were added that enhance the onsite components that students learn from their rotations at clinical sites. These 5 assignments utilize the NEEHR perfect electronic health record for students to model the “real-world” environment. HIM 2862 was entirely revised for fall 2017 semester. These revisions were in response to the curriculum review to ensure that all competencies are covered in the HIT curriculum.</p> |
| | | <p>10/8/2019 EHR GO has replaced the NEEHR perfect system. With this change, enhancements were made by EHR vendor and faculty evaluated and</p> |

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| | | incorporated new assignments to continue to enhance the PPE experience. PPE sites are evaluated by faculty for effectiveness taking into account student feedback on an annual basis. |
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| Recommendation 3 | One final comment made by the team was in regard to the new model curriculum map required by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). This curriculum map must be incorporated into the programs by August, 2017. The review team reviewed our curriculum with the map in mind and determined that the program was fulfilling the intent of the curriculum map. The programs have developed measures that correspond to all subdomains in these new curriculum maps but not necessarily for all tasks within the subdomain. The program needs to work toward developing assignments, activities, projects, or other assessment methods to demonstrate that the program is meeting the curriculum standards for all tasks within all subdomains at the appropriate Bloom's level, and that this is being measured on a regular bases. | 11/15/2017 The faculty have reviewed the entire curriculum map and are confident that we have covered all competencies and incorporated all necessary changes into courses at the appropriate Bloom's level for the 2017-2018 academic year. |
| | | 10/8/2019 The faculty meet annually to ensure adequate content of 2014 Curriculum Competencies. In anticipation of the |

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| | | 2018 competencies (effective Aug 2021), faculty have conducted a comparison assessment. |
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Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

| Faculty Headcount | 2017-18 | 2018-19 |
|---------------------------------------------------------------------------------------------------|---------|---------|
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | | |
| Full-time Tenured | 1 | 1 |
| Full-time Non-Tenured (includes tenure-track) | 1 | 1 |
| Part-time and adjunct | 0 | 1 |
| | | |
| With Master's Degrees | | |
| Full-time Tenured | 0 | 0 |
| Full-time Non-Tenured | 2 | 1 |
| Part-time and adjunct | 4 | 4 |
| | | |
| With Bachelor's Degrees | | |
| Full-time Tenured | 0 | 0 |
| Full-time Non-tenured | 0 | 0 |
| Part-time and adjunct | 0 | 0 |
| | | |
| Other | | |
| Full-time Tenured | 0 | 0 |
| Full-time Non-tenured | 0 | 0 |
| Part-time | 0 | 0 |
| Total Headcount Faculty | | |
| Full-time Tenured | 1 | 1 |
| Full-time Non-tenured | 3 | 2 |
| Part-time | 4 | 5 |

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

- a. Any first-year students taking courses in your program(s).

As a student applies to our program in their freshman year, an adviser is assigned to them. At this time, students are provided a degree map that outlines the course sequencing. Students are encouraged to meet with their adviser or other HIM faculty with questions.

- b. Students declared in your program(s), whether or not they are taking courses in your program(s)

Each fall a list of declared HIT students is generated. Faculty advisers reach out by email to all students regarding status in HIT program. Their progress toward completion of the degree is assessed and appropriate advisement is given.

- 2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

We report to the HIT advisory committee and CAHIIM accreditation the results of our assessment processes annually. As part of this process, curricular items below threshold will be followed by program director to ensure changes have been implemented. Other program measures are monitored closely for measured targeted outcomes achievement and appropriate actions taken as necessary by program faculty.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.