

Program-Level Assessment: *Annual Report*

Program(s): Health Information Management
Department: Clinical Health Sciences
College/School: Doisy College of Health Sciences
Date: 9/25/2018
Primary Assessment Contact: Teresa Neal, MHA, RHIA

1. Which program student learning outcomes were assessed in this annual assessment cycle?

PLO #2.2: Students will use effective communication skills to manage patient health information.
PLO #3.2: Students will incorporate critical thinking to solve complex problems related to the management of health information.
PLO #5.1: Students will formulate examples of ethical professionalism when managing health information.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

PLO #2.2: The evaluation of the case study analysis and presentations to an external professional in the **HIM 4950** course.
PLO #3.2: The quality improvement project evaluation in the **HIM 4150** course.
PLO #5.1: The evaluation of the students' participation in the course site visits and their reflection papers in the **HIM 3600** course.
No Madrid students or artifacts were included in this assessment.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

See Appendix for the rubrics.
PLO #2.2: The faculty and external professional evaluated student presentations, and prepared the summary of the PLO findings based on the rubric.
PLO #3.2: The faculty reviewed and evaluated the artifact described in the rubric.
PLO #5.1: The faculty observed and analyzed the student's self-reflection artifact based on multiple site visits and summarized based on the rubric.
The Program Director summarized the results based on all of the faculty and external professional reports.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

PLO #2.2: An average of 85% of the students achieved a ranking of “application/analysis” or higher using the corresponding assessment rubric. 100% of the students ranked at the “knowledge/comprehension” level. Students demonstrated an understanding of the elements involved in managing patient health information.

PLO #3.2: An average of 85% of the students achieved a ranking of “knowledge/comprehension” or higher using the corresponding assessment rubric. Students identified the challenges in the management of health information.

PLO #5.1: An average of 85% of the students achieved a ranking of “knowledge/comprehension” or higher using the corresponding assessment rubric. Students were able to define ethical professionalism when managing health information.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

PLO #2.2: The primary faculty has revised the project instructions and expectations to more explicitly describe the expected final presentation and report.

PLO #3.2: The primary faculty has revised the project preparation and instruction to allow for more opportunities for greater in-depth discussion to better prepare the students to apply the critical thinking skills necessary to complete the project.

PLO #5.1: No change needed. 100% of the students achieved “knowledge/comprehension using the corresponding rubric. We will continue to stress the importance of ethical professionalism when managing health information.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

This was the first time of PLO assessment. No follow up will occur until the next review.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

Appendix

Health Information Management (HIM)		
<p>Program Learning Outcome (PLO #2): Students will use effective communication skills to manage patient health information.</p>		
Knowledge/Comprehension*	Application/Analysis*	Synthesis/Evaluation*
<ul style="list-style-type: none"> Expresses an understanding of elements involved in managing patient health information. 	<ul style="list-style-type: none"> Demonstrates an understanding of elements involved in managing patient health information. 	<ul style="list-style-type: none"> Defends an understanding of elements involved in managing patient health information.

Health Information Management (HIM)		
<p>Program Learning Outcome (PLO #3): Students will incorporate critical thinking to solve complex problems related to management of health information.</p>		
Knowledge/Comprehension*	Application/Analysis*	Synthesis/Evaluation*
<ul style="list-style-type: none"> Identifies the challenges in the management of health information. 	<ul style="list-style-type: none"> Examines the challenges in the management of health information 	<ul style="list-style-type: none"> Evaluates the challenges in the management of health information

Health Information Management (HIM)		
<p>Program Learning Outcome (PLO #5): Students will formulate examples of ethical professionalism when managing health information.</p>		
Knowledge/Comprehension*	Application/Analysis*	Synthesis/Evaluation*
<ul style="list-style-type: none"> Defines ethical professionalism in managing health information. 	<ul style="list-style-type: none"> Demonstrates ethical professionalism in managing health information. 	<ul style="list-style-type: none"> Defends ethical professionalism in managing health information.

****IMPORTANT NOTES:** The ratings, identified by the column headings, are of increasing complexity moving across the table (from left to right). Students who can apply and analyze information presented in case study problems (that is, meet the “application/analysis” rating) must first have knowledge and comprehension of the problem (the “knowledge/comprehension” rating). Likewise, in order for students to defend solutions (the “synthesis/evaluation” rating), they must have knowledge/comprehension of the problem (knowledge/comprehension) and apply/analyze pertinent information (“application/analysis” rating).