

An entry-level graduate with an Associate of Applied Science Degree in Health Information Management from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Assess institutional and patient-related information needs and departmental informational, service and operation needs.	All HIM courses; BIO 107; ALH 103, 104, 142; BIS M61, M62, M41, M31, M32, M51
2. Design and select departmental service and operational systems and information systems for patient-related data.	All HIM courses; BIO 107; ALH 103, 104, 142; BIS M61, M62, M41, M31, M32, M51
3. Implement service and operational systems and information systems for patient-related data.	All HIM courses; BIO 107; ALH 103, 104, 142; BIS M61, M62, M41, M31, M32, M51
4. Evaluate departmental, operational and service systems and informational systems for patient-related data.	All HIM courses; BIO 107; ALH 103, 104, 142; BIS M61, M62, M41, M31, M32, M51
5. Perform all subtasks proficiently as identified by the American Health Information Management Association's 1996 Domains, Tasks and Subtasks for Accredited Record Technicians.	All HIM courses; BIO 107; ALH 103, 104, 142; BIS M61, M62, M41, M31, M32, M51
6. Demonstrate personal behaviors, attitudes and values consistent with and appropriate to the entry-level health information management professional.	All HIM courses

III. **Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

Formative assessment is accomplished primarily through successful course completion of all HIM courses. Within each HIM course major projects and check-off sheets are used to assess student progress. Students must achieve a 77% or higher mastery level in the majority of the HIM courses.

Student progress is also monitored through HIM 250, HIM Supervised Professional Practice I and HIM 251, HIM Supervised Professional Practice II. Each directed practice course is one credit hour involving thirty contact hours. These courses are project based and require students to complete the activities on site. An evaluation is conducted by the site supervisor

which emphasizes student ability to complete projects and the assessment of student behavioral skills (affective). A checklist form is used by faculty members to assess student performance on specific projects in the Supervised Professional Practice experience. Furthermore, HIM faculty provide individualized counseling directly to each student in the program. Issues are addressed directly and afford students formative opportunity for improvement.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

HIM 278, a three-credit-hour class consisting of six hours of laboratory, is a capstone course required of all HIM majors. Students perform a series of projects involving higher-level health information management tasks such as inpatient coding and Diagnosis Related Group (DRG) assignment. They must also deliver a twenty-minute oral in-service presentation including use of PowerPoint. They must also take two mock national accreditation examinations. A portfolio is developed as part of HIM 278 during the student's second year. Assignments are clear-cut and provide proof of competencies.

HIM 252, HIM Supervised Professional Practice III, a four-credit-hour class consisting of 120 contact hours, is required of all HIM majors. A final written project is administered and titled "Professional Pursuit Paper" which requires the student to reflect on their professional development, the future of their career, and their experiences in the SCC HIM program. Faculty assess the level of each student's written communication skills, not the content, utilizing criteria sheets standardized for the course.

The National Accreditation Examination results are also used for summative assessment. The examination is administered in October of each year and results are generally available by the end of the calendar year. Exam results are organized by domains allowing close scrutiny of curriculum coverage.

A graduate and employer survey are developed and administered by the department yearly. Survey results are shared with faculty and advisory committee members.

- IV. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

There has been a 100% pass rate of HIM graduates since 1992. Overall, 294 students of 300 have passed the National Certification Exam for an overall pass rate of 99%. This ranked Sinclair's HIM program 14th out of 178 programs nationally. Students can re-take the national examination as many times as they wish.

Writing assessment administered during the last quarter revealed that students entering the HIM program with satisfactory or better writing skills

exhibit high levels of written communication at the program end. Approximately 20% of the students enter the program with poor or inadequate writing skills and do not appear to improve significantly during their course of study.

Graduates indicate they plan to pursue more education and are satisfied overall with the HIM program. Students have provided many constructive suggestions that the department faculty have used in making changes/modifications.

Employers indicate SCC graduates perform very well and have not identified any major deficiencies in the HIM program.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The new curriculum changes are beginning to take effect however, the impact of those changes are still unclear. Additional revisions will be based upon the impact of the most recent changes.

Pass rate information suggests the program is currently quite successful. Continuing efforts are needed to maintain the viability of the HIM lab hardware and software. All computerized simulations are updated regularly to remain state of the art.

The Myers-Briggs and Learning Styles Inventory has been dropped. Result found the program was consistently attracting quite similar student learners. This information has since been integrated into teaching and learning strategies for the program.

The department is currently considering adaptation of courses to distance learning modes via internet courses

- VI. **General Education:** A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

A departmentally developed writing checklist is used in all HIM courses to assess student-writing skills. Examinations incorporate writing skills typically short answer essay. Additionally, the program requires a research paper in HIM 204.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral skills of HIM majors are assessed using an oral checklist administered during the capstone course, HIM 278. HIM 245 requires students to work effectively in small groups.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are stressed by using the criteria evaluation sheets and required projects which emphasize critical thinking/problem solving skills. The projects themselves stress higher level thinking skills as opposed to lower level cognitive skills.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values and Citizenship are inherent in the management and treatment of health related concerns. Students are encouraged beginning with the early HIM courses to consider issues of appropriateness. These issues often come out of practicum experiences. Students are required to be familiar with professionalism issues and are encouraged to join the American Health Information Management Association (AHIMA) as a means of life-long awareness.

Ethical issues are addressed throughout the curriculum. A general code of ethics for HIM is introduced in HIM 110. A specific code of ethics for coders is introduced and explained in HIM 231 at which time students are required to sign a statement of confidentiality. Ethical and legal issues are addressed in other course-related discussions as well.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.