**Sinclair Community College - Continuous Improvement Annual Update 2011-12**

Program: Health Information Management

**Section I: Trend Data**

* 1. Program Trend Data (the three most recent years of data)
     1. Course Success Rates – Please report the course success rates for:
* Highest enrollment courses

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Seats FY 07/08 | Success Rate | Seats FY 08/09 | Success Rate | Seats FY 09/10 | Success Rate | Seats FY 10/11 | Success Rate |
| HIM121 | 1144 | 69.19% | 1540 | 77.66% | 2080 | 79.03% | 2013 | 75.99% |
| HIM122 | 305 | 80.92% | 439 | 86.56% | 717 | 89.09% | 761 | 85.22% |
| HIM260 | 277 | 71.27% | 368 | 69.59% | 544 | 74.86% | 570 | 64.08% |
| HIM261 | 262 | 64.86% | 335 | 64.85% | 488 | 68.04% | 517 | 61.01% |

* Any courses that deviate - high and low - from the typical success rate for your department

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Seats FY 07/08 | Success Rate | Seats FY 08/09 | Success Rate | Seats FY 09/10 | Success Rate | Seats FY 10/11 | Success Rate |
| HIM262 | 102 | 64.71% | 126 | 64.29% | 197 | 74.11% | 216 | 56.74% |

1. Degree and certificate completion (where applicable)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Retention & Graduation - HIM 2-Year Associate Degree** | | | | | |
|  | # Starting Cohort | Plus # Reinstated | Attrition | Total Grads |  |
| Fall 2007 Cohort  (34.8% attrition) | **23** | 0 | 8 | **15** | (11 2009 + 4 2010) |
| Fall 2008 Cohort  (23% attrition) | **39** | 3 | 12 | **30** | (28 in 2010 + 2 in 2011) |
| Fall 2009 Cohort-Local (30% attrition) | 30 | 2 | 11 | 21 | (19 2011 + 2 pending 2012) |
| Fall 2009 Cohort-Remote (45% attrition) | 9 | 0 | 4 | 5 | (4 2011 + 1 pending 2012) |
|  | **39** |  |  | **26** |  |
| Fall 2010 Cohort-Local | 33 | 1 | 10 |  | (24 pending 2012 grads) |
| Fall 2010 Cohort-Remote | 14 | 0 | 4 |  | (10 pending 2012 grads) |
|  | **47** |  |  | **34 pending grads** | |
|  | | | | | |
| **Certificate Graduation - Medical Coding & Billing Certificate** | | | | | |
|  |  |
| 2007-2008 | 76 |
| 2008-2009 | 79 |
| 2009-2010 | 136 |
| 2010-2011 | 125 |

* + 1. Any additional data that illustrates what is going on in the program (examples might include course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

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| --- | --- | --- | --- |
| **Graduate Placement** | | | |
| Year | 07/08 | 08/09 | 09/10 |
| Placement Rates | 82.35% | 86.67% | 81.25% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Employer Satisfaction** | | | |
| Year | 07/08 | 08/09 | 09/10 |
| Satisfaction Rates | 100% | 100% | 100% |

* 1. **Interpretation and Analysis of Trend Data Included in the Section Above. *Suggestions of questions that might be addressed in this section:***  *What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*
* In HIM121, the success rate has reached its plateau as it started with a 69% success rate in 07/08 (just before the transformed course was delivered) and has averaged a 78% success rate in the last three years.
* In HIM122, the success rate has also seemed to reach a plateau. There was an 80.92% success rate in 07/08 and this course has averaged an 87% success rate in the last three years.
* The HIM260 and HIM261 courses have experienced a drop in success rates. This is attributed to an internal decision/ change in course materials from using a LRP to using a textbook to teach coding methodology. The department has recognized the decrease in student success and, effective at the midpoint of the 2010 academic year, the courses were switched back to the use of an LRP and/or e-lesson containing the more specific coding material. The prerequisites for these courses are also being increased to assure the student is prepared for the rigor of our technical coding courses.
* HIM262 is consistently a low-success course. This course and the prerequisite courses have been assessed and it was determined to exchange some material that was taught between the courses. Also, the congruency and succession of the coding data between HIM262 and HIM260/261 was assessed and revised. Based on these changes, future increase in student success should occur.
* Enrollment in the HIM program has remained fairly consistent throughout the years due to a limiting maximum enrollment (local cohort) per year of 35 students. As stated in last year’s report, the remote cohort continues to grow with 21 students starting in fall 2011. It is expected the interest in the HIM program at Sinclair will remain high. According to the US Department of Labor’s Occupational Outlook for 2010 and 2011, the expected growth for the profession is 20% between 2008 and 2018.
* Retention rate in the HIM program continues to remain high. Our up-front (prior to entering the cohort) and throughout-the-program student advising has increased. Selective admission has been discussed but we have decided not to pursue the admission process at this time. The semester curriculum and course-offering schedule were created with the thought of allowing students some flexibility of scheduling (spreading out their scheduled courses).
* The graduate placement rate continues to hover in the low to mid-80%. With the upcoming national switch to the new coding system (ICD-10), it is expected that graduates will continue to find employment.
* Employer satisfaction rate continues to remain at 100%. We will continue to incorporate our HIM Advisory Committee suggestions in our program and, as always, gather feedback from our Professional Practice Experience Site Supervisors who work one-on-one with our students in the “real world”.

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? (The most recent Program Review self-study can be found at <http://www.sinclair.edu/about/administrative/vpi/pdreview/> ). 2007
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

* We have proposed an entirely web-based cohort of the HIM associate degree program. Status: Completed.
* There are presently nine courses in the Medical Office Coding Certificate and all but BIO 107 is available online. If this obstacle is overcome, there might be significant opportunity for an increase in enrollment. Status: Completed.
* The success rate in HIM121 (63% for the last 3 years) is undesirable. One of our goals for this top-45-enrollment course is to look at this course and examine our learning activities to determine if any changes could be made to improve student success. Status: Ongoing/completed. The success rate in HIM121continues to increase as demonstrated in the trend data provided in section 1 of this report.
* We implemented a mid-curriculum capstone course (HIM178) in the summer between the first-year and second-year course work. We will assess its success. at three points. Status: The material/activities from the mid-curriculum course HIM178 has been “parceled” into several different semester courses and the HIM178 course will no longer be offered in semesters.

1. What Recommendations for Action were made by the review team to the most recent Program Review?

* In keeping with the department’s report that the current level of graduates largely meets local employment demand, it is recommended that the department continue to closely monitor the balance of graduates and job opportunities. Important factors influencing the demand of the program will include turnover in the profession, new coding standards and competition from other providers. The department is encouraged to gather and assess data where available regarding anticipated demand for the program. Status: This level is measured every year. The HIM graduate placement rate fluctuates in the low- to mid-80 percent and this level continues to remain steady (even in the current recessive economic climate).
* The department is encourages to articulate the SCC program with the baccalaureate degree completion program at the University of Cincinnati and other institutions. Status: Completed.
* Assess the feasibility of offering Sinclair’s program fully online in order to enable more students to complete the program while meeting work and family commitments. An online program at Sinclair can prepare students to successfully complete UC’s baccalaureate degree completion program, which is offered fully online. It appears that the department and college have a relatively small window of opportunity for making the decision on whether or not to develop this online program, and prompt attention to this issue is warranted. Status: Completed.
* In anticipation of retirements among the faculty, develop a succession plan to ensure continuing strong leadership for the department. Status: Completed. The past chairperson continues to teach in an adjunct position and is available for consultation as needed.
* Position the department to respond to education and training needs for the migration to ICD-10, a new coding standard, when it is approved by the Federal government. Plan to deliver this training through schedules and formats that are convenient for working professionals and consistent with the needs of employers. Status: In progress. Two of the HIM faculty members have completed certification as ICD-10 trainers and, starting in September 2011 these trainers are educating the other HIM faculty members.
* Investigate how students who have studied at proprietary institutions and now wish to enter Sinclair’s program might best be served. Consider alternatives such as prior learning assessment and proficiency exams as avenues for these students to demonstrate mastery of selected competencies. Status: Completed. Proficiency exams are in place and prior learning assessments are accomplished on an as-needed basis.
* Encourage all graduates of the program to take the national certification exam promptly upon graduation in order to increase the likelihood of success on the exam. Status: Completed/ongoing. Students are strongly encouraged to apply for the national exam in the HIM capstone course as well as during Professional Practice Experience visits.
* Consider alternative admission practices in order to enable students to begin the program at multiple points in the year. Such practice holds promise for filling slots created by attrition and thus increasing response time for students wait lists and being cost-effective. Status: This alternative has been explored but deemed not feasible at this time.

1. Have the goals in your self-study changed since your last Program Review Self-Study as a result of the Review Team recommendations or for any other reason?  If so, please describe the changes.

* Most of the goals have not changed; they have been met. One change in our goals includes the HIM178 course. The material/activities from the mid-curriculum course HIM178 has been “parceled” into several different semester courses and the HIM178 course will no longer be offered in semesters.

1. What progress has been made toward meeting any of the goals listed in the sections above (b, c, and d) in the past year?

* See the “Status” in blue print in the above sections.

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Health Information Management**  Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)** Demonstrate the ability to design, organize and implement changes in the evolution of health information to electronic formats. | HIM110, 111, 135, 240, 265, 178, 241, 244, 245, 246, 250, 251, 252, 218 |  |  |
| **2)** Apply effective skills in the areas of written and oral communication, critical thinking, and problem solving in the practice of health information management. | HIM 121, 122, 110, 111, 260, 261, 165, 135, 240, 265, 178, 241, 244, 245, 250, 246, 228, 249, 251, 218, 252, 278 |  | * We incorporated a grading rubric in discussion forums in HIM260 and HIM261. |
| **3)** Demonstrate the ability to perform the health information associate degree entry-level competencies as identified by the American Health Information Management Association. | HIM 110, 111, 260, 261, 165, 135, 240, 265, 178, 241, 244, 245, 250, 246, 228, 249, 251, 218, 252, 278 | ASSESSED IN  FY 09-10 | * We compared our results of AHIMA’s subdomains with the national average. |
| **4)** Evaluate and appropriately apply principles of confidentiality and privacy congruent with the standards and ethics of the health information profession. | HIM 135, 178, 250, 251, 252 |  |  |
| **5)** Demonstrate personal behaviors, attitudes and values consistent with and appropriate to the entry-level health information management professional. | HIM 110, 111, 121, 122, 260, 261, 165, 135, 240, 265, 178, 241, 244, 245, 250, 251, 252, 246, 228, 249, 218, 278 | ASSESSED IN  FY 09-10 | * We implemented professional behaviors and values questions on our Professional Practice Experience Daily Activity Log sheets. |
| **6)** Demonstrate proficiency in classifications and nomenclatures sufficient to support reimbursement in multiple patient care environments. | HIM 260, 261, 240, 241, 178, 251, 252, 218 |  |  |
| **7)** Demonstrate competency and skill in the technology used by the healthcare information environment. | HIM 110, 111, 135, 265, 178, 241, 245, 250, 251, 246, 252 |  |  |

1. For the assessment methods listed in the table above, what were the results?

* **Reference #2:** The Instructors were more consistent in grading across multiple sections. Students knew “up front” exactly what their score was based on and they expressed appreciation for the specificity in the grading rubric.
* **Reference #4:** Exam scores for HIM135 were extremely low and the majority of students did not receive a passing score on the three exams.
* **Reference #7:** Students experienced little “real life” medical documentation when coding scenarios.

1. Were changes planned as a result of the data? If so, what were those changes?

* **Reference #2:** The Instructors would like to see grading rubrics accompany all graded discussion forums in all HIM courses. Incorporating such grading rubrics has been reviewed with Course Coordinators.
* **Reference #4:** The HIM135 objectives, activities, and exams were revised. Specific medical record documents were introduced to the students.
* **Reference #7:** A repository of scanned, confidentialized medical records was started.

1. How will you determine whether those changes had an impact?

* **Reference #2:** Continue to monitor student feedback and instructor feedback.
* **Reference #4:** A positive impact has already started with a 15% increase in the average score of the exams in the course from spring quarter 2011 to fall quarter 2011 in HIM135 across all sections.
* **Reference #7:** Students will begin coding these records in their Professional Practice Experience courses. Students will demonstrate (in writing) their understanding of how to arrive at the correct code. The students’ coding of these records will be graded and students will be responsible for “re-coding” records.

1. Starting with next year’s Annual Update, this section will ask about assessment of general education outcomes. For FY 2012-13, you will be asked how the department is assessing Oral Communication and Written Communication in your courses, and in addition you will be asked to share the results of those assessments. Please be prepared to address this in next year’s Annual Update.
2. Does your department have courses where there are common assignments or exams across all sections of the course? If so, please list those courses, and indicate whether you are currently examining results across all sections of those courses.

* Our department uses a master/repository approach for course delivery via ANGEL. Therefore, all courses use common assignments/exams across all sections of the course. Course Coordinators have access to the courses for which he/she has responsibility. Course Coordinators monitor results throughout the HIM courses as necessary. The following HIM courses utilize the master/repository approach: 121, 122, 110, 111, 260, 261, 165, 135, 240, 265, 178, 241, 244, 245, 250, 251, 252, 246, 228, 249, 218, 278.

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 10-11:** What other improvement efforts did the department make in FY 10-11?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

* Our department developed a repository of scanned “real-life” (confidentialized) medical records. This gives students the opportunity to experience the “nuances” of a real healthcare record. Although only a few records have been secured so far, several records were incorporated in student exercises in the spring quarter and student feedback was gathered. Students enjoyed exploring complete medical record documentation (vs. scenarios). Students will code, analyze and perform quality audits using these records. Within a pilot group of HIM students, students gave feedback for the use of the type of technology used to view the records. Based on that feedback, we have switched to utilizing the Digital Asset Manager System (via DL) to provide a link to students for accessing these records.
* Access to electronic coding resources was created. Instructors and students were able to access the resources needed to arrive at a correct code and to investigate the “Coding Clinic” rules as they were coding.

1. **FY 11-12:** What improvement efforts does the department have planned for FY 11-12? How will you know whether you have been successful?

* We will continue to build the medical record repository. Currently, not all students get to experience coding from “real” medical records. When we have more than a few records, we will be able to create a “virtual coding experience” for students. Our success will be measured with student feedback and the capability to give all HIM students (not just a few) an acute care coding experience.

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.