**Sinclair Community College**

**Continuous Improvement Annual Update 2016-17**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2017**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2017**

**Department:** LHS - 0679 - Health Information Management

Year of Last Program Review: FY 2013-2014

Year of Next Program Review: FY 2017-2018

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

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| As a result of the success rate data received for semester courses (12/FA, 13/SP & 13/SU), we are aware of the undesirable (although not totally unexpected) success rate in online HIM 1201 (72.92%) and HIM  2262 (47.06%). A copy of the on-campus and online course comparison  is found in Appendix F. | In progress  Completed  No longer applicable | **Feb/2017 Update:** The success rate for on-campus HIM 1201 has increased 5.5% (72% from FY 14/15 compared to 77.5% FY 15/16). The success rate for online HIM 1201 is not quite so positive. Online HIM 1201 success rate virtually stayed the same (66.8% from FY 14/15 compared to 66.06% FY 15/16). This past year the entire eLearn Question Library has been overhauled to ensure appropriate questions and explanatory feedback are included for both practice and graded assessments. The on-campus open coding lab has continued to be a successful aid for struggling HIM 1201 students. An average of 5-8 students per week take advantage of this opportunity. In 17/SP, a synchronous online coding lab has been initiated for HIM 1201 students. Initial student feedback for this online coding lab has been positive and it is growing in popularity and utilization. Also, we are investigating ways to record the online lab presentation for distribution for students who cannot attend the synchronous online lab at the time it is offered. Efforts continue to provide more online instruction material.  The success rates for online HIM 2262 are exciting! After a major revision of the course, the success rate for HIM 2262 increased 23.65% (from 51.35% in FY 14/15 compared to 75% FY 15/16).  **Feb/2016 Update:** Success rates for HIM 1201 (both on-campus and online) have continued to slightly decline through 2015. Our department initiated a coding lab open to all coding students. Course material revisions were made, especially with coding assessments. It should be noted that the US government mandated a new coding system (in Oct 2015) so future success rates should not be benchmarked against previous success rates.  Although the success rate for HIM 2262 increased by 5.8% from FY 13-14 to FY 14-15, the success rate remains under 60%. This course is currently going through a major revision and all course material is under examination/revision by a faculty member other than the original course coordinator. The revised course will begin with 16/SU. It should be noted that the US government mandated a new coding system (in Oct 2015) so future success rates should not be benchmarked against previous success rates.  **Mar/2015 Update:** HIM 1201 was moderately revised with updated practice coding assessments that provided immediate and more specific feedback for students. This change was made in fall 2014 for delivery in spring 2015. Success rates for these changes will be reviewed after spring 2015.  HIM 2262 was updated with 75 verbal explanations/narrated videos for coding procedures and processes for spring 2015. Ethical discussions were also added. Most HIM 2262 students take this very technical coding course online and struggle with the critical-thinking process that it takes to arrive at the correct medical codes. These pre-recorded audio files provide students the instructor’s “thought process” for deriving at the accurate codes. In an effort to gather student feedback, student surveys concerning the verbal explanations/narrated videos were injected into weeks 5, 10 and 15 of the course. Only week 5 surveys have been completed and evaluated so far this semester. The results demonstrate that on-campus students access the narrated videos just as frequently as the online students. Students responses to the survey:   * “Relative advantage”: Responses from on-campus students indicated that 100% agreed that the inclusion of the narrated videos improved their coding skills and enhanced their effectiveness on coding some of the required medical records. “Ease of use”: Responses from on-campus students indicated that 100% agreed that the narrated videos were easy to use and that it was easy to learn how to use the videos. * “Relative advantage”: Responses from online students indicated that 89% agreed that the inclusion of the narrated videos improved their coding skills and enhanced their effectiveness on coding some of the required medical records. The Course Coordinator will continue to improve feedback and presentations to continue to reach the diverse needs for online learners in a coding class. * “Ease of use”: Responses from online students indicated that 89% agreed that the narrated videos were easy to use and that it was easy to learn how to use the videos.   Success rates for these changes will be reviewed after spring 2015. |
| Both of these coding courses are scheduled this year for revision  with the Distance Learning department. Our goal for these  revisions is not only to include the new ICD-10-CM coding system  but also to transform and enhance the coding courses with  narrated PowerPoints, “how to” video recordings, and course  material and assignments to provide remediation for improved  student success. | In progress  Completed  No longer applicable | **Feb/2017 Update:** Due to unforeseen issues with the eLearn Question Library and other course material, a major revision for HIM 1201 is scheduled with the eLearn department with a start date of June 1, 2017 and a scheduled completion date of November 30, 2017.  **Feb/2016 Update:** The HIM 1201 revision was completed in Dec, 2016. New video recordings are in progress.  The HIM 2262 revision is in progress and scheduled for completion May, 2016.  **Mar/2015 Update:** The timeline for the ICD-9-CM coding system (national) conversion to the ICD-10-CM/PCS coding system is still undecided. Since the HIM 1201 course will be the first course required to contain the ICD-10-CM/PCS coding system, a course was developed (in ANGEL) and then “shelved” until the US actually converts to the new coding system. However, as described above, the course was enhanced with feedback to provide technical guidance that students need for coding medical office scenarios.  With the undecided timeline and SCC’s upcoming conversion from ANGEL to the elearn LMS, faculty decided not to convert HIM 2262 to ICD-10-CM/PCS at this time. However, as described above, the course was enhanced with narrated feedback to provide technical guidance that students need for coding advanced medical office scenarios. |
| Investigate the option of developing and offering an advanced ICD-10-CM/PCS course for non-cohort students. | In progress  Completed  No longer applicable | With the uncertainty associated with the US government’s date of conversion to ICD-10-CM/PCS, this option is no longer a consideration. |
| Expand the planning schedule of courses to change the curriculum so that there are other options for the difficult first semester in the second year. | In progress  Completed  No longer applicable | Flexibility has been added into the cohort restricted courses to include offering HIM 2144 and HIM 2233 in the summer terms. |
| Students in coding courses struggle with concepts that may be explained  and understood in a more focused and one-on-one environment.  Investigate running an open coding lab where students can obtain  personalized coaching with coding theories and course materials. | In progress  Completed  No longer applicable | A faculty member hosts an open coding lab for students every Friday from 10:00 am to 11:30 am. Both cohort and non-cohort coding students, ranging from the introductory coding courses through the advanced inpatient coding courses, are invited to this open lab for guidance and direction for medical coding. This open lab has been well-received by students. |
| With the ensuing issues of coding concept “lapses” and coordination  between HIM 1201, HIM 2110 and HIM 2211, investigate the position of a possible Coding Course Coordinator | In progress  Completed  No longer applicable | In the past, the course coordinating of each of the three cohort coding courses have been assigned to different faculty members. The course coordinator for HIM 1201, HIM 2110 and HIM 2211 has now been assigned to only one faculty member. This allows for compatible and congruent learning throughout the coding courses series in the HIM curriculum. |
| With our accrediting body mandate for decreasing attrition and state  budgetary emphasis on completion, competitive admission requirements  should be examined and considered, especially for the local cohort. | In progress  Completed  No longer applicable | **Feb/2017 Update:** In order to decrease (and possibly eliminate) our wait list for restricted courses, in 17/FA we are “unrestricting” all but 5 of our current restricted cohort courses. This should allow students to complete all courses and only have one year remaining of restricted courses to complete their 2-year degree. This change should also allow for attrition in the early-curriculum courses, allow students to learn/understand the remote cohort PPE option, and possibly eliminate the wait list. (Note: Our program will continue to maintain a program-entry requirement of minimum of 2.0 GPA and completion of BIO 1121 & HIM 1101.)  **Feb/2016 Update:** Our current waitlist for the local cohort has been reduced to one year. We now offer the cohort introductory course in both fall and spring semesters to accommodate an early cohort start for students. Non-restricted HIM courses are open to non-cohort students. In addition, the remote cohort option adds an additional opportunity for students to start in the cohort immediately after pre-requisite courses have been completed.  **Mar/2015 Update:** Competitive admission is still under discussion in the HIM program. The TEAS assessment is not an option for our program because of our remote cohort in which students living outside of the state and country. (It is administratively not feasible for students to take the TEAS exam off-campus.) |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| It is evident that the department collects a substantial amount of general education and program assessment data via rubrics and other sources. However, for the most part this data was not shared in the self-study. The department is encouraged to include some of its abundant data in the next self-study in five years, and also to provide examples of this data in its Annual Update submissions in the intervening years. | In progress  Completed  No longer applicable | **Feb/2017 Update:** The HIM chairperson and HIM online coordinator are beginning to utilize DAWN Visual Data Analytics. This tool should be helpful for next year’s Self Study.  **Feb/2016 Update**: Our faculty developed a pre-cohort and post-cohort assessment of the general education requirements associated with MLA format, general grammar, and critical thinking skills. This assessment will begin in the first restricted HIM cohort course, HIM 1110, and will be distributed to the HIM cohort students again at the end of their two-year curriculum. This assessment will determine if, throughout the students’ program completion, their reading and writing skills have improved. The assessment has been developed and the first distribution to HIM students will occur 16/SP  **Mar/2015 Update:** Faculty members are in the process of collecting and comparing specific data. Grading rubrics to assess general education data have been inserted into almost all HIM cohort assignments. There is a plan to insert a specific general education assignment in one of our introductory course and have the identical general education assignment in one of our last-semester courses, for a direct measure of proficiency with skills such as in-text citation, writing skills, and citing sources. |
| The department has closely examined changing its admissions policies, and appears to have been thoughtful and deliberative in its discussions. The Review Team encourages the department to continue to consider whether a competitive or blended admission model might be appropriate for the program. It is clear that the department has been mindful of the pros and cons of changing its approach, and it is hoped that this same level of thoughtful analysis will be employed when a final decision is made. | In progress  Completed  No longer applicable | **Feb/2017 Update:** In order to decrease (and possibly eliminate) our wait list for restricted courses, in 17/FA we are “unrestricting” all but 5 of our current restricted cohort courses. This should allow students to complete many HIM courses and only have one year remaining of restricted courses to complete the 2-year degree. This change should allow for attrition in the early-curriculum courses, allow students to learn/understand the remote cohort PPE option, and may possibly eliminate the wait list. (Note: This change still maintains the minimum 2.0 GPA and will allow students to take more challenging HIM courses to determine if they have the interest in the career plus the academic rigor and/or the “drive” to complete the degree.)  **Feb/2016 Update:** Our current waitlist for the local cohort has been reduced to one year. We now offer the cohort introductory course in both fall and spring semesters to accommodate an early cohort start for students. Non-restricted HIM courses are open to non-cohort students. In addition, the remote cohort option adds an additional opportunity for students to start in the cohort immediately after pre-requisite courses have been completed (no wait required).  **Mar/2015 Update:** Competitive admission is still under consideration. One factor that needs careful consideration is that local cohort students, who may rank “low” in competitive admission may decide to switch to the remote cohort to avoid the wait list, and this may cause some unintended consequences. In an effort to alleviate some wait time for some students, an “early start” option has been developed and has been well received by students. |
| It was suggested during the discussion with the Review Team that the dean of the division may have suggestions of strategies for getting students to take the certification exams sooner. The department is strongly encouraged to work with the dean to identify and implement strategies that have worked in other departments in the division. | In progress  Completed  No longer applicable | Incentive for getting students to take the certification exam sooner has been instituted in HIM 2278 HIM Capstone by substituting a perfect grade “reward” on the mock RHIT exam for an early attempt. Also, application forms for early test taking are distributed in HIM 2278. Submitting this application creates a 4-month window in which students are required to take the exam. |
| Some Review Team members expressed concern about the “one strike” policy where students are only allowed one opportunity to leave the program and return. This policy may well be justified – it would not be a bad idea, however, for the department to examine this policy again, using the comprehensive analysis of pros and cons that it has demonstrated it is capable of. | In progress  Completed  No longer applicable | **Feb/2017 Update:** The revision of the program’s reinstatement policy was approved. The revision defines a critical path of 5 restricted HIM courses that students must pass or else be dismissed. (Note: with the previous policy, students had to pass 10 restricted HIM courses). The new policy has been implemented.  **Feb/2016 Update:** The draft for revision of the program’s reinstatement policy was submitted for review and approval by the Health Science’s Assistant Dean in January, 2015. |
| The self-study identified success rates in HIM 2262 as a concern – the department is encouraged to develop and implement strategies to increase success in this course. | In progress  Completed  No longer applicable | **Feb/2017 Update:** The success rates for online HIM 2262 are exciting! After a major revision of the course with the eLearn department, the success rate for HIM 2262 increased 23.65% (from 51.35% in FY 14/15 compared to 75% FY 15/16).  **Feb/2016 Update:** Although the success rate for HIM 2262 increased by 5.8% from FY 13-14 to FY 14-15, the success rate remains under 60%. This course is currently going through a major revision and all course material is under examination by a different faculty member. The revised course will begin with 16/SU. It should be noted that the US government mandated a new coding system (in Oct 2015) so future success rates should not be benchmarked against previous success rates.  **May/2015 Update:** HIM 2262 was updated in spring 2015 with 75 verbal explanations/narrated videos for coding procedures and processes. Ethical discussions were also added. Most HIM 2262 students take this very technical coding course online and struggle with the critical thinking process that it takes to arrive at the correct medical codes. These pre-recorded audio files provide students the instructor’s “thought process” for deriving at the accurate codes. In an effort to gather student feedback, student surveys concerning the verbal explanations/narrated videos were injected into weeks 5, 10 and 15 of the course. |
| The possibility of online open labs was suggested by the department. Currently one-on-one assistance is given to students, but development of a synchronous open lab experience where multiple students could participate simultaneous may benefit student learning. The Review Team recommends that the department continue to explore this possibility, particularly as a support to those students who are reluctant to take on online course but were unable to enroll in a traditional section. | In progress  Completed  No longer applicable | **Feb/2017 Update:** In 17/SP, a synchronous online coding lab has been initiated. Initial student feedback for this online coding lab has been positive and it is growing in popularity and utilization. Also, we are investigating ways to record the online lab presentation for distribution for students who cannot attend the synchronous online lab at the time it is offered. Efforts continue to provide more online instruction material.  **Feb/2016 Update:** Multiple faculty members host an on-campus open coding lab for students every Friday from 11:00 am – 1:00 pm.  **Mar/2015 Update:** A faculty member hosts an open coding lab for students every Friday from 10:00 am to 11:30 am. Both cohort and non-cohort coding students, ranging from the introductory coding courses through the advanced inpatient coding courses, are invited to this open lab for guidance and direction for medical coding. This open lab has been well received by students. The faculty have not yet developed a synchronous open lab option for online students. |
| The Review Team strongly believes that there are things this department is doing that could be of great benefit to other departments. The intrusive, hands-on approach to student advising in the department, the tried and true processes that have been developed in relation to online offerings, and the online orientation are just a few of the examples of innovative practices that should be shared across the college. The department should actively pursue sharing its innovative approaches with other departments via workshops, Faculty Forum articles, and other means of dissemination throughout the campus community. The college could see a substantial increase in student success and learning if other departments adopted some of the practices that the HIM department has developed. | In progress  Completed  No longer applicable | **Feb/2015 Update:** The chairperson participated in a 2014 CTL faculty workshop “Online Learning: Show and Tell” where HIM online courses and online processes were showcased. Faculty have worked with other departments related to coordinating an online student orientation. The chairperson and another faculty member are active members of the Online Teaching and Learning Committee. HIM processes and best practices are shared within this committee. |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Information Literacy | **2016-2017** | **HIM2145** - Health Information Resource Management | A modified version of the General Education Information Literacy Scoring/Assessment rubric | We won’t have data by the May 1 submission. Here’s the description of our Information Literacy data collection planned for 17/SP through 17/FA: to modify the General Education Information Literacy Scoring/Assessment rubric and use it in two assessments in HIM 2145 (“Employee Retention Meeting Agenda” assignment and “Education, Training and Development” assignment). We will report our results in next year’s Program Review along with the results for Computer Literacy. |
| **NEXT YEAR:** | | | | |
| Computer Literacy | **2017-2018** | **HIM2278** - Health Information Management Capstone |  |  |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate the ability to design, organize and implement changes in the evolution of health information to electronic formats. | HIM 1110, HIM 2144,  HIM  BIS 1120, BIS 1121,  HIM 1204 | 2015-16 | AHIMA Summary Report from National RHIT Exam – Domain 1 (Technology) | From Summary dated 10/1/14 – 9/30/15:  SCC HIM Program Avg Score = 19.64  National Avg Score = 18.23  (Note: SCC score is 8% above the national score) |
| Evaluate and appropriately apply principles of confidentiality and privacy congruent with the standards and ethics of the health information profession. | HIM 1110,  HIM 1204, HIM 2278, HIM 2252 | 2014-15 | AHIMA Summary Report from National RHIT Exam – Domain 7 (Privacy and Security) | From Summary dated 10/1/13 – 9/30/14:  SCC HIM Program Avg Score = 9.73  National Avg Score = 7.84  (Note: SCC score is 24% above the national score) |
| Apply effective skills in the areas of written and oral communication, critical thinking and problem solving in the practice of health information management. | COM 2206/2111, ENG 1101,  MAT 1130/1110, PSY 1100 or SOC 1101, BIS 1121,  HIM 1110,  HIM 1201, HIM 1204,  HIM 2110, HIM 2211,  HIM 2144, HIM 1217,  HIM 2165, HIM 2233,  HIM 2252, HIM 2278 | 2014-15 | Grading rubric from Narrated PowerPoint assignment in HIM 2278 Capstone course. | **Feb/2017 Update:** Second-year students scored an average of 93.8% on the Narrated PowerPoint assignment in March 2016.  **Feb/2016 Update:** Second-year students scored an average of 91.2% on the Narrated PowerPoint assignment in March 2015. |
| Demonstrate proficiency in classifications and nomenclatures sufficient to support reimbursement in multiple patient care environments. | BIO 1121, BIO 1222,  ALH 1140, HIM 1101,  HIM 1110,  HIM 1201, HIM 1217,  HIM 2110, HIM 2211,  HIM 2144,  HIM 2252, HIM 2278 | 2014-15 | Clinical Data Management (Domain 3) from 10/1/13 – 9/30/14 AHIMA summary report. This domain includes the following topics: ICD-9-CM/CPT/HCPCS, prospective payment systems (DRGs, APCs), ICD-10 and registries. | The average score of our first-time test takers was 16.43 as compared to the national average of 14.66. (12% above the national average) |
| Demonstrate competency and skill in the technology used by the healthcare information environment. | BIS 1120, BIS 1121,  HIM 1110, HIM 1201,  HIM 1217, HIM 2120,  HIM 2106, HIM 2214,  HIM 2216, HIM 2218,  HIM 1204, HIM 2110,  HIM 2211 | 2014-15 | Technology (Domain 1) from 10/1/13 – 9/30/14 AHIMA summary report. This domain includes the following topics: electronic health records, HIM software applications, Personal health records, health information exchange, and speech recognition. | The average score of our first-time test takers was 20.63 as compared to the national average of 18.23. (13% above the national average) |
| Demonstrate the ability to perform the health information associate degree entry-level competencies as identified by the American Health Information Management Association. | All courses in the HIM curriculum | 2014-15 | 10/1/13 – 9/30/14 American Health Information Management Association summary report | |  |  |  | | --- | --- | --- | | Domain | AHIMA National Score | Program Avg Score | | D1 | 18.23 | 20.63 | | D2 | 14.66 | 17.20 | | D3 | 14.66 | 16.43 | | D4 | 10.05 | 10.73 | | D5 | 10.91 | 11.87 | | D6 | 10.23 | 11.00 | | D7 | 7.84 | 9.73 | |
| Demonstrate personal behaviors, attitudes and values consistent with and appropriate to the entry-level health information management professional. | All HIM courses in the HIM curriculum | 2015-16 | Annual Employer Surveys | Employer satisfaction results from annual employer survey shows 100% of employers indicated that they “strongly agreed” or “agreed” with the overall quality of graduates of the HIM program. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Yes, we will be using the modified General Education Information Literacy Scoring/Assessment rubric in two assessments in HIM 2145 (“Employee Retention Meeting Agenda” assignment and “Education, Training and Development” assignment) for later reporting purposes. |
| **How will you determine whether those changes had an impact?** | This is the first time that we have used this rubric for the Information Literacy General Education Assessment. The HIM 2145 course coordinator will solicit feedback from HIM 2145 students and instructors. |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.