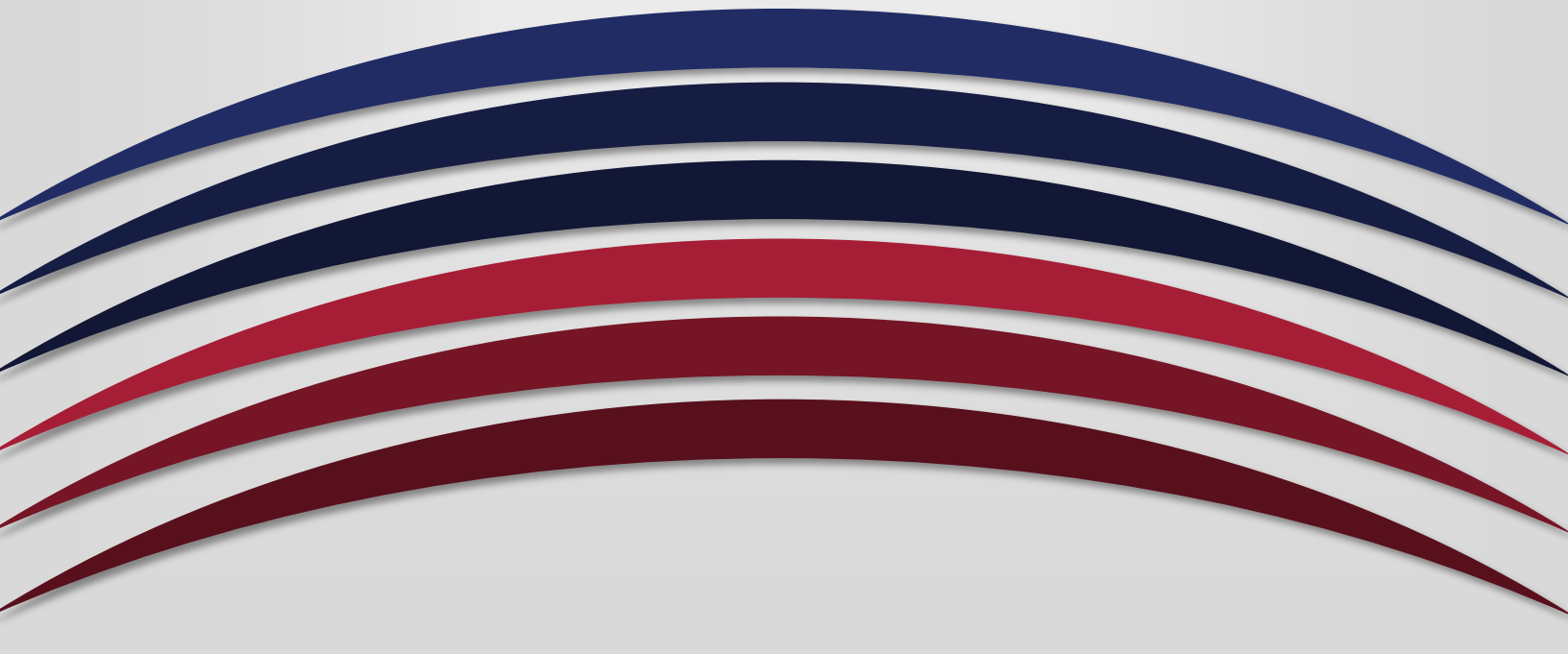


UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: Health Information Technology
2. Name of individual compiling report: Dr. Kathy Trawick
3. Date of submission: 10/09/2019
4. Is the assessment plan (*Check one*)
☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year
5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

The Health Information Technology degree is a two-year Associate of Applied Science Degree designed to prepare professionals to compile, code, analyze, and prepare health information needed by the patient, the health care facility, the public, agencies that pay the claims, physicians and other members of the healthcare team, and supervision of employees and functions. All HIMT courses are offered ONLINE only. General education courses are offered on-campus or online.

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.



2018 Health Information Technology Associate of Applied Science Degree in Health Information Technology Curriculum Competencies

Supporting Body of Knowledge (Prerequisite or Evidence of Knowledge)
Pathophysiology and Pharmacology
Anatomy and Physiology
Medical Terminology
Computer Concepts and Applications
Math Statistics

Additional Notes

The DM and RM competencies are to be completed in addition to all other competencies, specific to the program's chosen specialization.

DM: Competency for Associate Degree Data Management Track

RM: Competency for Associate Degree Revenue Management Track

Curriculum Guidance is provided in a separate document

Domain I. Data Structure, Content, and Information Governance	
Competency	Bloom's Level
I.1. Describe health care organizations from the perspective of key stakeholders.	2
I.2. Apply policies, regulations, and standards to the management of information.	3
I.3. Identify policies and strategies to achieve data integrity.	3
I.4. Determine compliance of health record content within the health organization.	5
I.5. Explain the use of classification systems, clinical vocabularies, and nomenclatures.	2
I.6. Describe components of data dictionaries and data sets.	2
I.6. DM Evaluate data dictionaries and data sets for compliance with governance standards.	5

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security	
Competency	Bloom's Level
II.1. Apply privacy strategies to health information.	3
II.2. Apply security strategies to health information.	3
II.3. Identify compliance requirements throughout the health information life cycle.	3

Domain III. Informatics, Analytics, and Data Use	
Competency	Bloom's Level
III.1. Apply health informatics concepts to the management of health information.	3
III.2. Utilize technologies for health information management.	3
III.3. Calculate statistics for health care operations.	3
III.4. Report health care data through graphical representations.	3
III.5. Describe research methodologies used in health care.	2
III.6. Describe the concepts of managing data.	3

Revised 3.20.2019

2018 Associate Degree Curriculum Competencies

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III.7. Summarize standards for the exchange of health information.	2
III.6. DM Manage data within a database system.	5
III.7. DM Identify standards for exchange of health information.	3

Domain IV. Revenue Cycle Management	
Competency	Bloom's Level
IV.1. Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines.	3
IV.2. Describe components of revenue cycle management and clinical documentation improvement.	2
IV.3. Summarize regulatory requirements and reimbursement methodologies.	2
IV.1. RM Determine diagnosis and procedure codes according to official guidelines.	5
IV.2. RM Evaluate revenue cycle processes.	5
IV.3. RM Evaluate compliance with regulatory requirements and reimbursement methodologies.	5

Domain V. Health Law & Compliance	
Competency	Bloom's Level
V.1. Apply legal processes impacting health information.	3
V.2. Demonstrate compliance with external forces.	3
V.3. Identify the components of risk management related to health information management.	3
V.4. Identify the impact of policy on health care.	3

Domain VI. Organizational Management & Leadership	
Competency	Bloom's Level
VI.1. Demonstrate fundamental leadership skills.	3
VI.2. Identify the impact of organizational change.	3
VI.3. Identify human resource strategies for organizational best practices.	3
VI.4. Utilize data-driven performance improvement techniques for decision making.	3
VI.5. Utilize financial management processes.	3
VI.6. Examine behaviors that embrace cultural diversity.	4
VI.7. Assess ethical standards of practice.	5
VI.8. Describe consumer engagement activities.	2
VI.9. Identify processes of workforce training for health care organizations.	3

Revised 3.20.2019. 2018 Associate Degree Curriculum Competencies

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AHIMA-Revised Bloom's Taxonomy

Taxonomy Level	Category	Definition	Verbs
1	Remember	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers	Choose, Define, Find
2	Understand	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize

3	Apply	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Adhere to, Apply, Calculate, Demonstrate, Discover, Educate, Identify, Implement, Interview, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate, Articulate
4	Analyze	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Justify, Leverage, Manage, Mitigate, Oversee, Recommend, Solve
6	Create	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose, Present

Adapted from *Teacher Created Resources Quick Flip Questions for the Revised Bloom's Taxonomy*. (2017). Madison, WI: Edupress.

1. Domain I title changed to Data Structure, Content and Information Governance, Competency sequence corrected for duplicate I.5, Verb for competency IV.1 changed to Validate.
2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).
The HIT program utilizes several different surveys to gauge success. Here is a list of current and proposed HIT program surveys to be used:
 - *Advisory Committee Survey*
 - *Graduate Survey*

- *Community of Interest Education Form*
 - *Employer Survey*
 - *Exit Interview Survey*
 - *Preceptor Survey*
 - *Clinical Site Survey*
3. Describe the process of analyzing the assessment data for the last academic year.
The HIT program is currently seeking accreditation from CAHIIM. The HIT program was moved to the University of Arkansas – Pulaski Technical College January 2019. We do not currently have any data to analyze from the previous academic year.
4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.
Not applicable based on our program start date of January 2019.
5. What is the action plan for assessment for the next academic year? Explain.
Our program will start the process for seeking accreditation through CAHIIM. The first step of the process will require that all of our assignments for all classes be linked to the CAHIIM domains. We have started this process which will continue into the next academic year.
6. What changes were implemented this year based on last year's findings?
Not applicable as our HIT program began January 2019.
7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.
The HIT program will be seeking CAHIIM accreditation. To do so, we will following the steps below:
- a. *Align and link all of our assignments in all HIT classes to the CAHIIM domains. This includes assigning and verifying all Bloom's Levels are correct. Once completed we will follow the CAHIIM Accreditation process below:*
 - i. *Complete Letter of Intent to CAHIIM*
 - ii. *Submit Application to CAHIIM Accreditation System*
 - iii. *Application Reviewed for Candidacy Eligibility*
 - iv. *Candidacy Status Granted*
 - v. *HIT Program Submits Self-Assessment*
 - vi. *CAHIIM Review Completed*
 - vii. *CAHIIM Site Visit Conducted*
 - viii. *Submit Program Response from Site Visit*
 - ix. *CAHIIM Council & Board Review*
 - x. *Accreditation Status Determined*
 - xi. *Submit Progress Report if Applicable*