UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020 – 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 improvment 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: *10/09/2020*

4. Academic year: 2019-2020

5. Is the assessment plan (*Check one*)

☒ an initial plan for the program ☐ a revision of an old plan ☐ unaltered from previous year

6. Provide a mission statement of the program to include a description of the program and its purposes, and a description of the jobs/careers for which students are being prepared. Also list the learning outcomes for your program.

The Health Information Technology program is committed to the advancement of outcomes-focused knowledge and the preparation of individuals for the various careers in health information technology. The Health Information Technology program is dedicated to providing culturally-diverse students with the knowledge, skills and analytical tools necessary to become successful, ethical professionals. This program encourages and values a mix of discipline-based scholarship, contributions to practice and collaborative learning, and its faculty members strive for excellence in teaching, practice, and professional service. The program supports professional interaction among faculty, practitioners and students and encourages involvement with local, regional, national and international organizations.

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.

The HIT Department / Program Learning Outcomes (PLOs) are:

The Health Information Department, consistent with the College's mission and the Division's objectives, encourages the success of its students in all technical fields and academic disciplines by promoting:

1. Written Communications - Students will demonstrate written communication skills appropriate for business situations.
2. Oral Communications - Students will create and effectively deliver oral presentations that are concise and informative and conduct research appropriate to the task at hand.
3. Teamwork - Students will demonstrate effective interpersonal skills and the ability to work effectively in teams of diverse composition.
4. Quantitative Reasoning and Financial Analysis Skills - Students will demonstrate the ability to perform basic financial analysis.
5. Computer Skills - Students should demonstrate proficiency in the use of general productivity software in business applications with an emphasis on Microsoft Excel and Microsoft Word.
6. Competency in Discipline - Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to their academic field.
7. Global Perspectives - Students will demonstrate an understanding of global dimensions of business including socio-cultural, political-legal, technological and economic environments.

7. Complete the curriculum map below. Please mark an X in the map below to indicate which courses correspond with learning outcomes. If applicable, you can also use I, D, or M to indicate that a learning outcome is introduced, developed to foster more sophistication, or demonstrated at a level of mastery acceptable for graduation within the program. Additional courses may be marked with an R to indicate reinforcement of a program learning outcome.

List all supporting courses	Program Learning Outcomes						
	PLO #1	**PLO #2**	**PLO #3**	**PLO #4**	**PLO #5**	**PLO #6**	**PLO #7**
HIMT 1101 Clinical Lab I	**I**	**I**	**I**	**I**	**I**	**I**	**I**
HIMT 1102 Clinical Lab II	**D**	**I**	**D**	**D**	**D**	**D**	**D**
HIMT 1301 Medical Terminolog	**I**	**I**	**I**	**I**	**I**	**I**	**I**
HIMT 1304 Pathophysiology	**I**	**I**	**I**	**I**	**I**	**I**	**I**
HIMT 1307 Applied Systems	**D**	**D**	**D**	**D**	**R**	**R**	**D**
HIMT 1308 Health Records & Issues	**I**	**I**	**I**	**I**	**I**	**I**	**I**
HIMT 1309 ICD-10-CM Coding	I	I	I	D	I	D	I
HIMT 2101 Clinical Practice	**R**	**R**	**R**	**M**	**M**	**M**	**R**
HIMT 2201 Legal & Ethical Aspects	**D**	**D**	**D**	**D**	**D**	**D**	**I**
HIMT 2203 Preceptorship	**M**	**M**	**M**	**M**	**M**	**M**	**M**
HIMT 2301 Quality in Health Care	**M**	**M**	**M**	**M**	**M**	**M**	**D**
HIMT 2302 Expanded Coding (CPT-4)	**D**	**D**	**D**	**D**	**D**	**D**	**D**
HIMT 2303 Data Management	**R**	**R**	**R**	**R**	**4**	**M**	**R**
HIMT 2304 Supervisory Management	**M**	**M**	**M**	**M**	**M**	**M**	**M**

HIMT 2305 Intermed. Coding & Reimbursement	**R**	**R**	**R**	**M**	**R**	**M**	**R**

8. How does your assessment report connect to institutional learning outcomes?

To help with mapping your assessment data to the school's overall institutional outcomes, please check the boxes for the institutional outcomes directly associated with the assessment data presented in this report. For details on each outcome, see Appendix A.

√ **ILO #1 – Information Literacy**

1. Analyze information from credible sources. (Information Literacy)
This may include the ability to:

- Locate relevant information
- Evaluate the quality and usefulness of the information
- Synthesize the information.
- Communicate the information in an ethical manner consistent with the standards of the field or program of study.

Every course in the program has at least one assignment which is a writing assignment to assess the student's ability to write at the college level. The first semester is at a lower level while the next 2 semesters in the program are higher levels of achievement in writing. The last year of the student's semesters in the program are mastery levels in writing and these are assessed at a higher level and are also submitted through Safe Assign to check for plagiarism.

√ **ILO #2 – Technology Literacy**

2. Appropriately apply a variety of technology tools within one's discipline. (Technology Literacy)
This may include the ability to:

- Acquire information,
- Solve real-world problems,
- Communicate, and/or
- Perform tasks and processes.

Each course in the program has at least one assignment where technology tools are used by the students that are used in the everyday world of the HIT professional. These tools could be of many types such as graphs, charts, calculations of rates and formulas, researching topics in professional articles and journals as well as using all forms of Microsoft applications, cancer registry software, coding FRG groupers, and Encoder software as well as other HIM applications particular to our profession.

√ **ILO #3 - Communication**

3. Communicate effectively with diverse audiences in multiple contexts. (Communication)
This may include the ability to:

- Develop, organize, and present orally well-supported and ideas formally and informally with consideration of community and context.
- Develop, organize, and present in written format well-supported ideas formally and informally with consideration of community and context.
- Clearly express ideas, information, and concepts in various modes and media, including the proper use of appropriate technology.
- Select and utilize means of communication appropriate for a variety of professional, civic, and social circumstances, environments, and communities.
- Consider diverse communities in multiple contexts.

There are several assignments in the senior year that the HIT students must do that encompass the development of a presentation, including a powerpoint slideshow, handouts, and to go to a site and deliver this presentation where the audience (at least more than 5 in the audience) must evaluate the oral presentation of the student. Other presentations are where students must develop a presentation and give an inservice to an HIM department after contacting an HIM Director to choose a topic of the need of their department and they will develop the presentation and deliver this to the department's employees. Another presentation to be done is where the student goes to a volunteer type site (these can include: church, school, club, fire dept, airport dept, Red Cross, Salvation Army, or other club or social organization) where they have more than 5 in their audience to rate them.

√ ILO #4 – Critical Thinking

4. Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

From day 1 in the HIT courses, students must think to solve problems in each assignment. They are given problems to solve such as calculations, they are given scenarios to think about and asked how they would handle these, they are given other situations such as mock budgets, mock departments and asked to do a budget, an RFP, a job description, an inservice, etc. for almost every situation that comes up in the daily life of an HIT professional. They must justify what they would do and how they would handle it from using their textbooks and/or using professional references from articles or professional journals. This is started as thinking exercises in the first semester and as the student progresses in the program, the scenarios and problems call for more critical thinking skills and a deep understanding of what they need to think about and understand in order to solve these problems.

√ ILO #5 – Quantitative Reasoning

5. Use quantitative methods to solve problems. (Quantitative Reasoning)

This may include the ability to:

- Analyze and interpret quantitative information.
- Apply quantitative concepts and skills to solve real world problems.

There are many examples of students using quantitative reasoning skills in assignments within our HIT program. What comes to mind first and foremost is the Data Management course where the entire course consists of formulas, calculations, and working mathematical problems. This is also seen in the senior classes of Clinical Practice with Problem Solving activities. The entire semester of Data Management is dedicated to Quantitative Reasoning skills.

√ ILO #6 – Cultural Awareness

6. Demonstrate awareness of cultural differences. (Cultural Awareness)
This may include the ability to:

- Explain how similar actions can be understood differently depending on cultural context.
- Evaluate the impact of culture on individuals and groups.

Many of our courses touch on cultural awareness issues as we cover other topics. Cultural topics itself is covered completely in the Ethical classes of the Legal course, where this is discussed over two classes and also has an assignment for the students to do. This is not an assignment that is counted as right or wrong, but one that is a done/not done type of assignment to assure that students have done this and that they are aware of all the types of diversity that are in our world working and living together. This assignment leads to a great discussion each semester.

√ ILO #7 – Professionalism

7. Demonstrate career readiness skills. (Professionalism)
This may include the ability to:

- Demonstrate personal accountability.
- Meet commitments.
- Demonstrate ethical behavior.
- Demonstrate teamwork

Professionalism is discussed as an introduction to the student in their first semester of the program in the Health Records Systems & Issues course. The HIM Code of Ethics and the Coding Code of Ethics are discussed in this first course along with professional HIM behavior and teamwork. Further discussion regarding ethical behavior of the HIM professional is done in the Ethical classes in the Legal course. And in the Supervisory Management course, teamwork and ethics are discussed again from a supervisor's point of view.

Part B: Assessment Methods and Data Sources

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

1. Complete the chart below or attach documentation of the assessment process that includes the data included below.

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Health Information Technology

Associate Degree (Current – 2018)

Curriculum Competencies (Domains)

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
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

Revisions 3.20.2019:

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.

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
	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.

Revised 3.20.2019

2. **Please check or highlight any of the statements below that apply to your program assessment. Also, for each program outcome, if applicable, attach any assessment instruments, grading rubrics, or exemplars of student performance used at the program level.**

   ☐ **Rubrics and/or standardized tests were pilot-tested and refined.**

   √ **Rubrics were shared with students.**

   ☐ **Reviewers were calibrated with high inter-rater reliability or norming workshops.**

For every assignment in every HIT course, a grading rubric is used in order to specify to the student what is expected of them for that particular assignment, how to do it, and what is to be done, and by when. Every detail and all instructions are given in the assignments and the point values are denoted in the grading rubrics for the student. The assignments are also assigned a "weight" for the course by percentage so the student can keep up with how they are doing by all of their grades for that course each semester.

3. **Also 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 our current HIT program surveys:

- *Advisory Committee Survey*
- *Graduate Survey*
- *Community of Interest Education Form*
- *Employer Survey*
- *Exit Interview Survey*
- *Preceptor Survey*
- *Clinical Site Survey*

4. **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 are making application to CAHIIM for accreditation very soon and we are gathering data still. We have not gathered survey data as stated above yet except for student evaluations of teacher and courses each semester as well as instructor evaluations per their immediate supervisors.

5. **Complete the chart below or attach documentation of the assessment findings that includes the data included below.**

The Health Information Department, consistent with the College's mission and the Division's objectives, encourages the success of its students in all technical fields and academic disciplines by promoting:

a. *Written Communications - Students will demonstrate written communication skills appropriate for business situations.*
b. *Oral Communications - Students will create and effectively deliver oral presentations that are concise and informative and conduct research appropriate to the task at hand.*

c. Teamwork - Students will demonstrate effective interpersonal skills and the ability to work effectively in teams of diverse composition.

d. Quantitative Reasoning and Financial Analysis Skills - Students will demonstrate the ability to perform basic financial analysis.

e. Computer Skills - Students should demonstrate proficiency in the use of general productivity software in business applications with an emphasis on Microsoft Excel an Microsoft Word.

f. Competency in Discipline - Students will demonstrate the ability to apply theories and methods to the solution of common types of problems related to their academic field.

g. Global Perspectives - Students will demonstrate an understanding of global dimensions of business including socio-cultural, political-legal, technological and economic environments.

6. **Describe your use of results, including planned improvements to the program and/or any follow-up studies that confirmed that changes have improved student learning**.

Our program will wrap up the mapping of domains to all courses so we can submit the application and required documents for seeking accreditation through CAHIIM. We have not yet began detailed monitoring of all surveys in our program as we have been mapping our domains and are ready to send our documentation to CAHIIM.

7. **What changes were implemented this year based on last year's findings?**

Our mapping of assignments has aided us in streamlining our curriculum. We are ready to send our assignments to CAHIIM with our preliminary documentation for candidacy to CAHIIM. We will then start working on our surveys and the other documentation that CAHIIM needs from us while we wait to hear about Candidacy status.

8. **What specific budgetary resources are needed for your program based on your assessment results?**

We have approval for a third full-time faculty, we just need to continue our search to find a person to fill this vacant position. We have been trying to post this for almost a year with no success. We have posted this in three journals, on Indeed, and on our state's HIM website.

9. **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 with the Processing Fee sent at this time*
   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*