### ANNUAL PROGRAM/DEPARTMENT ASSESSMENT FOR LEARNING PLAN

Please send your Plan to the Assessment FOR Student Learning office via learning@csc.edu. (Phone 287-3936)
The Plan will be reviewed by members of your respective division committees. Due no later than October 15.

<table>
<thead>
<tr>
<th>Program/Department/Discipline/Certificate: Health Information Management Technology (HIMT)</th>
<th>Department Chair: Connie Grossman, Med, RDH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom: 0  Distance Learning: 3  Hybrid: 1  (Indicate the number of classes in each category that you are assessing if it applies. With multiple courses, specify with Courses on next page.)</td>
<td>Designated Contact: Lisa Cerrato, MS, RHIA, Coordinator/Professor, HIMT (i.e., lead instructor, coordinator)</td>
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<tr>
<td>Academic Year: 2012-2013</td>
<td>Date Submitted to the Division Committee: 10/15/12</td>
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<tr>
<td>Who are your Division Committee Representatives? Mary Ann Canter</td>
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</table>

**CSCC Mission:** The mission of Columbus State Community College is to provide quality educational programs that meet the life-long learning needs of its community. Through its dynamic curriculum and commitment to diverse learners, the college will serve as a catalyst for creating and fostering linkages among the community, business and educational institutions. The college will proactively respond to the changing needs of our community and its role in the global economy through the use of instructional and emerging technologies.

**Department/Program Mission Statement:**

The Mission Statement is the initial point of reference for a program. It is a concise statement of the general values and principles that guide the curriculum and the larger context where more specific curricular goals will fit. In broad strokes it sets a tone and a philosophical position to follow a program’s goals and outcomes; therefore, the mission statement is also a statement of program vision. It addresses the following questions:

1. **What are the general values and broad principles that will guide the program?**
2. **What are the general characteristics and abilities of the ideal graduate?**
3. **Whom will the program serve and how?**
4. **In what specific ways is the program mission consistent with Columbus State mission and strategic plan?**

The Allied Health Professions Department is committed to providing accessible professional healthcare programs through quality curricula that meet rigorous accreditation standards. These technical programs maintain currency in content and advance as technology does. The programs are offered for students and in collaboration with the support of the clinical community. The community will be provided with graduates that possess the knowledge, skills, and behaviors that are consistent with those of entry level practitioners in each of the specific disciplines.

**HIMT Mission Statement:** To provide up-to-date information that reflects the dynamic nature of the HIM profession and supports learning opportunities and professional practice experiences (PPEs) that include didactic education to form the foundational knowledge and skill sets necessary for a career in health information management.
Department/Program Goals:
In the goals statement, the broad principles of the Mission are narrowed and focused into the specific categories of skills, knowledge, and abilities that will characterize graduates of your program. These abilities include both those that are specific to your discipline and those which represent the broader general competencies articulated in Columbus State’s mission and strategic goals.

The goals statement addresses the following questions:
1. For each principle of the mission, what are the major categories of knowledge and abilities you intend for graduates of the program to develop?
2. Describe in broad strokes the kinds of strengths, skills, knowledge, and values of your ideal graduate. What do you want the ideal graduate to:
   - know?
   - be able to do?
   - care about?
3. What kinds of career achievements do you hope will distinguish your graduates?
4. Based on the above, write tentative goals. How do your program goals relate to the program mission? How do they relate to College mission and goals?

HIMT Program Goals (2012-2013): These goals support the Career and Technical Programs Division Goals which are aligned with the College Goals.
- Maintain articulation agreements with the four-year degree HIM programs at The Ohio State University, University of Cincinnati, and University of Toledo.
- Continue to provide on-campus tutoring for students enrolled in our online programs (HIMT degree program + Medical Coding Certificate program) who desire to have some face-to-face contact.
- Continue to develop course assignments to simulate HIM functions using the American Health Information Management Association (AHIMA) Virtual Lab.
- Develop curriculum for the newly proposed Health Data Analyst Certificate program.
- Continue to develop new and innovative opportunities for Professional Practice Experiences (PPEs) in HIMT 2860 – Professional Practice Experience Medical Coding Applications and HIMT 2870 – Professional Practice Experience HIM Applications.
- Evaluate and revise, if appropriate, Health IT certificates to reflect evolving needs of the market post ARRA grant.
- Evaluate HIM program/certificates acceptance process and implement a process that will promote student preparedness/success and streamline the acceptance process.
- Promote electronic health record (EHR) course (HIMT 1135B – EHR Concepts) to Allied Health and Nursing programs to assist with healthcare students exposure to the EHR.
- Begin integration of ICD-10-CM/PCS into HIMT 1245 Clinical Classification I to prepare students for ICD-10-CM/PCS requirement mandated for October 1, 2014.
- Continue to participate in state initiatives to promote HIM/HIT at the high school level.
- Evaluate and implement measures to promote textbook affordability for HIMT courses.
- Begin planning for development of specific tracks in the HIMT degree program in accordance with the AHIMA initiative.

Outcomes for HIMT Degree Program
- Demonstrate knowledge of human anatomy, physiology and pathophysiology, medical terminology, pharmacology, and clinical data as it relates to the collection and use of health information.
- Review health records for completeness and accuracy to determine appropriateness and adequacy of health care documentation.
- Maintain and compile health information using electronic applications and work processes.
- Apply legal principles, policies, regulations, and standards for the control, use, and dissemination of health information.
- Collect, compute, analyze, interpret, and present statistical data related to health care services.
- Apply official coding principles in the assignment of diagnostic and procedural codes for the purpose of healthcare administrative, reimbursement, and research purposes.
- Abstract data from patient records for administrative, reimbursement, and research purposes.
- Apply principles of supervision and leadership and the tools used to effectively manage human resources.
- Demonstrate ethical practices as outlined in the American Health Information Management Association (AHIMA) Code of Ethics.

Outcomes for Medical Coding Certificate Program
- Demonstrate knowledge of human anatomy, physiology and pathophysiology, medical terminology, pharmacology, and clinical data as it relates to the collection and use of health information.
- Review health records for completeness and accuracy to determine appropriateness and adequacy of health care documentation.
- Identify components of appropriate and adequate documentation of healthcare.
- Code, classify, and index diagnoses and procedures for the purpose of reimbursement, standardization, retrieval, and statistical analysis.
- Abstract data from patient records for administrative, reimbursement, and research purposes.
- Demonstrate ethical practices as outlined in the American Health Information Management Association (AHIMA) Code of Ethics.
Outcomes for Health Data Analyst Certificate Program
- Assists with the development, maintenance and support of the data architecture and models for healthcare databases.
- Establishes uniform data capture methods and strategies for validating the accuracy and reliability of data.
- Analyzes and interprets health data using acceptable methods, criteria, and metrics.
- Generates meaningful reports using internal and external data sources and provides recommendation based on the data.
- Performs basic statistical analyses for projects and reports.
- Utilizes data mining techniques and procedures to provide data.
- Demonstrate ethical practices as outlined in the American Health Information Management Association (AHIMA) Code of Ethics.

Outcomes for Workflow and Information Management Health IT Certificate
- Conduct user requirements analysis to facilitate workflow design.
- Integrate information technology functions into workflow.
- Document health information exchange needs.
- Design processes and information flows that accommodate quality improvement and reporting.
- Work with provider personnel to implement revised workflows.
- Evaluate process workflows to validate or improve practice’s systems.
- Suggest solutions for health IT implementation problems in clinical and public health settings.
- Address workflow and data collection issues from a clinical perspective, including quality measurement and improvement.
- Assist in selection of vendors and software.
- Advocate for users' needs, acting as a liaison between users, IT staff, and vendors.

Outcomes for Implementation/Technical Software Support Health IT Certificate
- Execute implementation project plans, by installing hardware (as needed) and configuring software to meet practice needs.
- Incorporate usability principles into design and implementation.
- Test the software against performance specifications.
- Interact with the vendors as needed to rectify problems that occur during the deployment process.
- Document IT problems and evaluate the effectiveness of problem resolution.
- Support systems security and standards.

Outcomes for Project Management for Health IT Certificate
- Apply project management and change management principles to create implementation project plans to achieve the project goals.
- Interact with office/hospital personnel to ensure open communication with the support team.
- Lead implementation teams consisting of workers in the roles described workflow and information management and implementation/technical software support specialist.
- Manage vendor relations, providing feedback to health IT vendors for product improvement.
### Program/Department Assessment Plan

<table>
<thead>
<tr>
<th>Courses</th>
<th>General Education</th>
<th>Program</th>
<th>Course</th>
<th>Quarter(s)</th>
</tr>
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<tbody>
<tr>
<td>HIMT 2860 – Professional Practice Experience Medical Coding Applications</td>
<td>Critical Thinking</td>
<td>Apply official coding principles in the assignment of diagnostic and procedural codes for the purpose of health care administrative, reimbursement, and research purposes.</td>
<td>Apply proper sequencing guidelines.</td>
<td>Autumn 2012</td>
</tr>
<tr>
<td>HIMT 2870 – Professional Practice Experience HIM Applications</td>
<td>Scientific and Technological Effectiveness</td>
<td>Collect, compute, analyze, interpret and present statistical data related to health care services.</td>
<td>Develop a database and present the finished product to classmates.</td>
<td>Spring 2013</td>
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<tr>
<td>HIMT 1256 – Clinical Documentation and Disease</td>
<td>Information Literacy</td>
<td>Demonstrate knowledge of human anatomy, physiology and pathophysiology, medical terminology, pharmacology, and clinical data as it relates to the collection and use of health information.</td>
<td>Identify specified diseases/conditions their etiology, signs and symptoms, treatment activity, medications, and lab/diagnostic tests.</td>
<td>Spring 2013</td>
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</table>

### Lead Instructor(s)

List the instructor(s) leading the assessment process for the outcomes listed above. (*These are the faculty who are informing and engaging the adjuncts and full-time faculty who will be teaching the courses that are assessed.*)

Lisa Cerrato, MS, RHIA, HIMT Program Coordinator/Professor = coordinating assessment efforts

HIMT 2860: Lisa Cerrato, MS, RHIA, Program Coordinator/Professor, HIMT
### Assessment Process

<table>
<thead>
<tr>
<th>Why were these outcomes selected? (Rationale)</th>
<th>For each measurable outcome listed above, describe HOW it will be measured? (Briefly describe the method(s), i.e., portfolios, readings laboratory assignments, presentations, multi-media, simulations, case study reviews, embedded test questions etc.) You can copy this information from the Course Methods Matrix.</th>
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<tr>
<td>(Assessment Tools to be Used)</td>
<td>The HIMT outcomes are performance-centered and transferable to the real world of HIM. The outcomes are based upon the domains, tasks, and subtasks of learning set forth by our accrediting agency the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).</td>
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#### Criteria for Success (BENCHMARK)

For the outcomes listed above, identify the benchmark and any other indicators that will be used to determine success.

| 1. (HIMT 2860): 85% of all students assessed apply proper sequencing guidelines on embedded test questions on final exam. |
| 2. (HIMT 2870): 85% of all students assessed will achieve an average rating of 75% or higher on completion and presentation of database project. |
| 3. (HIMT 1256): 85% of all students assessed will achieve an average grade of 75% or higher on course assignment to Identify specified diseases/conditions their etiology, signs and symptoms, treatment activity, medications, and lab/diagnostic tests. |
### ASSESSMENT REPORT (2012-2013)
**ASSESSMENT RESULTS AND ACTION PLAN** *(Completed at the end of the Academic Year)* Use your “End of the Quarter Notes” (Page 19) to assist with the report. Due end October 15.

<table>
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<tr>
<th>Program/Department Assessment Report: Classroom Assessment</th>
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<td><strong>Results and Best Practices</strong></td>
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<tr>
<td>Reflect on the questions--What was learned from the results? Describe the best practices for learning outcomes that met or exceeded the benchmark. What did the students do? What was the measurement?--keep it learner centered.</td>
</tr>
<tr>
<td>Please elaborate and be specific. Best practices will be shared with the campus and outside constituents. Thanks you!</td>
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</table>

**HIMT 2860**: Apply official coding principles in the assignment of diagnostic and procedural codes for the purpose of health care administrative, reimbursement, and research purposes.(Critical Thinking)

**Benchmark**: 85% of all students assessed apply proper sequencing guidelines on embedded test questions on final exam.

**Results**: Forty-five (45) of 53 students (85%) of the students applied proper sequencing guidelines on the embedded test questions on the final exam.

**Action Plan**: Continue to provide application-type assignments in the classroom to promote a deeper level of learning. Provide more guidance and examples on the cases the students have more difficulty in coding. Continue to offer face-to-face tutor sessions.

**HIMT 2870**: Collect, compute, analyze, interpret, and present statistical data related to healthcare services. (Scientific and Technological Effectiveness)

**Benchmark**: of all students assessed will achieve an average rating of 75% or higher on completion and presentation of database project.

**Results**: Forty-eight (48) of 53 students (91%) achieved a rating of 75% or higher on completion and presentation of the database project.

**Action Plan**: Continue to work with the students as they complete their database project.

**HIMT 1256**: Demonstrate knowledge of human anatomy, physiology and pathophysiology, medical terminology, pharmacology, and clinical data as it relates to the collection and use of health information.

**Benchmark**: 85% of all students assessed will achieve an average grade of 75% or higher on course assignment to identify specified diseases/conditions their etiology, signs and symptoms, treatment activity, medications, and lab/diagnostic tests.

**Results**: Thirty-two (32) students of 38 students (84%)

**Action Plan**: Continue to encourage students to complete their coursework. Provide assistance to students as they work through the course material and assignments.
## Teaching Strategies

Describe the teaching strategies that you will use (the next time you teach this class) to improve student learning particularly where students fell below the program/department benchmark. (Faculty will implement these strategies in the following year).

What will you do in the future? What teaching strategies will be implemented next year for improved student learning?

As our program grows and professional practice experiences continue to be challenging to obtain, we will continue to develop/revise course assignments using the AHIMA Virtual Lab to provide students with hands-on lab simulations for mastery of entry-level competence in performing HIM job tasks. The application nature of the lab simulations will help to promote higher-level learning. We’ll also continue to offer more professional practice experiences in our HIM lab; this provides our students with opportunities to gain some hands-on experiences with community HIM professionals.

We continue to provide on-campus tutoring for students. The HIMT degree program, the Medical Coding Certificate program, the two Health IT certificate programs, the Health Data Analyst certificate program, and the newly created HIM Technician certificate program are offered to students online. Many students in the online courses report that they like the convenience of web-delivered courses because of not having to report to campus; however, there are students who benefit from and desire face-to-face interaction with their course instructors or on-campus tutors. The on-campus tutoring provides an opportunity for students to receive personal attention which benefits their studies.

Continue to incorporate WebEx sessions in courses to provide further flexibility to students seeking instructional assistance. Continue to expand our use of Starfish (an early alert retention software program) in our HIMT courses as an additional tool to help foster student success.

## Action Plan for Continuous Improvement Based on Results and Analysis

[Based on what was learned, what steps will be taken to improve student learning?]

Describe any changes in curriculum, course sequencing of courses, prerequisites, etc. Identify resource needs.

Please reflect and describe the dept. action plan. What steps will be taken to improve student learning? Describe any changes in curriculum, course sequencing of courses, prerequisites, etc. Identify resource needs that will improve student learning.

The assessment process continues to guide the HIMT and provide us with meaningful data that is used to help improve/revise our curriculum. Our improvements to the curriculum are guided by the results from measuring our students’ academic achievement and the goals we have set for the 2013-2014 academic year.

## Follow-Up (next academic year)

Discuss how successfully the proposed teaching strategies from the previous year worked during this academic year. Include benchmarks.

Please add detail and elaborate regarding your Follow-up from last year’s plan 20XX-20XX. Show evidence of continuous improvement? What were the strategies, benchmarks, improvements? Remember, this section is follow up of the previous year. We do not have the plan or report from last year in front of us—you need to describe a complete picture.

The assessment process helps to provide a sense of how and what students are learning and to what degree students are learning so that we can provide appropriate and timely feedback on student progress to better facilitate student learning. The assessment results provide valuable information that is used to help us make decisions when revising curriculum, creating and revising course assignments, and creating and revising course assessments.