

Health Information Management Program

Annual Report for Assessment of Outcomes 2011-2012

Please address the questions below
send to learningassessment@pcc.edu by **June 22, 2012**; with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C (LDC/DE) or 6B (CTE) of the Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in 2010-2011. These may include but are not limited to changes to content, materials, instruction, pedagogy etc.
 - Revisions were made to the following HIM program classes reflecting more in depth study of topic areas identified as weak according to graduate national exam results: HIM 110, HIM 120, HIM 182, HIM 283 and HIM 285.
 - Specifically, in HIM 110/120, more emphasis was placed on electronic health records vs. paper records. Students given opportunity to simulate use of an electronic health record utilizing Virtual Lab product, mapping to the core outcomes of professional competence, critical thinking and problem solving.
 - In HIM 182 students were evaluated on understanding of weekly Discussion topics involving current topics effecting U.S. healthcare delivery system. This course maps to core outcome of critical thinking and problem solving, cultural awareness, self-reflection, and communication.
 - In HIM 283, students were assigned projects to investigate purchase and implementation of electronic health record systems in a physician clinic setting. This course maps to the core outcome of professional competence, critical thinking and problem solving, and self-reflection.
 - In HIM 285, lecture content was revised to reflect changes in reimbursement systems in healthcare, with students discussing healthcare reform issues. This course maps to the core outcomes of professional competence, critical thinking and problem solving, self-reflection and communication.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:
 - a. Methods used
 - Review of student graduates national exam results from reporting data period, 1/1/2011 -9/30/11. Summary of national exam results are broken down into subject area domains, thus allowing for identification of pass rates per HIM course content areas.

- A comprehensive mock exam given to students spring term of first year covering all HIM program 1st year course material.
 - A comprehensive mock exam given to graduating students in spring term of second year covering all HIM program content areas. Content of this mock exam replicates questions on the national RHIT exam that the students will take following graduation from the program.
3. Provide information about the results – (what did you learn about how well students are meeting the outcomes)?
- **National exam results** reported only seven students took the national RHIT exam during the reporting period (January-September 2011). There was a 71% pass rate with 2/7 students falling below the national exam passing average. This was disappointing but with such a low sample is understandable. Of the two students that failed the exam, one was a student that had delayed taking the exam for a year since graduation. The other student failed on the first try but took the exam again two months later and did pass it.
 - **Comprehensive mock exams taken by first year students** at the end of spring term 2012, indicated 16/19 students passed with 70% or higher. The exam was mandatory, closed book and covered all material taught in the first year of the program. Two of the three students that scored below 70% were students with English as a second language which has been identified as an area of concern.
 - **Comprehensive mock exams taken by students in the last term of the program** at the end of spring term 2012 reported 15/22 passed with 70% or higher. The exam was closed book and covered all material taught within the HIM program. Unfortunately, the mock exams were made optional, and therefore some students did not take them, and other students were taking them without completing the entire tests. Many students admitted their intention was not to pass the exam, but to submit the online exam in order to receive the automatic answers to print out and study at a later time.
4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).
- **National exam results** ~ As a result of these exam outcomes, it has been decided that the final term of the program students will be given extensive preparation for the national exam including comprehensive mock exams, exam prep review guides, and incentives for taking the national exam upon immediately upon graduation (extra credit for early exam application).

- ***Comprehensive exams taken by first year students*** ~ ESOL students have typically reported lower pass rates on the HIM national exam. It has been decided that at time of program application, we will require an English skills assessment and will include earlier interventions for students at risk.
- ***Comprehensive exams taken by students in the last term of the program*** ~ In order to obtain a better representation of accurate statistics on the mock exam results, the instructor will next year make the mock exams mandatory and give extra credit points for students that pass.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

The assessment tools were good, but as this was the first time they were used it was trial and error. Next year the students will be required to take the exams and given sufficient time to do so. We may ask the final year students to spend a day on campus taking the mock exams so that they will be proctored and taken seriously.

It is still believed that the national exam results allow us to review competency areas that may be weak, and therefore those statistics will still be used as a tool. However, we need to encourage as many students as possible to take the national exam immediately following their graduation in order to receive a strong representation for more accurate statistics. Only seven students taking the exam within a nine month period is not acceptable.

Spring term 2012 I informed students of an early testing option that would allow them to apply for the national exam prior to graduation. We also spent considerable time in educating the students on the importance of taking their national exam as soon as possible following graduation. It is expected that we will have much higher participation of students immediately taking the national exam this next reporting period. We graduated 30 students spring 2012 and if all of them take their exam within the next six months, I would