

2017-2018 Assessment Cycle CONAP_Health Information Management BS

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The mission of the CONAHP is to educate health professionals who promote behaviors and practices to achieve optimal health, deliver safe, quality care, and assume leadership roles in their respective disciplines. The College aims to promote innovation in clinical practice, programs and technology through undergraduate and graduate teaching excellence, research and service.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The Health Information Management program is committed to the advancement of outcomes-focused knowledge and the preparation of individuals for leadership careers in health informatics and information management, and is fully accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). The program is dedicated to providing culturally-diverse students with the knowledge, skills and analytical tools necessary to become successful, ethical professionals and well-prepared candidates for the national Registered Health Information Administrator (RHIA) credential. The 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, research, and professional service. The program supports professional interaction among faculty, practitioners and students and encourages involvement with local, regional, national and international organizations.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	FACULTY DEVELOPMENT GOAL: Faculty will demonstrate current knowledge, skills, qualifications and professional development in the content areas they teach																	
Legends	PO - Program Objective (academic units);																	
Standards/Outcomes																		
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Documented logs (Other)</td> <td>A. Each faculty member will participate in two or more of the following activities: 1. Attendance at continuing education programs, seminars, and workshops; 2. Participation as elected and/or volunteer members in professional organizations at the local, state, regional or national level; 3. Participation in external and internal grant proposals; 4. Scholarly writings for articles or books; 5. Presentations before professional/scholarly organizations; 6. Service on university committees; 7. Participation in college-wide faculty development/ research opportunities</td> <td></td> </tr> <tr> <td>Indirect - Student Evaluations</td> <td>B. All HIM faculty members will receive at least "satisfactory" (3 or above on a scale of 1-5) on UL Lafayette's Student Evaluation of Instruction (SEI).</td> <td></td> </tr> <tr> <td>Indirect - Peer evaluations (Other)</td> <td>C. All HIM faculty members will receive at least satisfactory remarks on the Peer Review and Administrative Evaluations conducted on a triennial basis.</td> <td></td> </tr> <tr> <td>Indirect - Collaboration (Other)</td> <td>D. All faculty will work to develop interdisciplinary research activities within and outside the program to foster a culture of collaboration on healthcare initiatives and research</td> <td></td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Documented logs (Other)	A. Each faculty member will participate in two or more of the following activities: 1. Attendance at continuing education programs, seminars, and workshops; 2. Participation as elected and/or volunteer members in professional organizations at the local, state, regional or national level; 3. Participation in external and internal grant proposals; 4. Scholarly writings for articles or books; 5. Presentations before professional/scholarly organizations; 6. Service on university committees; 7. Participation in college-wide faculty development/ research opportunities		Indirect - Student Evaluations	B. All HIM faculty members will receive at least "satisfactory" (3 or above on a scale of 1-5) on UL Lafayette's Student Evaluation of Instruction (SEI).		Indirect - Peer evaluations (Other)	C. All HIM faculty members will receive at least satisfactory remarks on the Peer Review and Administrative Evaluations conducted on a triennial basis.		Indirect - Collaboration (Other)	D. All faculty will work to develop interdisciplinary research activities within and outside the program to foster a culture of collaboration on healthcare initiatives and research	
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Goal/Objective	STUDENTS AND GRADUATES GOALS: 1. The HIM program will demonstrate responsiveness to the needs of the students enrolled in the program. 2. Program graduates will demonstrate the HIM entry-level competencies					
Legends	SLO - Student Learning Outcome/Objective (academic units);					
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	Direct - Progression into senior year (Other)	A. At least 80% of the junior level HIM students will progress into their senior year. .	
	Direct - Progression into junior year (Other)	B. At least 80% of students enrolled in LCHI 303 will progress into the junior level	
	Indirect - Survey - students	C. At least 80% of the majors polled will feel engaged by the activities and actions of the faculty.	
	Direct - Observation of clinical performance	D. All students enrolled in the PPE and internship courses will be evaluated by the PPE/management internship supervisor. At least 90% of the students will receive an 85% or above on this evaluation.	
	Direct - Project	E. Increase HIM student participation in engaging undergraduate research.	
	Direct - Standardized Test	A. Graduates who take the exam within one year of graduation will score at or above the national average on the certification exam.	
	Indirect - Survey - alumni	B. At least 80% of all graduates surveyed will attest that they were able to demonstrate entry-level competencies in their first position.	

Goal/Objective	CURRICULUM GOAL: The HIM curriculum will include, as a minimum, the domains and subdomains with content and experiences to enable students to meet current entry-level competencies		
Legends	PO - Program Objective (academic units);		
Standards/Outcomes			
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	Indirect - Curriculum	A. HIM and LCHI course content will reflect 100% of CAHIIM's Domains and Subdomains	
	Indirect - Survey - students	B. All students enrolled in the PPE and Internship courses will complete a detailed evaluation of their PPE and internship sites. At least 75% will rank their PPE and internship sites as satisfactory or above.	
	Direct - Standardized Test	C. AHIMA data will show that UL graduates score at or above the national average for all domains and subdomains on the certification exam	

Goal/Objective	COMMUNITIES OF INTEREST GOAL: The HIM program will demonstrate responsiveness to the needs of its communities of interest														
Legends	PO - Program Objective (academic units);														
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Direct - Recruiting activity (Other)	C. Eighty (80) percent of all faculty will participate in at least one recruiting activity per academic year.														

Goal/Objective	ADVISORY COMMITTEE GOAL: The HIM program will maintain an Advisory Board to assist the program faculty with the development and revision of program goals and curriculum, to offer advice on program needs and expectations and to ensure program responsiveness to change								
Legends	PO - Program Objective (academic units);								
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

Faculty Development Goal: In order to meet the required target outcome, faculty members are 1) encouraged to actively participate in their respective professional associations at the local, state and national levels; 2) encouraged to participate in scholarly activities, as appropriate, including scholarly writing and presentations; and 3) encouraged to participate in departmental, college, and university faculty development opportunities. All HIM and LCHI courses will be evaluated each semester as part of the University's SEI process. Faculty will encourage student participation in the SEI Survey. SEI reports will be reviewed by the Program Director and the Department Head of Allied Health as they become available. Faculty members are encouraged to take advantage of the numerous faculty development activities offered through the UL Lafayette Faculty Development Office, the UL Lafayette Office of Distance Learning, CONAHP, HIMSS, the Southwest District LHIMA, LHIMA, and AHIMA. Faculty are encouraged to participate in webinars by various vendors, other professional meetings, and programs offered through the Online Learning Consortium. All Peer Review and Administrative Review Evaluations will be conducted according to procedures consistent with current College of Nursing and Allied Health Professions, and reviewed by the Program Director and the Department Head of Allied Health. Faculty members are encouraged to take advantage of the numerous faculty development activities offered through the UL Lafayette Faculty Development Office, the UL Lafayette Office of Distance Learning, HIMSS, the Southwest District LHIMA, LHIMA, and AHIMA. Faculty are encouraged to participate in webinars by various vendors, other professional meetings, and programs offered through the Online Learning Consortium. Faculty are encouraged to participate in the research Faculty Forum meetings and other research initiatives offered by the Department, the College, and the University.

Students and Graduates Goals: 1) HIM faculty members will identify at-risk students by evaluating success within courses throughout the semester. 2) Tutoring sessions for each junior level course will be provided to all junior level students as needed. HIM faculty members will identify at-risk students by evaluating success within courses throughout the semester. Students will be polled to determine the effectiveness of the following activities: a) A fall semester "Meet and Greet" held to invite all majors to meet their classmates and to learn about the curriculum from the juniors and seniors. b) Meeting with LCHI 207 students (sophomore level) at the beginning of each semester. The faculty members introduce themselves, talk about the upcoming semester, discuss goals for the year, and answer questions as asked. c) One educational or fellowship event held each year to promote collegiality among faculty and students

PPE supervisors and employees of the assigned HIM department will work with the students to provide basic knowledge on all of the functions of the HIM department. PPE students will visit ancillary service departments such as admissions, medical staff, business office, etc. to gain understanding of the responsibilities of these departments. Management internship students will work closely with the HIM director to observe managerial responsibilities of the director as well as participate in management level activities. Students will be evaluated by a number of methods including written reports, evaluations by staff and the PPE/management internship supervisor, projects and outcomes on proficiency tests. 1) Increase research content in HIM 422. 2) Assist CONAHP faculty members in research activities. HIM and LCHI courses will be regularly assessed to reflect the Domains and Subdomains. HIM faculty will offer a comprehensive exam to be taken in the final semester of coursework prior to graduation. HIM faculty will offer exam preparation sessions within the final semester of coursework prior to graduation.

HIM faculty will require that senior students in their final semester of coursework participate in AHIMA's early testing program for the certification exam. HIM Faculty will review each individual domain and subdomain on the certification exam information results to determine if the scores on each domain and subdomain for UL Lafayette students are as good as or better than the scores on each domain and subdomain on the national level. The HIM program will seek graduate feedback regarding effectiveness of program courses and content by obtaining data through a graduate survey mailed one year after graduation. A return rate of at least 50% is expected.

Curriculum Goal: The faculty will evaluate the content of the courses taught at the end of each semester to determine the appropriateness of all course content and incorporation of all pertinent Domains and Subdomains. PPE students will evaluate their assigned site following the end of the PPE as part of the course requirements. Students will also evaluate the management internship sites after completion of the experience as part of course requirements. Sites used in PPE

courses and the management internship course are selected based on previous evaluations from graduates and, for new sites, after deliberate and in-depth discussions with the HIM director regarding the purpose and requirements of management internship.

Detailed data on the results of previous certification exams will be reviewed each year to determine that the curriculum is meeting the needs of the students. HIM faculty will seek advice and guidance from the HIM advisory board, graduates, and employers in determining the direction that the curriculum and individual course content must take in order to meet the needs of the students. HIM faculty will utilize the AHIMA Virtual Lab that assesses the students' knowledge in specific content areas.

Communities of Interest Goal: The initial employers of the most recent graduates will be surveyed regarding the level of preparedness and skill demonstrated by the new graduates.

The HIM faculty will work with the LHIMA board, the SWLHIMA President, and/or the professional development chair of the Louisiana Chapter of HIMSS to offer CE opportunities. The HIM faculty will establish relationships with the area guidance counselors, appropriate counselor organizations, and Acadiana school boards to identify recruitment opportunities for the program. The HIM program director will explore recruitment opportunities through the UL Lafayette Enrollment Services Office.

Advisory Committee Goal: At each meeting of the Advisory Board (as appropriate) the HIM Program Director will brief the Board on the following:

- a) Current number of majors
- b) Current certification exam results
- c) Graduate and employee survey reports
- d) Review program goals
- e) Strategies for recruitment

Selected HIM and LCHI courses will be reviewed at each meeting and recommendations (if any) made for curriculum and content change. The HIM Advisory Board will suggest strategies for continued growth of the HIM program.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for FACULTY DEVELOPMENT GOAL: Faculty will demonstrate current knowledge, skills, qualifications and professional development in the content areas they teach

Goal/Objective	FACULTY DEVELOPMENT GOAL: Faculty will demonstrate current knowledge, skills, qualifications and professional development in the content areas they teach	
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	Indirect - Student Evaluations	B. All HIM faculty members will receive at least “satisfactory” (3 or above on a scale of 1-5) on UL Lafayette’s Student Evaluation of Instruction (SEI).		
	Indirect - Peer evaluations (Other)	C. All HIM faculty members will receive at least satisfactory remarks on the Peer Review and Administrative Evaluations conducted on a triennial basis.		
	Indirect - Collaboration (Other)	D. All faculty will work to develop interdisciplinary research activities within and outside the program to foster a culture of collaboration on healthcare initiatives and research		
Assessment Findings				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Documented logs (Other)	Has the criterion A. Each faculty member will participate in two or more of the following activities: 1. Attendance at continuing education programs, seminars, and workshops; 2. Participation as elected and/or volunteer members in professional organizations at the local, state, regional or national level; 3. Participation in external and internal grant proposals; 4. Scholarly writings for articles or books; 5. Presentations before professional/scholarly organizations; 6. Service on university committees; 7. Participation in college-wide faculty development/ research opportunities been met yet? Met	All faculty participated in at least two of the prescribed activities.		- Assessment Process: Continuous monitoring: We will continue to monitor faculty participation in the suggested areas.
Indirect - Student Evaluations	Has the criterion B. All HIM faculty members will receive at least “satisfactory” (3 or above on a scale of 1-5) on UL Lafayette’s Student Evaluation of Instruction (SEI). been	All faculty scored 3 or above on SEI.		- Assessment Process: Continuous monitoring: The department head and program

		met yet? Met			coordinator will continue to review all SEIs.
	Indirect - Peer evaluations (Other)	Has the criterion C. All HIM faculty members will receive at least satisfactory remarks on the Peer Review and Administrative Evaluations conducted on a triennial basis. been met yet? Met	Only one faculty member received a administrative evaluation, and her scores were satisfactory.		- Assessment Process: Continuous monitoring: No change needed in this method. A schedule has been created showing due dates for all reviews.
	Indirect - Collaboration (Other)	Has the criterion D. All faculty will work to develop interdisciplinary research activities within and outside the program to foster a culture of collaboration on healthcare initiatives and research been met yet? Met	Faculty were very active with Faculty Forums.		- Assessment Process: Continuous monitoring: No change needed in this method. Faculty are eager to participate in these events.

Assessment List Findings for the Assessment Measure level for STUDENTS AND GRADUATES GOALS: 1. The HIM program will demonstrate responsiveness to the needs of the students enrolled in the program. 2. Program graduates will demonstrate the HIM entry-level competencies

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	Direct - Progression into junior year (Other)	B. At least 80% of students enrolled in LCHI 303 will progress into the junior level

	Indirect - Survey - students	C. At least 80% of the majors polled will feel engaged by the activities and actions of the faculty.
	Direct - Observation of clinical performance	D. All students enrolled in the PPE and internship courses will be evaluated by the PPE/management internship supervisor. At least 90% of the students will receive an 85% or above on this evaluation.
	Direct - Project	E. Increase HIM student participation in engaging undergraduate research.
	Direct - Standardized Test	A. Graduates who take the exam within one year of graduation will score at or above the national average on the certification exam.
	Indirect - Survey - alumni	B. At least 80% of all graduates surveyed will attest that they were able to demonstrate entry-level competencies in their first position.

Assessment Findings						
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	Direct - Progression into senior year (Other)	Has the criterion A. At least 80% of the junior level HIM students will progress into their senior year. . been met yet? Met	More than 80% of junior students progressed to the senior year.		- Assessment Process: Continuous monitoring: No change needed for improvement.	
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Direct - Progression into junior year (Other)	Has the criterion B. At least 80% of students enrolled in LCHI 303 will progress into the junior level been met yet? Met	90.6% of students progressed from LCHI 303.		- Assessment Process: Continuous monitoring: No change needed for improvement.		
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Direct - Observation of clinical performance	Has the criterion D. All students enrolled in the PPE and internship courses will be evaluated by the PPE/management internship supervisor. At least 90% of the students will receive an 85% or above on this	All students were evaluated and scored above 85%.		- Assessment Process: Continuous monitoring: No change needed, as students are doing well.		

		evaluation. been met yet? Met			
	Direct - Project	Has the criterion E. Increase HIM student participation in engaging undergraduate research. been met yet? Met	Research content was increased in HIM 422.		- Assessment Process: Continuous monitoring: No change needed for improvement.
	Direct - Standardized Test	Has the criterion A. Graduates who take the exam within one year of graduation will score at or above the national average on the certification exam. been met yet? Met	Pass rate was above the national average.		- Assessment Process: Continuous monitoring: No change needed for improvement.
	Indirect - Survey - alumni	Has the criterion B. At least 80% of all graduates surveyed will attest that they were able to demonstrate entry-level competencies in their first position. been met yet? Met	All graduates responding to the survey felt prepared.		- Assessment Process: Continuous monitoring: No change needed - results were good.

Assessment List Findings for the Assessment Measure level for CURRICULUM GOAL: The HIM curriculum will include, as a minimum, the domains and subdomains with content and experiences to enable students to meet current entry-level competencies

Goal/Objective	CURRICULUM GOAL: The HIM curriculum will include, as a minimum, the domains and subdomains with content and experiences to enable students to meet current entry-level competencies	
Legends	PO - Program Objective (academic units);	
Standards/Outcomes		
Assessment Measures	Assessment Measure	Criterion
	Indirect - Curriculum	A. HIM and LCHI course content will reflect 100% of CAHIIM's Domains and Subdomains
	Indirect - Survey - students	B. All students enrolled in the PPE and Internship courses will complete a detailed evaluation of their PPE and internship sites. At least 75% will rank their PPE and internship sites as satisfactory or above.

	Direct - Standardized Test	C. AHIMA data will show that UL graduates score at or above the national average for all domains and subdomains on the certification exam																						
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Assessment List Findings for the Assessment Measure level for COMMUNITIES OF INTEREST GOAL: The HIM program will demonstrate responsiveness to the needs of its communities of interest

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Legends	PO - Program Objective (academic units);

Standards/Outcomes																									
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Assessment List Findings for the Assessment Measure level for ADVISORY COMMITTEE GOAL: The HIM program will maintain an Advisory Board to assist the program faculty with the development and revision of program goals and curriculum, to offer advice on program needs and expectations and to ensure program responsiveness to change

Goal/Objective	ADVISORY COMMITTEE GOAL: The HIM program will maintain an Advisory Board to assist the program faculty with the development and revision of program goals and curriculum, to offer advice on program needs and expectations and to ensure program responsiveness to change													
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

The faculty meets formally at least 2-3 times per semester, but informally as results become available.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle) (selected)

Periodically (2-4 times per cycle)

Once per cycle

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee

Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

In our last assessment we fell below national average for some of the domains on the certification exam. Areas for improvement were mostly related to courses taught in the Junior year. We planned to increase the time spent on reviewing those content areas before the students take the certification exam. This did happen for the 2017-2018 academic year, however, due to a delay in publishing results by AHIMA, we are unable to determine if those efforts were effective at the time of this assessment. We also utilized AHIMA's Virtual Lab (provides students with hands-on experience with HIM-related applications) to improve student learning outcomes.

We also revamped our Advisory Board meetings. In our previous results, we wanted to ensure we reviewed courses in the curriculum and received feedback on those courses from the board. This goal was accomplished in 2017-2018. We decided to meet annually, but virtually, to improve attendance and participation. Attendance was vastly improved, and therefore we were able to solicit valuable feedback to improve our courses and curriculum. The board expressed a high degree of satisfaction with the new meeting type.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked

to assessment data and follow-up analysis.

We believe our efforts to improve certification exam scores will be effective once the results are published. Undoubtedly, the improved Advisory Board format, attendance, and participation has truly added value to the HIM program.

Attachments (optional)

Upload any documents which support the program / department assessment process.