Health Information Management

University of Alaska Southeast –Sitka Campus

Health Information Management Assessment Report

Academic Year
2016 - 2017

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University of Alaska Southeast (UAS) Health Information Management (HIM) Assessment of Student Learning Outcomes (SLO) Report for Academic Year (AY) 2016-2017.

1. Program Overview

The UAS HIM Associate of Applied Science (AAS) Degree program was initially accredited by The Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) in 1998 and holds current accreditation. CAHIIM requires an Annual Program Assessment Report (APAR) and every 10 years a detailed program self-assessment. UAS requires a program self-assessment every 5 years. The program is up to date on each of these reports with the 2017 APAR (covering AY 2015-2016) submitted in July 2017. The last self-assessment was completed in AY 2015-2016 (covering AY 2009–2014).

The HIM program offers an Occupational Endorsement in Healthcare Information Technology, Certificates in Coding, and Privacy and Security, and an AAS in HIM. The AAS Degree is the only program accredited by CAHIIM.

In January of 2014 CAHIIM announced new standards for curriculum competencies that are required for all HIM programs by August of 2017. The change reflects a major revision of the student learning outcomes for programs. The HIM Program made major curriculum changes during the academic year 2014-2015. The program is compliant with the required curriculum changes before the August 2017 deadline. This significant change from knowledge based competencies to SLO requires the HIM program to completely change our assessment techniques. After January of 2018 the national credentialing examination is based on the new SLO competencies.

2. Program Student Learning Outcomes

Health Information Management Academic Year 2016-2017

Occupational Endorsement
Healthcare Information Technology

- Describe healthcare delivery systems
- Apply ethical standards of practice
- Identify healthcare privacy, confidentiality, legal and ethical issues
- Use information technology and systems
- Identify data, information, and file structures
- Describe data security

Certificate
Health Information Management Coding Specialist

- Analyze health data to ensure compliance with health data structure, content and standards
- Comply with healthcare information requirements and standards
- Appraise Clinical classification systems
- Verify reimbursement methodologies

Healthcare Privacy and Security

- Analyze healthcare delivery systems
- Apply ethical standards of practice
- Adhere to healthcare privacy, confidentiality, legal and ethical issues
- Use information technology and systems
- Analyze data, information, and file structures
- Analyze data security

Associate of Applied Science
Health Information Management

- Analyze health data to ensure compliance with health data structure, content and standards
- Comply with healthcare information requirements and standards
- Appraise clinical classification systems
- Verify reimbursement methodologies
- Utilize healthcare statistics and research
- Analyze clinical data
- Analyze healthcare delivery systems
- Apply ethical standards of practice
- Adhere to healthcare privacy, confidentiality, legal and ethical issues
- Use information technology and systems
- Analyze data, information, and file structures
- Analyze data security
- Facilitate organizational resources including human resources and financial management

3. How data are collected on Student Learning Outcomes

The HIM Program analyzes the assessment of SLOs based on the results of the Registered Health Information Technician (RHIT) national examination. Graduates of the AAS in HIM are eligible to sit for the RHIT examination in their final semester of the program.

The program maintains detailed reports of every SLO for each course in the program. CAHIIM curriculum standards outline 69 SLO for Associate Degree

Programs. Every term HIM faculty review at least 35 of those SLOs to ensure students are meeting and exceeding the level of learning required by CAHIIM. Program faculty also analyze assignments and assessments within every course to ensure the proper level of Blooms taxonomy is met.

4. **Data Collected on Student Learning Outcomes during the 2016-2017 academic year**

The table below is the RHIT examination data for July 1, 2016 – June 30, 2017. Four graduates took the test during that time frame with 3 passing and one failing. The examination is a scaled score model with some test questions having a higher value than others. The passing score is 60% on the scored scale but equates to at least 300 out of 400 questions, which is a 75% passing score. The yellow highlights indicates a score falling below the 60% threshold for passing.

RHIT Exam Results by Domain (AY 2016-2017)				
	Student 1	Student 2	Student 3	Student 4
Student Graduation Date	12/18/2016	05/03/2015	08/09/2015	08/09/2015
Student Exam Date	05/13/2017	11/12/2016	11/05/2016	10/28/2016
I.A. Health Data Structure, Content, and Standards	100	33	66	66
I.B. Healthcare Information Requirements and Standards	77	75	66	87
I.C. Clinical Classification Systems	75	66	50	60
I.D. Reimbursement Methodologies	75	66	50	60
II.A. Healthcare Statistics and Research	60	30	50	60
II.B. Quality Management and Performance Improvement	77	66	55	77
III.A. Healthcare Delivery Systems	62	50	75	87
III.B. Healthcare Privacy, Confidentiality, Legal and Ethical Issues	70	90	70	90
IV.A. Information and Communication Technologies	88	44	44	66
IV.B. Data Information and File Structures	75	75	75	25
IV.C. Data Storage and Retrieval	100	40	80	60
IV.D. Data Security	82	52	52	76
V.A. Human Resources	83	85	33	85
V.B. Financial and Resource Management	50	60	70	80
Total Percent	**75**	**62**	**57**	**75**
Attempt	**1**	**1**	**1**	**1**
Grade	**Pass**	**Pass**	**Fail**	**Pass**
Scale score	**341**	**302**	**290**	**337**

5. Data Evaluation of Student Learning Outcomes from the previous academic year

An analysis of this data show one particular student did not do well on many sections of the examination. The program will not make curriculum changes based on the results of one student. The others areas highlighted in yellow appear to be weaknesses of just one student. The one area of concern program faculty will reviewed during the 2016-2017 AY is Domain IV.B. Data Information and File Structures to determine if our assignments and assessments need to be modified in this area. Changes were made for this academic year and student appear to be doing better in this domain.

The UAS HIM curriculum is currently based on the American Health Information Management Association (AHIMA) 2014 competencies yet the RHIT examination is testing students on the AHIMA 2011 competencies. The change to the curriculum was significant with major changes occurring from assessment based on student knowledge to assessment based on student learning outcomes. The RHIT examination results will not be reported in the new format until after August of 2017. This makes it difficult to assess student learning outcomes because our current domains and subdomains do not match the examination.

The following table lists the differences in curriculum content from 2011 to 2014

AHIMA 2011 Competencies	AHIMA 2014 Competencies
I. Health Data Management	I. Data Content, Structure & Standards (Information Governance)
I.A. Health Data Structure, Content, and Standards	I.A Classification Systems
I.B. Healthcare Information Requirements and Standards	I.B Health Record Content and Documentation
I.C. Clinical Classification Systems	I.C Data Governance
I.D. Reimbursement Methodologies	I.D. Data Management
	I.E Secondary Data Source
II. Health Statistics,	II. Information Protection:

AHIMA 2011 Competencies	AHIMA 2014 Competencies
Biomedical Research, and Quality Management	Access, Disclosure, Archival, Privacy & Security
II.A. Healthcare Statistics and Research	II.A Health Law
II.B. Quality Management and Performance Improvement	II.B Data Privacy, Confidentiality and Security
	II.C Release of Information
III. Health Services Organization and Delivery	III. Informatics, Analytics and Data Use
III.A. Healthcare Delivery Systems	III.A Health Information Technologies
III.B. Healthcare Privacy, Confidentiality, Legal and Ethical Issues	III.B Information Management Strategic Planning
	III.C Analytics and Decision Support
	III.D Health Care Statistics
	III.E. Research Methods
	III.F Consumer Informatics
	III.G Health Information Exchange
	III.H Information Integrity and Data Quality
IV. Information Technology & Systems	IV. Revenue Management
IV.A. Information and Communication Technologies	IV.A Revenue Cycle and Reimbursement
IV.B. Data Information and File Structures	
IV.C. Data Storage	

AHIMA 2011 Competencies	AHIMA 2014 Competencies
and Retrieval	
IV.D. Data Security	
V. Organizational Resources	V. Compliance
V.A. Human Resources	V.A Regulatory
V.B. Financial and Resource Management	V.B Coding
	V.C Fraud Surveillance
	V.D Clinical Documentation Improvement
	VI. Leadership
	VI.A Leadership Roles
	VI.B Change Management
	VI.C Work Design and Process Improvement
	VI.D Human Resources Management
	VI.E Training and Development
	VI.F Strategic and Organizational Management
	VI.G Financial Management
	VI.H Ethics
	VI.I Project Management
	VI.J Vendor/Contract Management
	VI.K Enterprise Information Management

6. Future Plans to Improve Student Learning

In response to this analysis the HIM Program will do the following during the next academic year:

- Closely monitor and track the assessments of a new course, first offered in the fall term of 2015, HIM 281 RHIT Exam Preparation, a 1 credit course to help prepare students for taking the examination. No students who have taken that course have taken the examination during this review period.
- Document and implement program improvements based on this assessment as well as mandated curriculum changes based on legislative actions.
- The HIM Program faculty and Advisory Committee will compare program performance with the program goals, and identify ways in which the program can improve.
- Continue to document and maintain a detailed curriculum gap analysis for every course.