

Annual

Academic Program Review and Outcomes Report

AY 2013 - 2014

Health Care Business

Submitted by Carla Dirkschneider



Executive Summary

1. What improvements did you make in your department this year?
 - Curriculum Changes for all programs (effective 2015)
 - We have been actively revising outcomes assessment measures and building all assessments into LOM.
2. What areas in your department were you successful in this year?
 - RHIA and RHIT exam pass rates at 93% overall
 - Keeping the budget on target
 - Decreased the number of FTEs within the department
 - MHA Program was recognized as #5 in top online schools for healthcare administration by bestonlineschools.org.
 - HIM program was recognized as one of the top 10 best schools for our HIT program.
3. Which areas in your department need more attention?
 - We need a better mechanism for predicting credit hours for non-traditional programs (programs that are not lock step programs)
 - We would like to focus on consistency of student expectations (Quality of Work expected)
 - With the curriculum changes, we would like to focus on alignment of course topics/graded activities.
 - Increase in student headcount (we are hoping that the curriculum changes might help with this)
4. What budget implications do you see for your department next year?
 - \$750 per course in course development costs. 75% of the curriculum will need revisions.
 - IACBE Accreditation Costs (site visit in Sept 2015)
 - Microsoft Project for one computer in computer lab or library.
5. How did you use the following information?
 - A. Noel-Levitz Student Services Survey
 - Noel Levitz is not available for AY 2013-2014. It will be conducted during Fall 2015.
 - This is used for programmatic accreditation, specifically IACBE.
 - B. Graduate Survey
 - This is used for programmatic accreditation

C. Employer Survey

- This is used for programmatic accreditation.

D. Assessment of Student Success Skills from Assessment Retreat

- These are integrated into programmatic assessments and used for the college annual report.

E. Student Evaluations

- This is used for programmatic accreditation. It is also used to make any changes to courses or faculty if needed.

F. OSATs

As per agreed upon within Academic Council, OSATs were placed on hold for AY 2013-2014 until recommendations are made in February 2015 from CSF A-3.

G. Yardsticks

- This is used for programmatic accreditation.

7. Note the year's outstanding achievements (individual awards, publications, etc.).

Carla

- NHIMA President-Elect

Siti

- Started EdD program at Creighton

Gretchen

- Faculty Senate President 2014
- Graduated MS, HIM, College of St. Scholastica, Duluth, MN
- Recipient of Conifer Health Solutions Scholarship 2014
- Research
 - "Best Practices in Educating Healthcare Providers in ICD-10-CM/PCS"; The College of Saint Scholastica, Duluth, MN. 2014.
- Publications (Author of Co-Author)
 - "Data Mapping Best Practices," AHIMA Practice Brief, November 2013
 - ICD-10-CM/PCS Crossword Puzzle. CodeWrite Community Newsletter, AHIMA. November 2013.

Demographic Information of HCB Graduate Students

1. Student Numbers (Inquiries, Applied, Denied, Accepted, Conditionally Accepted, Enrolled)(Admissions: D. Work/N. Simms)

	Program	# Inquiries	# Applied	# Denied	# Accepted	# Conditionally Accepted	# Enrolled
AY 11-12	MHA/MHAC	137	69	0	44	3	36
AY 12-13	MHA/MHAC	89	37	0	23	4	19
AY 13-14	MHA/MHAC	150	34	0	23	6	18

2. ACT Scores/HS GPAs or College GPA if more than 12 hours (High School GPAs – Math & Science GPA) of Students Admitted to Program (for undergraduate programs) (Admissions: D. Work/N. Simms)

	Program	ACT	HS GPA	College GPA
AY 11-12	MHA/MHAC	N/A	N/A	3.27
AY 12-13	MHA/MHAC	N/A	N/A	3.15
AY 13-14	MHA/MHAC	N/A	N/A	3.06

3-8. Number of Graduates, GPAs of Program Graduates, Retention Rate, Graduation Rate, First Time Board Pass Rate, Job Placement Rate (Registrar: M. Stirtz/Program Directors)

	Program	Graduates	GPA	Retention Rate	Graduation Rate	First Time Board Pass Rate	Job Placement Rate
AY 11-12	MHA/MHAC	16/1	3.74/3.97	79%/50%	38%/0	N/A	N/A
AY 12-13	MHA/MHAC	11/1	3.82/3.95	78%/0%	100%/na	N/A	N/A
AY 13-14	MHA/MHAC	15/2	3.82/3.72			N/A	N/A

Retention Rate: Person In, Person Out

Graduation Rate: Semester by Semester

Profile of Students in Program *(Admissions)*

	Program	Average Age	Gender	Ethnicity	Traditional Student	Prior Education (UG Transfer)	State at time of Admission
AY 11-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AY 12-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AY 13-14	MHA/MHAC	30	Female- 33 Male- 7	White- 33 Black- 2 Asian- 1 Unknown- 4	5	0	N/A

Demographic Information of HCB Undergraduate Students

1. Student Numbers (Inquiries, Applied, Denied, Accepted, Conditionally Accepted, Enrolled)(Admissions: D. Work/N. Simms)

	Program	# Inquiries	# Applied	# Denied	# Accepted	# Conditionally Accepted	# Enrolled
AY 11-12	Undergrad Programs	362	80	1	45	1	31
AY 12-13	Undergrad Programs	256	79	1	42	14	27
AY 13-14	Undergrad Programs	396	80	0	40	17	21

2. ACT Scores/HS GPAs or College GPA if more than 12 hours (High School GPAs – Math & Science GPA) of Students Admitted to Program (for undergraduate programs) (Admissions: D. Work/N. Simms)

	Program	ACT	HS GPA	College GPA
AY 11-12	Undergrad Programs	24.3	3.18	3.13
AY 12-13	Undergrad Programs	N/A	2.77	2.71
AY 13-14	Undergrad Programs	N/A	3	2.87

3-8. Number of Graduates, GPAs of Program Graduates, Retention Rate, Graduation Rate, First Time Board Pass Rate, Job Placement Rate (Registrar: M. Stirtz/Program Directors)

	Program	Graduates	GPA	Retention Rate	Graduation Rate	First Time Board Pass Rate	Job Placement Rate
AY 11-12	MGMT	4	3.36	55%	N/A	N/A	N/A
AY 12-13	MGMT	5	3.33	59%	63%	N/A	N/A
AY 13-14	MGMT	5	3.16			N/A	
AY 11-12	HIMB	1	3.54	67%	N/A	100%	N/A

AY 12-13	HIMB	6	3.48	83%	N/A	100%	N/A
AY 13-14	HIMB	N/A	N/A			N/A	
AY 11-12	HIA/HIT/PBHIAC	0/0/0	-/-/-	57%/20%/100%	N/A	100%/100%/N/A	N/A
AY 12-13	HIA/HIT/PBHIAC	0/1/1	-/3.43/3.77	59%/100%/83%	N/A	100%	N/A
AY 13-14	HIA/HIT/PBHIAC	7/2/4	3.29/3.43/3.47			93%	
AY 11-12	HIM/HIMC	2/0	2.68/0	64%/0	60%/0	100%	N/A
AY 12-13	HIM/HIMC	3/0	3.84/na	40%/0	25%/na	100%	N/A
AY 13-14	HIM/HIMC	2	2.65			N/A	

Retention Rate: Person In, Person Out

Graduation Rate: Semester by Semester

Profile of Students in Program *(Admissions)*

	Program	Average Age	Gender	Ethnicity	Traditional Student	Prior Education (UG Transfer)	State at time of Admission
AY 11-12	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AY 12-13	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AY 13-14	MGMT	26	Female- 14 Male- 8	White- 17 Black- 2 Asian- 1 Unknown- 2	5	21	N/A

	HIMB	41	Female- 5	White- 5	0	4	N/A
	HIA/HIT/PBHIAC	32/44/33	Female-19/5/9 Male- 1/2/1	White- 16/7/8 Black- 1/-/- Asian- 2/-/- Unknown- 1/- /2	4/1/0	20/4/10	N/A
	HIMC	55	Female- 1	White- 1	0	1	N/A

Use of Student Learning Outcomes Summary

A successful Clarkson student is able to:

- Demonstrate effective **communication**.
- Demonstrate **critical thinking** to make educated decisions.
- Demonstrate proficient **use of technologies**.
- Demonstrate the ability to respectfully **interact within a diverse society**.
- Demonstrate **professional behaviors**.

Complete the following tables, which will provide evidence that demonstrates your department's efforts to contribute to these skills. The following is an example of how to complete the tables.

LOM Rating Scale for Health Care Business Assessment

WEAK (1)	DEVELOPING (2)	EFFECTIVE (3)	STRONG (4)
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Communication

MHA Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Convey their thoughts and ideas effectively and assertively (written)	Capstone Project	MB906, Final Project	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	NOT MET: 86% of students scored a 3.0 or higher on the final project. The average score was 3.5 based on n=14.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.
Convey their thoughts and ideas effectively and assertively (verbal)	Capstone Presentation	MB906, Capstone Symposium	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	NOT MET: 86% of students scored a 3.0 or higher on the final project. The average score was 3.6 based on n=14.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.
Convey their thoughts and ideas effectively and assertively	Graduate Survey Questions 5.C.1	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to communicate effectively within their work setting.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=3	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

HCBM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Facilitate an understanding of written communication skills necessary for the business environment.	Research Paper	BU240, Focus 9	eCollege Dropbox	80% of students will receive a 90% or higher on the Research Paper.	MET: 100% of students received a 90% or higher on the research paper. The average score on the research paper is 95.6%.	Continue to monitor. Recommend that students use the writing lab for APA formatting and grammatical issues.
Facilitate an understanding of verbal communication skills necessary for the business environment.	Long Presentation	BU210, Focus 15	eCollege Gradebook	80% of students will receive a 90% or higher on the Long Speech.	MET: 81.2% of students received a 90% or higher on the Long Speech. The average score on the speech was 80.7%.	Continue to monitor. Possibly look for remedial coursework for student who needs the additional help with their verbal skills. We might need to add more verbal type assignments into the curriculum.
Convey their thoughts and ideas effectively and assertively	Graduate Survey Questions 5.C.1	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to communicate effectively within their work setting.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=1	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

HIMB Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Demonstrate proficiency of written communication skills necessary for the HIM environment.	Research Paper	HM475, Unit 12	eCollege Dropbox	80% of students will receive a 90% or higher on the Research Paper.	NOT MET: 0% of students received a 90% or higher on the research paper. The average score for the paper was 77.5%	Continue to monitor. Recommend that students use the writing lab for APA formatting and grammatical issues.
Demonstrate proficiency of verbal communication skills necessary for the HIM environment.	Compliance Training Program	BU355	eCollege Dropbox	80% of students will receive a 90% or higher on the Training program.	This assignment was taken out of the course, therefore it was not met.	We need to add a verbal presentation into the HIM curriculum. This will be added for the AY2015-2016.
Convey their thoughts and ideas effectively and assertively	Graduate Survey Questions 5.C.1	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to communicate effectively within their work setting.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=4	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

HIM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Demonstrate proficiency of written communication skills necessary for the HIM environment.	Research Paper	BU240, Focus 9	eCollege Dropbox	80% of students will receive a 90% or higher on the Research Paper.	MET: 100% of students received a 90% or higher on the research paper. The average score on the research paper is 95.6%.	Continue to monitor. Recommend that students use the writing lab for APA formatting and grammatical issues.
Demonstrate proficiency of verbal communication skills necessary for the HIM environment.	Compliance Training Program	BU355	eCollege Dropbox	80% of students will receive a 90% or higher on the Training program.	This assignment was taken out of the course, therefore it was not met.	We need to add a verbal presentation into the HIM curriculum. This will be added for the AY2015-2016.
Convey their thoughts and ideas effectively and assertively	Graduate Survey Questions 5.C.1	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to communicate effectively within their work setting.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=4	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

Communication

Summary:

Graduate: Learning Outcomes Manager (LOM) was used throughout the MHA program in 2013-2014. This was actually the first year the department has gotten good data out of LOM. Therefore we would advise not to make any changes this year based on outcomes assessment to get one more year of data.

It does appear that both written and verbal communication continue to be an issue for the MHA program.

Undergraduate: Learning Outcomes Manager (LOM) was not used at the undergraduate level. The Undergraduate courses are undergoing a major GAP analysis and curriculum changes are likely, therefore LOM placements will be selected as soon as the GAP analysis project is completed. At the undergraduate level, we are trying to select the best assignments to use for our outcomes assessment, or we will be creating new assignments to be used specifically for outcomes assessment. This GAP analysis project is taking much longer than anticipated and is currently in the third draft. Changes to the assessment criteria will most likely be completed in Fall 2014 for implementation in fall 2015.

From the data in the past 3 years of outcomes assessment, it was noted that benchmarks were not met. Therefore, we have decided to make a change to the benchmark to see if we can find an adequate benchmark. The benchmark changed from 90% of student will receive a 90% or higher to 80% will receive a 90% or higher. Hopefully this will make a difference in the reporting of the outcomes. We also plan to incorporate more writing lab assignments into the new curriculum.

Critical Thinking

MHA Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Interpret, synthesize, and apply concepts to evaluate and solve a variety of health care business scenarios.	Comprehensive Case-Studies	MB905, Comprehensive Exam	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	NOT MET: 94% of students scored a 3.0 or higher on their comp exam in the area of critical thinking. The average score was 3.6 with an n=18.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.
	Graduate Survey Questions 3.A.4	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they were prepared to think critically, solve problems, and develop appropriate action steps.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=3	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.
	Graduate Survey Questions 3.A.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to use sound judgment while functioning in their current job.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=3	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

HCBM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Relate and integrate the concepts of business to the health care business environment.	Organizational Reports	BU496, Unit 2	eCollege Dropbox	90% of students will receive an average of 90% or higher on the Organizational Reports.	NOT MET: 57% of students received an average of 90% or higher on the Organizational Reports. The average scores on the reports were 87.1%.	Continue to Monitor.
	Management Portfolio	BU306, Focus 12	eCollege Dropbox, 1 st line in Rubric	90% of students will receive an average of 85% or higher on the Portfolio.	NOT MET: 86% of students received an average of 85% or higher on the Portfolio. The average scores on the reports were 90.7%.	Continue to Monitor. This is the second year that this was not met. Consider changing the benchmark from 90% to 85 % of students will receive a 85% or higher.
	Graduate Survey Questions 3.A.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to use sound judgment while functioning in their current job.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=1	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

HIMB Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Ascertain the entry-level competencies of AHIMA's domains and sub-domains for a Registered Health Information Administrator (RHIA).	Organizational Reports	HM496, Reports	eCollege Dropbox	90% of students will receive an average of 90% or higher on the Organizational Reports.	MET: 100% of students received an average of 90% or higher on the Organizational Reports. The average scores on the reports were 100%.	Continue to Monitor.
	RHIA Certification Exam	HM477, Unit 12	eCollege Dropbox	100% of students will pass the RHIA exam on their first attempt.	MET: 100% of students passed the exam on their first attempt. There were 11 students who took the exam.	Continue to Monitor.
	Graduate Survey Questions 3.A.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to use sound judgment while functioning in their current job.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=4	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

HIM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Ascertain the entry-level competencies of AHIMA's domains and sub-domains for a Registered Health Information Technologist (RHIT).	Coding Practicum	HM332, Unit 2, 3, 4	eCollege Gradebook	100% of students will receive an average of 75% or higher on the Coding Practicum.	NOT MET: 94% of students received an average of 75% or higher on the Coding Practicum. The Average score was 85.1%	Continue to Monitor. This course was revised to include coding of charts included in the VLab.
	RHIT Certification Exam	HM445, Focus 15	eCollege Dropbox	100% of students will pass the RHIT exam on their first attempt.	NOT MET: 50% of students passed the exam on their first attempt. There were 4 students who took the exam.	Continue to Monitor. The students who took the exam were on old curriculum/degree plans. They have also been at the college 2011 and 2009.
	Graduate Survey Questions 3.A.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to use sound judgment while functioning in their current job.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=4	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

Critical Thinking

Summary:

Graduate: Learning Outcomes Manager (LOM) was used throughout the MHA program in 2013-2014. This was actually the first year the department has gotten good data out of LOM. Therefore we would advise not to make any changes this year based on outcomes assessment to get one more year of data.

Undergraduate: Learning Outcomes Manager (LOM) was not used at the undergraduate level. The Undergraduate courses are undergoing a major GAP analysis and curriculum changes are likely, therefore LOM placements will be selected as soon as the GAP analysis project is completed. At the undergraduate level, we are trying to select the best assignments to use for our outcomes assessment, or we will be creating new assignments to be used specifically for outcomes assessment. This GAP analysis project is taking much longer than anticipated and is currently in the third draft. Changes to the assessment criteria will most likely be completed in Fall 2014 for implementation in fall 2015.

Technology

MHA Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Demonstrate an appropriate working knowledge of basic computer applications (Word/Excel).	Capstone Project	MB906, Final Project	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	NOT MET: 93% of students scored a 3.0 or higher on their final project in the area of technology. The average score was 3.6 with an n=14.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.
Demonstrate an appropriate working knowledge of basic computer applications (PowerPoint).	Capstone Presentation	MB906, Capstone Symposium	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	MET: 100% of students scored a 3.0 or higher on their Powerpoint Poster/Prezi in the area of technology usage/skills. The average score was 3.8 with an n=14.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.

HCBM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Apply and use the appropriate technology and decision support tools in order to succeed in the health care business setting.	Microsoft Word Project	BU104, Word Exam	eCollege Dropbox	90% of students will receive an average of 90% or higher on the Microsoft Word Projects.	MET: 91% of students received an average of 90% or higher on the Microsoft Word Project. The average score on the projects was 95.7%	Continue to Monitor.
	Microsoft Excel Project	BU204, Focus 10	eCollege Gradebook	90% of students will receive an average of 85% or higher on the Microsoft Excel Project.	NOT MET: 75% of students received an average of 85% or higher on the Microsoft Excel Project. The average score on the Excel project was 84.5%.	Continue to Monitor.
	Microsoft Access	HM440, Week 13	eCollege Dropbox	80% of students will receive an average of 75% or higher on the Database Design Project.	NOT MET: 23% of students received an average of 75% or higher on the Microsoft Access Project. The average score on the projects was 46.3%	Continue to monitor. . This benchmark was changed due to consecutive not mets, however this will be monitored and the this assignment will change in 2015-2016.

1. Explain future budget implications related to technology (if any) here.

In the future we would like to also start measuring Microsoft Project software. Currently, there is not Microsoft Project in the computer lab. We would like to have it added for students to use.

HIMB Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Apply and use the appropriate technology and decision support tools in order to succeed in the HIM setting.	Microsoft Access	HM440, Week 13	eCollege Dropbox	90% of students will receive an average of 85% or higher on the Database Design Project.	NOT MET: 23% of students received an average of 75% or higher on the Microsoft Access Project. The average score on the projects was 46.3%	Continue to monitor. . This benchmark was changed due to consecutive not mets, however this will be monitored and then this assignment will change in 2015-2016.
	V-Lab Applications	HM367	LOM	100% of students will meet or exceeds expectations.	2013-2014 data was not captured in LOM. However, manual results showed that 77% of student successfully completed their VLAB projects with an average score of 80% or higher. The average VLAB scores were 85%.	Continue to Monitor. All Assessments will be assessed in LOM for 2015-2016.

1. Explain future budget implications related to technology (if any) here.

The AHIMA Virtual Lab will continue to be an expense for the HIM Programs. In the future we would like to also start measuring Microsoft Project software. Currently, there is not Microsoft Project in the computer lab. We would like to have it added for students to use.

HIM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Apply and use the appropriate technology and decision support tools in order to succeed in the HIM setting.	Microsoft Word Project	BU104, Word Exam	eCollege Dropbox	90% of students will receive an average of 90% or higher on the Microsoft Word Projects.	MET: 91% of students received an average of 90% or higher on the Microsoft Word Project. The average score on the projects was 95.7%	Continue to Monitor.
	V-Lab Applications	HM367	LOM	100% of students will meet or exceeds expectations.	2013-2014 data was not captured in LOM. However, manual results showed that 77% of student successfully completed their VLAB projects with an average score of 80% or higher. The average VLAB scores were 85%.	Continue to Monitor. All Assessments will be assessed in LOM for 2015-2016.

1. Explain future budget implications related to technology (if any) here.

The AHIMA Virtual Lab will continue to be an expense for the HIM Programs. In the future we would like to also start measuring Microsoft Project software. Currently, there is not Microsoft Project in the computer lab. We would like to have it added for students to use.

Technology

Summary:

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Undergraduate: Learning Outcomes Manager (LOM) was not used at the undergraduate level. The Undergraduate courses are undergoing a major GAP analysis and curriculum changes are likely, therefore LOM placements will be selected as soon as the GAP analysis project is completed. At the undergraduate level, we are trying to select the best assignments to use for our outcomes assessment, or we will be creating new assignments to be used specifically for outcomes assessment. This GAP analysis project is taking much longer than anticipated and is currently in the third draft. Changes to the assessment criteria will most likely be completed in Fall 2014 for implementation in fall 2015.

From the data in the past 3 years of outcomes assessment, it was noted that benchmarks were not met. Therefore, we have decided to make a change to the benchmark to see if we can find an adequate benchmark. The benchmark changed from 90% of student will receive a 85% or higher to 80% will receive a 75% or higher. Hopefully this will make a difference in the reporting of the outcomes.

Technology also has some budget implications for our HIM students. The AHIMA Virtual Lab is changing their platform and with that prices will change (however it should be noted that rumor are the price is going down).

Diversity

MHA Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Demonstrate an ability to acknowledge and to recognize those differences that exist among all individuals	Identity Presentation	MB810, Focus 2	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	MET: 100% of students scored a 3.0 or higher on their cultural competency essay in the area of identifying individual strengths and weaknesses. The average score was 4 with an n=29.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.
	Service Learning Essay	MB810, Focus 5	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	MET: 100% of students scored a 3.0 or higher on their cultural competency essay in the area of identifying individual strengths and weaknesses. The average score was 4 with an n=29.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.

1. Explain future budget implications related to communication (if any) here.

There is currently a course fee of \$40 per student for an interdisciplinary cultural assessment that the MHA students take, which is an increase of \$5.00 per student from last year. The IDI Assessment was also added to MB905. There will be a course fee of \$20 for the second attempt at the interdisciplinary cultural assessment.

HCBM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Practice awareness of cultural, ethnic, gender and lifestyle differences.	Threaded Discussion	BU371, Focus 4	eCollege Focus 4 Threaded Discussion	90% of students will receive a 90% or higher on the threaded discussion.	NOT MET: 77.8% of students received a 90% or higher on the diversity threaded discussion. The average score was 92.4%.	Continue to Monitor.
	Threaded Discussion	BU240, Focus 10	eCollege Focus 10 Threaded Discussion	100% of students will receive a 95% or higher on the threaded discussion.	NOT MET: 66.7% of students received a 95% or higher on the diversity threaded discussion.	Continue to Monitor.

HIMB Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Practice awareness of cultural, ethnic, gender and lifestyle differences.	Threaded Discussion	BU371, Focus 4	eCollege Focus 4 Threaded Discussion	90% of students will receive a 90% or higher on the threaded discussion.	NOT MET: 77.8% of students received a 90% or higher on the diversity threaded discussion. The average score was 92.4%.	Continue to Monitor.
	Threaded Discussion	BU240, Focus 10	eCollege Focus 10 Threaded Discussion	100% of students will receive a 95% or higher on the threaded discussion.	NOT MET: 66.7% of students received a 95% or higher on the diversity threaded discussion.	Continue to Monitor.

HIM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Identify cultural, ethnic, gender and lifestyle differences.	Threaded Discussion	BU240, Focus 10	eCollege Focus 10 Threaded Discussion	100% of students will receive a 95% or higher on the threaded discussion.	NOT MET: 66.7% of students received a 95% or higher on the diversity threaded discussion.	Continue to Monitor.

Diversity

Summary:

Graduate: Learning Outcomes Manager (LOM) was used throughout the MHA program in 2013-2014. This was actually the first year the department has gotten good data out of LOM. Therefore we would advise not to make any changes this year based on outcomes assessment to get one more year of data.

The IDI is a great tool to measure student's self-awareness of Intercultural Diversity. However, once a student takes the assessment, we have not followed up to see if their initial scores have changed or measured whether they actually applied what they have learned. The IDI has also been added to MB905, where the students will take the IDI Assessment for a second time in order to determine if any change has been made and if any behaviors have changed as a result of taking the IDI. This is actually being done as part of their comprehensive exam.

Undergraduate: Learning Outcomes Manager (LOM) was not used at the undergraduate level. The Undergraduate courses are undergoing a major GAP analysis and curriculum changes are likely, therefore LOM placements will be selected as soon as the GAP analysis project is completed. At the undergraduate level, we are trying to select the best assignments to use for our outcomes assessment, or we will be creating new assignments to be used specifically for outcomes assessment. This GAP analysis project is taking much longer than anticipated and is currently in the third draft. Changes to the assessment criteria will most likely be completed in Fall 2014 for implementation in fall 2015.

I would like to see the IDI implemented at the HCB Undergraduate level in addition to the Graduate level. This would be a cost in 2015-2016 of \$40.00 in fees.

Professional Behaviors

MHA Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Maintain the highest ethical, professional, and legal standards of conduct. Willing to accept and respond positively to feedback and constructive critiques.	Capstone Proposal	MB904, Step 1	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	MET: 100% of students scored a 3.0 or higher on their capstone proposal in the area of professional behaviors. The average score was 3.7 with an n=21.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.
	Comprehensive Case-Studies	MB905, Comprehensive Exam	LOM	100% of students will score a 3.0 or higher on the LOM assessment scale	NOT MET: 89% of students scored a 3.0 or higher on their comp exam in the area of professionalism. The average score was 3.7 with an n=18.	Continue to Monitor. This is the first year of LOM data. We will continue to educate faculty on when and how to use the LOM system.
	Graduate Survey Questions 5.C.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to conduct themselves in an ethical and professional manner.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=3	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

HCBM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Demonstrate ethical, professional, and legal standards of conduct appropriate in health care business.	Professional Behaviors in Classroom Environment.	All BU courses in program.	LOM	100% Meets or Exceeds Expectations	This was not measured this year. We are still currently working on getting this implemented into LOM.	Continue to Monitor with implementation for AY2015-2016.
	Graduate Survey Questions 5.C.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to conduct themselves in an ethical and professional manner.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=1	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

1. Explain future budget implications related to communication (if any) here.

The NSLS Honor society will cost \$2800.00 annually. We are hoping to offset these costs with fundraising, but until it is an established program at Clarkson, it will continue to come out of my budget.

HIMB Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Demonstrate ethical, professional, and legal standards of conduct appropriate for the environment of HIM.	Professional Behaviors in Classroom Environment	All HM courses in program.	LOM	100% Meets or Exceeds Expectations	This was not measured this year. We are still currently working on getting this implemented into LOM.	Continue to Monitor with implementation for AY2015-2016.
	Case Study	HM344, Focus 4	eCollege Dropbox	90% of students will receive an 85% or higher on the case study.	MET: 94% of students received an 85% or higher on the case study. The average score on the case study was 98.1%.	Continue to Monitor.
	Graduate Survey Questions 5.C.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to conduct themselves in an ethical and professional manner.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=4	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

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HIM Program

Objective ID	Program Measure	Curriculum Location	Evidence Location	Desired Benchmark	Actual Result	Recommendations
Exhibit ethical, professional, and legal standards of conduct appropriate for the environment of HIM.	Professional Behaviors in Classroom Environment.	All HM courses in program.	LOM	100% Meets or Exceeds Expectations	This was not measured this year. We are still currently working on getting this implemented into LOM.	Continue to Monitor with implementation for AY2012-2013.
	Case Study	HM344, Focus 4	eCollege Dropbox	90% of students will receive an 85% or higher on the case study.	MET: 94% of students received an 85% or higher on the case study. The average score on the case study was 98.1%.	Continue to Monitor.
	Graduate Survey Questions 5.C.2	N/A	Alumni Office	100% of students, who respond, agree or strongly agree that they are prepared to conduct themselves in an ethical and professional manner.	MET: 100% of responders answered Agree or Strongly Agree. The return rate on the survey was very low with an n=4	Continue to Monitor. The response rate for the graduate surveys is always very low. Program Director will work with the Alumni Coordinator to see if there is anything the department can do to help with the response rate.

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The Sigma Alpha Pi chapter is going very well. We consistently have around 75-100 students each semester (fall/spring). We hope this is definitely helping to address some professional behaviors, but we are not currently assessing that in any way.

Summary of GAP Analysis Project:

Starting in the summer 2012, the HCB Department started working on a GAP Analysis project to ensure that all student learning outcomes were met for both the college and the program requirements. The HCB Department started with the MHA program. The following steps were taken to get ready for LOM assessments in the program:

1. LOM Rubrics were created for both Core LOMs and Programmatic LOMs ([Example Core and Program LOM](#))
2. A detailed "Rubric" was created for use of the LOM rubrics ([Example Rubric](#))
3. Graduate and Programmatic LOM Rubrics were placed in all MHA courses ([Example LOM Placements](#))
4. AY2012-2013, LOM Rubrics were to be used for assessing all MHA program and Graduate course Assessments. However, either system or instructor error prevented us from getting adequate data.
5. AY2013-2014, LOM Rubrics were reassessed and training was provided to all faculty on LOM assessment and recording of LOM data. Faculty were also instructed on "possible" system errors.
6. Data has been collected on 2013-2014 LOM placements.

The HCB Department chose to trial the LOM process with the MHA program before implementing it in the undergraduate programs. The goal for AY 2013-2014 was to start placing LOM assessment rubrics in the undergraduate programs. However, "new curriculum" changes prevented this from occurring.

As part of the GAP analysis project, a Database was created to house all curriculum, assignments, and Outcomes Assessment measures; however, this project did not go as planned. Some of the issue that occurred was lack of understanding from Faculty about project expectations, changes that were created to courses during the year, and a lack of a standardized dictionary of terms. While all this was occurring, CAHIM came out with a new set of standards for the curriculum. It was because of these changes, we started completely over with the project for the undergraduate programs.

Currently, the undergraduate courses are undergoing intensive review of curriculum and assignments in all programs. Once the classes have been reviewed and the proper assignments have been created, LOM rubrics will be placed in the proper courses for assessment. Until this occurs, the HCB department will continue to measure outcomes as previously done. The goal is to have the GAP analysis project completed in FA2014 for implementation in FA2015.

Recommendations for Potential CSFs

List potential future Critical Success Factors, or projects. Note a timeframe for each.

	Recommended CSF or project	Timeframe
#1	Research the possibility of offering a Masters in Health Information Management program.	2015
#2	Develop a growth strategy for underutilized capacity in online programs	2015
#3	Develop a strategy for attracting revenue from students outside of the Nebraska Medicine network...Alegent, Children's, Methodist, etc.	2016
#4		
#5		

Recommendations to Improve College Effectiveness

List recommendations to improve the effectiveness of the College. Examples include current operational or workflow issues, specific areas of communication, projects or development plans, physical layout suggestions, etc.

	Recommendations
#1	Energy conservation (IT Department) – Set all monitors and hard drive to automatically go to sleep mode or other energy saving mode after being idle.
#2	Incorporate academic integrity education/tutorials in new student orientation program that students must complete before taking courses.
#3	Instructors should standardize the APA requirements, regardless of the type of assignments (Discussions, short answer essay questions, etc).
#4	
#5	
#6	