

Pl=Plan I = Implement R = Report

List Program/Department Goals:	Year 1 (2016-2017)			Year 2 (2017-2018)			Year 3 (2018-2019)			Year 4 (2019-2020)			Year 5 (2020-2021)			Year 1 (2021-2022)		
	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su
1. Perform quantitative and qualitative analysis of healthcare data according to regulatory, accreditation and compliance standards to meet all the facility's needs.		I			I			R			I			I			R	
2. Assign diagnoses and procedure codes using both ICD-10 CM and CPT-4 classification systems.		I			I			R			I			I			R	
3. Release patient health information data according to regulatory requirements while maintaining and enforcing patient confidentiality.		I			I			R			I			I			R	
4. Calculate and interpret healthcare statistics.		I			I			R			I			I			R	
5. Maintain filing, storage and retrieval systems for paper based records and		I			I			R			I			I			R	

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Health Information Technology - OA Timeline

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computerized patient records that protect the integrity and security of patient health information.																	
6. Collect health care data for quality management, utilization management, registries, risk management, accreditation, licensure and financial purposes.		I			I			R			I			I			R
7. Utilize common software packages.		I			I			R			I			I			R
8. Demonstrate basic knowledge of information technology and management principles.		I			I			R			I			I			R
9. Demonstrate behavior that reflects integrity, supports objectivity and fosters trust in professional activities.		I			I			R			I			I			R
10. Locate and utilize resources to foster continued learning and knowledge.		I			I			R			I			I			R
11. Present data in verbal and written forms.		I			I			R			I			I			R

Plan (PI) - This semester the faculty/department will determine what they want to know about the objective/goal and identify the method they will use to assess this course/department objective/goal. They should identify a benchmark/threshold of minimal satisfactory outcomes. If the faculty/department will be repeating an assessment to collect trend data, this step may not be needed. Review the

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previously used assessment tool and revise as needed, but try to stay as consistent as possible so that previous year's results are comparable. During a planning stage a pilot study may be needed if the official assessment will be a very large sample of students. The purpose of this pilot is to assure the methodology and/or student artifacts or tool is appropriate for the educational goal being assessed and norming of the instrument should be conducted. All necessary changes, as indicated by the pilot, will be made accordingly before the official assessment is implemented.

Implement (I) – The assessment of students' knowledge, skill and/or beliefs (for a sample group if the eligible pool is larger) linked to the objective/goal will be implemented.

Report (R) – During this semester, faculty/department will discuss, evaluate and share the results of the assessment with their peers, as well as, any trend data or other related assessments completed. Collectively, they will review the results, compare to benchmarks identified and describe what, if any changes should be implemented. A Student Learning Report is completed to report findings and share planned changes. The final report is reviewed by the members of the appropriate assessment committee and ultimately posted on the college website on eSTORM.

Assessment Project Title

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| <ol style="list-style-type: none">1. RHIT Exam statistics ratings for SWIC compared to State Average.2. RHIT Exam statistics ratings per domain compared to previous year.2.3.4.- |
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Note: Include the Assessment Project Title number when filling in the chart. Ex. Pl-1, I-1, R-1, etc.

REMINDER: After changes are implemented, use the same tool to re-assess the impact of the changes implemented.

*Examples of some assessment tools: rubrics, course embedded questions, student attitude surveys, standardized exams, focus groups, employer surveys, student performances, program developed assessments, certification/licensure results, etc.