

# *Marshall Community & Technical College*

## *Institutional Effectiveness & Outcome Assessment*

### *IE/OA Tool Kit*

Program-Degree or Certificate

Health Information Technology

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Steps

Date  
Completed

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| 1. | Program Mission Statement  | <u>5-18-05</u> |
| 2. | Statements of Intended Outcome   | <u>5-18-05</u> |
| 3. | Curriculum Audit   | <u>5-18-05</u> |
| 4. | Assessment Measures  | <u>5-18-05</u> |
| 5. | Assessment Timetable   | <u>5-18-05</u> |
| 6. | Outcomes Assessment Tool (Feedback Loop)   | <u>2-17-05</u> |
| 7. | Resources Requested for Program Improvement (use space provided below)   | <u>2-17-05</u> |
|    | <div style="border: 1px solid black; padding: 10px; min-height: 80px;">Funds for marketing program with brochures, newspaper ads, through Tech Prep and HOSA- \$2500.</div>                                  |                |
| 8. | New Directions Recommended for Program (IE Program Expansion, New Workforce Focus, etc.) (use space provided below)  | <u>2-17-05</u> |
|    | <div style="border: 1px solid black; padding: 10px; min-height: 80px;">Develop a survey to measure employer satisfaction with graduates.<br/>Work with continuing education to career ladder students.</div> |                |

# *Marshall Community & Technical College*

## *Institutional Effectiveness & Outcomes Assessment*

### **IE/OA 2. STATEMENTS OF INTENDED OUTCOMES**

#### **Program-Degree or Certificate**

**Health Information Technolgy-AAS**

#### **Team Members**

Janet Smith, HIT Program Coordinator, Judith Scherer, Dean of Academic Affairs, Kim Moore, Adjunct Instructor, the HIT Advisory Committee

#### **Date**

May 24, 2005

#### **Program Mission Statement**

The mission of the Allied Health Division is to train allied health students in the field of Health Information Technology to be competent in all aspects of the health information field. Students will be prepared to successfully complete the RHIT exam administered by the American Health Information Management Association.

#### **STATEMENT OF INTENDED OUTCOME 1**

Students will effectively utilize skills learned in the classroom and apply these skills at their directed practice sites.

#### **STATEMENT OF INTENDED OUTCOME 2**

Student will take and successfully pass their RHIT exam.

#### **STATEMENT OF INTENDED OUTCOME 3**

Students will be able to apply all standards of confidentiality and professional practice as it relates to health information technology.

#### **STATEMENT OF INTENDED OUTCOME 4**

- Communicate critically and effectively using both written and oral skills.
  - Use mathematics and basic scientific concepts for problem solving activities.
  - Become competent users of technology.
  - Think critically and be open to examining new ideas.
  - Develop an awareness of and a commitment to ethical behavior.
  - Appreciate the diversity of the human experience.
- Develop decision making skills and values for lifelong learning.



**Marshall Community & Technical College**  
**Institutional Effectiveness & Outcomes Assessment**  
**IE/OA 3. CURRICULUM AUDIT**

<b>Program Degree or Title</b>															
<b>Intended Outcomes</b>		HIT 201	HIT 201L	HIT 203	HIT 206	HIT 210	HIT 214	AH 205	HIT 202	HIT 202L	HIT 204	HIT 208	HIT 215	HIT 212	HIT 218
1	Students will effectively utilize skills learned in the classroom and apply these skills at their directed practice sites.	I	I	I	I	I	I	I	E	E	E	E	E	R	R
2	Student will take and successfully pass their RHIT exam.	I	I	I	I	I	I	I	E	E	E	E	E	R	R
3	Students will be able to apply all standards of confidentiality and professional practice as it relates to health information technology.	I	I						E	E				R	
4	<ul style="list-style-type: none"> <li>• Communicate critically and effectively using both written and oral skills.</li> <li>• Use mathematics and basic scientific concepts for problem solving activities.</li> <li>• Become competent users of technology.</li> <li>• Think critically and be open to examining new ideas.</li> <li>• Develop an awareness of and a commitment to ethical behavior.</li> <li>• Appreciate the diversity of the human experience.</li> <li>• Develop decision making skills and values for lifelong learning.</li> </ul>														
*Modeled after Hatfield (1999)		I = Introduced		E = Emphasized				R = Reinforced							

<p><b>Introduces</b>-Student is not familiar with content/skill, behavioral, or affective disposition. Instruction concentrates on introducing students to the content area/skill and bring them to some predetermined level of competence.</p>	<p><b>Emphasizes</b>-Student should have brought basic content/skill to the component area. Instruction concentrates on enhancing content/strengthening skill and adding new content material/building more complex skills based on entrance competency.</p>	<p><b>Reinforces</b> – Student bring reasonable knowledge/content/skill/competency to the situation as a result of content/skill being taught and/or emphasized at some previous point in their educational career. Instructional activity continues to build upon previous competency and reinforces content/skill competency.</p>
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# Marshall Community & Technical College

## Institutional Effectiveness & Outcomes Assessment

### IE/OA 4. ASSESSMENT MEASURES

#### Program – Degree or Certificate

Health Information Technology-AAS

#### Team Members

Janet Smith, HIT Program Coordinator, Judith Scherer, Dean of Academic Affairs, Kim Moore, Adjunct Instructor, the HIT Advisory Committee

#### Date

May 24, 2005

\*For each Outcome assessment measure, designate the assessment result/level that indicates

- Student learning has exceeded standards
- Student learning has met standards
- Student learning is below standards

#### Statement of Intended Outcome 1

Students will effectively utilize skills learned in the classroom and apply these skills at their directed practice sites.

#### Assessment Measure #1

Students will complete the Directed Practice I (HIT 214) evaluation to determine if the skills learned in the classroom were adequate preparation for the directed practice. (End of fall Semester) *baseline measure*

Students will complete the Directed Practice II (HIT 215) evaluation to determine if the skills learned in the classroom were adequate preparation for the directed practice. (End of spring semester.) *skill development measure*

Met Standards: 90% of students will report on a survey their confidence in ability to apply knowledge learned in classroom to directed practice experiences.

#### Assessment Measure #2

Directed practice site supervisor evaluations of students relative to professional practice. (HIT 214 , HIT 215, and HIT 218).

Met Standards--90% of students will be rated overall above average or excellent by their Directed Practice Supervisor on the "Performance Assessment form"

#### Statement of Intended Outcome 2

Student will take and successfully pass their RHIT exam.

#### Assessment Measure #1

Students will write and submit a sample RHIT exam with a minimum of 50 questions. (HIT 212)

Met Standard: 100% of students will write and submit a sample exam.

#### Assessment Measure #2

Students will complete six mock RHIT exams with an overall score of 80% or better. (HIT 212)

Met Standard: 100% of students complete six mock RHIT exams with an average score of 89% or better.

#### Statement of Intended Outcome 3

Students will be able to apply all standards of confidentiality and professional practice as it relates to health information technology.

#### Assessment Measure #1

Performance Assessment Form completed by directed practice supervisor.

Met Standards: 100% of students will complete their directed practices and receive an over-all rating of "above-average" or "excellent" rating on the Performance Assessment Form from their site supervisor.

#### Statement of Intended Outcome 4

- Communicate critically and effectively using both written and oral skills.
- Use mathematics and basic scientific concepts for problem

	<p>solving activities.</p> <ul style="list-style-type: none"> <li>• Become competent users of technology.</li> <li>• Think critically and be open to examining new ideas.</li> <li>• Develop an awareness of and a commitment to ethical behavior.</li> <li>• Appreciate the diversity of the human experience.</li> <li>• Develop decision making skills and values for lifelong learning.</li> </ul>
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**Assessment Measure #1**

<ul style="list-style-type: none"> <li>• Use software such as Microsoft Word to compile meeting documents. (HIT 201) --Become competent users of technology.</li> </ul>
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**Assessment Measure #2**

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<b>Statement of Intended Outcome 6</b>	
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**Assessment Measure #1**

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**Assessment Measure #2**

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**Assessment Measure #3**

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<ul style="list-style-type: none"> <li>• Communicate critically and effectively using both written and oral skills.</li> <li>• Use mathematics and basic scientific concepts for problem solving activities.</li> <li>• Become competent users of technology.</li> <li>• Think critically and be open to examining new ideas.</li> <li>• Develop an awareness of and a commitment to ethical behavior.</li> <li>• Appreciate the diversity of the human experience.</li> <li>• Develop decision making skills and values for lifelong learning.</li> </ul>	YR 2 STS								
		HIT 201 compile meeting documents using MOS Word software							

# *Marshall Community & Technical College*

## **IE/OA 6. OUTCOMES ASSESSMENT TOOLS (FEEDBACK LOOP)**

**An Outcomes Assessment Plan should be in accord with the College's Mission Statement, the Division's Mission Statement, and the Program's intended outcomes. Ongoing Assessment Techniques should assess the effects of the program and its services upon campus students and the workforce:**

### **Marshall Community and Technical College Mission Statement**

**Marshall Community and Technical College is a comprehensive student-centered college focused on teaching and learning, and responsive to changing and diverse needs.**

### **Program Mission Statement**

1. The mission of the Allied Health Division is to train allied health students in the field of Health Information Technology to be competent in all aspects of the health information field. Students will be prepared to successfully complete the RHIT exam administered by the American Health Information Management Association.

<b>Program Outcomes</b> <b>Upon completion of the program,</b> <b><u>What must students know?</u></b>	<b>Assessment Methods Used for Each</b> <b>Program Outcome</b>	<b>What standards or benchmarks (such</b> <b>as %) did you use?</b>	<b>How did you use the assessment results in</b> <b>program planning?</b>	<b>What dates were the</b> <b>assessment data</b> <b>reviewed and program/</b> <b>curriculum revised?</b>
<p>Students will effectively utilize skills learned in the classroom and apply these skills at their directed practice sites.</p>	<p>Students will complete the Directed Practice I (HIT 214) evaluation to determine if the skills learned in the classroom were adequate preparation for the directed practice. (End of fall Semester) <i>baseline measure</i></p> <p>Students will complete the Directed Practice II (HIT 215) evaluation to determine if the skills learned in the classroom were adequate preparation for the directed practice. (End of spring semester.) <i>skill development measure</i></p> <p>Directed practice site supervisor evaluations of students relative to professional practice. (HIT 214 , HIT 215, and HIT 218). Met Standards--90% of students will be rated overall above average or excellent by their Directed Practice Supervisor on the "Performance Assessment form"</p>	<p>Met Standards: 90% of students will report on a survey their confidence in ability to apply knowledge learned in classroom to directed practice experiences.</p>		
<p>Student will take and successfully pass their RHIT exam.</p>	<p>Students will write and submit a sample RHIT exam with a minimum of 50 questions. (HIT 212)</p> <p>Students will complete six mock RHIT exams with an overall score of 80% or better. (HIT 212)</p>	<p>Met Standard: 100% of students will write and submit a sample exam.</p> <p>Met Standard: 100% of students complete six mock RHIT exams with an average score of 89% or better.</p>		
<p>Students will be able to apply all standards of confidentiality and professional practice as it relates to health information technology.</p>	<p>Performance Assessment Form completed by directed practice supervisor.</p>	<p>Met Standards: 100% of students will complete their directed practices and receive an over-all rating of "above-average" or "excellent" rating on the Performance Assessment Form from their site supervisor.</p>		
<ul style="list-style-type: none"> <li>Communicate critically and</li> </ul>				

<p>effectively using both written and oral skills.</p> <ul style="list-style-type: none"><li>• Use mathematics and basic scientific concepts for problem solving activities.</li><li>• Become competent users of technology.</li><li>• Think critically and be open to examining new ideas.</li><li>• Develop an awareness of and a commitment to ethical behavior.</li><li>• Appreciate the diversity of the human experience</li><li>• Develop decision making skills and values for lifelong learning.</li></ul>	<ul style="list-style-type: none"><li>• Use software such as Microsoft Word to compile meeting documents. (HIT 201) --Become competent users of technology.</li></ul>			
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<b>PROGRAM ASSESSMENT METHODS</b>	<b>Would Like To Try This</b> <b>X</b>	<b>Have Used This</b> <b>X</b>	<b>Title of Course That Assessment Method Was Used In</b>
<b><u>PRE-ENTRY ASSESSMENT</u></b>			
Application forms/Student Information			
Placement Tests			
Competencies			
Other??			
<b><u>MID-PROGRAM ASSESSMENT</u></b>			
Internship/Fieldwork Performance Review			
Skills Proficiency Tests			
Student Focus Groups			
Other??			
<b><u>END OF MAJOR ASSESSMENT</u></b>			
Summary Project, Paper			
Student GPA			
Portfolios			
Competency Exam			
Oral Presentation			
Are students performing better/worse than predecessors on Capstone Experience? Basis for judgment?			
Exit Interview, Oral and/or Written			
Licensure/Certification Practice Tests			
Licensure/Certification Exam Pass Rates			
Alumni Satisfaction Survey			
Community Needs Assessment			
Advisory Committees and Employer Feedback			
Placement Effectiveness			
Employment and/or Employer Satisfaction Measures			
Dropout and Non-Completer Rates			
Program Demographics – # Students Beginning, # Halfway, # Completes; % Change in Completes Over Time			

Program Review & Specialized Accreditation			
Other??			
<b>CLASSROOM ASSESSMENT METHODS</b>	<b>Would Like to Try This X</b>	<b>Have Used This X</b>	<b>Title of Course that Assessment Method Was Used In:</b>
Classroom Activities (handouts)			
Daily Assignments			
Evaluation Instruments From Other Sources			
Exam Evaluations			
Faculty Self-Assessment			
Notebooks			
Oral Presentation			
Placement Tests			
Portfolio			
Pre-Test, Post-Test			
Prompts (Journals/Index Cards)			
Quizzes			
Student Evaluations using MCTC format			
Student Focus Groups			
Student-Generated Test Questions			
Student Information			
Student Self-Assessment			
Student Focus Groups			
Student Input – Free form oral and written			
Team Assessments by Students			
Weekly Questions Drop Box			
Writing (Para, Essays, Reports, etc.)			
Minute Paper (CAT)			
Muddiest Point (CAT)			
One-sentence Summary (CAT)			
Other CAT's			
