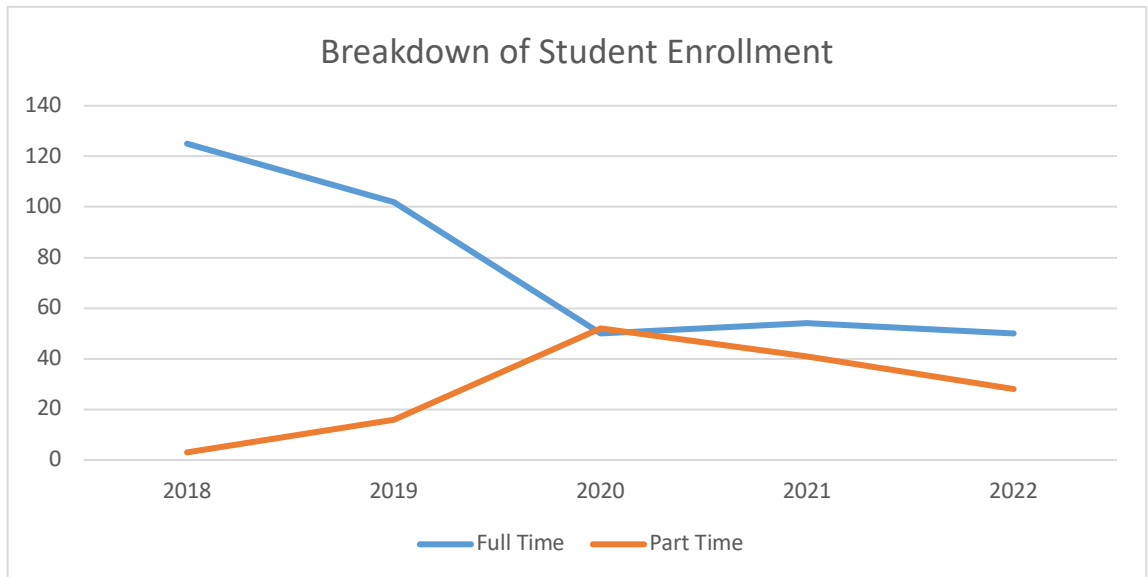


Health Information Management PRAC Report 2019-2021

I. Purposes, Reputation, Aspirations

1. Reputation

The Bachelor of Science in Health Information Management (HIM) located within the Indiana University Luddy School of Informatics, Computing and Engineering Indianapolis, is one of the strongest and most stable HIM programs in the country. This program has been in existence for over 70 years. There is not a national ranking for such programs due to the specialty secondary accrediting body. The Commission on Accreditation of Health Informatics and Information Management (CAHIIM) holds Indiana University as one of the original schools throughout the United States. AHIMA sets the competencies for the HIM Baccalaureate Program and CAHIIM ensures compliance with the standards. IU has graduated to date well over 1,200 students, there has been a decrease in enrollment since 2015. Credit hours and class headcounts have been decreasing since 2018, this has been a national trend, while there is an increase in positions for this area of expertise. Due to this program being a professional based program, a Post Baccalaureate Certificate is being built to allow individuals to do just the core mapped courses if they have a previous Baccalaureate degree. This Health Information Management Post Baccalaureate program is now approved and is one of the fifteen in the world. Enrollments for this certificate will start in Spring 2023.



The diverse backgrounds of the Health Information Management faculty prepare students for both traditional and nontraditional careers. In 2016, 13 students claimed second-country citizenship. In 2022, 8 students were in this category. This program is offered online or on-campus, and students are asked to formally choose between the two delivery methods. With the Health Information Management profession evolving rapidly, the faculty have the support to attend virtual conferences and symposia to gather new and

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innovative ways to deliver education and to update their knowledge for the students. Due to COVID-19 delivery of educational components was shifted to online.

The pass rates on the Registered Health Information Administrative (RHIA) exam for students in the Health Information Management program has been an ongoing struggle, while the scores are just below 70% pass rate in 2021, this is higher than the national average of 58% in 2021 but still well below the 90% the program is striving for as a goal. When meeting with the Advisory Board, there was discussion of no longer requiring students to take their credentialing exam before graduation to alleviate the pressure of such a substantial exam while finishing their studies. The Advisory Board voted to continue the requirement stating that there are substantial rewards for those that pass the exam before graduation both financially and professionally. In Spring 2020, the program had to move away from using Examity, a supervised browser for all the student exams. This had been used for two years, until the Pandemic occurred, and all schools utilized this software leaving Examity drastically understaffed and the students without the assistance they needed to take the exams in a timely manner. At this point the students were shifted to Lockdown Browser which is not as supervised and no longer gives a strong metrics on the students struggles in exams. In 2019, the program moved from 125 competency requirements to 35 that were now more extensive and required more labor-intensive assignments for students to prove their skill set. With more comprehensive assignments it is has been even harder to get students to focus on studying for the exam rather than focusing on assignments. They were doing minimal studying for their credentialing exam even in their HIM-M 490 Exam Prep course which has led to multiple course revisions. In 2021, this course moved to having more videos to help students study, rather than just reading. It moved to individual study sessions, students using real-life case scenarios students were started-to write scenarios to prove their understanding of each standard area. It is hoped that in time there will be more critical thinking shown to prove muscle memory is being addressed not just students temporarily storing their areas of expertise.

It is the aspiration of the program director and faculty to keep building a strong and diverse program. The program would like to:

- enroll students from smaller schools and community colleges to further their education and either do their final two years to finish a bachelor's degree or to enroll in the accelerated BS/MS program to complete their bachelor and master's degree in only three more years.
- enable those students who transfer from a local community college to finish HIM courses within one year of transfer.
- increase the enrollment of international students, both traditional and nontraditional.

II. Program Processes

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1. Program Content

The faculty has been working to meet the Health Information Management content set forth by the Commission on Accreditation Health Informatics and Information Management (CAHIIM). The program went through accreditation in August 2021. With the adjusted content, there is an increased emphasis on databases, SQL, statistics and data mining, information governance, and informatics skills. The emphasis on policy, procedure, law, information governance, ICD-10, and management continues. With the former titles becoming more prominent, this program has made alliances with the IUPUI Fairbanks School of Public Health. The students now have a stronger, more HIM-focused statistics course, Biostatistics for HIM, that is from Public Health. There has been an alliance inside the Department of BioHealth Informatics that better prepares students for an MS in Health Informatics and enables top students (GPA: 3.25+) to pursue an accelerated BS/MS. This alliance has changed the HIM program structure, and because the MS program is less structured, it forced the students to think more outside of the box. It has been found that the students are expecting the information to be handed to them already developed. If this is not the case, they do not function well and immediately are willing to complain rather than attempt to do the work. The HIM department has worked with the MS program on how the courses are structured to allow for more critical thinking skills. The program has enabled TILT assignments to help students see the entirety of what the assignment is, what is expected of them, why they have the assignment and how it pertains to their future area of expertise. This seems to have helped in understanding the need for each assignment.

a. Distinctive characteristics of the program

The Indiana University Health Information Management program has secured professional practicum experience sites that are completed weekly to give students an entire year's worth of professional experience before they enter the healthcare industry. Students have received extensive education in ICD-10-CM and PCS. This education will give them another area of specialty. To distinguish this program from its competitors, the HIM program has experienced instructors that have different specialty areas such as research, statistics, database design, etc. This difference will give the students a more diverse classroom experience, which helps give them real-life situational experiences. The school also offers tutoring and other resources for assistance.

b. Structure, breadth, and depth of curriculum

This program is very structured and must be taken in a specific order. It is set up so that the program is built as blocks to help ensure the student is given a foundation to move onto the next section. The introductory class, HIM-M 108, gives the basic overview, but as the students' progress in the program it becomes much more specialized to ensure that the students can find what they are interested in pursuing when they are finished. The

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HIM program is very diverse, so each class has a specific measure to meet to make sure the students have the foundation experience that will help them in future classes. The HIM-M 108 Introduction course has an overview but by the end of the HIM 400-level courses, they have covered all of the different HIM domains such as Privacy, Data Analytics, Policy, Procedures, Law, HIPAA, Coding, Reimbursement, Insurance, Electronic Health Records and many others. Many students find areas they are not happy with but, by the end, they have areas in which they excel. There is the Student Engagement roster that has been implemented due to the problem with the students not paying attention to the lectures and responding to the instructors or advisors. The instructors are also now emailing the students directly about the tutoring hours online. Our IU HIM program does not allow for a grading on a curve and we have found that students tend to perform poorly on their exams. We determined that the students ~~that~~ were not watching their lectures or doing the readings would complain to faculty about struggling. The students would be asked if they watched the lectures and they would say no. To be able to make sure they are watching the recordings, it is now an Kaltura lecture video with questions inside it for each of the chapters. This change was implemented in 2021 and this has shown an increase in them understanding the content and being more prepared for the exams. The feedback about the Kaltura lecture quizzes has been very positive. Another issue that was found inside the program was that there were an exceptionally high number of assignments to demonstrate expertise for CAHIIM accreditation. Many HIM students are either working in the field, or get employed in the field while in school, adding to all of the reading, assignments, and lectures students find themselves.

Previously, the curriculum mapping was very intensive for the students, and there was not much room for electives or branching outside of the program. In recent years, the program director increased room for specialization in the curriculum in data analysis, clinical documentation improvement, and information governance. The knowledge starts with basic math and, when finished with the curriculum, the students can do statistical analysis. English is required, and when the students are finished, they have solid writing skills in both business and healthcare. The students have strengths in both state and federal policies, grant writing, and Six Sigma. While the program commences with basic knowledge and skills, it makes the students academically strong enough to show their expertise on the national exam.

c. Interdisciplinary program (combining two or more into one-IT/HIM of Law/HIM) offerings

HIM has a strong interdisciplinary program in Information Technology and Health Information Management. Students can work in many healthcare settings, and they obtain certification(s) in Clinical Documentation Improvement, Privacy and Security, and Data Analytics. With the education that is provided in this program, they have the options to choose from IT auditing, security and even assist with IT databases. There are also

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interdisciplinary options in the legal and health information management arena. These options permit the students to be in the risk management area and quality improvement areas, which allow them to assist legal teams. The HIM degree is considered a cross of business, health, and science. Graduates can choose to move into research, pharmaceuticals, and science.

d. How has the department curriculum responded to new directions in the discipline?

The department curriculum is constantly evolving to meet the needs of our students, the HIM profession, accreditation bodies such as CAHIIM, and the health care industry. Our students are receiving training in SQL, Database Design, Electronic Health Records, Data Analytics, Project Management, Information Governance and many others. There continues to be a shift to electronic health records and HIM “outside the walls.” The field continues to make the adjustments needed, but students are still educated on the previous core content with the new systems so they can see the actual changes and help implement them in smaller medical facilities, less than 80% of the required facilities have made the updated changes, leaving future graduates strong in this area to help with the final transitions. There has been a shift in HIM in the past year with questions and predictions on where the future of HIM will be going. The area of HIM is comparable to IT: It is about predicting what is needed and trying to meet that need. The change in curriculum in 2019, which decreased the number of competencies each student needed to meet to 35, made it easier for students to pass some courses while others had increased rigor to meet higher taxonomy levels. With the implementation of the new competencies that required more analytics, statistics, database education, it was found that the students were having a harder time showing the knowledge without having the resources to just looking it up. Students were not reading the course materials or studying, they would do the work and go to the next assignment. When time for the test, it was assumed they would use book and resources so they would not need to memorize material. The implementation of Kaltura for grading attendance is encouraging them to listen to the lectures. Kahoots study games have been implemented inside courses to help in the area of recall. The students are being held accountable for their knowledge by expecting 73% on all courses.

e. What is the philosophy that has driven the establishment of the core, elective, and minor (i.e., minors offered for students in other departments) curricula?

Students can choose to participate in the Medical Coding and Billing Certificate program. These students are required to take the American Health Information Management Association Certified Coding Associate exam in their final semester. We have had a 100% pass rate for these students taking the exam since 2014, in 2020 there was one student that did not pass this exam; otherwise, every semester has continued to meet the 100% pass rate.

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A Health Information Management specialization was also created for the Informatics BS students interested in taking additional classes. Students cannot sit for the RHIA credentialing exam because they do not take all the required classes. However, the Post Baccalaureate Certificate (PBC) can be taken before the Baccalaureate is completed and finished when the degree is finished. This will allow students to sit for the RHIA exam and get a certificate in Health Information Management while doing other majors. The HIM Specialization only requires 6 courses while the PBC can require up to 20 courses depending on the previous degree. The PBC can require as few as 9 courses to complete.

III. Outcomes

a. Evidence of student mastery of transferable skills (Principles of Undergraduate Learning and the Principles of Graduate & Professional Learning)

Students demonstrate mastery of their schooling by showing their experience from their Practicum at the end of their academic career by presenting the project information to their practicum site. Students also present these projects at the Senior Capstone Event as part of HIM-M 443 and 444 Professional Practice Experience I and II. The students are required to complete 240 hours in a practicum setting such as a hospital, physician office, pharmaceutical company, Indiana State Department of Health, system transformation, and consulting firms. The students display their knowledge that they have received at their practicum site and through didactic learning. Community leaders also attend the event to meet the new graduates ~~that will be~~ entering the workforce. The students are proving their skills during the Capstone event and have shown some impressive projects. The feedback from the practicum sites has also been positive. Previously students gave feedback that they felt their sites were not giving them the experiences that they felt they needed. For example, some students were expecting to gain coding experience from their practicum site, but their site never provided it. Students sometimes felt that they were being used as a replacement employee.

The program has enrolled many new practicum sites to address those issues. We continue to rotate practicum sites to make sure that the students get many different experiences to support their future careers in HIM. The program has also set the goal of 5 new sites per year. Some sites may not be a good fit due to the changing nature of the field and the advanced education of the students. Sites will need to be evaluated on the list to decide if they continue to be a good fit for the school. If the site evaluation falls below 3.2 on two or more student evaluations, the site will be evaluated to see if it should be used in the future.

b. Evidence of student achievement of specified learning outcomes in the major

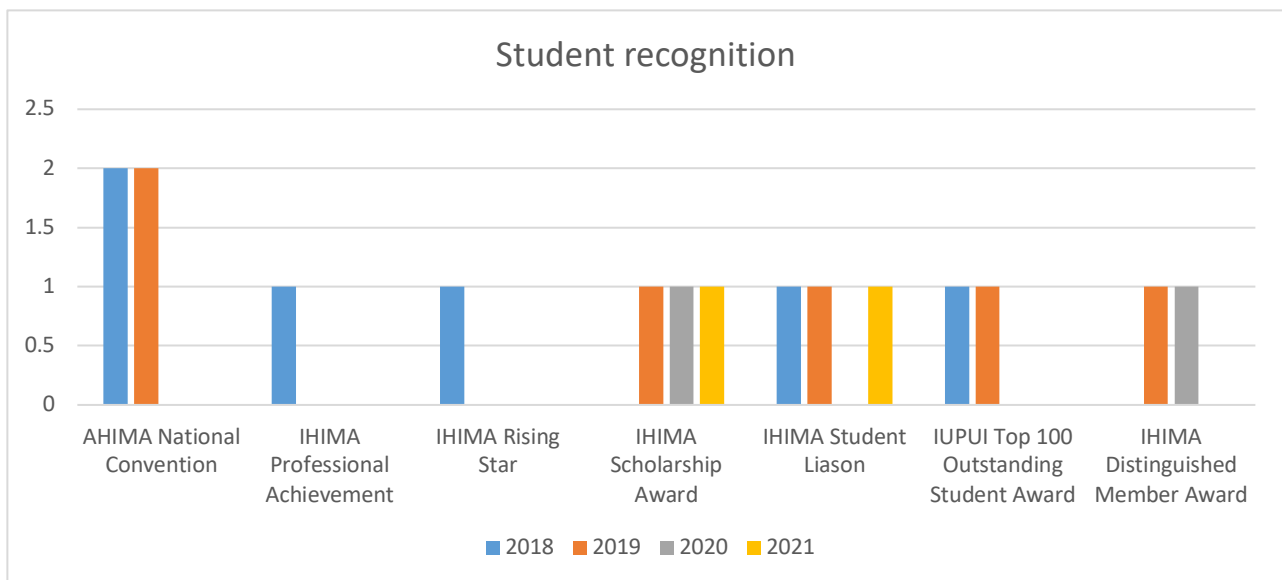
Currently, the **Profiles of Learning for Undergraduate Success (PLUS)** are used inside the classes for specific projects or exams to assess their capabilities in different areas of expertise. Some tests and projects are evaluated on the Revised Bloom's Taxonomy

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levels for CAHIIM accreditation. Students use competency-based learning, all projects have rubrics attached, and students know the required expectations. After they have shown the skill, then they move to recall of the knowledge during the RHIA examination. Students are introduced to learning outcomes at a lower Revised Bloom’s Taxonomy and progress to higher levels in successive courses.

c. External recognition of students, faculty, or graduates including awards or honors and research award

The following table shows how many students received external recognition from 2018–2021.



Assessment

Students will pass the national Registered Health Information Administration (RHIA) examination with scores at or above the national average and are prepared for full-time employment in the health information management field. The HIM program will continue to have a decreasing non-passing (C– or below), withdraw, and drop (DFW) rate and an increased retention rate, which both directly impacted the number of students earning their BS in HIM degree within the state recommended timeframe of four years. Currently, students are completing the HIM Degree in an average of 3.9 years for full-time students and 5.8 years for part-time students. The DFW rates have been examined for every course. HIM Faculty complete IUPUI’s FLAGS (Fostering Learning, Achievement, and Graduation Success) early alert system to help those students who are not attending classes and/or not turning in assignments. Students are encouraged to reach out to their instructor, advisors, tutors, and the Writing Center to help them improve their work and prevent them from dropping or failing the class. In 2022, per the HIM Advisory Board member’s agreement, the HIM Faculty and Director were given access to the

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Advising system. This allowed them to be assigned students for mentoring and guidance. It gives more support to the HIM student body and allows the students to see that they have multiple individuals that are willing to be their support system. Learning outcomes have been redistributed among courses to balance the load so that some courses could avoid being bottlenecks to student progression through the program.

Teaching methods

Teaching methods include lectures, Kahoots, guest lectures, flipped classrooms, kinesthetic learning, active learning, group work, project-based learning, discussions, and professional practicum experience. Curriculum analysis and revision is based on the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) accreditation standards, and the Model Curriculum implemented by the American Health Information Management Association (AHIMA).

How could you measure each of the desired behaviors listed as assessment methods?

This is assessed by ongoing analysis of the RHIA exam scores, which is sent to the Program Director every quarterly basis. Each semester, the program director and the faculty members review the course evaluations and make changes based on the feedback. For example, students asked for more tests, not just Midterm and Final. This has been implemented in 33% of the courses to see if this assists the students with retention of the information for the comprehensive final. Student feedback: Many students felt Examity is an invasion of their privacy, an inconvenience when scheduling exams, and a challenge when trying to understand proctors who are non-native English speakers. Coursework was examined, there are now more interactive assignments for students. The rigor was increased in all courses to ensure academic excellence, HIM relevance, and critical thinking skills.

The table below shows more detailed information.

Class	Course Revisions based upon Feedback or CAHIIM requirements
HIM-M 108 Introduction to HIM	Assignments were revised. Went from 9 competencies to three.
HIM-M 110 Computer Concepts for Health Information	Assignments were revised. Went from 4 competency assignments to zero.
HIM-M 120 Data Organization and Presentation in Healthcare Environment	Assignments were revised. Went from 4 competency assignments to 1.
HIM-M 220 Healthcare Informatics and Decision Support	Assignments were revised. Went from 4 competency assignments to 1.
HIM-M 275 Effective Communication for the Healthcare Environment	Assignments were revised. Went from 4 competency assignments to 1.

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HIM-M 200 Database Design for HIM	Assignments were revised. Went from 3 competency assignments to 1.
HIM-M 325 Healthcare Information Requirements and Standards I	Assignments were revised. Went from 6 competency assignments to 2.
HIM-M 350 Pathophysiology and Pharmacology for HIM I	Assignments were revised. Stayed with 1 competency assignment.
HIM-M 327 Healthcare Information Requirements and Standards II	Assignments were revised.
HIM M330 Medical Terminology	Assignments were revised. Stayed with 1 competency assignment. AHIMA Virtual lab is being removed and Libra Health EMR is replacing it.
HIM-M 345 Healthcare Law, Ethics, and Information Release	Assignments were revised. Went from 6 competency assignments to 2. EHR Go real-life scenarios are used for competencies
HIM-M 351 Pathophysiology and Pharmacology for HIM II	Assignments were revised. Stayed with 1 competency assignment.
HIM-M 355 ICD-10 CM/PCS Coding	Tutoring was offered for students that needed help. Lectures were provided.
HIM-M 358 CPT Coding	Assignments were revised. Stayed with 2 competency assignment.
HIM-M 370 Health Information Management	Revised Rubrics, Assignments were revised, went from 9 competencies to 3. Implemented the use of EHRGo
HIM-M 400 Research Methods and Analysis	Revised Rubrics, Assignments were revised, went from 9 competencies to 3. Students' assignments are broken into pieces and on a timeline to eliminate some anxiety from the larger assignments. Mindtap is being utilized in the course
HIM 420 Healthcare Planning and Informatics Systems	Assignments were revised. Went from 6 competency assignments to 2. EHR Go real-life scenarios are used for competencies
HIM-M 425 Quantitative Analysis of Health Information	Assignments were revised. Went from 6 competency assignments to 2. EHR Go real-life scenarios are used for competencies
HIM-M 443 Professional Practicum in Health Information Management I	Students want more on hands-on experience and less repetitive tasks. The instructor has talked with the clinical sites about this. The HIM program implemented the Midterm and Final

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	Evaluations to better assess student performance and learn about how things are going in the semester. Students and Clinical instructors want a list of projects and specific tasks that are expected during a professional practice experience site. Some clinical instructors did not provide timely feedback and those sites have not been used for future site visits
HIM-M 444 Professional Practicum in Health Information Management II	Students want more on hands-on experience and less repetitive tasks. The instructor has talked with the clinical sites about this. The HIM program implemented the Midterm and Final Evaluations to better assess student performance and learn about how things are going in the semester. Students and Clinical instructors want a list of projects and specific tasks that are expected during a professional practice experience site. Some clinical instructors did not provide timely feedback and those sites have not been used for future site visits
HIM-M 457 Practicum in Medical Coding	Students want more on hands-on experience and less repetitive tasks. The instructor has talked with the clinical sites about this. The HIM program implemented the Midterm and Final Evaluations to better assess student performance and learn about how things are going in the semester. Students and Clinical instructors want a list of projects and specific tasks that are expected during a professional practice experience site. Some clinical instructors did not provide timely feedback and those sites have not been used for future site visits. Only one student has failed the CCA exam in 9 years.
HIM-M 462 Healthcare Quality Improvement	Assignments were revised. Examiy was used in the course.
HIM-M 470 Health Care Reimbursement Systems	Assignments were revised. Went from 6 competency assignments to 2. EHR Go real-life scenarios are used for competencies
HIM-M 475 Health Information Technology	Assignments were revised. Went from 6 competency assignments to 2. EHR Go real-life scenarios are used for competencies
HIM-M 490 RHIA Exam Preparation Class	Assignments were revised, students are now using videos, real-life scenarios and writing

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	real-life scenarios to prove the knowledge, recall and apply the domains and competencies.
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Our program also gathers evaluations from the Practicum Site Instructors and the students twice a semester. Students are now placed in a variety of health information practicums, including software development, security consulting firms, student health centers, insurance settings, home healthcare, coding audit systems, physician offices, and specialty surgical facilities. This change allows the students to have greater depth in valuable real-world experience, which translates into a wider pool for job opportunities upon graduation. During the clinical instructor visits, feedback is obtained from the students and the clinical instructor on how the program can better prepare its students. One of the main suggestions is to give a list of tasks that the students need to complete. A handbook was developed so that the students and the clinical instructors know the expectations in a more formal manner.

Assessment results

	Degrees Awarded	Certifications Awarded	RHIA Pass Rates	National Pass Rate	CAHIIM Accreditation	Employed	Average Salary Passed RHIA	Average Salary Without RHIA
2017–2018	38	15 *5 Previous Students Total of 20 Awarded	63%	72%	Yes	91.6%	\$38,625 * When we did our salary survey, we realized that many students were not working in the field. They took lower paying jobs such as coders and position in the government.	\$48,597
2018-2019	30	18	60%	71%	Yes	80%	\$42,938.71 * PT not included in	\$35,853.33

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							pay due to being master's Degrees *Not all salaries have been reported. We are still gathering information.	
2019-2020	25	17	61%	66%	Yes	100%	38585.04	33429
2020-2021	18	13	68%	72%	Yes	100%	50,521	48,820

Projects for 2020-2021

The assessment projects include:

Assessment Project 1 – Increase comprehensive exam pass rates:80% of all students should get 70% or better on all comprehensive exams on the first try.

Assessment Project 2 – Increase critical thinking and change the structure of courses to make students entering the BS/MS program more successful.

Assessment Project 3 – Develop the area of International Student enrollment by building more on grounds and distance education courses to meet all needs.

Please see the information below for more information about each of the assessment projects.

Assessment Project 1 – Increase comprehensive exam pass rates, 80% of all students should get 70% or better on all comprehensive exams first try.

Student Learning Outcomes:

With an excessive DFW rate and students struggling on the RHIA exam, there needs to be an evaluation on how the information on the exams is being presented or if there needs to be revisions for the information for better comprehension.

Assessment:

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Each semester the comprehensive exam scores and pass rates will be placed in a Microsoft Excel spreadsheet and evaluated. The exam questions will be evaluated to see what information needs further clarification for the students.

Teaching Methods:

Information will always be presented in two or more ways, allowing for different learning styles to comprehend the information. Questions will be evaluated for how they are presented.

How could you measure each of the desired behaviors listed as assessment methods?

Measurements are already in place: Canvas has an analytical tool that will look at each question and have scores listed for each area to evaluate comprehension.

Outcome:

The first evaluation of this action showed 73% pass rate. When looking at the information, it was decided to evaluate not only the comprehensive exams, the competencies must be looked at also. There was a correlation between the students not completing some competency areas and then ~~taking exams and~~ not passing the exams. The weight on competencies has been increased to make the proven skill be the area of concentration. This seems to have increased the scores on the exams.

Assessment Project 2 – Increase critical thinking and change structure of courses to make students entering the BS/MS program more successful

Student Learning Outcomes

Students were not required to build from scratch, and always guiding that led to them struggling to be successful in any MS program. This was most apparent with the MHI accelerated program by who either had to slow their education down or chose not to finish.

Assessment:

Each semester the BS/MS student grades will be reviewed. The amount of structure will be determined to see if more guidance needs to be given or if the student need to think outside the box.

Teaching Methods:

Information will be given, but with minimal guidelines to follow. Students can utilize multiple methods to show their competency or skillset. They will be encouraged to use multiple examination processes.

Outcome:

Enrollment in the BS/MS program decreased, and students began to struggle more in the BS courses. Courses were evaluated and we implemented Transparency in Learning and Teaching.

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TILT incorporates the purpose, knowledge, skills, tasks, and the rubric. Students embrace the newer methods but increase in enrollment has not been seen yet.

Assessment Project 3 – Develop the area of International Student enrollment by building more face-to-face and distance education courses to meet all needs.

Student Learning Outcomes

This project was quickly revamped due to the pandemic. Unfortunately, many International Students were not allowed to come into the program. This area has taken a very large hit over the past couple of years.

Assessment:

Enrollment in the face-to-face ~~grounds~~ courses is looked at every semester. It has been established that even if the course has low enrollment, the faculty will hold the course individually for International Students. Normally this is not allowed. Some HIM courses are held only once a year allowing for the exception and ability to not cancel the face-to-face classes.

Teaching Methods:

Personal teaching methods were used for the International Students during this time. The courses were allowed to be in person, but the Social Distancing made for in person to still have computers involved so there could be less mask use.

Outcome:

Enrollment for courses was decreased due to leniency in the requirement for the International Students that did make it back and get enrolled. Previously, only one course online per semester was allowed. During this time, they were only required to take one in person. The courses did get rebuilt and ready for students to begin attending in person, but these students are still at a minimum currently.

2019–2020 Assessment Projects

Assessment Project 1: Increase the use of Kaltura with questions included in video for all its classes to ensure students are engaged and reviewing the course content.

Student Learning Outcomes:

The test results have been low for some of our students, and this software will help us determine whether the student reviewed the lectures by incorporating quiz questions. This will help us to evaluate if they are using this feature to their advantage. This software also allows us to put questions inside the lecture and polls inside to make it interactive.

Assessment:

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By placing Kaltura lectures in Canvas on a weekly basis, the HIM department can track the number of students that are participating in the course content. This quiz inside will show if they participated.

Teaching Methods:

Kaltura lectures are added to the course, Kahoots, Competency projects, interactive books, and even midterm and final exam study guides are used to review the content before exams are given. There is peer tutoring offered, instructor tutoring, and optional study groups open.

How could you measure each of the desired behaviors listed as assessment methods?

The assessment of the use of Kahoots will be measured weekly by taking attendance. Students will get a percentage in this area. There will be an area in the grade book that will be used for evaluation in each course to see how the participation is in each course each semester. The goal is that it will be 100% by 2021 in all courses. The worst courses will be re-evaluated. Instructor evaluations and competencies will be reviewed to determine if there is an issue with the instructor or content if they cannot meet 80% overall participation for two semesters.

Assessment Project 2: Utilize Lockdown Browser in all courses for tests and exams to prove student mastery of knowledge base.

Student Learning Outcomes:

With this software, there will be limited browser navigation during exams. This procedure will then allow us to make sure that the student is not using any resources; there is no cheating or compromising of the exams. That way we know students master the information for their course and the Registered Health Information Administrator.

Assessment: All online students will take their exams on Lockdown Browser. The number of students found to be cheating per semester should not exceed 10%. Failure on exams should not be over 20% a course, if it is, offer another exam as a bonus exam to see if this was due to area of weakness or the previous issue of not reading material.

Teaching Methods:

Lockdown Browser is software that is inside Canvas; therefore, the students will have practice exams that do not count against them. Students will download software, and it will also be in computer labs in case their computers are not compatible. This method will prepare them for their credentialing exam and hold them accountable for knowing the information now.

How could you measure each of the desired behaviors listed as assessment methods?

The number of students in the course will be examined, with the percentage of failures due to cheating. The number of students that complain or request to have their exam reset will be evaluated on an ongoing basis. When completed there should be 80% minimum that meets or

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exceeds in the course. No more than 20% will DWF each semester after implementation and the percentage should go down each semester.

Assessment Project 3: Link all AHIMA competencies to assignments.

Student Learning Outcome:

Implement the 35 competency outcomes inside Canvas, then apply a link to the assignments to get feedback to see where the strengths and weaknesses are for our students.

Assessment:

Canvas course competencies once linked will have the capability to be easily assessed to see where there are low scores. This will allow for a comparison between the credentialing exam weakness areas and course domain weakness areas. This can break down the instructor specialty area domains and the domain outcomes of students on credentialing exams.

Teaching Methods:

Inside the exam, the competencies would be added and used to evaluate the student. Exams, study guides, Kahoots, and study groups allow for students to work with the information multiple times for re-evaluations.

How could you measure each of the desired behaviors listed as assessment methods?

The HIM department will evaluate the competency areas against the domains on the credentialing exam. Students must have 80% of their domains passed to pass their course. When a student does not pass the credentialing exam their competencies will be pulled and compared to see if the weakness(es) match. Every semester the competencies in the courses will be looked at to see if less than 10% struggle in the competencies area.

Careers

A. Job Placement

There is 100% placement for our graduates.

B. Salary

The mean salary from 7/1/20-6/30/21 was \$45,620

C. Positions

Our graduates hold positions in the following areas:

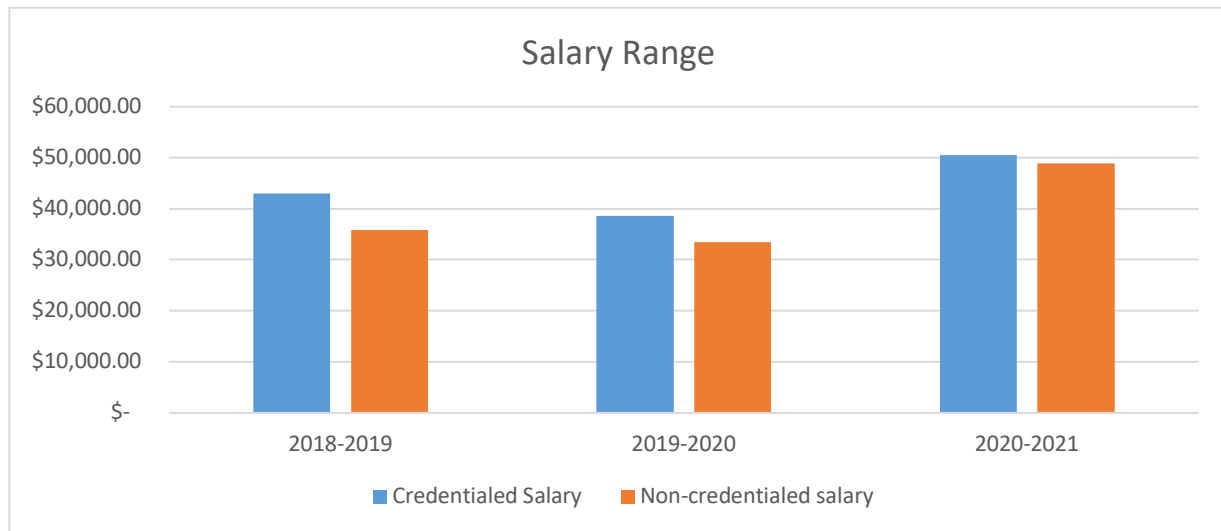
- Application Business Analyst
- Business Application Analyst
- Outpatient Review Coordinator
- Utilization Manager
- Coding Specialist

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- Quality Assurance Systems Analyst
- Privacy Officer
- Release of Information Specialist
- Regulatory Compliance Coordinator
- Analytic Consultant
- Data/Audit Specialist
- Billing and Denial Analyst
- Financial Operations Analyst
- Build/Maintain/Support EMR
- Senior Application Analyst
- Coding Expert

Salary table for RHIA Positions:

This table shows the difference in salaries for non-credentialed and credentialed individuals.



Assessment 4: Increase the subdomain scores for the RHIA exam so that we meet the national standard or exceed it.

The following areas met or exceeded the RHIA National standards:

Task	IUPUI Standard	National Standard	Course Revisions that led to a successful rating

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SDIC- Data Governance	72%	71%	Assignments were revised to improve critical thinking skills. Increased rigor was added to each of the assignments.
SDIIB- Data Privacy, Confidentiality	38%	38%	More AHIMA Virtual Lab assignments were incorporated into the curriculum. Assignments were revised.
SDIVA- Revenue Cycle Reimbursement	62%	62%	The Flipped classroom was implemented so that students could receive more practice coding cases. AHIMA Virtual Lab was used in the course.

The following areas did not meet the RHIA National Standards:

In all classes Lockdown Browser was implemented to prevent digital cheating.

Task	IUPUI Standard	National Standard	Course Revisions
SDIA: Classification Systems	60%	68%	MindTap was implemented. The rigor of the class was also increased. Tutoring was offered to the students. The flipped classroom was implemented. This section is reinforced in HIM-M490 by study guides, lectures and Kahoots.
SDIB: Health Record Content and Documentation	56%	57%	The rigor of the class was increased. Tutoring was offered to the students. We offer the course on grounds and through distance Education.

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SDIC: Data Management	62%	64%	A new book was used in the course. Course assignments were revised.
SDIA-Health Law	57%	58%	More Virtual Labs were used in the Health Law and HIPAA class. HIPAA and Health Law were consolidated into one course. Assignments were revised to improve critical thinking skills. More time is spent on these topics in HIM-M 490 RHIA Exam Preparation class.
SDIIB: Information Strategic Planning	63%	68%	Assignments were revised. Course outcomes were realigned. There is a greater focus on Domain 3 in HIM-M490 RHIA Exam Preparation Class
SDIVB: Regulatory	55%	57%	Incorporated the Flipped Classroom, guest speakers. Increased the rigor to help improve critical thinking skills. Content is reviewed in HIM-M490 RHIA Exam Preparation Class
SDIVC: Coding	77%	78%	Incorporated the Flipped Classroom, guest speakers. Increased the rigor to help improve critical thinking skills. Content is reviewed in HIM-M490 RHIA Exam Preparation Class
SDVA: Leadership	60%	62%	AHIMA competencies were realigned and moved to other courses. This change allows us to focus more on each topic. Students are

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			given assignments that require critical thinking. The concepts are reinforced in HIM-M490 RHIA Exam Preparation class.
SDVB: Change Management	65%	70%	AHIMA competencies were realigned and moved to other courses. This change allows us to focus more on each topic. Students are given assignments that require critical thinking. The concepts are reinforced in HIM-M490 RHIA Exam Preparation class.