

PLANNING FOR LEARNING AND ASSESSMENT

Health Information Administration (HIA) - 2008-2009

1. What general outcome are you seeking?

- To prepare graduates of the HIA program for the national Registered Health Information Administrator (RHIA) credentialing examination.

HIA students are prepared to take this exam through successful completion of the course curricula offered by the HIA program. The curricula are based on the American Health Information Management Association's Model Curriculum for Baccalaureate Degree Program.

- To prepare graduates for work in the Health Information Management profession.

2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)

- Graduates of the HIA program will possess the necessary knowledge to obtain certification as a Registered Health Information Administrator (RHIA).
- HIA graduates have the professional knowledge, work-ethic, and dedication needed to function at a high-level within the Health Information Management Department.

3. How will you help students learn it? (in class or out of class)

- The HIA program is accredited through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) an independent accrediting organization for degree-granting programs and therefore is required to educate students in the following Domains developed by the American Health Information Management Association:

- I. Health Data Management
- II. Health Statistics, Biomedical Research and Quality Management
- III. Health Services Organization and Delivery
- IV. Information Technology and Systems
- V. Organization and Management

- Three courses required within the HIA program are designed to provide hands on supervised laboratory practice within a health care facility through onsite observations of medical, technical, and administrative systems within the Health Information Management department. The courses are listed as the following:

M441: Professional Practice Experience I
M442: Professional Practice Experience II
M459: Clinical in Health Information Administration

These three courses re-enforce the textbook knowledge students have obtained within the core curricula of the Health Information Administration program

4. How could you measure each of the desired behaviors listed in #2?

- Through the registry exam test results that are included on the American Health Information

Management Association's School Score report. The report is forwarded to the HIA Program Director on a quarterly basis.

- Through the results of the Employer Survey for the HIA program that is forwarded each year to Health Information Management Department Directors and Managers.
- Through the results of the Graduate Survey that is forwarded year each to recent graduates of the HIA program.

5. What are the assessment findings?

- Graduates of the Indiana University HIA program generally score above the national average on the majority of the competencies included in the RHIA credentialing examination.
- Students possess the qualities and skill sets necessary to be proficient as Health Information Management professionals.

6. What improvements have been made based on assessment findings?

- The HIA course curricula are evaluated annually as part of the mandatory program accreditation evaluation process.

Revisions to current course content and the development of new courses are based upon 3 main factors:

- Analysis of the registry examination results for each of the 5 Domains listed in question 3.
- Employer and Graduate surveys.
- Course evaluations which are conducted

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Informatics (undergraduate program) 2008-2009

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>(PUL 1)</p> <p>Core Communication and Quantitative Skills</p>	<p>Able to communicate in written, oral and visual formats</p> <p>Able to communicate effectively in a range of settings and audiences</p> <p>Able to use quantitative rules and reasoning</p> <p>Able to make effective use of information resources</p> <p>Able to make effective use of information technology</p>	<p>Thesis and projects generally require the preparation of illustrations, figures, posters, etc. Also, since Informatics is related to computer science and mathematics, students are also required to communicate using symbols and formulas.</p> <p>Thesis and projects generally require the preparation of illustrations, figures, posters, etc. Also, since Informatics is related to computer science and mathematics, students are also required to communicate using symbols and formulas.</p> <p>Many courses require regular writing</p>	<p>Multiple Assessment Measures are in Place throughout the Undergraduate Informatics Curriculum</p> <ul style="list-style-type: none"> • Course assignments • Capstone projects • Thesis • Undergraduate Research Projects with faculty • Student Surveys • Alumni Surveys • Employer surveys • Feedback from advisory boards • Student portfolios • Presentations 	<p>Most students finding jobs in the field or pursuing graduate study</p> <p>General satisfaction with the problem, but interest in more courses on the “business side of IT” (the softer side, such as team building, project management)</p> <p>Need for more international experiences</p> <p>Good diversity within the school, although possible “tech phobia” among women</p>	<p>New service learning course has been created</p> <p>New 2+2 program developed with Sun Yat-Sen University and additional efforts underway to internationalize the curriculum</p> <p>More courses being converted to online format</p> <p>More experimentation with alternative scheduling (hybrid courses, 12-week courses)</p> <p>New full-time lecturer (PhD-</p>

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		<p>assignments, such as regular postings to OnCourse Discussion Forums, and oral presentations.</p> <p>Presentations may be given in class or as part of capstone day.</p>	<ul style="list-style-type: none"> • Team-based projects • Peer critiques • Campus student (Top 100, Top 10) • Scholarships • External awards • Admission to graduate programs • Weekly writing assignments, 	<p>and minority students</p> <p>Are we losing students after 100 and 200-level Informatics courses?</p> <p>Still need to answer the question: What is informatics? (And what can I do with it?)</p>	<p>prepared, significant teaching experience) who will be devoted fully to the undergraduate Informatics courses</p> <p>New courses being planned to cover “the business of IT”</p>

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<p>PUL 2: Critical Thinking</p>		<p>Our entire informatics undergraduate program is based developing skills in using information technology – both theory and practical applications.</p> <p>Thesis and projects require the ability to use information resources - print as well as electronic.</p> <p>Core Informatics courses (I201 and I308) require analytical skills as do general education requirements</p>	<p>such as Discussion Forums in online courses</p> <ul style="list-style-type: none"> • Feedback from Internship supervisors • Capstone presentations • Career courses • Student evaluation data on the quality of teaching is collected every semester for both online and traditional courses • Percentage of graduates who obtain jobs in the 		<p>Pair problem-solving included in I101 and I201 courses</p> <p>Graphic developed for revised website to indicate path to graduation and possible career opportunities</p> <p>Undergraduate Informatics curriculum was thoroughly analyzed this past year based on student and</p>

<p>1. What general outcome are you seeking?</p>	<p>2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)</p> <p>Able to engage in a process of disciplined thinking. Includes the ability to apply, analyze evaluate and create.</p>	<p>3. How will you help students learn it? (in class or out of class)</p> <p>Students reach the highest point on Anderson’s taxonomy of critical thinking.</p> <p>Students work in teams and collaborate openly on projects. This includes the ability to give and receive criticism.</p> <p>Students are given opportunities to engage in critical thinking by actually creating new knowledge, products or processes.</p> <p>Students are exposed to a wide-range of informatics issues and trends and are encouraged to ‘think-outside-the-box’ for</p>	<p>4. How could you measure each of the desired behaviors listed in #2?</p> <p>field</p> <ul style="list-style-type: none"> Percentage of graduates who pursue advanced education 	<p>5. What are the assessment findings?</p>	<p>6. What improvements have been made based on assessment findings?</p> <p>employer feedback and by comparing our program to similar ones throughout the U.S. Resulted in a list of potential courses that we would like to develop (mobile computing)</p> <p>Complete revision to school’s website will better describe Informatics - will also demonstrate how the degree can be completed in 4 years</p> <p>Program review</p>
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<p>1. What general outcome are you seeking?</p> <p>(PUL 3)</p> <p>Integration and Application of Knowledge</p>	<p>2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)</p> <p>Able to use information and concepts from studies in multiple disciplines in their intellectual, professional and community lives.</p>	<p>3. How will you help students learn it? (in class or out of class)</p> <p>solutions.</p> <p>Students demonstrate the integration and application of knowledge through paid and unpaid internships, thesis and undergraduate research projects with faculty, solo and group presentations, independent study, and capstone projects.</p>	<p>4. How could you measure each of the desired behaviors listed in #2?</p>	<p>5. What are the assessment findings?</p>	<p>6. What improvements have been made based on assessment findings?</p> <p>revealed additional areas needing improvement</p> <p>Designing new student evaluation system with questions that will better match type of course</p> <p>School is developing a “dashboard” that will provide quick information on where we stand in terms of student recruitment, retention, etc.</p>
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<p>1. What general outcome are you seeking?</p> <p>(PUL 6)</p> <p>Values and Ethics</p>	<p>2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)</p> <p>Able to make sound decisions with respect to his or her individual conduct, citizenship and aesthetics</p>	<p>3. How will you help students learn it? (in class or out of class)</p> <p>interact with people who have very different cultural backgrounds and value systems.</p> <p>Ethics are covered in many courses within the curriculum. Career courses (Y courses) also cover such important topics as professionalism during job search. Students are encouraged to think of informatics as a “profession” rather than just a discipline. Issues such as cheating, plagiarism and lack of respect for faculty, staff and students are addressed. Students are required to take 3 credit hours of ethics</p>	<p>4. How could you measure each of the desired behaviors listed in #2?</p>	<p>5. What are the assessment findings?</p>	<p>6. What improvements have been made based on assessment findings?</p>
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PLANNING FOR LEARNING AND ASSESSMENT

**Media Arts & Science (undergraduate program)
2008-2009**

What general outcome are you seeking?	How would you know it if you saw it?	How will you help students learn it?	How could you measure each of the desired behaviors listed in #2?	What are the assessment findings?	What improvements have been made based on assessment findings?
<p>Core Communication and Quantitative Skills</p> <p>Students can communicate ideas in oral, textual, and visual form. Students can comprehend and discuss the ideas of others.</p>	<p>Students:</p> <ul style="list-style-type: none"> speak and write clearly and effectively solicit the ideas or opinions of others show respect for others ideas and opinions communicate effectively in a team setting, contributing to a productive work process 	<ul style="list-style-type: none"> Multiple courses use blogs and journals to encourage student writing Multiple courses require written documents and/or oral presentations related to the design, planning, and evaluation of an individual or group product Multiple courses include group discussion and critique of ideas and products. Curriculum includes courses dedicated to writing 	<ul style="list-style-type: none"> Include formal assessment of oral presentations and written documents in assessment rubric. Assess frequency, length, and quality of blog and journal entries over the course of one or more semesters. Include student self-assessment and peer assessment of communication skills in team projects. 	<p>Instructors who have used blog and journal writing report positive results.</p>	<p>Instructors are encouraged to expand the use of written work, especially in blogs, on-line journals, or social networking sites.</p>

<p>Core Communication and Quantitative Skills</p> <p>Using multiple forms of digital media, students are able to create content that communicates, educates, engages, or entertains.</p>	<p>Students' work: demonstrates an increase in skill over the course of one or more semesters</p> <p>is responsive to the intent of each assignment</p>	<p>Curriculum emphasizes multiple forms of digital media, and multiple themes for content</p> <p>Courses are project-based, with multiple opportunities to learn, practice, and demonstrate content creation skills</p> <p>Assignments are accompanied by assessment rubric so students understand full range of expectations</p>	<p>Maintain portfolio of each student's work over the course of their academic career. Develop strategy for portfolio assessment, by the students, by faculty, and by non-academic practicing professionals.</p> <p>Assess student work in accordance with assessment rubric.</p>	<p>This is work in progress.</p>	<p>Curriculum is currently under review, with revisions planned to rearrange content in more effective learning sequences.</p>
<p>Critical Thinking</p> <p>Students can analyze and evaluate design approaches in digital media.</p>	<p>Students can suggest and compare alternative approaches to solving a design problem</p> <p>Students are willing to experiment with alternative approaches</p>	<p>Multiple courses include critique of existing public work to teach and practice observation and analysis skills</p>	<p>Incorporate sufficient opportunities for student choice in assignments. As part of grading rubric, students are required to explain and assess their choices.</p>	<p>This is work in progress.</p>	
<p>Critical Thinking</p> <p>Students can assess their work products and the work of others.</p>	<p>Students critique their own work and the work of others, and use the language and principles of digital design, communication, and narrative in doing so</p>	<p>Small and large group discussions to assess work</p> <p>Debates, or role playing with an assigned point-of-view, can introduce students to varied opinions</p>	<p>Assess the vocabulary and enumerate the principles introduced in student discussion and critique.</p>	<p>This is work in progress.</p>	

<p>Integration and Application of Knowledge</p> <p>Students can integrate principles of design and communication with the applied use of digital media tools.</p>	<p>Students recognize opportunities for effective use of digital media tools</p>	<p>Independent study, directed study courses, and internships build student exposure to applications of knowledge to a variety of real-world problems</p> <p>Multiple courses focus on innovative applications of digital media technologies and content</p>	<p>In course work where students have choice of application area, monitor the type of choices students make.</p>	<p>This is work in progress.</p>	
<p>Intellectual Depth, Breadth, and Adaptiveness</p> <p>Students have substantial knowledge of digital media principles and are skilled in the use of multiple tools for content creation.</p>	<p>Students choose the right tool for the right job</p> <p>Students can produce work in a timely manner</p>	<p>Encourage students to experiment with a variety of application areas, communication themes, and digital media tools</p> <p>Team projects allow students to combine expertise in multiple tools</p>	<p>Evaluate quality of final-semester Capstone projects.</p> <p>Incorporate sufficient opportunities for student choice in assignments. As part of grading rubric, students are required to explain and assess their choices.</p> <p>Student work portfolio should demonstrate skill in multiple digital design and development tools.</p>	<p>This is work in progress.</p>	
<p>Understanding Society and Culture</p> <p>Students understand the evolution of digital media, its impact and role in local and global cultures.</p>	<p>Students reflect on the impact of digital technology on culture and society</p> <p>Students express interest in cross-cultural issues</p>	<p>Student 5-minute reports on relevant news items, group discussions, cross-cultural projects</p>	<p>In course work where students have choice of application area, such as Capstone projects, monitor the type of choices students make.</p>	<p>This is work in progress.</p>	

<p>Values and Ethics</p> <p>Students use media responsibly and appropriately.</p>	<p>Students:</p> <p>choose appropriate themes and forms of expression for projects</p> <p>refrain from inappropriate use of assets produced by others</p> <p>cite the source when re-using assets</p>	<p>Digital design courses discuss legal restrictions on 'borrowing' assets from on-line sources</p> <p>Several courses incorporate civic engagement projects, such as updating Web sites or producing videos, for community organizations.</p>	<p>In course work where students have choice of application area, monitor the type of choices students make.</p>	<p>Our informal assessment suggests that students generally respond well to projects involving community partners.</p>	<p>A course dedicated to community engagement has been added. Other courses will continue to emphasize community partner projects.</p>
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