

Annual Program Assessment Report

Academic Year Assessed: 2019-2020

Department/Program: Health Information Coding Specialist

1. Program Map

A curriculum map linking courses to program outcomes has been completed.

Yes

No: Please contact Mandy if you need support with this.

If completed, does your program map need to be updated?

Yes: Please send your updated map to Mandy.

No

2. Assessment Plan and Schedule

Please review your draft assessment plan & schedule and update as needed.

This will be done.

3. Courses Assessed

AHMS 201

4. Program Outcomes Assessed

- *Research and rely on knowledge in correct medical terminology, anatomy and physiology, pharmacology, and disease processes.*
- *Exhibit professional communication skills in oral, written, and electronic formats.*

5. Faculty Data and Course Perceptions

a) Percentage of full-time faculty participating in assessment

100

b) What went well?

Students were engaged in the class

c) What might have gone better?

Students struggled with submitting assignments on time.

6. Overall Assessment of Student Learning

a) Areas of strength demonstrated in student learning.

Students demonstrated success when given the opportunity to select topics of personal interest

b) Areas that need improvement in student learning.

Meeting assignment deadlines and adhering to class schedule

c) Measures of student feedback/indirect learning used

Assessment Measure	Where
Anecdotal/informal conversations with students	AHMS 201
Instructor-created feedback forms	
Institutional student course evaluations	AHMS 201
Student success rates in your course	AHMS 201
Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc)	

d) Planned changes and measures of success.

Course	Planned Change	Reason for Change	Success Measure
AHMS 201	Improve organization of course	Instructor observations and student success rates	Positive student evaluation results at end of course
	Modify at least one discussion assignment	Current events (COVID-19) relevant to broader course topics	Student participation in discussion

e) Changes resulting from previous assessments: What was changed and what drove those changes? How was success measured?

n/a

f) What previous departmental or program-level changes have led to outcome improvements? Explain.

n/a

7. College Learning Outcomes Assessed

a) CLOs assessed and tools used

CLOs	Course	Assessment Tools	Rating	Average Rating
Communication	AHMS 201	Discussion Forums, including the interaction among students and myself, in addition to Assignments.	4	4
Critical Thinking	AHMS 201		4	4
Professionalism	AHMS 201		4	4

Average assessment of student CLO attainment:

- 4) Exceeded expectations 3) Met expectations
- 2) Approaching expectations 1) Did not meet expectations

b) Discussion of student CLO attainment.

Students demonstrated strong research skills.

*In faculty reflection, it was not clear if all CLOs are assessed with the same tool

c) Areas of strength demonstrated in student CLO attainment.

Student enthusiasm

d) Areas that need improvement in student CLO attainment.

Timeliness of assignment submissions

e) Planned changes to CLO assessment and measures of success.

None planned

8. High Impact Practices

a) High Impact Practices and integration methods

HIP	Where	How
First-Year Seminars and Experiences		
Common Intellectual Experiences		
Learning Communities		
Writing-Intensive Courses		
Collaborative Assignments and Projects		
Undergraduate Research		
Diversity/Global Learning		
ePortfolios		
Service Learning/Community-Based Learning		
Internships		
Capstone Courses and Projects		

b) Impact on student success and discussion.

n/a

c) Planned changes to HIPs integration and success measures.

n/a

9. Response to Assessment

a) Based on the analysis of the data, what was learned from this assessment period?

The organization of the online course AHMS 201 will need to be revised so that the due dates are more easily understood by the students.

b) Will there be any program-level curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?

YES _____ NO _____

If yes, when will these changes be implemented and how (if applicable) will they be measured?

c) If other criteria are used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

Graduate surveys are sent to all HICS students during the summer after their graduation. The results from these surveys will be used to recommend any necessary program changes. Students are asked during this survey to evaluate the success of the HICS program. Based on the results obtained from these surveys it will be determined if changes to the program need to be made to better meet the needs of the students who are entering the Medical Coding profession.

Please return this completed form to assessment@gfcmu.edu