

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

Public Health

Health Information Management- 529

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Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Evaluate legal processes impacting health information/informatics

Instrument 1	Direct: Analysis of Electronic Health Record Professional Practice Experience (PPE)/Capstone Project
Instrument 2	Direct: Creation of Policy and Procedure of Medical Record Documentation Requirements Assignment
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Apply organizational management processes

Instrument 1	Direct: Development of purchasing proposal and cost benefit analysis in Management Project in PPE/Capstone Project course
Instrument 2	Direct: Recommendation of number of full-time equivalent workers needed in Management Project in PPE/Capstone Project course
Instrument 3	Direct: Development of an organizational chart in the Management Project in PPE/Capstone Project course

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Recommend privacy/security strategies for health information

Instrument 1	Direct: Creation of Policy and Procedure for Patient Identity Management
Instrument 2	Direct: Analysis of Electronic Health Record Professional Practice Experience (PPE)/Capstone Project
Instrument 3	Direct: Development of in-service training on privacy, security, and confidentiality

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Results from this assessment indicate that the learning outcomes were met for Student Learning Outcome 1 and 3, but that Student Learning Outcome 2 was not met in any of the three measurements (though they were in 2018-19 with no significant changes to curriculum or instructor). Changes to curriculum and rubrics did occur in 2019-2020 but will not be reflected in SLO results until the next cycle. For spring 2020 in the online leadership and management course there was an increased focus on all three instruments to achieve this learning outcome. Video tutorials and sample template examples were provided. For spring 2020 in the online leadership and management course there was an increased focus on all three instruments to achieve this learning outcome. Video tutorials and sample template examples were provided. Previous actions taken will be assessed fall 2020 with additional changes to curriculum occurring based on findings. A likely cause of not meeting the metrics for SLO 2 is due to delayed second assessments of this learning outcome during a subsequent semester during the PPE/Capstone. Note too that these measurement tools are just a small fraction of measurement tools within each of these assignments that measure the learning outcome. Due to the high volume of measurement tools not all are provided in this report.

Student Learning Outcome 1

Student Learning Outcome	Evaluate legal processes impacting health information/informatics: Students should be able to achieve Bloom’s Taxonomic level 5 (Evaluation) related to evaluating the legal processes in health information/informatics in order to meet the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education) and to achieve a level of competence in this area to be able to successfully lead a Health Information Management department in a health care setting in meeting legal and regulatory requirements.		
Measurement Instrument 1	Direct: Analysis of Electronic Health Record Professional Practice Experience (PPE)/Capstone Project Students in the professional practice experience/capstone course (HIM 495) were given a final, written project that required them to analyze external/legal requirements related to the electronic health record in order to evaluate a health care facility’s compliance with the requirements. This measure aligns with the learning outcome by requiring the student to show competency in understanding, applying, and evaluating laws and regulations in health information/informatics. See attached project.		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the PPE/Capstone project rubric in this area.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	89% (8/9 students met goal)
Methods	(N=9 students) Written project submissions were graded based on PPE EHR Rubric. Students were expected to include evidence of accurate evaluation of accrediting, licensing, and/or certifying agency requirements in order to compare the facility’s electronic record system against those requirements. In order to meet this measure the student must achieve a distinguished or proficient on the learning outcome. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.		
Measurement Instrument 2	Direct: Creation of Policy and Procedure of Medical Record Documentation Requirements Assignment; Students should be able to achieve Bloom’s Taxonomic level 6 (Creation) by creating a policy and procedure that shows ability to evaluate and apply the legal processes in health information/informatics in order to meet the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education) and to achieve a level of competence in this area to be able to successfully lead a Health Information Management department in a health care setting in meeting legal and regulatory requirements. See attached project.		
Criteria for Student Success	Students should at the end of the written assignment score within the distinguished or proficient range at least 70% of the time for the total number of sections assessed on the Policy and Procedure Creation on Documentation Assignment.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	85% (11/13 students met goal)
Methods	(N=13 students) Written project submissions were graded based on P&P Creation for Documentation Requirements Grading Sheet. Students were expected to review regulations and laws for content of medical records in order to develop an appropriate policy and		

	procedure. Grades were assigned based on student accuracy within each section. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.	
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)		
Core course and program outcomes were examined in relation to the Student Learning Outcome 1. While the Outcome was met and students are able to demonstrate their learning, Measurement Instrument 2 assessment tool was changed in Fall 2019 to provide additional direction to the students to improve their understanding of the expectations for achieving the learning objective. An online video was also developed by instructor to verbalize the expectations. A copy of the measurement tool is attached.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
The current learning outcome and measurement instruments are appropriate for continuation due to national accrediting regulations. However, an additional measurement instrument will reviewed for future use.		
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)		
This outcome will be assessed at the end of each academic year. Faculty will provide program director access to Blackboard courses for collecting and providing data and information. Data on all students participating in HIM 495 (Professional Practice Experience/Capstone and HIM 450 (Application and Analysis in Health Information Management) will be evaluated.		

Student Learning Outcome 2			
Student Learning Outcome	Apply organizational management processes: : Students should be able to achieve Bloom’s Taxonomic level 3 (Application) related to applying organizational management processes in order to meet the competency level required by the program’s national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education) and to achieve a level of competence in this area to be able to successfully lead a Health Information Management department in a health care setting.		
Measurement Instrument 1	Direct measure of student learning: Development of purchasing proposal and cost benefit analysis in Management Project in PPE/Capstone Project course. This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying organizational management processes.		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the Management project rubric in this area. In order to meet this measure the student much achieve a distinguished or proficient on the learning outcome.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	78% (7/9 met the goal)
Methods	(N=9 students) Written project submissions were graded based on PPE/Capstone Management Project Rubric in this area. Students were expected to submit appropriate purchasing proposal and cost benefit analysis. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.		
Measurement Instrument 2	Direct measure of student learning: Recommend number of full-time equivalent workers needed for in Management Project in PPE/Capstone Project course. This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying organizational management processes.		

Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the Management project rubric in this area.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	67% (6/9 students met this goal)
Methods	(N=9 students) Written project submissions were graded based on PPE/Capstone Management Project Rubric in this area. Students were expected to submit appropriate recommendations for full-time equivalent workers for the project. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.		
Measurement Instrument 3	Direct measure of student learning: Development of an organizational chart in the Management Project in PPE/Capstone Project course. This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying organizational management processes.		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the Management project rubric in this area		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	78% (7/9 met the goal)
Methods	(N=9 students) Written project submissions were graded based on PPE/Capstone Management Project Rubric in this area. Students were expected to develop an appropriate organizational chart for the project. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
For spring 2020 in the online leadership and management course there was an increased focus on all three instruments to achieve this learning outcome. Video tutorials and sample template examples were provided. The student results above would not reflect this change. This learning outcome was met in 2018-20 but not in 2019-20. No significant changes had been made to the content area or instructor to warrant the decrease in results for the three measurement instruments between the two academic years.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Results, based on changes indicated in Actions, will be assessed fall 2020 with changes to curriculum occurring based on findings. Delayed additional assessment of these learning outcomes could occur because the skills are taught and assessed in one class but then reassessed in a subsequent semester. Note too that these measurement tools are just a small fraction of measurement tools within each of these assignments that measure the learning outcome.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
This outcome will be assessed at the end of each academic year. Faculty will provide program director access to Blackboard courses for collecting and providing data and information. Data on all students participating in HIM 495 (Professional Practice Experience/Capstone, HIM 450 (Application and Analysis in Health Information Management), and HIM 421 (Leadership and Management in Health Information) will be evaluated.			

Student Learning Outcome 3

Student Learning Outcome	Recommend privacy/security strategies for health information; Students should be able to achieve Bloom's Taxonomic level 5 (Evaluation) related to evaluating the legal processes in health information/informatics in order to meet the competency level required by the
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	program's national accrediting body, CAHIIM (Commission on Accreditation of Health Informatics and Information Management Education) and to achieve a level of competence in this area to be able to successfully lead a Health Information Management department in a health care setting in meeting privacy and security requirements.		
Measurement Instrument 1	Direct measure of student learning: Students in Application and Analysis of Health Information Management course (HIM 450) were given a project to create a policy and procedure for patient identity management. This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying privacy and security strategies in order to successfully lead a health information management department.		
Criteria for Student Success	Students should at the end of the project successfully develop an identification method for patients being admitted to the hospital. In order to meet this measure the student must achieve a distinguished or proficient on the learning outcome.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	80% (8/10 students met this goal)
Methods	(N= 10 students) Written project submissions were graded based on "Create a Policy and Procedure for Patient Identity Management" rubric to include evidence of a policy and procedure for appropriately identifying patients at the time of admission to the hospital. In order to meet this measure the student must achieve a distinguished or proficient on the learning outcome. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.		
Measurement Instrument 2	Direct measure of student learning outcome: Students in the professional practice experience/capstone course (HIM 495) were given a final, written project that required them to evaluate the access and protection of health information in a health care facility. This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying privacy and security strategies in order to successfully lead a health information management department.		
Criteria for Student Success	Students should at the end of the project score either proficient or distinguished on the PPE/Capstone project rubric in this area.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	89% (8/9 students met the goal)
Methods	(N=9 students) Written project submissions were graded based on PPE EHR Rubric. Students were expected to include evidence of appropriate evaluation of the access and protection of health information in a health care facility. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.		
Measurement Instrument 3	Direct measure of student learning: Students in Leadership and Management in Health Information course (HIM 421) were given an assignment to develop an in-service training presentation on privacy, security, and confidentiality. This measure aligns with the learning outcome by requiring the student to show competency in understanding and applying privacy and security strategies in order to successfully lead a health information management department.		
Criteria for Student Success	Students should at the end of the assignment successfully develop an in-service training presentation that includes mechanism for protecting patient information privacy. In order to meet this measure the student must achieve a distinguished or proficient on the element.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	75% (9/12 students met this goal)
Methods	(N= students) Written project submissions were graded based on the "Development of In-service Training Presentation for Privacy, Security, and Confidentiality Assignment" rubric. Students were expected to include evidence of appropriate privacy requirements for employees within the presentation. Student must achieve a distinguished or proficient on the element. Results of measure are accessed by program director from Blackboard. 100% of the students are reported.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
<p>Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)</p> <p>For Student Learning Outcome Measurement Instrument 1 for fall 2019 the rubric was changed to provide categories of distinguished, proficient, apprentice, and novice. The criteria for success was changed to reflect this. For Student Learning Outcome Measurement Instrument 3 for spring 2020 the rubric was changed to provide categories of distinguished, proficient, apprentice, and novice. The rubrics were provided to the students at the time assignment was available. In comparison to 2018, Measurement Instrument 1 results increased from 75% to 80% but Measurement Instrument 3 results decreased from 100% to 75%. Changes made as described above were not likely a contributing factor in the decrease.</p>		
<p>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</p> <p>The current learning outcome and measurement instruments are appropriate for continuation due to national accrediting regulations.</p>		
<p>Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)</p> <p>This outcome will be assessed at the end of each academic year. Faculty will provide program director access to Blackboard courses for collecting and providing data and information. Data on all students participating in HIM 495 (Professional Practice Experience/Capstone, HIM 450 (Application and Analysis in Health Information Management), and HIM 421 (Leadership and Management in Health Information) will be evaluated.</p>		

Rubric

Name

PPE EHR Project Rubric

Description

This rubric is designed to assess (grade) the EHR Project report. The content of the report should address all criteria listed. The student is considered competent in the criteria item by receiving a proficient or distinguished ranking.

Rubric Detail

Levels of Achievement

Criteria	Distinguished	Proficient	Apprentice	Novice
Introduction Weight 10.00%	<p>85 to 100 %</p> <p>The introduction is inviting, state the main topic and objectives and previews the structure/methodology of the project</p>	<p>70 to 84 %</p> <p>The introduction clearly states the main topic and objectives and previews the structure/methodology of the project, but it is not particularly inviting to the reader.</p>	<p>60 to 69 %</p> <p>The introduction states the main topic and objectives but does not adequately preview the structure/methodology of the project nor is it particularly inviting to the reader.</p>	<p>0 to 59 %</p> <p>There is no clear introduction of the main topic or objectives. Nor is the structure/methodology addressed in the project.</p>
Organization of report Weight 10.00%	<p>85 to 100 %</p> <p>Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.</p>	<p>70 to 84 %</p> <p>Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting.</p>	<p>60 to 69 %</p> <p>Some details are not in a logical or expected order and this distracts the reader.</p>	<p>0 to 59 %</p> <p>Many details are not in a logical or expected order. There is little sense that the project is organized</p>
Grammar and Spelling Weight 2.00%	<p>85 to 100 %</p> <p>There are no spelling or grammatical errors in the project. Sentences are clear.</p>	<p>70 to 84 %</p> <p>There are one to two spelling errors or grammatical errors in the project. One or two sentences may be awkward or difficult to</p>	<p>60 to 69 %</p> <p>There are 3-5 spelling or grammatical errors. Three to five sentences may be awkward or difficult to understand</p>	<p>0 to 59 %</p> <p>There are six or more spelling or grammatical errors. There are six or more sentences that may be awkward or difficult to</p>

	Levels of Achievement			
Criteria	Distinguished	Proficient	Apprentice	Novice
<p>External/Legal Weight 7.00%</p>	<p>85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise</p>	<p>70 to 84 % Evaluates External/Legal standards and guidelines in relationship to facility</p>	<p>60 to 69 % Identifies External/Legal standards in relationship to facility</p>	<p>0 to 59 % No clear evidence that external/legal standards were addressed in report</p>
<p>Informance Governance Weight 6.00%</p>	<p>85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise</p>	<p>70 to 84 % Evaluates Information Governance documents/activities at facility</p>	<p>60 to 69 % Identifies Information Governance at facility (Strategic Planning, development, P&Ps, project management activities)</p>	<p>0 to 59 % No clear evidence that Information Governance is addressed in report</p>
<p>Life Cycle Weight 6.00%</p>	<p>85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise</p>	<p>70 to 84 % Evaluates EHR Life Cycle documents/activities at facility</p>	<p>60 to 69 % Identifies EHR Life Cycle at facility</p>	<p>0 to 59 % No clear evidence that EHR Life Cycle is addressed in report</p>
<p>EHR Infrastructure Weight 12.00%</p>	<p>85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out,</p>	<p>70 to 84 % Evaluates EHR Infrastructure at facility</p>	<p>60 to 69 % Identifies components of Infrastructure at facility</p>	<p>0 to 59 % No clear evidence that EHR Infrastructure is addressed in report</p>

Criteria	Levels of Achievement	Distinguished	Proficient	Apprentice	Novice
Privacy and Security Weight 8.00%	reasonable, logical, and concise	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates Privacy and Security measures at facility	60 to 69 % Identifies Privacy and Security measures at facility	0 to 59 % No clear evidence that Privacy and Security measures are addressed in report
	Data Integrity Weight 8.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates Data Integrity at facility	60 to 69 % Identifies Data Integrity measures at facility	0 to 59 % No clear evidence that Data Integrity is addressed in report
	Information Use Weight 7.00%	85 to 100 % After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise	70 to 84 % Evaluates activities/documentation of components of Information Use at facility	60 to 69 % Identifies activities/documentation of components of Information Use	0 to 59 % No clear evidence that Information Use is addressed in report
Clinical & Administrative Decision Support and other Specialty Software	85 to 100 % After Evaluation, provides recommendations and commendations that	70 to 84 % Evaluates Clinical & Admin Decision Support and other specialty software utilized at	60 to 69 % Identifies Clinical & Admin Decision Support and other specialty software utilized at	0 to 59 % No clear evidence that Clinical & Admin Decision Support and other specialty	

	Levels of Achievement			
Criteria	Distinguished	Proficient	Apprentice	Novice
<p>Weight 6.00%</p> <p>are well thought out, reasonable, logical, and concise</p>	<p>facility</p>	<p>facility</p>	<p>facility</p>	<p>software is addressed in report</p>
<p>Planning and Organizational Development</p> <p>Weight 6.00%</p> <p>After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise</p>	<p>85 to 100 %</p>	<p>70 to 84 %</p> <p>Evaluates Organizational Development: activities at facility</p>	<p>60 to 69 %</p> <p>Identifies Organizational Development: items</p>	<p>0 to 59 %</p> <p>No clear evidence that Organizational Development items are addressed in report</p>
<p>Current and Future Plans at facility and Lessons Learned</p> <p>Weight 7.00%</p> <p>After Evaluation, provides recommendations and commendations that are well thought out, reasonable, logical, and concise</p>	<p>85 to 100 %</p>	<p>70 to 84 %</p> <p>Evaluates current and future plans of EHR at facility</p>	<p>60 to 69 %</p> <p>Identifies current and future plans of EHR at facility</p>	<p>0 to 59 %</p> <p>No clear evidence that current and future plans at facility related to EHR is addressed in report</p>
<p>Conclusion- Final/Summary Recommendations and Commendations</p> <p>Weight 5.00%</p> <p>Final/summary recommendations and commendations are well thought out, reasonable, logical, and concise</p>	<p>85 to 100 %</p>	<p>70 to 84 %</p> <p>Final/summary recommendations and commendations are sufficient, but could be better presented</p>	<p>60 to 69 %</p> <p>Final/summary recommendations and commendations exist, but are inappropriate, unreasonable, or not logical.</p>	<p>0 to 59 %</p> <p>No final/summary recommendations or commendations present in report</p>

[View Associated Items](#)

2019

Creation of Policy and Procedure for Documentation Requirements Assignment Rubric

Novice- work is below standard the student should reach

Apprentice- work is closer to standard but still not strong enough

Proficient- work meets standard

Distinguished- work is above standard

Category (each is worth three points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
Analyze and utilized laws and regulations pertaining to clinical documentation requirements. (2 points)	Analyzed laws and used them appropriately.	Identified laws, but did not fully integrate into P&P	Identified one law related to issue, but used inappropriately	No clear evidence that laws were analyzed.
Determine which departments/individuals would be involved in the patient documentation process as it pertains to H&P, Discharge Summary, and Operative Report.	Appropriate departments/individuals were identified	More than one department/individual was identified, but missing some	One department/individual was identified	No clear evidence that departments were identified
P &P format (includes Policy, Purpose, Procedures)	P&P format is well-designed, appropriate, and logical.	P&P format is good, but requires additional "tweaking"	P&P format has been created, but only partially meets needs.	There is no P&P or a poorly designed one.
Organization	Information is presented in a logical sequence which flows naturally.	Information is presented in a logical sequence which is followed by the reader with little or no difficulty.	Information is presented in an order that the audience can follow with minimum difficulty.	Information and ideas are not organized or they are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.
Professional (including grammar and spelling)	There are no misspelled words or grammatical errors in the document.	There are one or two misspellings and/or grammatical errors	There are three or five misspellings and/or systematic grammatical errors	There are more than five misspellings and/or systematic grammatical errors

Category (each is worth three points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P addresses when a history and physical is required	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses timeliness of history and physical	Category is addressed, appropriate, complete, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and most of the elements (reasonably complete), but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses content of the history and physical	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses who is allowed to author the history and physical.	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses when a Discharge Summary is required	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses timeliness of Discharge Summary	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.

Category (each is worth three points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P addresses content of the Discharge Summary	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses who is allowed to author the Discharge Summary.	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses when an Operative Report is required	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses timeliness of Operative Report	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses content of the Operative Report	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P addresses who is allowed to author Operative Report.	Case study is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
50 total points possible				

Rubric Detail

Select Grid View or List View to change the rubric's layout. [More Help](#)

Content

Name: **Management Project Rubric**

Description: **This rubric is designed to assess (grade) the Management Project Report. The content of the report should address all criteria listed. The student is considered competent in the criteria item by receiving a proficient or distinguished ranking.**

Exit

- **Grid View**
- [List View](#)

	Distinguished	Proficient	Apprentice	Novice
Title Page	Points: 1 (1.00%) A title page is professionally provided.	Points: 1 (1.00%) A title page is professionally provided.	Points: 0 (0.00%) No title page.	Points: 0 (0.00%) No title page.
Mission Statement/Goals	Points: 2 (2.00%) Two clear HIM Department mission statements and/or goals provided.	Points: 1 (1.00%) One clear HIM Department mission statement and/or goal provided.	Points: 0 (0.00%) No HIM Department mission statement and/or goals; unclear HIM Department mission statements and/or goals.	Points: 0 (0.00%) No HIM Department mission statement and/or goals; unclear HIM Department mission statements and/or goals
Department Functions	Points:	Points:	Points:	Points:

	Distinguished	Proficient	Apprentice	Novice
	10 (10.00%)	8 (8.00%)	4 (4.00%)	0 (0.00%)
Job Position Titles and Personnel Duties	Points: 10 (10.00%)	Points: 8 (8.00%)	Points: 4 (4.00%)	Points: 0 (0.00%)
Number of FTEs	Points: 10 (10.00%)	Points: 8 (8.00%)	Points: 4 (4.00%)	Points: 0 (0.00%)
Labor Trends/Market Analysis, Benchmarking, Performance Standards for coder and a Cost-Benefit Analysis for outsourcing coding or completing in-house	Points: 15 (15.00%)	Points: 13 (13.00%)	Points: 6 (6.00%)	Points: 0 (0.00%)
Work Schedule	Points: 10 (10.00%)	Points: 8 (8.00%)	Points: 4 (4.00%)	Points: 0 (0.00%)
Organization Chart	Points: 10 (10.00%)	Points: 8 (8.00%)	Points: 4 (4.00%)	Points: 0 (0.00%)
Purchasing Proposal and Cost Benefit Analysis	Points: 7 (7.00%)	Points: 5 (5.00%)	Points: 3 (3.00%)	Points: 0 (0.00%)
Flow Process Chart	Points: 15 (15.00%)	Points: 13 (13.00%)	Points: 6 (6.00%)	Points: 0 (0.00%)

	Distinguished	Proficient	Apprentice	Novice
Professional Development Plan	Points: 10 (10.00%)	Points: 8 (8.00%)	Points: 4 (4.00%)	Points: 0 (0.00%)

Name: **Management Project Rubric**

Description: **This rubric is designed to assess (grade) the Management Project Report. The content of the report should address all criteria listed. The student is considered competent in the criteria item by receiving a proficient or distinguished ranking.**

Patient Identity Management Assignment Rubric

Novice- work is below standard the student should reach

Apprentice- work is closer to standard but still not strong enough

Proficient- work meets standard

Distinguished- work is above standard

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
Analyze laws and regulations pertaining to patient identification and the value of the law and regulation in improving patient safety and the effectiveness and efficiency of the health care delivery system.	Analyzed laws and used them appropriately.	Identified laws, but did not fully integrate into P&P	Identified one law related to issue, but used inappropriately	No clear evidence that laws were analyzed.
Determine which departments would be involved in the patient identity management process.	Appropriate departments were identified	More than one department was identified, but missing some	One department was identified	No clear evidence that departments were identified
P &P format (includes Policy, Purpose, Procedures) (3 points)	P&P format is well-designed, appropriate, and logical.	P&P format is good, but requires additional "tweaking"	P&P format has been created, but only partially meets needs.	There is no P&P or a poorly designed one.
Organization	Information is presented in a logical sequence which flows naturally.	Information is presented in a logical sequence which is followed by the reader with little or no difficulty.	Information is presented in an order that the audience can follow with minimum difficulty.	Information and ideas are not organized or they are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.
Professional (including grammar and spelling)	There are no misspelled words or grammatical errors in the document.	There are one or two misspellings and/or grammatical errors	There are three or five misspellings and/or systematic grammatical errors	There are more than five misspellings and/or systematic grammatical errors

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P identifies how patients will be identified when they come to the hospital	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how patient identity will be managed for aliases for high profile patients upon patient request, including safety of the patient who may have multiple medical records in an electronic record system	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how matching newborns with mothers will occur	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how clinical information will have proper patient identification	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how e-health delivery manages patient identity issues	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies what the process is for identifying patients for release of information requests and accounting of disclosures	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
P&P identifies what the process is for patient identity at the time of surgery	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how identity of patient will be protected in an electronic record system	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how to prevent and mitigate identity theft	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how other patient identity issues will be addressed	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
P&P identifies how patient safety is increased with use of patient identity measures	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #1 providing written resolutions (3 points)	Case study is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.

Category (each is worth two points unless otherwise noted)	Distinguished (all points)	Proficient (75% of points)	Apprentice (50% of points)	Novice (0%)
apply the policy and procedure you wrote to Case #2 providing written resolutions (3 points)	Case study is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #3 providing written resolutions (3 points)	Case study is is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #4 providing written resolutions (3 points)	Case study is is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
apply the policy and procedure you wrote to Case #5 providing written resolutions (3 points)	Case study is is addressed, appropriate, and shows evidence of strong understanding of the topic.	Case study is generally accurate and reasonably complete, but could be improved.	Case Study is addressed and sometimes inaccurate or incomplete	Case Study is not addressed or is inaccurate.
Identifies whether P&P should be revised	Revision is addressed, appropriate, and completed	Revision need is addressed and appropriate, but not completed	Revision is addressed but inappropriate	Revision is not addressed

Creation of In-service Training Presentation for Privacy, Security, and Confidentiality Assignment Rubric

Novice- work is below standard the student should reach

Apprentice- work is closer to standard but still not strong enough

Proficient- work meets standard

Distinguished- work is above standard

Category (each is worth three points unless otherwise noted)	Distinguished (100% of points- 5 points)	Proficient (75% of points- 3.75 points)	Apprentice (50% of points- 2.50 points)	Novice (0%- 0 points)
Analyze and utilize laws and regulations (HIPAA, ARRA, HITECH) pertaining to privacy, security, and confidentiality.	Analyzed referenced laws and used them appropriately.	Identified and defined all referenced laws, but did but did not fully integrate into presentation	Identified and defined some, but not all, laws related to issue and/or used inappropriately or did not reference laws throughout presentation	No clear evidence that laws were analyzed in creating presentation
Presentation Length	Presentation is of length to include all basic and advanced information in order for employees to get best training on topic.	Presentation is of length to include all basic pertinent information in order for employees to complete work at an acceptable level. (Minimum 16 slides)	Presentation is of length that provided some basic pertinent information in order for employees to partially work at an acceptable level, but some pertinent information was missed.	No clear evidence that employees were provided with sufficient information to apply to their jobs.
Format	Format is well-designed, appropriate, and aesthetically pleasing.	Format is good, but requires additional "tweaking".	Format has been created, but only partially meets needs.	There is no consistent formatting or a poorly designed one.
Organization	Information is are presented in a logical	Information is are presented in a logical sequence which is	Information is presented in an order that the audience can	Information and ideas are not organized or they are poorly

Category (each is worth three points unless otherwise noted)	Distinguished (100% of points- 5 points)	Proficient (75% of points- 3.75 points)	Apprentice (50% of points- 2.50 points)	Novice (0%- 0 points)
	sequence which flows naturally.	followed by the reader with little or no difficulty.	follow with minimum difficulty.	sequenced (the author jumps around). The audience has difficulty following the thread of thought.
Professional (including grammar and spelling)	There are no misspelled words or grammatical errors in the document.	There are one or two misspellings and/or grammatical errors	There are three or five misspellings and/or systematic grammatical errors	There are more than five misspellings and/or systematic grammatical errors
Presentation addresses privacy requirements for employees	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
Presentation addresses security requirements for employees	Category is addressed, appropriate, complete, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and most of the elements (reasonably complete), but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
Presentation addresses confidentiality requirements for employees	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.
Presentation addresses best practices that employees must adhere to.	Category is addressed, appropriate, and shows evidence of strong understanding of the topic.	Category is addressed, appropriate, and reasonably complete, but could be improved.	Category is addressed, but is incomplete.	Category is not addressed or is inaccurate.

Category (each is worth three points unless otherwise noted)	Distinguished (100% of points- 5 points)	Proficient (75% of points- 3.75 points)	Apprentice (50% of points- 2.50 points)	Novice (0%- 0 points)
Presentation includes ten post-test questions for employees.	There was a minimum of ten post-test questions, all of which were appropriate and had answers that were found within presentation.	There was a minimum of ten post-test questions, but some of the questions could be improved.	Minimum number of post-test questions was not met, most questions were inappropriate, or answers were not found within the presentation.	Category is not addressed or is inaccurate.
50 total points possible				