

Assurance of Student Learning Reflection 2024-2025	
<i>College of Health and Human Services</i>	<i>Public Health</i>
<i>Health Information Management Program- 529</i>	
<i>Jan Hunt-Shepherd</i>	
Is this an online program? Yes ☒ No ☐	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Evaluate (comply with) legal processes impacting health information/informatics
Evaluation	The student learning outcome is still relevant, measurable, and aligned with Bloom's taxonomy verbiage. It is in line with the unit of Health Legal and Policy under the new 2026 Future Education Model of the flexible competency-based education model in HIM program's national accrediting body, the Commission on Health Informatics and Information Management Education (CAHIIM). It is a measurable outcome utilizing both Bloom's Taxonomy and Miller's Pyramid as mandated by CAHIIM. The unit of Health Legal and Policy incorporates 20 distinct performance indicators, including Privacy and Security, which is the current SLO 3. Measurement instruments will be derived from the performance indicators. SLO 1 will be modified. The modified SLO 1 will be "Evaluate (Comply) with legal processes and strategies impacting health information/informatics". This will need to be changed in Course Leaf.
Measurement Instruments	<i>Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted?</i> Measurement instruments are relevant, direct measures for evaluating the outcome. Since CAHIIM incorporates 20 distinct performance indicators that can fall within this overall SLO, these performance indicators are incorporated in multiple measurement instruments, any of which can be utilized for the SLO. As a demonstration program for the new Future Education Model for CAHIIM, two rubrics (for instrument 2 and 3) were modified in 2024-2025 to better align with curriculum changes to meet the needs for reaccreditation. Artificial intelligence has been incorporated into the HIM curriculum as a new competency area with new performance measures in the CAHIIM Future Education Model. Assessments will be monitored for compliance with program policies. Adjustments to rubrics and assignments will be adjusted as needed based on any non-compliance noted.
Criteria & Targets	<i>Does Criteria for Success (level of performance students will have achieved for your program to have been successful--ex., students will</i>

	<i>have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? If you have successfully made your targets consistently, consider a more challenging target.</i> Criteria for Success and targets are appropriate.
Results & Conclusion	<u>Results:</u> <i>Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain</i> In 2021-2022 the ASL Program Student Learning Outcome was met; therefore, one Measurement Instrument was changed for 2022-2023 in accordance with the ASL action plan from the previous year. The new 2022-2023 measurement was not met in 2022-2023 or 2023-2024. Various teaching methods were incorporated including modifications to the assignment in 2022-2023 and the incorporation of a video tutorial in 2023-2024 to increase student learning. Neither of the modifications resulted in an increase in students successfully completing the SLO. This instrument is utilized in a lower-level course with students from various majors. The issue is directly related to lower critical thinking skills than seen in more advanced students. For 2025-2026, another video tutorial will be developed walking students through the process step by step, pointing out items for consideration prior to the students completing the assignment. The other two measurement instruments were met for most of the years under review. <u>Conclusions:</u> <i>What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</i> Each time an instrument measure is not met, the measurement instrument is assessed, and changes are made to increase student learning. For example, as indicated above, for the instrument measurement that was not met, the assessment was modified to provide clearer instructions, and a video tutorial was provided for fall 2024 to increase learning. While the instructions are clear, a new video tutorial will be developed to take the students step-by-step through the process to increase critical thinking skills and student learning. The SLO was developed to meet market demands and is aligned (though being modified) with the program's national accrediting body (CAHIIM). Rubrics were modified for all three measurement instruments for 2024-2025 to align with Miller's Pyramid and Bloom's Taxonomy levels mandated by CAHIIM. In addition, additional experiential learning was incorporated within this SLO. The program was revised for the Academic year 2023-2024, which resulted in reduced credit hours from 79-82 down to 61-64 to be competitive with CAHIM (Commission on Accreditation of Health Informatics and Information Management) accredited programs, including Eastern Kentucky University. ECU transitioned its program online over the last few years. Most of the other CAHIIM-accredited programs have 55-65 hours in the program. The program changes also allow more flexibility for the students, which will help with recruitment, retention, and earlier graduation. The changes were approved by the HIM program external Advisory Committee in spring 2023. The WKU HIM program was accepted in November 2023 as a CAHIIM Future Education Model demonstration program for flexible Competency-Based Education. With the new CAHIIM Future Education Model curriculum, the HIM program updated the curriculum in 2024-2025 and developed a new curriculum map. CAHIIM requires competency tracking on all HIM Program students. A competency tracking form has been developed, though because WKU does not allow for the available Blackboard competency (goals and standards) tracking, except for general education, this is a manual process and is very time consuming. Faculty track all performance indicators that are at the required Miller's Pyramid level for each Competency area. The HIM Program successfully completed the CAHIIM reaccreditation site visit in March 2025.

	The program also completed a sustainability plan due to reduced enrollment. While the retainment numbers remained steady, the percentage of attrition increased due to the lower enrollment. A plan was implemented to increase enrollment.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	<i>As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to:</i> • <i>collect a more appropriate artifact</i> • <i>create new program outcomes</i> • <i>adjust targets because they are consistently exceeded or not met</i> • <i>need to reconstruct your curriculum map</i> • <i>sequencing of classes might need to be adjusted, or additional class(es) provided</i> <i>Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle.</i> ○ 2025-2026- Modify SLO in course leaf (minor revision); remove current Measurement Instrument 2 and replace with the current Measurement Instrument 2 currently in SLO 3. Fold in SLO 3 into SLO 1 due to national accrediting body curriculum changes. Create a new step by step video tutorial for Measurement Instrument 1 and assess results. ○ 2026-2027- Monitor improvements or lack of improvements for Measurement Instrument 1. Assess Measurement Instrument 2. Modify or replace Measurement 3 if it meets target again in 2025-2026. ○ 2027-2028- Measurement Instrument 1 will continue to be tracked, and necessary adjustments made to teaching methods, as needed, to increase and/or maintain target for student learning. ○ Closing the loop- Results for the three years will be reviewed and assessed after the close of 2027-2028 for continuance or modifications of the SLO, the Measurement Instruments, or other curricular activities.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Analyze/Apply organizational management processes, strategies, best practices
Evaluation	The student learning outcome is still relevant, measurable, and aligned with Bloom’s taxonomy verbiage, but will be modified to “Analyze/Apply management and leadership processes, strategies and best practices” and will need to be changed in Course Leaf. The change is due to the need to also emphasize the importance of leadership, which includes interprofessional collaboration, project management, and critical thinking, among other topics. Both Management and Leadership are included in the two units in Organizational Management and in Leadership under the new flexible based competency education model in HIM program’s national accrediting body, the Commission on Health Informatics and Information Management Education (CAHIIM). Both the current and modified SLOs are measurable outcomes utilizing both Bloom’s Taxonomy and Miller’s Pyramid as mandated by CAHIIM. The units of Organizational Management and of Leadership incorporate 30 distinct performance indicators that can be assessed under the slightly modified SLO.

Measurement Instruments	<i>Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted?</i> Measurement instruments are relevant, direct measures for evaluating the outcome. Since CAHIIM incorporates 30 distinct performance indicators that can fall within this overall SLO, these performance indicators are incorporated into multiple measurement instruments, any of which can be utilized for the SLO. As a demonstration program for the new Future Education Model for CAHIIM, there were no needed changes to the grading metrics for these measurement instruments. One new measurement instrument will be monitored in 2025-2026. Artificial intelligence has been incorporated into the HIM curriculum as a new competency area with new performance measures in the CAHIIM Future Education Model. Assessments will be monitored for compliance with program policies. Adjustments to rubrics and assignments will be adjusted as needed based on any non-compliance noted.
Criteria & Targets	<i>Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets?</i> Criteria for Success and targets are appropriate.
Results & Conclusion	<u>Results:</u> <i>Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain</i> In 2021-2022 the ASL Program Student Learning Outcome was met; therefore, two Measurement Instruments (1 and 2) were changed for 2022-2023 in accordance with the ASL action plan from the previous year. In 2022-2023 and 2023-2024 the SLO was met again for all Measurement Instruments. <u>Conclusions:</u> <i>What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</i> The SLO was developed to meet market demands and is aligned (though being modified) with the program's national accrediting body (CAHIIM). Rubrics were modified for all three measurement instruments for 2024-2025 to align with Miller's Pyramid and Bloom's Taxonomy levels mandated by CAHIIM. In addition, additional experiential learning was incorporated within this SLO. Teaching methods and assessments were appropriate for 2021-2024, with two instrument changes due to meeting previous targets for previous years. Current SLO and measurement instruments meet the needs of the CAHIIM Future Education Model curriculum for 2024-2025 and beyond. The program was revised for the Academic year 2023-2024, which resulted in reduced credit hours from 79-82 down to 61-64 to be competitive with CAHIM (Commission on Accreditation of Health Informatics and Information Management) accredited programs, including Eastern Kentucky University. ECU transitioned its program online over the last few years. Most of the other CAHIIM-accredited programs have 55-65 hours in the program. The program changes also allow more flexibility for the students, which will help with recruitment, retention, and earlier graduation. The changes were approved by the HIM program external Advisory Committee in spring 2023.

	The WKU HIM program was accepted in November 2023 as a CAHIIM Future Education Model demonstration program for flexible Competency-Based Education. With the new CAHIIM Future Education Model curriculum, the HIM program updated the curriculum in 2024-2025 and developed a new curriculum map. CAHIIM requires competency tracking on all HIM Program students. A competency tracking form has been developed, though because WKU does not allow for the available Blackboard competency (goals and standards) tracking, except for general education, this is a manual process and is very time consuming. Faculty track all performance indicators that are at the required Miller's Pyramid level for each Competency area. The HIM Program successfully completed the CAHIIM reaccreditation site visit in March 2025. The program also completed a sustainability plan in Fall 2024 due to reduced enrollment. While the retainment numbers remained steady, the percentage of attrition increased due to the lower enrollment. A plan was implemented to increase enrollment.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	<i>As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to:</i> ○ <i>collect a more appropriate artifact</i> ○ <i>create new program outcomes</i> ○ <i>adjust targets because they are consistently exceeded or not met</i> ○ <i>need to reconstruct your curriculum map</i> ○ <i>sequencing of classes might need to be adjusted, or additional class(es) provided</i> <i>Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle.</i> ○ 2025-2026- The SLO will be updated on Course Leaf to better align with the revised CAHIIM curriculum standards implemented during the 2024-2025 academic year. SLO 2 will be modified to “Analyze/Apply management and leadership processes, strategies, and best practices”. Instrument 3 will be replaced with Evaluation of Development of Leadership Skills Self-reflection. Measurement instruments 1 and 2 will continue to be monitored and modified, as needed. ○ 2026-2027 and 2027-2028- Measurement Instruments will continue to be tracked, and necessary adjustments made to teaching methods, as needed, to increase and/or maintain targets for student learning. ○ Closing the loop- Results for the three years will be reviewed and assessed after the close of 2027-2028 for continuance or modifications of the SLO, the Measurement Instruments, or other curricular activities.

Program Student Learning Outcome 3

Program Student Learning Outcome	Recommend privacy/security strategies for health information
Evaluation	The student learning outcome is still relevant, measurable, and aligned with Bloom's taxonomy verbiage, but will be combined into SLO 1. The change is due to privacy and security now being included in the unit of Health Legal and Policy under the CAHIIM Future Education Model of flexible based competency education. The modified SLO 1 will be "Evaluate (Comply) with legal processes and strategies impacting health information/informatics". It is a measurable outcome utilizing both Bloom's Taxonomy and Miller's Pyramid as mandated by CAHIIM. The unit of Health Legal and Policy incorporates 20 distinct performance indicators that can be assessed under the new SLO.
Measurement Instruments	<i>Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted?</i> Measurement instruments are relevant, direct measures for evaluating the outcome. As a demonstration program for the new Future Education Model for CAHIIM, three rubrics (for instrument 1, 2 and 3) were modified in 2024-2025 to better align with curriculum changes to meet the needs for reaccreditation. Artificial intelligence has been incorporated into the HIM curriculum as a new competency area with new performance measures in the CAHIIM Future Education Model. Assessments will be monitored for compliance with program policies. Adjustments to rubrics and assignments will be adjusted as needed based on any non-compliance noted.
Criteria & Targets	<i>Does Criteria for Success (level of performance students will have achieved for your program to have been successful (ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets?</i> Criteria for Success and targets are appropriate.
Results & Conclusion	<u>Results:</u> <i>Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain</i> In 2021-2022 the ASL Program Student Learning Outcome was met; therefore, one Measurement Instrument was changed for 2022-2023 in accordance with the ASL action plan from the previous year. In 2022-2023 and 2023-2024 the SLO and all three Measurement Instruments met the targets. <u>Conclusions:</u> <i>What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</i> The SLO was developed to meet market demands and is aligned (though being folded into SLO 1 in 2025-2026) with the program's national accrediting body (CAHIIM). Teaching methods were appropriate for 2021-2024. Assignments and rubrics were modified for all three measurement instruments for 2024-2025 to align with Miller's Pyramid and Bloom's Taxonomy levels mandated by CAHIIM. In addition, additional experiential learning was incorporated within this SLO.

	The program was revised for the Academic year 2023-2024, which resulted in reduced credit hours from 79-82 down to 61-64 to be competitive with CAHIM (Commission on Accreditation of Health Informatics and Information Management) accredited programs, including Eastern Kentucky University. ECU transitioned its program online over the last few years. Most of the other CAHIIM-accredited programs have 55-65 hours in the program. The program changes also allow more flexibility for the students, which will help with recruitment, retention, and earlier graduation. The changes were approved by the HIM program external Advisory Committee in spring 2023. The WKU HIM program was accepted in November 2023 as a CAHIIM Future Education Model demonstration program for flexible Competency-Based Education. With the new CAHIIM Future Education Model curriculum, the HIM program updated the curriculum in 2024-2025. CAHIIM requires competency tracking on all HIM Program students. A competency tracking form has been developed, though because WKU does not allow for the available Blackboard competency (goals and standards) tracking, except for general education, this is a manual process and is very time consuming. Faculty track all performance indicators that are at the required Miller's Pyramid level for each Competency area. The HIM Program successfully completed the CAHIIM reaccreditation site visit in March 2025. The program also completed a sustainability plan in Fall 2024 due to reduced enrollment. While the retainment numbers remained steady, the percentage of attrition increased due to the lower enrollment. A plan was implemented to increase enrollment.
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<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	<i>As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to:</i> ○ <i>collect a more appropriate artifact</i> ○ <i>create new program outcomes</i> ○ <i>adjust targets because they are consistently exceeded or not met</i> ○ <i>need to reconstruct your curriculum map</i> ○ <i>sequencing of classes might need to be adjusted, or additional class(es) provided</i> <i>Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle.</i> The SLOs on Course Leaf will be updated in 2025-2026 to better align with the revised CAHIIM curriculum standards. SLO 1 will be modified slightly to “Evaluate (Comply) with legal processes and strategies impacting health information/informatics”. Tracking for the modified SLOS and the existing Measurement Instruments will also occur in 2025-2026 since curriculum changes were made in 2024-2025 to meet CAHIIM reaccreditation requirements. At this time, the Measurement Instruments will not be changed, but will be assessed in 2025-2026, with Measurement Instruments 2 and 3 updated for 2026-2027 if they continue to meet targets. Measurement Instrument 1 will continue to be tracked, and necessary adjustments made to teaching methods, as needed, through 2027-2028 to increase and then maintain targets for student learning. Results for the three years will be reviewed and assessed after the close of 2027-2028 for continuance or modifications of the SLO, the Measurement Instruments, or other curricular activities. ○ 2025-2026- Modify SLO 1 in course leaf (minor revision); Fold in SLO 3 into SLO 1 due to national accrediting body curriculum changes; replace current Measurement Instrument 2 in SLO 1 with the current SLO 3 Measurement Instrument 2 in SLO 3; Add a new SLO 3 in Course Leaf and the ASL plan “Analyze, evaluate and create data management, informatics, and analytics”, also adding new Measurement Instruments to capture additional competency/performance indicator requirements of the CAHIIM Future Education Model curriculum. (Instruments to include utilization of the EHR and database management). ○ 2026-2027 and 2027-2028- Monitor and track metrics of the new SLO 3 and the three Measurement Instruments. Modify teaching methods, assessment, or other activities based on findings. ○ Closing the loop- Results for the three years will be reviewed and assessed after the close of 2027-2028 for continuance or modifications of the SLO, the Measurement Instruments, or other curricular activities.
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To add more outcomes, if needed, select the table above and copy & paste below.