**Instructions: The Program Effectiveness Plan (PEP)**

A Program Effectiveness Plan (PEP) is required for all CAHIIM accredited programs and is used to demonstrate a continuous quality improvement process. It is designed to be used as an ongoing assessment tool with documented goals and realistic and measured program target outcomes (at least one target outcome for each goal). The following categories in the template **must** be completed for each goal: *Goal* statement, *Measured Target Outcomes* that will be used to measure progress toward the goal, *Steps to Achieve* the outcome, *Person Responsible* for monitoring the goal action and *Time Frame*, *Analysis/ Action Plan*. *Results* is completed if actual results have been obtained in a program. The PEP is generally written to coincide with the start of the academic calendar for the MHI program**.** Some targets may have more than one year of monitoring if the program director feels that additional improvement can be made with longer term monitoring**.**

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| ***Description of PEP Components DATE: enter date( typeover)*** |
| **Goal** – Program evaluation goals may be related to the program mission or desired outcomes that the program aspires to achieve, or a desired future state for the program. Goals must have measurable target outcome(s) to be achieved within a time frame, however the goal itself may remain as a continuous program goal. There is one required goal, Program Effectiveness, you may also create optional additional program goals |
| *Program Effectiveness Goal example*: *All course content is and will remain current* |
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| **Measured Target Outcome -** Must provide a metric or other measurable outcome stated in such a way that the program can judge whether it has successfully achieved the goal target. |
| *Example:**Perform assessment of four courses per year to assure the course contains relevant content, that assessments are valid, and texts are current.”* |
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| **The Steps to Achieve the Target Outcome-** Describes ‘the how’ to accomplish the Target. |
| *Example*: *Faculty will evaluate foundation MHI courses on a rotating basis and present outcomes of the reviews to the Advisory Committee for further input.* |
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| **Results**- Document what was learned after each monitoring period of the Measured Target Outcome -was there improvement? Describe it. If Results are unknown at the time this document is completed, state this. |
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| **Analysis & Action Plan** if Results are not desirable, what corrective action will program put in place to improve target? If no Results are available, the Analysis/Action Plan should describe how Results will be analyzed and used when they are available. |
| *Example*: *In order to meet goal of reviewing four courses per year, we will schedule one review per quarter and present findings to advisory committee.* |
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| **Person Responsible** – person monitoring the progress to meet the Goal; can be faculty, program director, institutional effectiveness director |
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| **Time Frame** -Refers to frequency of measurements such as: monthly, per term, or annually. |

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| **Program Goals** | The **Program Effectiveness Measure goal** *is a required goal. The supporting goal component sections must be completed. Additional goals may be added below*. |
| Goal  Program Vision | **Program Effectiveness Measure:** The program's mission and goals are outcome-focused and relevant to the mission of the sponsoring educational institution. The program must assess the appropriateness and effectiveness of the curriculum, with the results of the program assessment used as the basis for ongoing planning and program improvement. |
| Measured  Target Outcomes |  |
| Steps to Achieve the Target Outcome |  |
| Results |  |
| Analysis and Action Plan |  |
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