**Instructions for 2018 Standards Undergraduate Program Evaluation Plans (PEP)**

A Program Evaluation Plan (PEP) is required for all CAHIIM accredited programs. It is designed to be used as an ongoing assessment tool with required goals and realistic, customized and measurable program target outcomes (at least one target outcome for each goal). The PEP should reflect areas of performance where the program would like to measure and monitor improvements.

The PEP is written annually to coincide with the start of the academic calendar for the HIM 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**.**

**‘Target Outcomes’** must describe a measurable outcome (i.e. improvement) stated in such a way that the program can judge whether it has successfully achieved the target.

*“Perform assessment of four classes per year to assure the course contains the required course content, that assessments are valid, and texts are current.”*

**‘Steps to Achieve each Target Outcome’** describes the “how” to accomplish the Target.

 *“Evaluate HIM classes on a rotating basis and present outcomes of the reviews to the advisory committee for further input.”*

**‘Results’** document what was learned after each monitoring period of the Target – was there improvement? Describe it.

*“Two courses were assessed and presented to advisory committee, we met 50% of our target.”*

 **‘Analysis & Action Plan’** if Results are not desirable, what corrective action will program put in place to improve target? Describe it.

*“In order to meet goal of four per year, we need to schedule one review per quarter and present findings to advisory committee.”*

*“Program director will schedule a faculty roundtable and gather all faculty input on course under review on a quarterly basis.”*

**‘Person Responsible’** can be the: program director, faculty, advisory committee, or college administration.

 *“Faculty, program director, instructional designer.”*

**‘Time Frame’** refers to frequency of measurements such as: monthly, per term, or annually. “Ongoing” is not an option.

 *“Schedule roundtable Jan, April, July, October – 3rd Thursday of these months. Post notices two weeks in advance.”*

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| **Goal****Curriculum** | **Std 3 Program Effectiveness Measure: Curriculum**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. |
| **Target Outcomes** |  |
| **Steps to Achieve the Target Outcome** |  |
| **Results** |  |
| **Analysis and Action Plan** |  |
| **Person****Responsible** |  |
| **Time Frame** |  |

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| **Goal****Students & Graduates** | **Std 3 Program Effectiveness Measure: Students & Graduates**Student Goal:1. The program must provide assurance that the educational needs of students are met.

Graduate Goal:1. That graduates demonstrate at least the HIM-related curriculum competencies.
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| **Target Outcomes** |  |
| **Steps to Achieve the Target Outcome** |  |
| **Results** |  |
| **Analysis and Action Plan** |  |
| **Person****Responsible** |  |
| **Time Frame** |  |

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| **Goal****Faculty Development** | **Std 3 Program Effectiveness Measure: Faculty Development**The program must provide measurable evidence that all faculty responsible for delivering the academic components of the program maintain continuing competence in the content areas in which they teach, and must assure, through annual measurable outcomes, that faculty development planning is targeted to improve faculty knowledge and expertise, including currency in health information management and/or other relevant professional content, practice, and teaching techniques. |
| **Target Outcomes** |  |
| **Steps to Achieve the Target Outcome** |  |
| **Results** |  |
| **Analysis and Action Plan** |  |
| **Person****Responsible** |  |
| **Time Frame** |  |

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| **Goal****Community Outreach** | **Std 4 Program Effectiveness Measure: Communities of Practice Outreach**The program must indicate how it assesses and responds to the needs of its communities of practice, demonstrating how it translates those needs into an educated, competent workforce, and how the program inspires and supports its communities of practice. |
| **Target Outcomes** |  |
| **Steps to Achieve the Target Outcome** |  |
| **Results** |  |
| **Analysis and Action Plan** |  |
| **Person****Responsible** |  |
| **Time Frame** |  |