

**UNIVERSITY OF ARKANSAS AT MONTICELLO  
COLLEGE OF TECHNOLOGY – CROSSETT  
HEALTH INFORMATION TECHNOLOGY**

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**PROGRAM ASSESSMENT 2014 - 2015**

**8/1/2015**

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**HEALTH INFORMATION TECHNOLOGY**  
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**1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

Students successfully completing the UAM - CTC Health Information Technology program will be able to:

1. Demonstrate the knowledge and skills necessary to provide support in healthcare office environments.
2. Demonstrate the ability to effectively communicate pertinent information to patients, billing specialists, and members of the medical team.
3. Use instruction, information, and training related to academic and technical skills required to enhance career-related skills in technology, ethics, and professionalism.

These outcomes and additional program information can be found at the following website: <http://www.uamont.edu/pages/uam-college-of-technology-crossett/degree-programs/health-information-technology/>. They are also listed on the Health Information Technology informational brochure, as well as distributed on all course syllabi. (See Appendix A for Health Information Technology brochure and Appendix B for syllabus).

**2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.**

The Student Learning Outcomes of the UAM - CTC Health Information Technology program are reflected in the mission of the University as it is our goal to equip students with vocational / technical skills (UAM Mission Statement #1) needed to become useful members of the healthcare team, through the sharing of knowledge across the healthcare continuum and the ability to communicate that knowledge (UAM Mission Statement # 3). This is accomplished through a curriculum based on real-world perspective that enables communication to other healthcare professionals using appropriate medical language (as taught in clinical courses, such as Technical Medical Terminology and Technical Medical Coding), as well as to patients about their medical records, insurance claims, and patient accounts (as taught in the business oriented courses Technical Medical Office Procedures and Technical Reimbursement).

UAM seeks to fulfill its mission by (#3) providing contemporary curricula which prepares students for careers in selected fields, for personal development, and for meeting societal needs. The Health Information Technology program accomplishes this. As the healthcare industry evolves with the adoption of the Electronic Health Record, there is a growing need in the workforce for applicants that have the training provided by this program.

### 3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Health Information Technology students are assessed throughout the program by both written and hands-on exams. These exams gauge not only the knowledge gained through lecture, but also their ability to produce quality work in the field. These exams are a basic indicator of student learning. Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

Data from the UAM - CTC Health Information Technology program is displayed on the University's Gainful Employment Report. The information from this report is listed below and is also an indicator of student learning, as completion of the program indicates that students have successfully completed the requirements of the program. The job placement rate also indicates learning, as successful completion of the program increases the likelihood of obtaining employment in the healthcare industry.

<b>For School Year</b>	<b># of Graduates</b>	<b># of Students Completing On-Time</b>	<b>On-Time Graduation Rate</b>	<b>Job Placement Rate</b>
2012 - 2013	7	5	71%	80%
2013 - 2014	10	5	50%	57%

In Spring 2015, a change of instructor changed the direction of the Health Information Technology program. Pretests are now being utilized to indicate how students are processing the information as each unit is reviewed, and directs the instructor to areas in which additional instruction is necessary within that unit. The course Technical Medical Office Procedures gives students the knowledge to submit medical insurance claims, reinforcing SLO #1. It is stressed to the students that while accuracy is very important, they must also be able to produce sufficient claim volume in order to be effective in the field. Students are given the opportunity through production pretests to see how they perform in both areas. This pretest shows areas that need improvement and allows both the student and instructor to review those areas before the post-test takes place. The pretest also allows the student to see if they should dedicate their study time to speed, accuracy, or payer specific billing guidelines. Comparison of the scores from the pretest and the post-test indicates that students are scoring, on average, 6.8% better on the post-test than the pre-test. (See Appendix C and D for comparison of actual test data).

This same practice was utilized in Business Math in Spring 2015, with grades improving, on average, 22% from beginning-of-course to end-of-course. (See Appendix E for comparison of actual test data). The utilization of Pre- / Post- tests will be incorporated into the remainder of the Health Information Technology courses beginning in Fall 2015.

Throughout the UAM - CTC Health Information Technology program, courses build upon one another and continually work to reinforce prior learning. For example, Technical Medical Coding I requires knowledge of Medical Terminology, another required course in the program. Not only are students orally reviewed over medical terms in conjunction with each chapter of Coding coursework, they are also assigned terms throughout Technical Medical Coding I to challenge them to use the knowledge they have attained regarding prefixes, roots, and suffixes. This is to reinforce their previous coursework and encourage proper usage of Medical Terminology throughout their studies, thus supporting SLO #2. This continuous use of knowledge that should be acquired in previous coursework is evidence of learning.

#### **4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

The majority of the program has a technical element, combining elements of theory through lecture and production through hands-on assessment allows for a balanced approach to student assessment. Students who do not perform well on written tests also have the opportunity to display their knowledge through practical assessments. This balanced approach helps students through both lecture and “hands on” lessons that supplement the learning objectives.

Data from exams is analyzed to determine if a concept is understood. If performance on a specific area of the exam is below average, the instructor will review the answers given and clarify that information before moving on to a new unit. In healthcare, concepts build upon one another, making it sometimes necessary to re-teach information that may not be understood. Students are essentially re-tested on that information in subsequent units, as understanding of the material is necessary to master new concepts.

The use of pre-tests improves student learning, as these pinpoint areas in need of further instruction prior to the administration of the post-test. (See appendices C-E).

#### **5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.**

Student evaluations assist in improving student learning. Students express what is / is not working for them in the classroom setting, giving faculty some basis from which to improve teaching methods, course offerings, and course content. (See Appendix F for information from student evaluations).

**6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.**

Student Learning Outcomes will be reviewed and revised by both administration and faculty to make them more measurable. As written, the Student Learning Outcomes are vague and difficult to measure. By making these more specific, evidence of student learning will be more easily measured and more meaningful. This will be completed Fall 2015.

The faculty of UAM - CTC Health Information Technology program will implement the use of Pre-Tests and Post-Tests at the beginning and end of every course. By evaluating student's level of knowledge at the start of each course and comparing this to an end-of-class evaluation, a true picture of knowledge gained can be provided. This process will begin Fall 2015.

An analysis of grade distribution was conducted to illustrate the performance of student's in the required HIT courses. While grade distribution is not a clear indicator of learning, it can be used to indicate the areas where students feel less confident, as well as courses with retention issues. (See Appendix G for 2014 -2015 grade distribution data). This information is used for program improvement, and, starting in Fall 2015, will be used as an indicator of which courses need revisions to encourage students' continued performance and engagement.

Online course offerings will also be expanded, starting Fall 2015. It is the goal to offer at least one online option for the students each semester.

Efforts will be made by faculty and administration to continue to align curriculum with AHIMA / CAHIIM standards in order to move forward with plans to incorporate an Associate's Degree in Health Information Technology. Addition of this program will allow students to sit for the RHIT exam, giving them an option for an in-demand credential in the healthcare industry. This project is on-going.

**7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?**

With the change of faculty, there will be a shift in the direction of the Health Information Technology program. The curriculum will be re-vamped to improve content through real-world applications and textbook adoption. The utilization of software programs, such as Encoder Pro, an actual tool of the industry, will give students an idea of the work that they would be doing from day-to-day, making the classroom experience similar to that they would experience in the workforce. In addition, UAM-CTC has expanded its online offerings in the Health Information Technology program.

Research has been conducted on aligning the curriculum to reflect the standards of American Health Information Management Association (AHIMA). By aligning with their standards, the University could seek accreditation through AHIMA for a nationally recognized coding certification program. This program would prepare students to sit for the Certified Coding Associate and / or the Certified Coding Specialist exam(s). This alignment could pave the way for an accredited Associate's Degree program in Health Information Technology, accredited through CAHIIM (Commission on Accreditation for Health Informatics and Information Management Education). The successful completion of this program would enable students to sit for the Registered Health Information Technologist (RHIT) exam. These certifications are very desirable in the healthcare industry and would increase the value of our completing students and the program. (See Appendix H for AHIMA's statement regarding the demand for HIM Professionals.).

## **8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?**

The UAM-CTC Health Information Technology (HIT) program utilizes Advisory Committee Meetings to make suggestions regarding the program's direction and content based on their knowledge of the field. This committee, made up of members of the workforce community, ensure that the UAM – CTC Health Information program is able to stay current on the issues that affect the industry. These committee members also act as contacts when assisting students with job placement. (See Appendix J for Advisory Committee Meeting minutes).

Students enrolled in the UAM-CTC Health Information Technology program complete end-of-semester evaluations of the course, instructor, and facilities. These evaluations are compiled by UAM and provided to supervisory staff on the UAM CTC campus to be shared with the faculty. (See Appendix F).

The Health Information Technology program faculty also participates in the UAM-CTC Technical Student Follow-up Report process. The faculty contact graduates, completers, and non-completers of the program by telephone.

## **9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)**

- Annual recruitment activities are attended throughout the semester, such as high school recruitment fairs. Recruiting is everyone's job; however, faculty assist the designated Recruiter / Student Services Coordinator in job fairs, visits to the high schools, and other recruiting activities, as well as keeping constant interaction with employers. Perspective students are counseled by advisors when registering concerning test scores, course load, outside activities, and tutoring. Students are provided information regarding the Associate of Applied Science in General Technology Degree through the UAM website,

the UAM Catalog, and the UAM-CTC Program Information Booklet. Current students receive the specific outcomes for each course from the course syllabus to convey what skills and abilities are within the scope of the course.

- UAM-CTC Health Information Technology program faculty and staff engage in activities to retain students by providing them with academic reviews monthly and with an academic mid-term review. Current students are counseled if considered to be at-risk by low academic achievement, poor attendance, or low self-esteem. Instructors schedule individual lab sessions with students who are identified as at-risk.
- Tutors in Math and English are available for students who may need assistance. The Career Pathways Initiative also provides tutoring. An onsite computer lab with technical support materials are available for student use.
- The Special Student Services program provides screening, referrals, and assistance to students with disabilities.
- Retention and graduation are accomplished through maintaining a varied schedule including multiple course offerings, day and evening classes, and online course options. (See Appendix K for a listing of courses offered for the Health Information Technology Technical Certificate requirements to illustrate the typical offerings of UAM – CTC).
- Faculty provides student advising, as well as making referrals to the Office of Student Services and the Career Pathways program regarding financial aid issues.
- The UAM - CTC Health Information Technology program utilizes the on-campus Retention Specialist to assist students with information on study skills, organization, time management, as well as utilizing an Early Alert reporting system.

# Appendix A: Health Information Technology Brochure

## Health Information Technology

### Program Description

The Health Information Technology (HIT) technical certificate program is designed to provide individuals with opportunities to acquire the knowledge and skills needed to become a medical assistant, medical office assistant, medical transcriptionist, medical insurance coder, or medical insurance technician with emphasis on the analysis of medical records. Note: Medical coders must take and pass the national certification examinations that are administered through various accrediting agencies.

### Student Learning Outcomes

Students who successfully complete the HIT program will be able to:

- 1) Demonstrate the knowledge and skills necessary to provide support in healthcare office environments.
- 2) Demonstrate the ability to effectively communicate pertinent information to patients, billing specialists, and members of the medical team.
- 3) Use instruction, information, and training related to academic and technical skills required to enhance career-related skills in technology, ethics, and professionalism.



### Financial Aid

Even though our tuition and fees are very reasonable, we recognize that financial problems sometimes create a barrier to enrollment. We are committed to assisting eligible students to attain financial aid in the form of scholarships, grants, or loans through one or more local, state, or federal programs as well as federal and institutional work-study jobs. For complete information on financial assistance, contact our Student Services Director at 870-460-2030 or toll-free 866-323-3384.

### Accreditations

UAM CTC is accredited by the Higher Learning Commission (a commission of the North Central Association of Colleges and Schools). The college is also recognized as an Eligible Training Provider by the Arkansas Workforce Investment Board, is approved by the Arkansas Department of Career Education and the State Approving Agency for Veterans.



The program length for a full-time student in Health Information Technology program is two (2) semesters and one (1) summer term.

### Graduation Requirements (Suggested Schedule)

Fall Semester	Semester Hours
BUS 1203 Tech Keyboarding	3
BUS 2003 Tech Business English	3
BUS 1133 Tech Medical Terminology	3
HIT 1033 Tech Medical Coding I	3
HIT 1022 Tech Law and Ethics in Healthcare	2
NUR 1514 PN Anatomy & Physiology	4

Exit: Healthcare Office Skills  
Certificate of Proficiency

### Spring Semester

BUS 1303 Tech Computer Applications for Business	3
HIT 2053 Tech Reimbursement Methodologies	3
HIT 2043 Tech Medical Coding II	3
BUS 2143 Tech Business Mathematics	3
HIT 1063 Tech Medical Office Procedures	3

### Summer Term I

Two of the following courses:	6
HIT 2083 Tech Electronic Health Records	
HIT 2073 Tech Procedural Coding	
BUS 2163 Tech Spreadsheet Applications	
HIT 2013 Tech Medical Transcription	

Exit: Health Information Technology  
Technical Certificate 39

### Program Costs:

Health Information Technology Program	
Total Tuition & Fees	\$3,600
Books & Supplies (Approximately)	\$3,000



## General Information

UAM CTC offers post-secondary training to help individuals gain the knowledge and skills needed to enter and advance in their selected career. In all programs, you will be trained in the skills which employers say you will need in that particular occupational area. The staff works closely with business and industry to keep our programs responsive to the changing workplace. Each of our programs covers both the theory (class work) and the practical (lab work) aspects of the field. And, of course, you will be trained to use the needed equipment for the occupation you choose.

An applicant who does not have a high school diploma or equivalency will be given an opportunity to work toward earning the Arkansas High School Diploma (GED) free of charge.

Because of the high demands of some career areas, our programs frequently have more applicants than openings. Reapplication will be required after one year, and free refresher courses are available for all applicants.

## Admissions Requirements

- Completed application for admission (no processing fee)
- Complete high school transcript, if first-time freshman
- Transcripts from all colleges attended
- Entrance Exam Scores (ACT, SAT, ASSET, or COMPASS)
- Immunization records against measles, mumps, and rubella (two doses)

## Associate of Applied Science in General Technology

Health Information Technology students may choose to continue their studies and earn an Associate of Applied Science in General Technology (AASGT) degree. There are two options for completion of the AASGT degree plan. Details of requirements for the Associate of Applied Science in General Technology degree are found in the Division of General Studies section of the UAM 2013-2015 catalog.

**Note:** Technical courses required for technical certificate programs may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability.

*The University of Arkansas at Monticello is committed to providing educational opportunities to all qualified students and employment opportunities to all persons, regardless of their economic or social status, and will not discriminate on the basis of race, color, religion, creed, gender, ethnic or national origin, disability, age or any legally protected class. The Office of Special Student Services has been designated to coordinate efforts to comply with all laws and regulations applicable to qualified individuals with disabilities, as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries concerning the application of all federal laws and regulations regarding discrimination should be directed to the Human Relations Officer, Officer of Finance and Administration, Babin Business Center, (870) 460-1021.*



## Health Information Technology

*Program Information 2014-2015*



**"Training for Jobs of Today and Tomorrow"**

**University of Arkansas at Monticello  
College of Technology-Crossett**

1326 Highway 52 West  
Crossett, AR 71635  
870-364-6414 or 1-866-323-3384  
Fax: 870-364-5707  
Web Site: [www.uamont.edu](http://www.uamont.edu)

## Appendix B: Course Syllabus

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

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### UNIVERSITY OF ARKANSAS AT MONTICELLO- College of Technology - Crossett *Health Information Technology*

#### Course Syllabus: HIT 1063 – Tech Medical Office Procedures Spring 2015 Room 207

Class meets Mondays and Wednesdays 1:15 pm – 2:35 pm

**Kimberly Wallis, Instructor**

**Office Location: Room 204B Crossett Campus**

**Office Phone Number: (870)460-2005**

**Email Address: wallisk@uamont.edu**

**Office Hours:**           **Monday and Wednesday: 8:30 am – 10:00 am**  
                                  **Tuesday:                           8:30 am – 12:30 pm**  
                                  **Thursday:                         by appointment only**

#### **Materials Needed:**

- ***Medical Office Procedures: 8<sup>th</sup> edition, Bayes, Nenna A, McGraw Hill Education, 2015, ISBN 9780077862039.***
- **Connect Plus Access for Medical Office Procedures, 8<sup>th</sup> Edition, ISBN 9780077605605**
- **Memory Stick**
- **Headphones**

**Course Number:**           BUS 2003

**Credit Hours:**             3

**Prerequisites:**             None

**Course Description:** Administrative practices and procedures used in a medical office setting. Use of custom designed software to complete appointment scheduling, posting procedures, insurance billing, and accounts receivable. NOTE: This course may be transferable toward a limited number of associate and baccalaureate degrees. Contact advisor for information regarding transferability-

#### **HIT Program Student Goals and Learning Outcomes:**

Students successfully completing the Health Information Technology program will:

- Demonstrate the knowledge and skills necessary to provide support in health care office environments.
- Demonstrate the ability to effectively communicate pertinent information to patients, billing specialists, and members of the medical team.

**Course Goals and Learning Outcomes:**

Proficiency and retention of course material related to the learning outcomes vary from student to student depending on prior preparation, acquired study habits, native intelligence, motivation, effort, concentration, and other factors.

You will participate in a variety of tasks that will enable you to do the following upon completion of this course.

- Demonstrate dependability, honesty, organization, and punctuality.
- Develop superior work ethics, and establish professional conduct and appearance.
- Understand health insurance, managed care, Medicare and Medicaid, Commercial payers, TRICARE and Workers' Compensation.
- Describe the process of processing payments from both insurance and patients.
- Understand the insurance claim life cycle and its place in the revenue cycle.
- Understand the basics of coding and how this translates to insurance, reimbursement, and medical necessity.

## Students With Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870-460-1626; Fax 870-460-1926; email [whitingm@uamont.edu](mailto:whitingm@uamont.edu). For assistance on the Crossett campus, contact the office of Special Student Services representative on campus: phone 870-364-6414; fax 870-364-5707.

## General Evaluation Procedure

**Grading Scale:**

GRADE	ACHIEVEMENT	EVALUATION
<b>A</b>	<b>100% - 90%</b>	<b>Excellent</b>
<b>B</b>	<b>89% - 80%</b>	<b>Above Average</b>
<b>C</b>	<b>79% - 70%</b>	<b>Average</b>
<b>D</b>	<b>69% - 60%</b>	<b>Conditional</b>
<b>F</b>	<b>59% - 00%</b>	<b>Failing</b>

**Student Evaluation:**

You will be evaluated on selected daily assignments, chapter / unit tests, and a final exam. It is your responsibility to keep up with the deadlines listed. Student grades are calculated according to the following scale:

75% Unit Tests, Chapter Quizzes, Daily Exercises, and Writing Assignments  
 25% Final Exam

**Make-Up Work:**

If you miss an assignment, **you will not be able to make it up.** The ONLY exception is if you turn in the assignment **BEFORE** you miss class or it is deemed

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an extreme emergency at the discretion of the instructor.

**Make-up Test Policy:**

Preparation, punctuality, and participation are expected of employees during work and professional meetings. With few exceptions, your top priority on exam day should be your exam, just as a presentation at a meeting would be your top priority for that particular work day.

If you are to miss an assigned test, you **MUST** notify the instructor that you will be out **BEFORE** the test in order to have one week from the date the test was initially given to make up the test. It is your responsibility to schedule the make-up test with the instructor.

**If you fail to notify the instructor BEFORE** the test or fail to make up the test in accordance to the instructor's schedule in the allotted time, you will receive a test grade of **zero**. The **ONLY** exception is if the situation is deemed an extreme emergency at the discretion of the instructor.

## Course Policies

**Attendance Policy:**

Regular and prompt attendance is expected of all students enrolled at UAM CTC and is necessary to maintain satisfactory progress. In technical courses, attendance will be recorded for each student by course. A student will be placed on attendance probation in technical courses once he/she has been absent 15% of the total scheduled hours of a course.

When the student is absent 20% of the total scheduled hours of a course, the student will be officially notified in writing and dropped from the course. A letter grade of "F" will be recorded for the course unless the student has officially withdrawn by the designated deadline. The student will be notified of attendance probation in writing provided he/she has returned to school before reaching 20% absences. A student terminated for poor attendance may be considered for re-enrollment in the course at its next offering with the consultation and approval of the instructor and school administration.

A student cannot use make-up time to reduce hours of absence any time during the school year. Each time a student is late for class or leaves early, the student will be charged a full hour or hours of absence (rounded up to the larger hour of time).

**Leave of Absence:**

In a case of extreme emergency, a student may request a leave of absence. A leave of absence must be requested in writing and may be granted or denied by the Director of Student Services. Written documentation supporting the request for a leave of absence must be provided prior to the granting of the leave or the first day back in class after the leave. The leave of absence must be for no less than seven (7) calendar days and for no more than 21 calendar days during a fall or spring semester or 10 calendar days during a summer term.

If a student's absences reach 20% of the total class hours and the student has not been approved for a leave of absence, the student will be dropped. No more than

one such leave of absence can be granted in a twelve-month period.

**Unusual Circumstances:** Upon receipt of proper documentation, absences caused by court subpoena, jury duty, military orders, or other government ordered visit(s) will be recorded but not included in the total cumulative hours of absence per course. The documentation must be submitted on the first day the student returns to school. Also, absences because of a natural disaster (as determined by the administration) will not be counted in the hours of absence.

**Agency Notification:** Agencies granting financial assistance will be notified as required of all absences of those students receiving financial aid. The policy of each agency regarding payment when a student is absent will apply in each case.

**Posting of Grades:** UAM will no longer mail grade reports to all students. You may access your grades through WeevilNet on the UAM homepage, [www.uamont.edu](http://www.uamont.edu). To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**Student Conduct:** Any behavior which disrupts the regular or normal functions of the University community, including behavior that braches the peace or violates the rights of others. Disorderly conduct includes, but is not limited to, violent, noisy, or drunken behavior, and / or the use of abusive or obscene language on university controlled property or while representing the University, or attending a university function. Any verbal abuse, physical abuse or endangerment may result in expulsion from the University of Arkansas College of Technology Crossett.

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

**Academic Dishonesty:** Academic dishonesty involves acts which may weaken or compromise the integrity of the educational process. Cheating, collusion, duplicity, and plagiarism are serious offenses. Since dishonesty in any form harms the individual, other students and the University, policies concerning academic dishonesty will be strictly enforced.

If cheating, collusion, duplicity, or plagiarism is suspected, the instructor may, at his or her discretion, take any of the following actions: 1) issue a warning to the student; 2) lower the grade awarded to the student for the assignment or test; 3) require the student to redo the assignment or retake the test; 4) award no credit for the paper or test; or 5) award the student a failing grade for the course. For more information, refer to the Academic Dishonesty policy in the University's catalog.

For this class it is permissible to assist classmates in general discussions of assignments. General advice and interaction are encouraged. Each person, however, must develop his or her own solutions to the assigned projects,

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assignments, and tasks. All assignments turned in should be the students' original work, without assistance from other students in class. If you need help on an assignment, please contact the instructor immediately.

**Cheating:** Cheating includes, but is not limited to, the possession, receipt, use, buying, selling, or furnishing of unauthorized help while doing any of the following, but is not limited to assignments, documents, projects, reports and term papers, quizzes and tests, providing answers, and/or homework (copying homework, assignments, or answers from another student). Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty: use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor; collaboration with another student during the examination; buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; or substituting for another person during an examination or allowing such substitutions for oneself.

**Collusion:** Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

**Duplicity:** Duplicity is to offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

**Plagiarism:** Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Plagiarism includes, but is not limited to, submitting any document, idea, or passages that have been copied in whole or in part from another individual's work. Copying someone else's works and submitting them as your own work will NOT be tolerated.

**Sanctions:** If cheating, collusion, duplicity, or plagiarism is suspected, the instructor may, at or her discretion, take any of the following actions: 1) issue a warning to the student; 2) lower the grade awarded to the student for the assignment or test; 3) require the student to redo the assignment or retake the test; 4) award no credit for the paper or test; or 5) award the student a failing grade for the course. For more information, refer to the Academic Dishonesty policy in the University's catalog.

**Incomplete Policy:** Students will not be given an incomplete grade in this course without sound reason and documented evidence. A student must be current with course work assignments and/or examinations and must have completed at least 75% of all required course work assignments and/or examinations to be considered for a grade of Incomplete (I).

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## Policies and Procedures

University's Standards of Student Conduct are set forth in writing in order to give students notice of academic and non-academic prohibited conduct. Please see your student handbook. The cooperation of all students is necessary to make any course a great learning environment. Insubordination and conduct that is dishonest, unethical, illegal, or unsafe will not be tolerated.

**Cell Phone Usage Policy:** Cell phones, pagers, MP3 players, and Bluetooth devices should be silenced and stored away during class. A device that is used to send messages, receive messages, or rings during class will result in sanctions at the discretion of the instructor.

**Computer Usage Policy:** Violations of the UAM-CTC computer usage policy as defined in UAM Operating Procedure #250.3 are prohibited. Unauthorized or inappropriate use of computers, the Internet, or any other technology or communication equipment is strictly prohibited. This is a learning environment. Computer applications come before Facebook, My Space, e-mail, etc.

- Do not load any data from outside sources (disks, USB drives, etc.) without permission—they may contain viruses.
- Do not copy or transmit any confidential information of any kind without prior approval. Do not share passwords, hostnames, or usernames unless you have been asked to do so by your instructor.
- Do not download music or any information from the Internet onto your or anyone else's computer without permission. Follow all guidelines posted on other Internet sites.
- Respect copyrights. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Use for commercial activities is not acceptable. Any transmission or reception of pornographic material is expressly prohibited.

**E-Mail Usage:** Think carefully about what you wish to say and use appropriate language. Never send or receive illegal, obscene, or offensive messages. When using e-mail, remember that nothing is confidential; e-mail sent or received on the University's e-mail system is UAM property.

**Dress Code:** Dress in a fashion that is appropriate to the workplace. Always adhere to rules of dress that relate to safety at a particular worksite. Students should have an appropriate, well-groomed appearance. Clothing considered inappropriate includes such items as shorts, halter tops, clothing that shows exposed skin. Do not wear revealing or provocative clothing. No sagging.

## Tentative Schedule (May be changed at the discretion of the instructor).

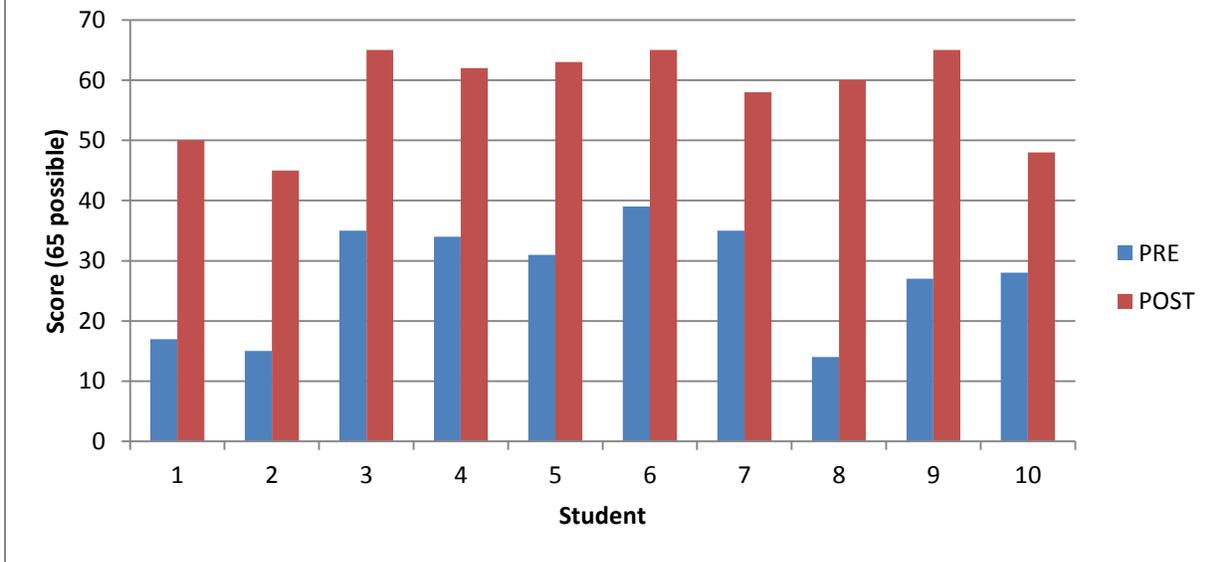
Students are expected to read all chapters and be prepared PRIOR to class. It is the student's responsibility to name, save, and label each problem, assignment, project, etc. according to the assignment name provided in the book.

Week	Material to be Covered	Connect Due Dates
1	Welcome! Review of Syllabus	All Connect Assignments for Chapters 1 – 2 will be due by 01/30/2015, 11:59 PM, CST.
2	Chapter 1	
3	MLK Holiday / Chapter 1	
4	Chapter 2	
5	Test Chapters 1-2 / Chapter 3	All Connect Assignments for Chapters 3 - 6 will be due by 02/27/2015, 11:59 PM, CST.
6	Chapter 3 / Chapter 4	
7	Chapter 5	
8	Chapter 5 / Chapter 6	
9	Test Chapters 3 – 6 / Chapter 7	All Connect Assignments for Chapters 7 - 9 will be due by 03/20/2015, 11:59 PM, CST.
10	Chapter 7 / Chapter 8	
11	Chapter 9 / Test Chapters 7 - 9	
12	Spring Break! WOO HOO!	
13	Chapter 10 / Simulation 1	All Connect Assignments for Chapter 10 will be due by 04/03/2015, 11:59 PM, CST.
14	Simulation 1	Simulations 1 and 2 will be due by 04/24/2015, 11:59 PM, CST
15	Simulation 2	
16	Review for final	
17	Final Exam Week: Final WILL BE COMPREHENSIVE: Specific date / time for final will be announced at a later date.	

## Spring 2015 Academic Calendar: Important Dates

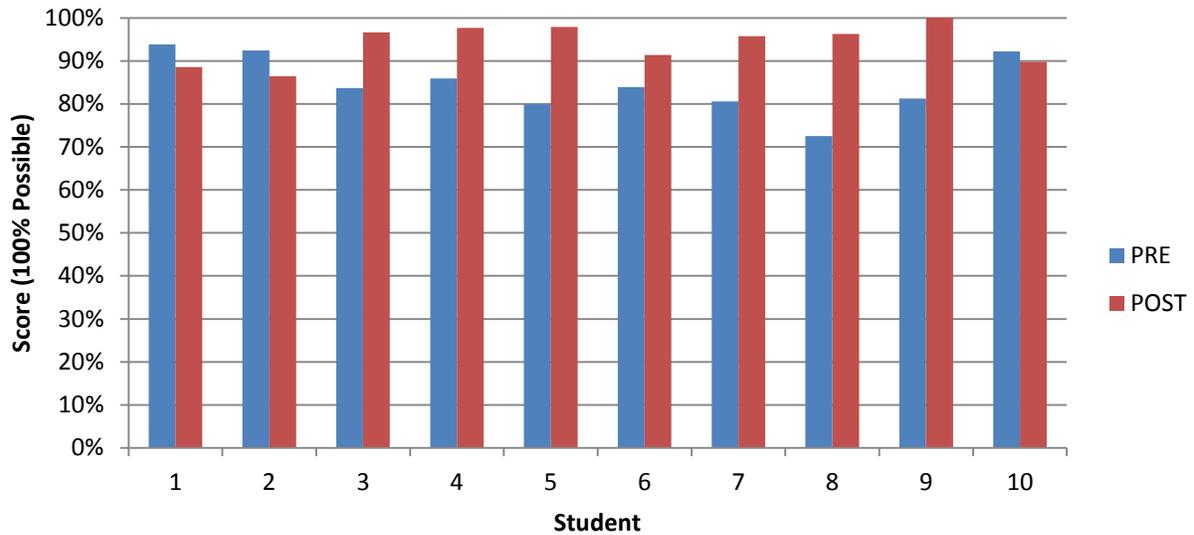
January 2 (Fri) - Tuition and fees due for preregistered students.  
 January 5 (Mon) - Schedule changes. New student orientation.  
 January 6 (Tues) - Open registration.  
 January 7 (Wed) - First day of classes. Admission application deadline.  
 January 9 (Fri) - Last day to register or add classes.  
 January 19 (Mon) - Martin Luther King Holiday. Offices and classes closed.  
 February 27 (Fri) – Deadline to apply for August and December graduation.  
 March 18 (Wed) - Last day to drop a class or withdraw from the term. Grade(s) will be W.  
 March 23-27 (Mon-Fri) - Spring Break.  
 April 6 (Mon) – April 17 (Fri) - Preregistration for Summer and Fall 2015.  
 April 28 (Tues) - Last day of class.  
 April 29 – May 5 (Wed-Tues) - Final exam period.  
 May 8 (Fri) – UAM Monticello's Commencement.

### Tech Medical Office Procedures Pre / Post Test Comparison Theory



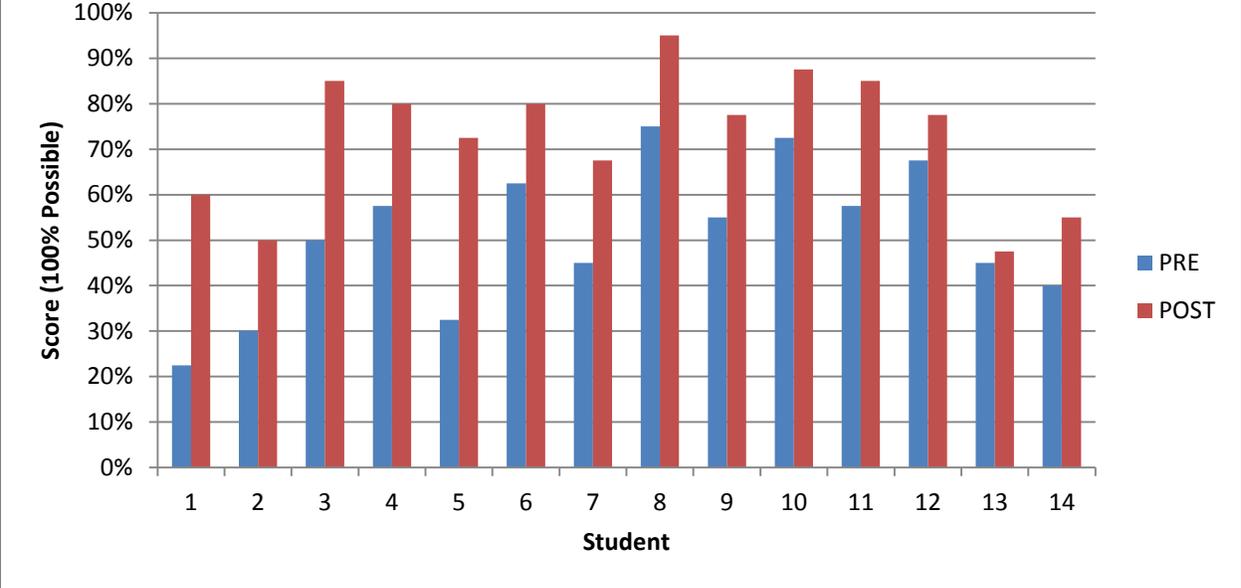
### Appendix C: Tech Medical Office Procedures Pre/Post Test - Theory

### Tech Medical Office Procedures Pre / Post Test Comparison Production



**Appendix D: Tech Medical Office Procedures Pre/Post Test Comparison - Production**

# Tech Business Math Pre / Post Test Comparison



Appendix E: Tech Business Math Pre/Post Test Comparison

# Appendix F: Course Evaluation Results

Course Evaluations 2132 (2013)		Spring 2013		University of Arkansas at Monticello	
<b>Course:</b>	1343 1 - TECH MED CODING II			<b>Department:</b>	CHIT
<b>Responsible Faculty:</b>	Jessikah Kelley			<b>Responses / Expected:</b>	5 / 12 (41.67%)

1343 - 1	4.8
CHIT Courses	4.3
All Courses	4.4

Course Based Questions	1343 - 1											--- Survey Comparisons ---											
	Responses					Course						CHIT			All								
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	-/+ 1	N	Mean	Grp Med	-/+ 1
<b>Q1</b> I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4	1	0	0	0	5	4.8	4.9	5	5	4	5	.40	.16	.18	11	4.3	4.7	=	3.9K	4.4	4.6	=

**Responses:** [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
<sup>1</sup> This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

**Q2 - What did you like and dislike most about this course?**

**Response Rate:** 60.00% (3 of 5)

Jessikah is an awesome teacher! I have learned alot in her classes. :)

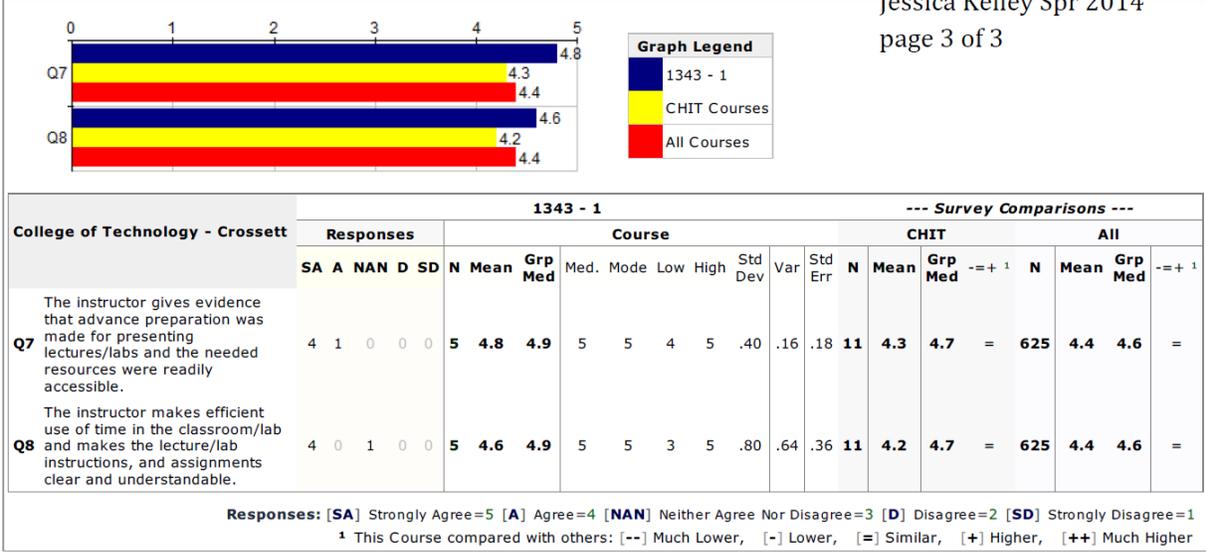
- Very geared towards my desired job.
- I love it and learn alot about Coding. Keep it up!

Kelley, Jessikah R	4.8
CHIT Faculty	4.5
All Faculty	4.4

Instructor Based Questions	Kelley, Jessikah R											--- Survey Comparisons ---											
	Responses					Individual						CHIT			All								
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	-/+ 1	N	Mean	Grp Med	-/+ 1
<b>Q3</b> The instructor is willing to help the students learn.	4	1	0	0	0	5	4.8	4.9	5	5	4	5	.40	.16	.18	11	4.4	4.6	=	3.9K	4.5	4.7	=
<b>Q4</b> The instructor shows interest in and knowledge of the subject.	4	1	0	0	0	5	4.8	4.9	5	5	4	5	.40	.16	.18	11	4.5	4.7	=	3.9K	4.6	4.8	=
<b>Q5</b> The instructor demonstrates effective oral and written communication skills.	4	0	1	0	0	5	4.6	4.9	5	5	3	5	.80	.64	.36	11	4.3	4.7	=	3.9K	4.4	4.7	=
<b>Q6</b> I would recommend this instructor to other students.	4	1	0	0	0	5	4.8	4.9	5	5	4	5	.40	.16	.18	11	4.3	4.7	=	3.9K	4.4	4.7	=

**Responses:** [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
<sup>1</sup> This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

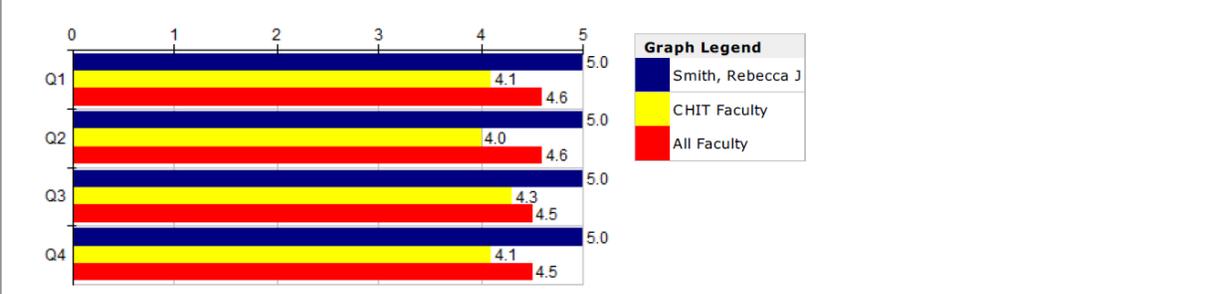


College of Technology - Crossett	1343 - 1										--- Survey Comparisons ---												
	Responses					Course					CHIT				All								
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	-/+ 1	N	Mean	Grp Med	-/+ 1
Q7 The instructor gives evidence that advance preparation was made for presenting lectures/labs and the needed resources were readily accessible.	4	1	0	0	0	5	4.8	4.9	5	5	4	5	.40	.16	.18	11	4.3	4.7	=	625	4.4	4.6	=
Q8 The instructor makes efficient use of time in the classroom/lab and makes the lecture/lab instructions, and assignments clear and understandable.	4	0	1	0	0	5	4.6	4.9	5	5	3	5	.80	.64	.36	11	4.2	4.7	=	625	4.4	4.6	=

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
 1 This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

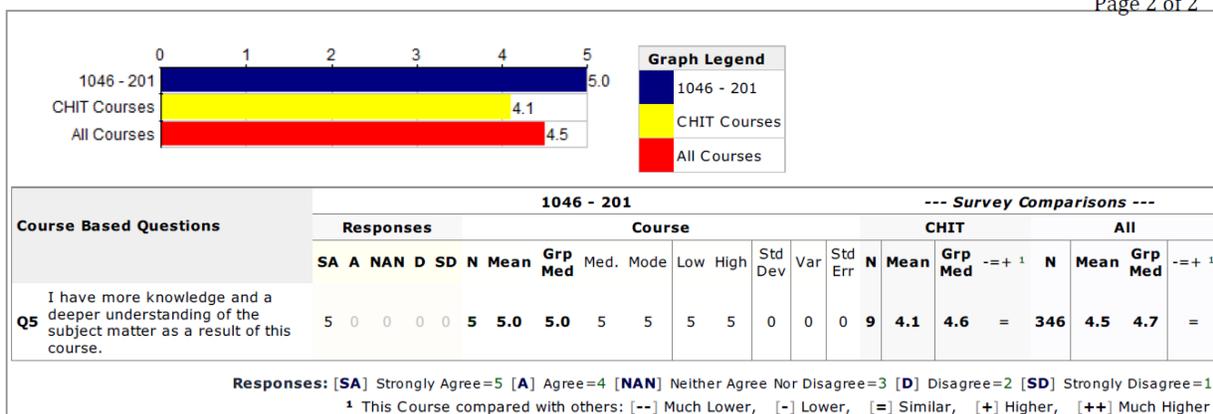
Course Evaluations Spring 14 University of Arkansas at Monticello

Course:	1046 201 - TECH PROCEDURAL CODING	Department:	CHIT
Responsible Faculty:	Ms. Rebecca Smith	Responses / Expected:	5 / 7 (71.43%)



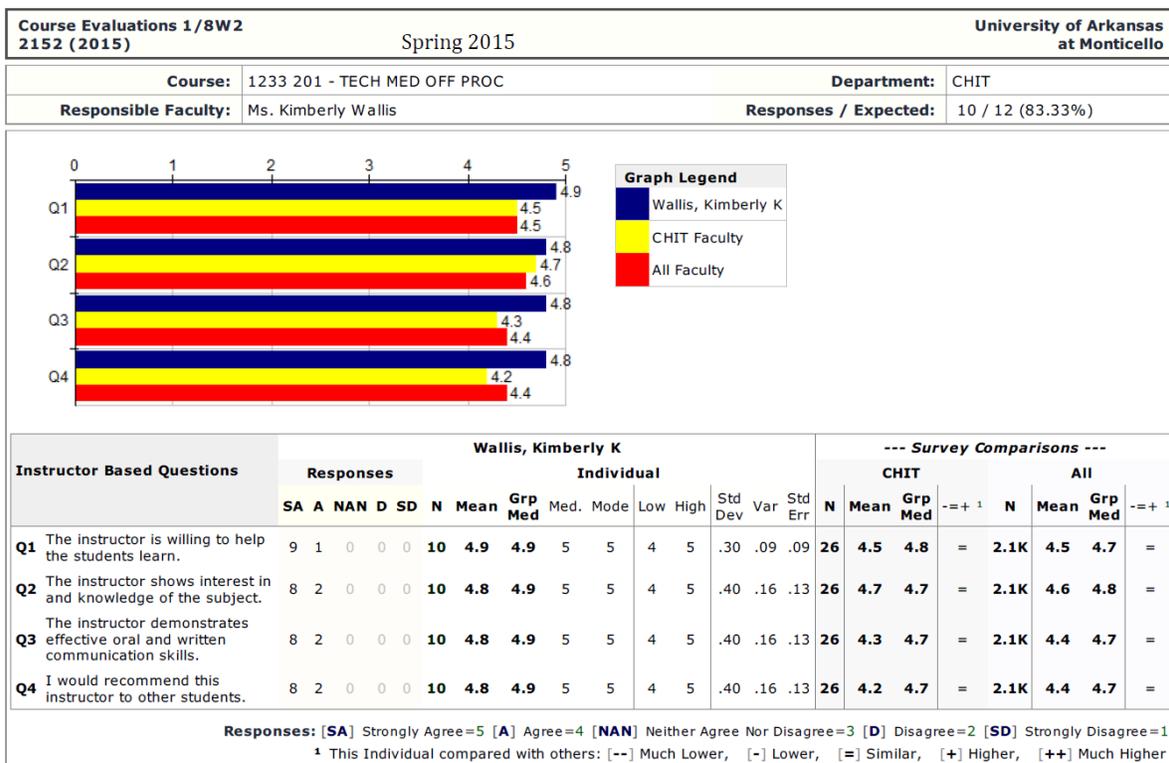
Instructor Based Questions	Smith, Rebecca J										--- Survey Comparisons ---												
	Responses					Individual					CHIT				All								
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	-/+ 1	N	Mean	Grp Med	-/+ 1
Q1 The instructor is willing to help the students learn.	5	0	0	0	0	5	5.0	5.0	5	5	5	5	0	0	0	9	4.1	4.6	=	347	4.6	4.8	=
Q2 The instructor shows interest in and knowledge of the subject.	5	0	0	0	0	5	5.0	5.0	5	5	5	5	0	0	0	9	4.0	4.6	=	347	4.6	4.8	=
Q3 The instructor demonstrates effective oral and written communication skills.	5	0	0	0	0	5	5.0	5.0	5	5	5	5	0	0	0	9	4.3	4.6	=	344	4.5	4.7	=
Q4 I would recommend this instructor to other students.	5	0	0	0	0	5	5.0	5.0	5	5	5	5	0	0	0	9	4.1	4.6	=	344	4.5	4.7	=

Responses: [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
 1 This Individual compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher



**Q6 - What did you like and dislike most about this course?**  
**Response Rate:** 100.00% (5 of 5)

- What i like about this course, it that it is coding and i have a better understanding in the field i am preparing to go into and the teacher helps us understand the material better.
- I like how she is willing to help the student out with problem she or he is having in the subject. I really did not have a dislike about her.
- NOTHING
- I really don't have any dislikes about this class, other than wishing it was a little longer. Mrs. Smith was great at helping us understand the material. I have really enjoyed it.
- Mrs. Smith is an instructor that shows passion for her students and and encourages to learn the material as well and if you have a problem she is willing to help you as much as she can.



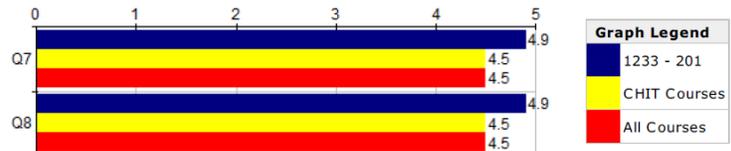


Course Based Questions	1233 - 201													--- Survey Comparisons ---									
	Responses					Course								CHIT			All						
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	==+ <sup>1</sup>	N	Mean	Grp Med	==+ <sup>1</sup>
Q5 I have more knowledge and a deeper understanding of the subject matter as a result of this course.	8	1	0	0	0	9	4.9	4.9	5	5	4	5	.31	.10	.10	25	4.1	4.7	=	2.1K	4.4	4.6	=

**Responses:** [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
<sup>1</sup> This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

**Q6 - What did you like and dislike most about this course?**  
**Response Rate:** 100.00% (10 of 10)

- Mrs. Wallis Is Great! Love how willing to help she is! All around great instructor!
- I hate the connect stuff but she teaches the class very well I have learned a whole lot.
- I like that she talk to us on every chapter and explain what we suppose to know.... I didn't like the connect
- The teacher is very hands on with the students
- I really love this class
- I love her class! Although the connect work is stressful, but I love it! She's a great teacher!
- She is my homegirl.
- I like how she helps us with the stuff that we dont understand. Some of our connect work we all didnt understand and she was there to help us through it. She gives plenty of time to finish our work.
- I really like this course. The teacher is really helpful and really help her students.
- Great teacher!!



College of Technology - Crosssett	1233 - 201													--- Survey Comparisons ---									
	Responses					Course								CHIT			All						
	SA	A	NAN	D	SD	N	Mean	Grp Med	Med.	Mode	Low	High	Std Dev	Var	Std Err	N	Mean	Grp Med	==+ <sup>1</sup>	N	Mean	Grp Med	==+ <sup>1</sup>
Q7 The instructor gives evidence that advance preparation was made for presenting lectures/labs and the needed resources were readily accessible.	9	1	0	0	0	10	4.9	4.9	5	5	4	5	.30	.09	.09	26	4.5	4.8	=	302	4.5	4.7	=
Q8 The instructor makes efficient use of time in the classroom/lab and makes the lecture/lab instructions, and assignments clear and understandable.	9	1	0	0	0	10	4.9	4.9	5	5	4	5	.30	.09	.09	26	4.5	4.8	=	302	4.5	4.7	=

**Responses:** [SA] Strongly Agree=5 [A] Agree=4 [NAN] Neither Agree Nor Disagree=3 [D] Disagree=2 [SD] Strongly Disagree=1  
<sup>1</sup> This Course compared with others: [--] Much Lower, [-] Lower, [=] Similar, [+] Higher, [++] Much Higher

## Appendix G: Grade Distribution

### Spring 2014 Grade Distribution

2142	1	CAOT	1061	Daniels,Theresia L	BUS	1303	201	TECH COMPUTER APPS FOR BUS	8 B	1	12.50%
2142	1	CAOT	1061	Daniels,Theresia L	BUS	1303	201	TECH COMPUTER APPS FOR BUS	8 C	4	50.00%
2142	1	CAOT	1061	Daniels,Theresia L	BUS	1303	201	TECH COMPUTER APPS FOR BUS	8 F	2	25.00%
2142	1	CAOT	1061	Daniels,Theresia L	BUS	1303	201	TECH COMPUTER APPS FOR BUS	8 W	1	12.50%
2142	1	CAOT	1583	Daniels,Theresia L	BUS	2003	201	TECH BUS ENGLISH	11 B	2	18.18%
2142	1	CAOT	1583	Daniels,Theresia L	BUS	2003	201	TECH BUS ENGLISH	11 C	4	36.36%
2142	1	CAOT	1583	Daniels,Theresia L	BUS	2003	201	TECH BUS ENGLISH	11 F	2	18.18%
2142	1	CAOT	1583	Daniels,Theresia L	BUS	2003	201	TECH BUS ENGLISH	11 W	3	27.27%
2142	1	CAOT	1071	Daniels,Theresia L	BUS	2143	201	TECH BUSINESS MATH	26 A	1	3.85%
2142	1	CAOT	1071	Daniels,Theresia L	BUS	2143	201	TECH BUSINESS MATH	26 B	4	15.38%
2142	1	CAOT	1071	Daniels,Theresia L	BUS	2143	201	TECH BUSINESS MATH	26 C	5	19.23%
2142	1	CAOT	1071	Daniels,Theresia L	BUS	2143	201	TECH BUSINESS MATH	26 D	1	3.85%
2142	1	CAOT	1071	Daniels,Theresia L	BUS	2143	201	TECH BUSINESS MATH	26 F	10	38.46%
2142	1	CAOT	1071	Daniels,Theresia L	BUS	2143	201	TECH BUSINESS MATH	26 W	5	19.23%
2142	1	CHIT	1284	Daniels,Theresia L	HIT	1063	201	TECH MED OFF PROC	16 B	4	25.00%
2142	1	CHIT	1284	Daniels,Theresia L	HIT	1063	201	TECH MED OFF PROC	16 C	7	43.75%
2142	1	CHIT	1284	Daniels,Theresia L	HIT	1063	201	TECH MED OFF PROC	16 D	1	6.25%
2142	1	CHIT	1284	Daniels,Theresia L	HIT	1063	201	TECH MED OFF PROC	16 F	1	6.25%
2142	1	CHIT	1284	Daniels,Theresia L	HIT	1063	201	TECH MED OFF PROC	16 W	3	18.75%
2142	1	CHIT	1285	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	18 A	8	44.44%
2142	1	CHIT	1285	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	18 B	8	44.44%
2142	1	CHIT	1285	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	18 C	1	5.56%
2142	1	CHIT	1285	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	18 F	1	5.56%
2142	1	CHIT	1287	Smith,Rebecca J	HIT	2053	260	TECH REIMB METHODS	16 A	1	6.25%
2142	1	CHIT	1287	Smith,Rebecca J	HIT	2053	260	TECH REIMB METHODS	16 B	9	56.25%
2142	1	CHIT	1287	Smith,Rebecca J	HIT	2053	260	TECH REIMB METHODS	16 C	2	12.50%
2142	1	CHIT	1287	Smith,Rebecca J	HIT	2053	260	TECH REIMB METHODS	16 D	3	18.75%
2142	1	CHIT	1287	Smith,Rebecca J	HIT	2053	260	TECH REIMB METHODS	16 F	1	6.25%

### Summer 2014 Grade Distribution

2144	S1	CHIT	1046	Smith,Rebecca J	HIT	2073	201	TECH PROCEDURAL CODING	7 A	1	14.29%
2144	S1	CHIT	1046	Smith,Rebecca J	HIT	2073	201	TECH PROCEDURAL CODING	7 B	6	85.71%
2144	S1	CHIT	1047	Daniels,Theresia L	HIT	2083	201	TECH ELECTRONIC HEALTH RECORDS	8 B	2	25.00%
2144	S1	CHIT	1047	Daniels,Theresia L	HIT	2083	201	TECH ELECTRONIC HEALTH RECORDS	8 C	6	75.00%

### Fall 2014 Grade Distribution

2146	1	CAOT	1067	Daniels,Theresia L	BUS	1203	202	TECH KEYBOARDING	9 A	1	11.11%
2146	1	CAOT	1067	Daniels,Theresia L	BUS	1203	202	TECH KEYBOARDING	9 B	8	88.89%
2146	1	CAOT	1073	Daniels,Theresia L	BUS	2003	202	TECH BUS ENGLISH	11 A	1	9.09%
2146	1	CAOT	1073	Daniels,Theresia L	BUS	2003	202	TECH BUS ENGLISH	11 B	7	63.64%
2146	1	CAOT	1073	Daniels,Theresia L	BUS	2003	202	TECH BUS ENGLISH	11 C	3	27.27%
2146	1	CHIT	1285	Daniels,Theresia L	HIT	1022	201	TECH LAW/ETH HTHCA	10 B	3	30.00%
2146	1	CHIT	1285	Daniels,Theresia L	HIT	1022	201	TECH LAW/ETH HTHCA	10 C	7	70.00%
2146	1	CHIT	1287	Kelley,Jessikah R	HIT	1033	201	TECH MED CODING I	14 A	4	28.57%
2146	1	CHIT	1287	Kelley,Jessikah R	HIT	1033	201	TECH MED CODING I	14 B	7	50.00%
2146	1	CHIT	1287	Kelley,Jessikah R	HIT	1033	201	TECH MED CODING I	14 C	2	14.29%
2146	1	CHIT	1287	Kelley,Jessikah R	HIT	1033	201	TECH MED CODING I	14 F	1	7.14%

### Spring 2015 Grade Distribution

2152	1	CAOT	1054	Wallis,Kimberly K	BUS	1303	201	TECH COMPUTER APPS FOR BUS	9 A	2	22.22%
2152	1	CAOT	1054	Wallis,Kimberly K	BUS	1303	201	TECH COMPUTER APPS FOR BUS	9 B	6	66.67%
2152	1	CAOT	1054	Wallis,Kimberly K	BUS	1303	201	TECH COMPUTER APPS FOR BUS	9 C	1	11.11%
2152	1	CAOT	1063	Wallis,Kimberly K	BUS	2143	201	TECH BUSINESS MATH	20 A	6	30.00%
2152	1	CAOT	1063	Wallis,Kimberly K	BUS	2143	201	TECH BUSINESS MATH	20 B	2	10.00%
2152	1	CAOT	1063	Wallis,Kimberly K	BUS	2143	201	TECH BUSINESS MATH	20 C	4	20.00%
2152	1	CAOT	1063	Wallis,Kimberly K	BUS	2143	201	TECH BUSINESS MATH	20 D	3	15.00%
2152	1	CAOT	1063	Wallis,Kimberly K	BUS	2143	201	TECH BUSINESS MATH	20 F	2	10.00%
2152	1	CAOT	1063	Wallis,Kimberly K	BUS	2143	201	TECH BUSINESS MATH	20 W	3	15.00%
2152	1	CHIT	1233	Wallis,Kimberly K	HIT	1063	201	TECH MED OFF PROC	12 A	5	41.67%
2152	1	CHIT	1233	Wallis,Kimberly K	HIT	1063	201	TECH MED OFF PROC	12 B	6	50.00%
2152	1	CHIT	1233	Wallis,Kimberly K	HIT	1063	201	TECH MED OFF PROC	12 C	1	8.33%
2152	1	CHIT	1234	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	12 A	8	66.67%
2152	1	CHIT	1234	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	12 B	2	16.67%
2152	1	CHIT	1234	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	12 C	1	8.33%
2152	1	CHIT	1234	Kelley,Jessikah R	HIT	2043	260	TECH MED CODING II	12 I	1	8.33%
2152	1	CHIT	1236	Smith,Rebecca J	HIT	2053	260	TECH REIMB METHODS	9 A	8	88.89%
2152	1	CHIT	1236	Smith,Rebecca J	HIT	2053	260	TECH REIMB METHODS	9 W	1	11.11%

### Summer 2015 Grade Distribution

2154	S1	CHIT	1035	Smith,Rebecca J	HIT	2073	201	TECH PROCEDURAL CODING	11 A	4	36.36%
2154	S1	CHIT	1035	Smith,Rebecca J	HIT	2073	201	TECH PROCEDURAL CODING	11 B	4	36.36%
2154	S1	CHIT	1035	Smith,Rebecca J	HIT	2073	201	TECH PROCEDURAL CODING	11 C	3	27.27%
2154	S1	CHIT	1036	Wallis,Kimberly K	HIT	2083	201	TECH ELECTRONIC HEALTH RECORDS	12 A	8	66.67%
2154	S1	CHIT	1036	Wallis,Kimberly K	HIT	2083	201	TECH ELECTRONIC HEALTH RECORDS	12 B	4	33.33%

## Appendix H: AHIMA's Statement Regarding the Demand for HIM Professionals



### **Careers in HIM**

Health information management (HIM) is a diverse yet evolving field that incorporates medicine, management, finance, information technology, and law into one dynamic career path. According to the Bureau of Labor Statistics, demand for HIM professionals will increase by 20 percent through 2018.

AHIMA wants you to realize your potential in this exciting field. Whether you are planning to start a new career in HIM or evolve in the profession, education and certification often play key roles.

(<http://www.ahima.org/careersinhim/default.aspx>)

## Appendix I: Advisory Committee Minutes

### **UAM COLLEGE OF TECHNOLOGY, CROSSETT OFFICE OCCUPATIONS AND HOSPITALITY ADVISORY COMMITTEE MEETING MINUTES**

**June 27, 2011, 6 p.m.**

The Office Occupations Advisory Committee and the Hospitality Advisory Committee met on Monday, June 27, 2011, at 6:10 p.m. in the Hospitality classroom of the Main Building on the UAM-CTC campus. Office Occupations Advisory Committee members present for the meeting were Harold Mitchell, and Tonya Loe. Hospitality Advisory Committee members present for the meeting were Iris Phifer, Pam Ferguson, Pat Owens, Margaret Fristoe and Alice Lindsey.

#### **WELCOME AND INTRODUCTIONS**

Ms. Loe, Health Information Technology Instructor, called the meeting to order. She welcomed the members present and introductions were made for both committees. Members were served salads prepared by hospitality.

#### **MINUTES**

Copies of the minutes were mailed to each member and stands approved as presented.

#### **REPORTS**

Mrs. Lindsey reported that UAM-CTC enrollment has been up for the past several semesters and projection of pre-registration for the Fall 2011 semester shows another increase.

UAM-CTC Hospitality Services' Graduates/Placement, Administrative Office Technology Graduates/Placement, and Health Information Technology Graduates/Placement Reports were given to each member present. Hospitality has 2 graduates in the field, AOT has 2 in field, HIT has 5 in field as of 2009-2010 report.

Mrs. Lindsey reported that the Intern Placement for Hospitality Program placed 6 students for Interns this semester. Mrs. Harris was able to place all of AOT Interns as well. HIT does not have Intern program at this time. (See Attached.) Mrs. Lindsey reported 3 students could not complete Internship for summer and would be doing Intern in the Fall. This is the first time that there will be a Fall Internship Program. She explained that if the intern program is not offered Summer of 2012, (UAM-CTC) may lose students. The advisory committee agreed with Mrs. Lindsey.

Mrs. Lindsey informed the advisory committee that UAM-CTC Hospitality Program won the Arkansas' South Ashley County Award from the Arkansas' South Tourism Association for 2010-2011. This award represents individual, or group that has contributed to career opportunities in food preparation, lodging, and other tourism-related business. Pam Ferguson from the Crossett Chamber of Commerce explained that 9 Southern City Chambers, made up the South Tourism Association. The area leaders voted to give the award to UAM-CTC due to their involvement in several events and the department promoted tourism in our area. Ashley County was the first county involved community, school, and commerce to incorporate tourism in Arkansas. UAM-CTC Hospitality students also helped in promoting Welcome to Arkansas tourism program. Pam stated, "Welcome to Arkansas First Tourism was one opportunity to make impression on tourist." "Thanks UAM-CTC for helping."

## **PROGRAM REVIEW**

Mrs. Lindsey reported that the ServSafe Course is the most important course for Hospitality. Students must take and pass the national test in order to be a manager for a restaurant. It is not a requirement for UAM-CTC students to take the state test. Pam Ferguson spoke about the ProStart Program at Crossett High School and the articulation with UAM-CTC.

## **2011-2012 CALENDAR**

Committee members received a copy of the 2011-2012 University of Arkansas at Monticello catalog which includes a calendar for all three campuses. Mrs. Lindsey covered main dates for the year. Mrs. Lindsey had her Fall books on display for the committee to review. Ms. Loe stated that AOT and HIT books were being updated from Microsoft 2007 to Microsoft 2010 and are ordered. Ms. Loe and Mrs. Lindsey talked about team teaching and teamwork exercises that HIT and Hospitality students do together. Committee members were asked for suggestions on exercises that teach teamwork. Committee members stated they would let them know of any used by their company.

### ***Administrative Office Technology***

Ms. Loe explained the Administrative Office Technology Program courses offered for the Fall 2011 semester. Each member received the Fall Schedule.

### ***Health Information Technology***

Ms. Loe explained the Health Information Technology courses offered for the Fall 2011 semester. Ms. Loe stated that in response to their initial interest, she would like for the advisory committee to consider making recommendations for an Intern Program for HIT. The committee is going to review curriculum by email and make recommendation at the Fall Advisory Board meeting. Ms. Loe explained that the curriculum change would take a year to go through all the proper channels, but please look at current curriculum and make suggestions.

### ***Hospitality***

Mrs. Lindsey explained the Hospitality Services courses offered for the Fall 2011 semester. She also discussed the Employability Skills and Ethics course being taught on the UAM-CTC campus. The Employability Skills and Ethics course teaches students to write resume, apply for job, and do mock interviews. Pam Ferguson from the Hospitality Services Advisory Committee moved to add Employability Skills and Ethics course to all degrees, seconded by Iris Phifer. Discussion: The committee members as community leaders stated that all students should take this course to prepare them for the real world. Margaret Fristoe stated that resume, cover letter and ethics are needed no matter what career path students choose. Call for question, by Tonya Loe. Motion passed.

### ***Employer Verification Form***

No forms were signed at this time. AOT and Hospitality have forms from employers on file.

## **UPDATE OF PBL**

Ms. Loe and Mrs. Lindsey commented on the importance of Phi Beta Lambda to UAM-CTC students. This year at the Spring Leadership Conference UAM-CTC students brought home awards. More importantly was the confidence that was given to each student after competing; students-Sharon Nelson, Cassandra Caldwell and Rebecca Conner told their instructors how much PBL prepared them for their interviews and internship. Ms. Loe explained about Professional PBL membership and asked committee members to consider joining.

### **ELECTION OF OFFICERS**

The Hospitality Advisory Committee elected Pam Ferguson as Vice President of the Hospitality Advisory Committee.

### **ADJOURNMENT**

Ms. Ferguson moved to adjourn the meeting and Ms. Phifer seconded the measure. Members approved the motion. The meeting adjourned at 7:10 p.m.

# Appendix J: Student Follow-up Report

## UAM COLLEGE OF TECHNOLOGY-CROSSETT COMPLETER/GRADUATE FOLLOW-UP SURVEY

(11-02-09)

[For administrative use only]

COMPLETER CODE:

Student's Name: C.S. XXXXXXXX	Program: Health Information Technology
Address: XXXX XXXXXXXX	Exit Date: 5/9/2014
City/State/Zip: Crossett, AR 71635	Home Phone: XXX-XXX-7607
Exit Status: <input checked="" type="checkbox"/> Graduate Completer <input type="checkbox"/> Non-Graduate Completer <input type="checkbox"/> Dropped/Withdrew	Alternate Phone(s): _____ Work _____ Cell
Employment since departure from program	<b>Evaluation of Program (Circle completer's response):</b>  #1) The knowledge and skills attained in the training program prepared me for my present job: 1--Not at all; 2--somewhat; 3--satisfactorily; 4--very well; <b>5--extremely well</b>  #2) The helpfulness and relevance of the program theory (lecture) were: 1--not very helpful; 2--somewhat helpful; 3--helpful; 4--very helpful; <b>5--extremely helpful</b>  #3) The helpfulness and relevance of the program lab sessions were:  1--not very helpful; 2--somewhat helpful; 3--helpful; 4--very helpful; <b>5--extremely helpful</b>  <b>Recommendations: (See below)</b>
Date Hired: June 2, 2014	
Job Title: Receptionist	
Employer: Ashley Family Clinic	
Address: 901 Unity Road	
City/State/Zip: Crossett, AR 71635	
Telephone: 870-364-9111	
Supervisor: G. Sapp, Office Manager	
Wage: \$8.50 per hour	
Terminated: N/A	

**Check licensure status below (if applicable):**

Graduate completer for programs requiring licensure:  
 12 \_\_\_ Is waiting to take licensure exam  
 13 \_\_\_ Has taken licensure exam  
 14 \_\_\_ Passed licensure exam

**Check one employment statement below, then complete specific information (if required):**

8 \_\_\_ Non-Graduate completer is employed in a position related to the field of instruction: \_\_\_ Full-time \_\_\_ Part-time

Graduate completer:  
 9  Is employed in field of instruction:  Full-time \_\_\_ Part-time  
 \_\_\_ Entered full-time military service  
 \_\_\_ Is continuing his/her education

11 \_\_\_ Is employed in a position unrelated to the field of instruction.  
 16 \_\_\_ Refused employment  
 17 \_\_\_ Is seeking employment  
 \_\_\_ Status is unknown (cannot be located)

Graduate completer is unavailable for employment:  
 15 \_\_\_ For health reasons: \_\_\_ Graduate \_\_\_ Family member  
 \_\_\_ Death: \_\_\_ Graduate \_\_\_ Family member  
 \_\_\_ Other Reason(s): \_\_\_\_\_

Person completing follow-up survey:	Day/Date	Comments
<u>Kim Wallis</u>	<u>1-29-15</u>	<u>No Ans. Voice Mail not set up</u>
<u>Kim Wallis</u>	<u>2-3-15</u>	<u>No Ans. Voice Mail not set up</u>
<u>Janie Carter</u>	<u>7-27-15</u>	<u>Called back on lunch break</u>

**Recommendations:**

None that she could think of. Told her to call if any came to mind.

## Appendix K: Schedule for HIT Courses

### Spring 2015

CROSSETT 1 1233 HIT 1063 201 TECH MED OFF PROC	M W 01:15 PM 02:35 PM
CROSSETT 1 1234 HIT 2043 260 TECH MED CODING II	T H 04:30 PM 05:50 PM
CROSSETT 1 1236 HIT 2053 260 TECH REIMB METHODS	T H 06:00 PM 07:20 PM
CROSSETT 1 1054 BUS 1303 201 TECH COMPUTER APPS FOR BUS	M W 10:00 AM 11:20 AM
CROSSETT 1 1063 BUS 2143 201 TECH BUSINESS MATH	M W 11:30 AM 12:50 PM

### Summer 2015

CROSSETT S1 1035 HIT 2073 201 TECH PROCEDURAL CODING	M T W H 10:30 AM 12:45 PM
CROSSETT S1 1036 HIT 2083 201 TECH ELECTRONIC HEALTH RECORDS	M T W H 08:00 AM 10:15 AM

### Fall 2015

CROSSETT 1 1065 BUS 1203 202 TECH KEYBOARDING	M W 12:00 PM 01:20 PM
CROSSETT 1 1066 BUS 1303 201 TECH COMPUTER APPS FOR BUS	M W 08:30 AM 09:50 AM
CROSSETT 1 1068 BUS 2003 202 TECH BUS ENGLISH	M W 10:00 AM 11:20 AM
CROSSETT 1 1527 BUS 2143 201 TECH BUSINESS MATH	T H 10:00 AM 11:20 AM
CROSSETT 1 1248 HIT 1022 201 TECH LAW/ETH HTHCA	T H 04:30 PM 05:30 PM
CROSSETT 1 1250 HIT 1033 201 TECH MED CODING I	M W 08:30 AM 09:50 AM
CROSSETT 1 1062 HIT 1133 201 TECH MEDICAL TERM	T H 03:00 PM 04:20 PM
OFFCAMP CRO 1 2059 HIT 1022 290 TECH LAW/ETH ONLINE	
OFFCAMP CRO 1 2058 HIT 1133 290 TECH MEDICAL TERM ONLINE	