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

A Program Evaluation Plan (PEP) is required for all CAHIIM accredited programs. The PEP should address or highlight areas of performance where the program can measure and monitor changes and improvements.

The Program Effectiveness Plan (PEP) is used to demonstrate a continuous quality improvement process. It is designed to be used as an ongoing assessment tool using 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 – which is provided for all required goals: *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/activity, *Analysis/ Action Plan, Results* and *Time Frame*. The PEP is generally written to coincide with the start of the academic calendar for the Bachelor of Health Informatics ( BHI) program**.** Goals must have measurable target outcome(s) to be achieved within a given time frame.

**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 are four required goals for Program Effectiveness – Curriculum, Faculty Development, Students & Graduates and Professional Development. You may also create optional additional program goals. To create additional program goals, Copy and Paste the “Optional Goal” template as many times as needed for additional goals.

**Measured Target Outcome** - Must provide a metric or other measurable outcome stated in such a way that the program can evaluate whether it has achieved the target outcome for the goal. ***Examples***: *Perform assessment of four courses per year to assure the course contains relevant content, that assessments are valid, and texts are current. 80 % of faculty will participate in Professional Development activities*

**Steps to Achieve the Target Outcome**- Describes ‘the how’ to accomplish the Target Outcome for the goal. Briefly describe the process or steps taken to accomplish/meet the Target.

***Example***: *Faculty will evaluate foundation BHI courses on a rotating basis and present outcomes of the reviews to the Advisory Committee for further input.*

**Analysis & Action Plan** -If Results are positive state this outcome. 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****: The Goal is met for this reporting period. or To meet the metric of reviewing four courses per year, we will schedule one review per quarter and present all of the review findings to the Advisory Committee.*

**Person Responsible** – person monitoring the progress to meet the Goal; can be faculty, program director, institutional effectiveness director

**Time Frame** - Refers to frequency of measurements such as: monthly, per term, or annually.

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| **Goal**  **Curriculum** | **Standard 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** | **Standard 3. Program Effectiveness Measure: Students & Graduates**  Student Goal:   1. How or what will the program do The program must provide assurance that the educational needs of students are met.   Graduate Goal:   1. That graduates demonstrate at least the BHI entry-level curriculum competencies. |
| **Target Outcomes** |  |
| **Steps to Achieve the Target Outcome** |  |
| **Results** |  |
| **Analysis and Action Plan** |  |
| **Person**  **Responsible** |  |
| **Time Frame** |  |

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| **Goal**  **Faculty Development** | **Standard 3. Program Effectiveness Measure: Faculty Development**  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 informatics 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** | **Standard 3. 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. The Community of Practice is defined as HI professionals, program graduates, employers, and others that benefit from having the BHI program. |
| **Target Outcomes** |  |
| **Steps to Achieve the Target Outcome** |  |
| **Results** |  |
| **Analysis and Action Plan** |  |
| **Person**  **Responsible** |  |
| **Time Frame** |  |

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