

Formal Evaluation and Subject Matter Expert Summary Report



Maine is IT!
INFORMATION TECHNOLOGY
A CONSORTIUM OF MAINE'S SEVEN COMMUNITY COLLEGES

MIT615-01

*Submitted to Maine is IT in fulfillment of the
TAACCCT grant requirements*

*By
Emporia State University*

EMPORIA STATE
UNIVERSITY
■ INFORMATION TECHNOLOGY

November 2016

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Developed by Anna J. Catterson, Ph.D., Emporia State University.

Course Review for: Maine is IT

Course: NMCC: MIT615-01 - CompTIA Healthcare IT Technician Preparation

Reviewed by: Joseph Kern

Date: 11/15/16

The content of this course, including lectures, labs, activities, assignments, and/or assessments is copyrighted by CompTIA. As a result, the only document available for review and Creative Commons distribution is the course syllabus.

Part 1: Course Review

A. Course Review & Introduction (16 points total)		
1.1 Instructions made clear how to get started and where to find various course components.	3	0
1.2 Learners are introduced to the purpose and structure of the course.	3	3
1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2	0
1.4 Course and or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2	1
1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2	0
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	0
1.7 Minimum technical skills expected of the learner are clearly stated.	1	0
1.8 The self-introduction by the instructor is appropriate and is available online.	1	0
1.9 Learners are asked to introduce themselves to the class.	1	0
Total		4
Comments:		
<p>1.1: No link to the LMS or instructions are given to help students access the course or its contents. Consider adding a direct course link.</p> <p>1.2: The purpose of the course is clearly stated to convey the content being learned and its utility in the healthcare IT industry. The unit breakdown of chapters and topics conveys the structure of the course.</p> <p>1.3: Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication should be covered. <i>Examples include:</i></p> <ul style="list-style-type: none"> • Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus other differences in general. • Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted. • Don’t use all capital letters when composing your responses as this is considered “shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message. • Be respectful of your others’ views and opinions. Avoid “flaming” (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view. • Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, 		

then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.

- Use good grammar and spelling, and avoid using text messaging shortcuts.

1.4: The course attendance policy is adequately explained, but other course and institutional policies that students must follow are not included. These would include policies on academic dishonesty, late work, etc. If these are not fully explained in the syllabus, a link to the college policies should be provided.

1.5: No minimum hardware or software requirements to conduct course activities are provided. The exam is described as “technology neutral,” and none of the unit items list specific technology, but it is still recommended that the instructor list the minimum computer components expected to access the online course and its activities.

1.6: Prerequisite knowledge and competencies are not listed.

1.7: Minimal skills for students entering the course are not listed.

1.8: No introduction for the instructor or link to an online introduction is given.

1.9: Nothing in the syllabus indicates explicitly that students are asked to introduce themselves.

B. Learning Objectives & Competencies (15 points total)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable	3	3
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	1
2.3 All learning objectives and competencies are stated clearly and written from the learner's perspective.	3	2
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3	0
2.5 The learning objectives or competencies are suited to the level of the course.	3	3
Total		9

Comments:

2.1: The course learning objectives are measurable, given an adequate rubric.

2.2: Unit topics align with the course-level objectives, but because no unit-level objectives are listed, the reviewer is unable to determine whether unit outcomes are measurable. When listing the unit's activities, the instructor should consider explaining the expected student outcomes for each, especially with unit sub-topics only include verbs like, "understand," or "get to know."

2.3 : Course-level learning objectives and competencies are clearly stated from a student perspective, but unit-level competencies that students will accomplish are not clear. A list of objectives measured in the CompTIA Healthcare IT Technician exam would tell students exactly what they need to accomplish within each topic to be successful.

2.4: Topics listed align with the course-level objectives, and the syllabus includes sections for listing labs, homework, and tests for each unit, but there are no activities listed. It is not clear how the course activities will relate to each objective or competency.

2.5: Objectives are suitable for the course level and come directly from the exam's published course materials.

C. Assessment & Measurement (13 points total)

3.1 The assessments measure the stated learning objectives or competencies.	3	2
3.2 The course grading policy is stated clearly.	3	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3	1
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2	1
3.5 The course provides learners with multiple opportunities to track their learning progress.	2	2
<i>Total</i>		9

Comments:

3.1: While assessment types are listed for each unit, there are no specific details included about the unit assessments taking place throughout the course. The final CompTIA Healthcare IT Technician exam (<https://certification.comptia.org/certifications/healthcare-it-technician#overview>) is the only identified assessment. This exam adequately measures all course objectives.

3.2: Course grading policy is clear and succinct.

3.3: No criteria are given for unit-level assessments. Describing the type of assessment or general criteria for each unit activity would inform students of this component of the course without violating the copyright of the assessment materials, as long as no direct quotations are used. A link to information about the CompTIA Healthcare IT Technician exam could inform students of its criteria. All types of assessment listed in the syllabus are reflected in the grading policy.

3.4: Because no specific unit assessments are listed, it is unknown whether they are varied. If they align with the unit topics, they would be considered sequenced and suited to the student work. The certification exam is suited to the course.

3.5: Assuming that each unspecified lab or homework listing in the syllabus is filled with a task, there would be ample opportunities for students to track learning progress.

Important note: While the CompTIA Healthcare Technician exam is adequate as an assessment for this course, and certification is an appropriate outcome, the continued use of this exam and certification as the basis for the course is not feasible.

According to the CompTIA website, "The CompTIA Healthcare IT Technician certification will be retiring on February 28, 2017. CompTIA will not renew or replace this certification. Therefore, anyone studying for this exam is encouraged to complete their studies and seek certification prior to the retirement date. Vouchers already purchased for this exam will be valid through February 28, 2017. Exam vouchers not used by the retirement date will expire and become void.

Although the exam will be retiring and CompTIA will no longer be offering this exam, anyone who has received this certification will remain CompTIA Healthcare IT Technician certified, good for life.

For future semesters, this course will better serve job-seeking students if designed around ongoing certification programs, such as the Certified Associate in Healthcare Information and Management Systems certification: <http://www.himss.org/health-it-certification/cahims>

D. Instructional Materials (13 points total)

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3	2
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3	0
4.3 All instructional materials used in the course are appropriately cited.	2	2
4.4 The instructional materials are current.	2	2
4.5 A variety of instructional materials is used in the course.	2	0
4.6 The distinction between required and optional materials is clearly explained.	1	1
Total		7

Comments:

- 4.1:** Materials are all copyright protected and are not able to be reviewed completely. The table of contents for the required textbook can be viewed online @ <https://www.amazon.com/CompTIA-Healthcare-Technician-HIT-001-Guides/dp/0789749297>. The contents align with the weekly topics listed in the syllabus, as well as with the overall course objectives, but no unit objectives are listed to review for alignment.
- 4.2:** Materials and their purposes for learning are not explained. As recommended in the Assessments section of this review, describing the activities conducted in each unit would provide this clarity without violating copyright rules.
- 4.3:** The only material listed is the ISBN of the required textbook. This appears to be the only instructional material used.
- 4.4:** The textbook was published in 2012, and there are no more recent editions from this publisher, which is authorized by CompTIA.
- 4.5:** The only resource listed is the textbook. It is not known whether the book includes a variety of materials within it.
- 4.6:** As the required textbook appears to contain the entirety of the course content, the distinction between required and optional materials is adequately made.

E. Course Activities and Learner Interaction (11 points total)

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	1
5.2 Learning activities provide opportunities for interaction that support active learning.	3	1
5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.	3	0
5.4 The requirements for learner interaction are clearly stated.	2	0
<i>Total</i>		2

Comments:

- 5.1:** Unit activities are not described with enough detail to determine whether they help achieve the objectives.
- 5.2:** It is not evident through most unit topic listings that learners are engaging actively with content or peers.
- 5.3:** No plan is provided for classroom response time or assignment feedback.
- 5.4:** A participation grade is given, but the only criteria specified regarding participation is based on the absentee policy. No detail is given regarding student interactions when in attendance, or what minimum participation level is expected.

F. Course Technology (10 points total)

6.1 The tools used in the course support the learning objectives and competencies.	3	3
6.2 Course tools promote learner engagement and active learning.	3	0
6.3 Technologies required in the course are readily obtainable.	2	2
6.4 The course technologies are current.	1	1
6.5 Links are provided to privacy policies for all external tools required in the course.	1	1
Total		7

Comments:

6.1: The primary course tool appears to be the textbook, which supports the objectives.

6.2: Based on unit and sub-unit titles, nothing indicates active learning will be a significant part of the course.

6.3: The course is not based on specific technologies, so basic computer access seems to be all that is required.

6.4: N/A

6.5: N/A

G. Learner Support (9 points total)

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	0
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	2
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2	0
7.4 Course instructions articulate or link to an explanation of how the institution's student support services and resources can help learners succeed in the course and how learners can obtain them.	1	0
Total		2

Comments:

7.1: No technical support information is provided in the syllabus. While external technologies are not required in this course, support information for the LMS would be helpful for students. It is recommended that multiple channels of tech support communication be listed in the syllabus to ensure that no student is put behind due to technical difficulties.

7.2: A general ADA compliance statement is made, along with a statement directing any student with special needs to contact the correct NMCC office, with the contact information provided. No listing of broader policies is included. It is recommended that a link to NMCC's disability services information be included.

7.3: No academic resources are listed. If tutoring, advising, or other student services are available to support academic success, these should be listed along with links or contact information.

7.4: Other than contact information to report and address discrimination, no student support services or resources are listed. If there are services to support student life resources, such as counseling or student wellness, these should be listed along with links or contact information.

H. Accessibility and Usability (12 points total)

8.1 Course navigation facilitates ease of use.	3	0
8.2 Information is provided about the accessibility of all technologies required in the course.	3	3
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2	0
8.4 The course design facilitates readability.	2	0
8.5 Course multimedia facilitate ease of use.	2	0
Total		3

Comments:

8.1: Unable to review this item. Course navigation should be designed to minimize the number of clicks necessary to access information.

8.2: N/A

8.3: Unable to review this item. In addition to varying the modality of content through text, audio, and video instruction, the Americans with Disabilities Act requires institutions to make accommodations for student who identify as having a disability. Work closely with your institution's office for disability services to identify resources to assist in making your course ADA compliant. For videos, a transcript or videos that are captioned are required as an effective means of communication.

8.4: Unable to review this item. Pay special attention to fonts, text color, and background color. Most learning management systems have a default appearance that is ADA compliant. Also, be aware that screen reader software will not recognize bold or italicized fonts. Check with your office of disability services before changing the appearance of your course.

8.5: Unable to review this item. When possible, embedding multimedia within the course LMS ensures ease of access and limits student issues that may arise when leaving the LMS to access outside resources.

Part II: Employment Data

Stakeholder Involvement and Employment Opportunities

Items Reviewed include:

- Internships, Job Shadowing Opportunities that exist with the outcomes and objectives with this course.
- Employment opportunities for these skills.
- Outcomes/Objectives are current and relate to job market.

- See Subject Matter Expert review for specific feedback.

Part III: Creative Commons

Items Reviewed include:

- All course materials presented in Creative Commons?
- Creative Common license (including graphic) is represented on course materials.

Findings include:

The syllabus indicates that all course materials other than the syllabus are subject to a copyright held by Microsoft, and thus, may not be shared in Creative Commons. The syllabus includes Creative Commons license information and the corresponding CC graphic.

Part IV: Subject Matter Expert (SME) Findings & Review

Course: NMCC: MIT615-01
Course Name: CompTIA Healthcare IT Technician Preparation
Reviewed by: Joseph Kern
Date: November 15, 2016

Background

Funded by a \$13 million grant from the U.S. Department of Labor, *Maine is IT!* is building new educational and career pathways in information technology at all seven of Maine's community colleges. The programs funded by the grant are designed to support Maine workers eligible for the Trade Adjustment Assistance (TAA) program, un/underemployed adults, and workforce needs in Maine's growing IT sector. They have been built to serve individuals with a range of experience, from those interested in gaining basic IT skills to IT professionals looking to advance their careers through new industry certifications.

Overall Remarks and Reviewer Summary

In reviewing MIT615-01 several processes and data collections tools were noted and identified. This reviewer took in account the Dynamic Skills Audit conducted in 2014-2015. Both qualitative and quantitative data was identified in the report that provides the key elements:

1. Career opportunities do exist in Maine of NMCC for graduates from an AAS in Information Technology or those completing a certificate program. It was also found by this reviewer that the skills mastered in MIT615-01 relate to specific job openings.
2. Current job openings list specific duties that relate to the CompTIA Healthcare IT Technician Preparation course.
3. The MIT615-01 course prepares students for certification as healthcare IT technicians. The current Advisory Board indicates it contributes to the labor market data. The CompTIA Healthcare IT Technician exam (<https://certification.comptia.org/certifications/healthcare-it-technician#examdetails>) states, "CompTIA Healthcare IT Technician covers a wide range of medical terminology. Also covered are health data requirements and standards, clinical classification and coding systems, as well database security and management practices required for electronic health records systems. The CompTIA Healthcare IT Professional certification is U.S. specific and targets IT professionals working in the healthcare world."

Because the CompTIA Healthcare IT Technician certification exam is being retired in February 2017, an alternative exam will need to be chosen in order for the MIT615-01 course to continue to serve students in pursuit of healthcare IT jobs by preparing them for a valid certification program. The Certified Associate in Healthcare Information and Management Systems certification (<http://www.himss.org/health-it-certification/cahims>) is an example.

There are several current job openings available in Maine for healthcare IT technicians (as of 11/15/16), although none are listed as being located within a 50-mile radius of NMCC. There are 22 listings from the Maine Health provider group, including entry-level positions such as an Associate Systems Analyst in Portland, ME. "The Associate Systems Analyst role is accountable for analysis, building, testing and implementation of computer systems in a healthcare setting. These systems may include, but are not limited to, functionality to support clinical, fiscal, IS and business operations. The system implementation may be changes or new functionality within a site's current system or the implementation of the system at a new site. This is the first level of a three level career path."

The Dynamic Skills Audit outlined the following process, which this reviewer took into consideration when

compiling this the formal SME report:

1. Local industry needs were assessed through the program Advisory Board. Minutes from those Advisory Board meetings were reviewed and suggestions from the partnerships were adopted into this summary.
2. Burning Glass data was reviewed to identify themes and trends in the current job market. The Burning Glass report helped identify skills demanded by employers to curriculum outcomes and learning objectives.

A formal SME was conducted with the above reports and compiled in the next section of this report.

A. Program and Course Overview and Objectives

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

The MIT615-01 course learning outcomes and objectives align with the program mission and goals. This reviewer found that the MIT615-01 course has listed measurable outcomes which can be stacked with other coursework to develop competent healthcare IT professionals. The industry sector for MIT615-01 has been categorized as: *NAICS 541513 - Computer Facilities Management Services*. (See: https://www.census.gov/svsd/www/services/sas/sas_summary/54summary.htm#sectordescription) The reviewer finds that this classification is correct.

Those completing this course would enter the Bureau of Labor Statistics occupation classification of *15-1150 Computer Support Specialists*. (See: <http://www.bls.gov/soc/2010/soc150000.htm#15-1100>)

The NCES CIP (Classification of Instructional Programs) is referenced as: *11: Computer and Information Sciences and Support Services*. (See: <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=11>) This is also an accurate classification.

This course was designed for 1st-year community college students or equivalent. There are no course prerequisites listed, and the exam-preparation materials seem to involve content-acquisition, rather than complex applications.

Course objectives list that successful students will be able to:

1. Discuss the importance of the HITECH Act.
2. Identify the types of healthcare facilities and goals of healthcare IT.
3. Follow the data flow of IS Sources of an ADT Message
4. Identify regulatory requirements.
5. Define the responsibilities of each technical role in the healthcare setting.

The content of these course objectives aligns with the topics listed in the course syllabus, the required textbook, and the certification exam. This alignment also correlates to items found within the Dynamic Skills Audit and Burning Glass baseline skills as listed in the labor market data.

Specific review standards are listed in the table referenced below:

Table: Standard Reviewed Standards for Course Outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
A.1 The learning outcomes are clearly stated and mapped to specific objectives and/or assignments.			X
A.2 Prerequisites and/or any required competencies are clearly stated.	X		
A.3 Learning objectives for each course describe outcomes that are measurable.		X	
A.4 Learning objectives are appropriately designed for the level of each of the course.		X	
A.5 Instruction, activities, and assignments in courses are scaffolded from course to course, and throughout the program.		X	

A.1 - MIT615-01 articulates specific learning outcomes for the course, and it can be seen that aspects of the course objectives align with the topics of most unit activities, but there is no explicit connection between the broader course outcomes and the course learning activities. Activity-level objectives are not listed, so it is unclear how each unit contributes to the whole course.

A.2 – Previous skills and knowledge are not stated. This is an introductory course, so no prerequisite skills may be applicable, but it is recommended that this be stated more clearly in the syllabus.

A.3 - Course objectives are measurable, given an appropriate rubric.

A.4 - Learning objectives are appropriate for an introductory course. They align with the requirements of the certification exam.

A.5 – Activities appear to be scaffolded through the course, with general information coming prior to more specific topics. The course competencies fill an industry need within the program.

****Reviewer Note:** While the course outcomes are clearly stated and contain very specific measurable measures, it would also be recommended to include the program mission or goals in the course syllabus for clear assessment measuring. A deeper assessment could possibly be conducted that would match the course learning outcomes to specific program outcomes (or certificate). This would illustrate a direct impact on student learning.

B. Relevancy

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Course competencies are relevant to students, industry, and employers. Strong evidence was found in the Dynamic Skills Audit Summary Report. Direct ties were found through interviews with stakeholders and in Advisory Board minutes.

The table that follows is a clear matrix of how the course outcomes are relevant to students, industry, and employers:

Table: Matrix of evidence-based skills mapped to students, industry, and employers

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
B.1 Course competencies represent industry's expectation of the overarching knowledge, skills, and abilities that 1 st year college students should possess.		X	
B.2 Core course competencies are relevant to industry and employers .		X	
B.3 Instruction, activities, and assignment in individual courses are relevant and engaging to students .			X

B.1 - Course objectives align with industry expectations at the appropriate skill level for new hires in the healthcare IT industry.

B.2 - Core competencies are relevant to industry and employers, as verified through examining multiple job listings and the Dynamic Skills Audit Summary. However, when the CompTIA certification exam is retired in February 2017, the course will need to be directed toward a replacement, and specific objectives and competencies may need to change to meet industry expectations reflected in this new exam.

B.3 - The topics listed for each course unit offer relevant content that is beneficial to students seeking employment in this field. This reviewer is unable to determine whether the instruction and activities will be engaging for students, as no specific learning activities are listed.

C. Resources & Materials

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

Instructional materials were not made available for review due to the copyright held by the publisher, although the contents of the required textbook were reviewed online at <https://www.amazon.com/CompTIA-Healthcare-Technician-HIT-001-Guides/dp/0789749297>. Textbook contents aligned with course objectives, although no specific learning activities were listed in the syllabus in order to establish an alignment with unit-level objectives. Unit-level objectives and activity descriptions should be added to clearly show students the purpose of each assignment.

Table: Instructional materials and their direct link to course outcomes

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
C.1 The instructional materials contribute to the achievement of the stated course learning objectives.		X	
C.2 The purpose of the instructional materials is clearly explained.			X
C.3 The instructional materials present a variety of perspectives and approaches on the course content.			X
C.4 The instructional materials are appropriately designed for the level of the course.		X	

C.1 – The topics covered with the course materials clearly align with course learning objectives and the certification exam.

C.2 – Explanations are not given to clarify how the materials will be used and what types of activities will be performed by students in each lab or homework assignment.

C.3 – Without seeing the course materials, this reviewer is unable to determine their variety regarding perspective and approach. The topics vary throughout the course, which could lead to a variety of activities, but the presentation of content and performance of lab experiences may occur identically and unvaried throughout the course.

C.4 – Because the materials align with appropriate course outcomes, they are a good fit for the level of course.

D. Assessment & Measurement

Items Reviewed include:

- Dynamic Skills Audit Summary Report (Academic Years 2014-2015)
- Burning Glass Labor Market Data reports (Compilation)
- Advisory Board Minutes

Findings include:

The grading policy for the course includes unit tests, homework, participation, and the final certification exam. The syllabus includes a listing for each unit's lab and homework assignments, but these are left blank, so the nature of these assessments is unknown. It can be assumed that each evaluates the unit's topics, but no details are given regarding how these will be used to measure progress and help students learn.

Table: Measurement of effective learning

Standard Reviewed	N/A	Satisfactory	Not Satisfactory
D.1 The course evaluation/criteria/course grading policy is stated clearly on each syllabus.		X	
D.2 Course-level assessments (those that can be delivered) measure the stated learning objectives and are consistent with course activities and resources.		X	
D.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.			X
D.4 The assessment instruments (that can be delivered) are sequenced, varied, and appropriate to the content being assessed.		X	

D.1 – The grading policy is clearly stated.

D.2 – Unit tests, labs, and homework are all appropriate assessments for the course, as is the final certification.

D.3 – No criteria or guidance is given to let students know how their work throughout the course would be evaluated to provide feedback on their progress. The task and purpose for each assignment should be made clear to students. Describing what will be done in each assignment and how it contributes to the course outcomes will serve this purpose and motivate students to complete these activities.

D.4 – The sequence of the assignments is clear, as they follow the progression of the course to build toward its outcomes. The variety of each assessment is adequate, as each activity will involve a unique topic.