

Assessment of Student Outcomes in Undergraduate Health Information Administration Programs

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Abstract

The purpose of this research was to a) determine what assessment methods are being used in undergraduate health information administration programs to assess student learning and the usefulness of those methods, b) determine to what extent programs have incorporated good student learning assessment practices. Programs use a variety of assessment tools to measure student learning; the most useful include assessments by the professional practice supervisor, course tests, assignments, presentations, capstone experiences, comprehensive projects, analyses of the students' academic progress, and the results of the RHIA credentialing examination. The greatest challenge for using the results of student outcomes assessment is making changes in a timely manner. Satisfying accreditation requirements and program improvements were identified as the primary reasons for doing outcomes assessments.

The results signify a need to increase program directors' knowledge regarding the essentials of outcomes assessment.

Key Words: student learning assessment, educational outcomes, health information management, health information administration, assessment tools

Introduction

Colleges and universities find themselves reacting to a myriad of pressures from the state and federal government, society, employers, accrediting agencies, and in some instances professional organizations demanding educational accountability and quality.¹⁻⁶ Responding to the outcries, institutions of higher learning implemented assessment programs to meet the expectations for more efficient educational programs and for more effective student learning by documenting the knowledge and skill levels the student achieved as a result of the educational process.⁷⁻⁸ The framework assisting colleges and universities in establishing effective outcome assessment programs for student learning identified characteristics of good practice such as those specified by the American Association of Higher Education's *Nine Principles of Good Practice of Assessing Student Learning*.⁹ Effective assessment programs are faculty driven, making the faculty responsible for involvement in all phases from defining the purpose of assessment to analyzing data and making recommendations. Institutions should demonstrate their commitment to assessment by linking departmental results to planning, budget development, and personnel decisions.¹⁰⁻¹² A list of the characteristics of good practice can be found in Figure 1.

The desire for a quality education is the driving force behind the student assessment movement. Assessment methods examine activities including course examinations, comprehensive examinations, capstone courses, performance on professional examinations, portfolio assessments, classroom tests and assignments, exit interviews of students, assessments by supervisors for students on practicum, projects, and poster sessions. Other methods of assessing student learning involve surveying or interviewing students in the program, alumni, and employers.¹³⁻¹⁵

Assessment in higher education requires institutions to use a systematic approach to gather, analyze, and use information about educational programs for the purpose of improving student learning and development.¹⁶ Although a large body of literature exists on outcomes assessment in higher education, professional education has received little attention in the literature due to the belief that professional education is self-regulating through the discipline's professional organization and the specialized accreditation process.¹⁷

Health information administration (HIA) programs are regulated by the Commission on Accreditation for Health Informatics and Health Information Education (CAHIIM). CAHIIM incorporated assessing student learning in the 2005 accreditation standards for undergraduate HIA programs. These standards reflect a paradigm shift to an outcomes-based accreditation process that systematically addresses the issue of quality by linking accreditation to program goals and student learning outcomes. Standards II.A.3 and II.A.3a, *Students and Graduates*, require programs to assure a) that the educational needs of students are met, b) that graduates demonstrate entry-level competencies, and c) that student progress toward achieving the competencies identified in the curriculum is frequently evaluated.¹⁸ Most higher education institutions have been involved in assessing student learning outcomes for many years; therefore, CAHIIM does not prescribe a particular assessment method to comply with the standards. The absence of outcome literature for professional education coupled with the lack of specificity by CAHIIM presents challenges for the HIA program directors who are responsible for conducting outcomes assessment.

Literature specific to assessment of student outcomes in undergraduate HIA education is nonexistent, as no research has yet been conducted. The literature does not document what undergraduate HIA programs are doing to assess student outcomes. Programs are struggling with what to assess and how to use assessment results for enhancing learning. Enlightenment on the current practice of outcomes assessment in undergraduate HIA programs throughout the country would assist schools in developing meaningful assessment programs. This research asks a) what assessment methods are being used in undergraduate HIA programs to assess student learning, b) how the program directors perceive the usefulness of these assessment methods, and c) to what extent programs have incorporated attributes associated with good practice of assessing student learning.

Methods

A five-part, self-administered survey was mailed to the 45 directors of accredited HIA bachelor degree programs. To assure face validity of the instrument, two directors of HIA educational programs and one senior faculty were asked to review the document and give feedback regarding content, structure, design, and language. Changes were made to the instrument reflecting their feedback. Permission to conduct this study was granted from the Institutional Review Board prior to initiating the research study. Participation in the study was voluntary, meaning subjects did not have to complete or return the survey. Consent is implied by completing and returning the survey to the investigator.

Initially, the researcher confirmed the names and addresses of all of the HIA program directors with the American Health Information Management Association. The survey, along with a cover letter explaining how the data would be collected and how the information would be used, were sent and a reminder postcard was sent to all individuals who did not respond within a month. A response rate of 87 percent was achieved.

Data were entered into the Statistical Package for the Social Sciences. Descriptive statistics such as frequency distribution, measures of central tendency, variance, and correlation were used to analyze the research questions. Responses to open-ended questions were transcribed and analyzed to identify themes.

Results

A total of 39 surveys were returned for an 87 percent response rate.

Demographics of Participating HIA Programs

The descriptive characteristics of the HIA programs responding to the questionnaire are presented in Table 1 along with the reason for assessment. The majority of respondents were from a public institution (72 percent). Thirty-one programs (80 percent) were over 15 years old. Thirty-two programs (82 percent) indicated that assessment had been used in the program for five or more years. Findings indicate satisfying accreditation requirements (100 percent) and program improvement (100 percent) are the top two reasons for conducting assessment with resource allocation being the last reason for conducting assessment at 41 percent.

Methods Used by Programs to Assess Student Learning

Methods used by programs to assess student learning are presented in Table 2. Supervisors in all programs assessed students on professional experiences, course tests, assignments, and presentations. More than 85 percent of the respondents used the following methods to measure student learning:

- a) a capstone experience at the conclusion of the senior year
- b) a comprehensive project
- c) a periodic analysis of the student's academic progress
- d) the results of the RHIA credentialing examination for student outcome assessment

It is interesting to note that pre- and post-testing, exit interviews and focus groups at the completion of the program, and student portfolios are used less than other assessment methods.

Further analysis of assessment methods used less frequently appears in Figure 2. This data suggest a considerable difference exists between HIA programs located in public institutions versus private institutions in the use of exit examinations at the conclusion of the program, focus groups, and student portfolios for assessing student outcome. Data show a higher percentage of programs less than 15 years old use pre- and post-testing, exit examinations at the conclusion of the program, focus groups, and student portfolios compared to programs 15 years old or older.

Usefulness of Assessment Methods

Table 3 indicates the level of usefulness for the various assessment methods. Those rated as useful include capstone experiences, course tests, course assignments, exit examinations at the conclusion of course work, analyses of academic progress, and student portfolios. Each assessment method will be discussed individually.

Capstone: Thirty-seven programs find the capstone experience useful in assessing student learning. Two programs do not use a capstone experience for assessing student learning.

Course tests, assignments, and presentations: Course tests, assignments, and presentations are used by all programs and found to be useful assessment methods.

Assessment of professional practice supervisors: Thirty-eight program directors rated this assessment method as useful, although one program director does not agree.

Pretest and posttest: Mature programs, those 15 years or older, find pre- and post-testing useful as compared to younger programs, those less than 15 years old.

Exit examination at conclusion of coursework: Twenty-eight programs utilize an exit examination to assess student learning.

Exit interview: This assessment method is not used by 51 percent of the programs. Of those programs using exit interviews, 53 percent found this method useful in assessing student learning.

Focus groups: Sixty-seven percent of the respondents do not use focus groups to gather data to assess student outcomes. Sixty-two percent of the programs that use focus groups found them to be a very useful assessment method.

Analysis of academic progress: Ninety-seven percent of the programs rate the analysis of academic progress as useful in assessing student learning.

Student portfolios: Student portfolios are used by 49 percent of the programs. Ten programs find student portfolios to be very useful in assessing student learning outcomes.

RHIA credentialing examination results: Sixty-two percent of the programs indicate the results of the credentialing examination are very useful in assessing student learning. One program does not use the results and two programs find the results not useful.

Characteristics of Good Practice for Assessing Student Learning

The survey queried the directors about the incorporation of the characteristics in their assessment practices. Analysis of the responses indicates the level of incorporation varies by program as revealed in Table 4. There is some concern that a few program directors indicated the educational values and goals of the program are “somewhat” or “minimally” reflected in the program’s assessment process for student outcomes. Sixteen percent of the program directors noted that stakeholders are either “somewhat” or “minimally” involved in the assessment process for the program. Eighty percent of the respondents said that assessment is faculty driven, which was lower than expected. The majority of programs do not fully incorporate the collection of data on teaching techniques, classroom experiences, environmental components, or use of outcome data for institutional planning, budget development, and personnel decisions.

Greatest Challenge for Using Results of Student Outcomes Assessment

Program directors were asked to identify the greatest challenge for using results of the student outcomes assessment process. Responses were a) being able to make indicated changes in a timely manner, b) resistance of faculty where outcome results indicate a potential problem with their course or delivery of the course, c) linking the results to one course, d) avoiding the “politics” of critical outcomes, e) time to sit and contemplate the results, f) time to implement change, g) inability to make change

swiftly, h) trying to determine whether a poor outcome is due to an individual student's success (or lack of) or due to a "flaw" in the program or both, i) separating valid from frivolous student comments, and j) using national certification examination results with a low number of students sitting for the credentialing exam.

Discussion

Like many allied health programs, health information administration programs are required by their accrediting agency to assess student learning and program outcomes. For this reason, it is not surprising that HIA program directors indicated that satisfying accreditation requirements and program improvement are the primary reasons for conducting assessment activities. This result is consistent with recent literature affirming a growing demand for student learning accountability.¹⁹⁻²⁰ Accrediting agencies, such as CAHIIM, are responsible for establishing the expectations for institutions and programs to assess student learning outcomes.²¹

Analysis of the data collected using the aforementioned methodologies revealed the undergraduate HIA programs use a variety of methods to assess student learning outcomes; some methods are more useful than others. Test results were identified as the most valuable assessment method used to measure student learning. Test scores are effective in measuring student learning if linked to a course learning goal.²² Focus groups, student portfolios, and exit interviews were less frequently used; however, programs applying these methods found them useful. These findings indicate a possible need to educate program directors on the various assessment tools available for measuring student learning. The RHIA credentialing examination allows an HIM program to compare the performance of its graduates to HIM graduates nationwide. Standardized tests are sometimes criticized for providing minimal feedback to faculty.²³ Although the majority of the program directors indicated the results of the credentialing examination were very useful in assessing student learning outcomes, further investigation is needed to determine why some program directors disagree.

The "Characteristics of Good Practice for Assessing Student Learning" was compiled as a resource for the development of assessment programs in colleges and universities.²⁴⁻²⁵ As seen in Table 4, not all characteristics were incorporated into the assessment practice of all programs. Responses to characteristics 4 and 5 reveal that some program directors do not include data on teaching techniques and classroom experiences in the assessment process. This is somewhat puzzling since improvement in teaching and learning in the classroom cannot occur without obtaining feedback on faculty and courses.²⁶

Characteristic 6 brings attention to the belief that the environment, along with the institution's resources, assists students in achieving their learning outcomes.²⁷⁻²⁸ CAHIIM requires institutions to provide resources to support the program's goals and outcomes. These resources include financial support, physical resources including classrooms, laboratory space, Internet access, computer hardware, software, specific HIM software applications, and sufficient faculty and staff to achieve the program's goals and outcomes.²⁹ Feedback from current students, new graduates, faculty, and staff addressing these issues can be obtained through surveys or focus groups. It seems appropriate for program directors to seek assistance in data collection methodology if needed. This assistance may be internal to the institution, another program director, or a professional organization.

Characteristics 10, 11, and 12 seek to link the results of student learning outcomes to program planning, budgeting, and personnel decisions.³⁰ Linking of the student outcomes assessment results to activities related to planning, budgeting, and personnel decisions may not occur in some institutions, which could explain responses. Program directors faced with justifying the program's existence might find linking beneficial.

Program directors recognize the need to assess student learning as evidenced by the variety of assessment methods being used and the number of years programs have conducted outcomes assessment. However, using the results becomes a challenge. Involving faculty, students, alumni, employers, and other stakeholders as appropriate in the assessment process might resolve or at least minimize the challenges.

Conclusion and Recommendations

This research documents that ongoing assessment of student learning is occurring in undergraduate HIA programs. Although program directors noted a variety of assessment methods being used, test results were identified as the most valuable. With the wide array of assessment tools available, program directors and faculty might benefit with increased knowledge of the subject. For this reason, program directors and faculty must seek out educational opportunities internal and external to the institution in which they work.

AHIMA, through the Assembly on Education, could take a leadership position by offering affordable seminars and workshops addressing the needs of the educators on the topic of outcomes assessment.

Program directors indicated satisfying accreditation requirements as a reason for performing assessment activities. CAHIIM, the accrediting agency for HIA programs, could provide formalized training to educators for student and program assessment. Knowledge on how to link assessment results to program goals, curriculum, staffing, physical resources, and budget is instrumental in maintaining a quality program.

Program directors must persevere in obtaining funding for faculty to participate in educational opportunities to broaden their knowledge of the assessment process. Ideally, the institution should demonstrate commitment to the assessment process by allocating adequate funding for faculty participation and education in each school, department, or program budget.

To assist in meeting the challenges associated with using assessment results, stakeholders can be a valuable resource. Program directors should, at a minimum, involve faculty, current students, graduates of the program, professional practice supervisors, and employers in assessing the data obtained through the assessment process. Involving a wide range of stakeholders in the process facilitates acceptance of the results.

This study provides baseline information that can be used to further the knowledge of assessing student learning. Further studies could investigate the different perceptions of students' learning between the clinical supervisors, program faculty, and program director; investigate in more detail the effectiveness of the various assessment methods used to assess student learning; and investigate the usefulness of student outcomes assessment in program development, program quality, and faculty development.

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Notes

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Figure 1

Characteristics of Good Practice in Assessing Student Outcomes

The process for assessing student learning should evidence the:

1. educational values of the program
2. desired academic student learning outcome
3. student's ability to transfer knowledge into the workplace
4. collection of data on teaching techniques
5. collection of data on classroom experiences
6. collection of data on the environmental components that influence student learning
7. inclusion of representatives from across the educational community and stakeholders such as students, graduates, and employers
8. faculty-driven process
9. application of results for institutional planning
10. application of results for budget development
11. application of results for personnel decisions
12. ongoing rather than episodic process of assessing student learning

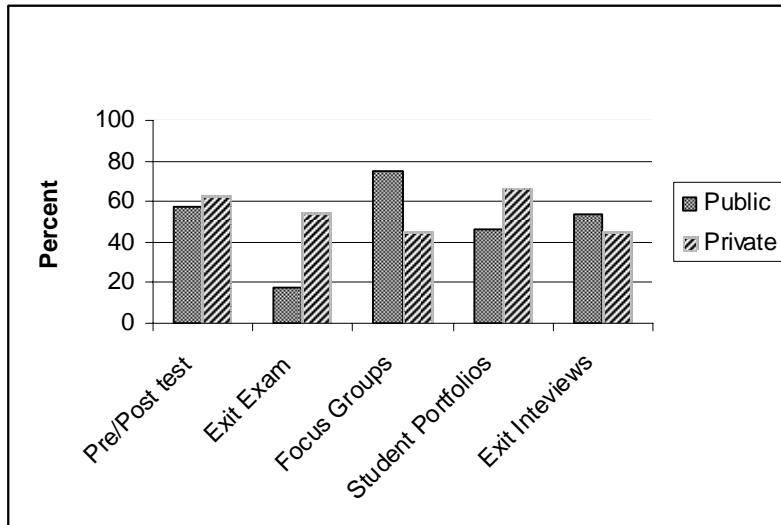
Figure 2**Assessment Methods Used Less Frequently by Type of Institution**

Table 1**Demographics of the 39 HIA Programs Responding to the Survey**

<u>Category</u>	<u>Number of Programs (%)</u>
<u>Type of Institution</u>	
Public	28 (72)
Private	11 (28)
<u>Age of Program</u>	
Less than 1 year	0
1 to 5 years	3 (8)
6 to 10 years	2 (5)
11 to 15 years	3 (8)
Over 15 years old	31 (80)
<u>Assessment in Program</u>	
Less than one year	0
1 to 2 years	0
3 to 4 years	7 (18)
5 or more years	32 (82)
<u>Reasons for Assessment</u>	
Satisfy accreditation requirement	39 (100)
Program improvement	39 (100)
Improve teaching	35 (90)
Improve student learning	36 (92)
Demonstrate accountability to stakeholders	26 (67)
Planning	35 (90)
Resource allocation	16 (41)

Table 2**Assessment Methods Used by the 39 HIA Programs in the United States in 2003**

<u>Method</u>	<u>Used (%)</u>
Capstone experience at the conclusion of the senior year	37 (95)
Comprehensive project	33 (85)
Course tests	39 (100)
Course assignments	39 (100)
Course presentations	39 (100)
Assessment by supervisors of student on professional experiences	39 (100)
Pretests/Posttests	16 (41)
Exit examination at conclusion of all professional coursework	28 (72)
Exit interviews at completion of program	19 (49)
Focus groups at completion of program	13 (33)
Periodic analysis of student's academic progress	38 (97)
Student portfolios	19 (49)
RHIA credentialing examination results	38 (97)

Table 3**Usefulness of Each Assessment Method Used by the 39 HIA Programs in 2003**

<u>Method</u>	<u>Not Useful</u>	<u>Very Useful</u>	<u>Useful</u>	<u>Somewhat Useful</u>	<u>Not Used</u>
Capstone experiences		31 (80%)	4 (10%)	2 (5%)	2 (5%)
Course tests		27 (69%)	12 (31%)		
Course assignments		28 (72%)	11 (28%)		
Course presentations	1 (3%)	23 (59%)	11 (28%)	4 (10%)	
Assessment of supervisors on professional experiences	1 (3%)	16 (41%)	17 (44%)	5 (13%)	
Pre- and Posttests	2 (5%)	2 (5%)	1 (3%)	11(28%)	23 (59%)
Exit examinations at conclusion of coursework		14 (36%)	11 (28%)	3 (8%)	11 (28%)
Exit interviews	2 (5%)	5 (13%)	5 (13%)	7 (18%)	20 (51%)
Focus groups	2 (5%)	8 (21%)	1 (3%)	2 (5%)	26 (67%)
Analyses of academic progress		17 (44%)	15 (39%)	6 (15%)	1 (3%)
Student portfolios		10 (26%)	2 (5%)	7 (18%)	20 (51%)
RHIA credentialing examination results	2 (5%)	24 (62%)	6 (15%)	6 (15%)	1 (2%)

*Percentages may not add to 100 due to rounding.

Table 4**Level of Incorporation of “Good Practice” Characteristics**

Characteristic	Definitely	Somewhat	Minimally	Not at All
1. The educational values of the program are reflected in the program’s outcomes assessment process.	32 (82%)	4 (10%)	3 (8%)	0
2. Learning outcomes assessment includes methods to determine the student’s ability to transfer knowledge into the workplace.	34 (87%)	5 (13%)	0	0
3. The goals of the educational program specifically state the desired academic student learning outcomes.	33 (85%)	4 (10%)	2 (5%)	0
4. The outcomes assessment process includes collecting data on teaching techniques.	14 (36%)	14 (36%)	5 (13%)	6 (15%)
5. The outcomes assessment process includes collecting data on classroom experiences.	19 (49%)	15 (39%)	1 (3%)	4 (10%)
6. The outcomes assessment process includes collecting data on environmental components such as technology or the library.	10 (26%)	14 (36%)	3 (8%)	12 (31%)
7. Outcomes assessment is an ongoing activity for your program.	36 (92%)	3 (8%)	0	0
8. Stakeholders such as students, graduates, faculty, college administration, employers and the public are involved in the assessment process for the HIA program.	33 (85%)	3 (8%)	3 (8%)	0

9. Assessment is faculty driven.	31 (80%)	8 (21%)	0	0
10. Student learning outcome results are used by the institution for planning.	18 (46%)	11 (28%)	8 (21%)	2 (5%)
11. Student learning outcome results are used by the institution for budget development.	8 (21%)	6 (15%)	12 (31%)	13 (33%)
12. Student learning outcome results are used by the institution for personnel decisions.	7 (18%)	6 (15%)	11 (28%)	15 (39%)



ASSESSMENT OF STUDENT OUTCOMES

INSTRUCTIONS- Please complete the following survey and return it in the enclosed self-addressed envelope by (Date to be determined).

Please fill in marks like this: ● **Not like this:** ⊖ ⊗

PART I- This section identifies which assessment methods that may be used to collect student and graduate performance data, and the usefulness of the outcome data.

A. Instructions: Listed below are several assessment methods that could be used to document the cognitive and affective domains of student learning. Answer these questions by filling in the appropriate circle. If the assessment method was Not Used during the last academic year, you will mark that circle only. Fill in the usefulness scale **only** if you used the assessment method during the last academic year.

	Not Used	Very Useful	Useful	Somewhat Useful	Not Useful
	0	1	2	3	4
1. Capstone experience at the conclusion of the senior year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Comprehensive project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Course tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Course presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Assessment by supervisors of students on professional experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Pre-tests/Post-tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Exit examination at conclusion of all professional coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Exit interviews at completion of program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Focus groups at completion of program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Periodic analysis of student's academic progress (i.e. midterm, semester, yearly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Student portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Other assessment method, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Instructions: Listed below are several assessment methods that could be used to demonstrate on-going evaluation of student outcomes. Answer these questions by filling in the appropriate circle. If the assessment method was Not Used during the last academic year, you will mark that circle only. Fill in the usefulness scale **only** if you used the assessment method during the last academic year.

	Not Used	Very Useful	Useful	Somewhat Useful	Not Useful
	0	1	2	3	4
1. Results on the RHIA credentialing examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Alumni surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Alumni interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Alumni focus groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Employer surveys of graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Employer interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Employer focus groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Job placement data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Surveys of current students regarding courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Exit interviews with students who have left the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Other assessment method, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART II- This section is to determine the extent to which these characteristics are incorporated into your program's outcomes assessment process.

Instructions: Indicate if the characteristics listed below are reflected in the outcomes assessment process **for your program** by filling in the circle indicating your response.

	Definitely	Somewhat	Minimally	Not at All
	1	2	3	4
1. The educational values of the program are reflected in the program's outcomes assessment process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learning outcomes assessment includes methods to determine the student's ability to transfer knowledge into the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The goals of the educational program specifically state the desired academic student learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The outcomes assessment process includes collecting data on teaching techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Definitely	Somewhat	Minimally	Not at All
	1	2	3	4
5. The outcomes assessment process includes collecting data on classroom experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The outcomes assessment process includes collecting data on environmental components such as technology or the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Outcomes assessment is an on-going activity for your program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Stakeholders such as students, graduates, faculty, college administration, employers and the public are involved in the assessment process for the HIA program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Assessment is faculty driven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Student learning outcome results are used by the institution for planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Student learning outcome results are used by the institution for budget development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Student learning outcome results are used by the institution for personnel decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART III-This section addresses the assessment process and the reporting of the results of outcomes to the institution community. Please fill in the appropriate circle to indicate your response.

1. The Health Information Administration program is represented on a **school level committee** that addresses student outcome assessment.
 - 1. Yes
 - 2. No
 - 3. The School does not have such a committee

2. The Health Information Administration program is represented on a **institutional committee** that addresses student outcomes and/or assessment of student learning.
 - 1. Yes
 - 2. No
 - 3. The Institution does not have such a committee

3. Results of student outcomes assessment that have occurred in the HIA program as a direct result of assessment are reported annually to the institution community.
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
4. Changes that have occurred in the HIA program as a direct result of outcomes assessment are reported annually to the institution community.
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
5. Faculty are responsible for designing the assessment program for the HIA program.
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
6. Does your **institution** conduct institutional-level assessment of undergraduates such as surveys of student satisfaction or engagement?
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
7. If “yes” to question 6, are the results shared with the HIA program?
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
8. Does the **institution** conduct institutional-level assessment of alumni?
- 1. Yes
 - 2. No
 - 3. Other, please explain _____

9. If “yes” to question 8, are the results shared with the HIA program?
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
10. The institution shows support for assessment through commitment of adequate resources such as funds for clerical support, faculty development and time.
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
11. Do you believe outcomes assessment demonstrates educational accountability?
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
12. Does your program’s assessment activities monitor students’ learning over a period of time?
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
13. Is the Advisory Committee for your program involved in all phases of assessment including planning, designing, interpreting and discussing the outcomes of the assessment process for your program?
- 1. Yes
 - 2. No
 - 3. Other, please explain _____
14. It is true to say in your program, results of assessment will be used for improvement rather than punitively?
- 1. Strongly Agree
 - 2. Agree
 - 3. Neutral
 - 4. Disagree
 - 5. Strongly Disagree

15. Is there a general consensus in my HIA program that the results of assessment are credible and meaningful?

- 1. Strongly Agree
- 2. Agree
- 3. Neutral
- 4. Disagree
- 5. Strongly Disagree

PART IV- *This section will tell how you use the information gathered by the practice of outcomes assessment in health information administration programs.*

1. Do you believe your student outcomes assessment program is effective in determining the strengths, weaknesses and areas that need improvement in your program? Please explain.

2. Complete these sentences:

“The most valuable assessment method used in my program to **measure student learning** is....”

“The most valuable assessment method used in my program to **measure program quality** is....”

3. Please provide examples of a change that was made to the HIA program as a direct result of student outcomes assessment.

4. What has been the greatest challenge for implementing an assessment program to measure student learning and program quality?

5. What has been the greatest challenge for using the results of student outcomes assessment?

6. Please provide any additional information you would like to share regarding assessing student outcomes.

PART V- Demographics. Please fill in the appropriate circle to indicate your response.

1. Type of institution:
 - 1. Public
 - 2. Private
2. Accreditation status of the program:
 - 1. Fully accredited; Year of accreditation _____
 - 2. Conditional accreditation; Year of conditional accreditation _____
 - 3. Candidacy for accreditation; Year of candidacy _____
 - 4. Not accredited
3. How old is your program?
 - 1. Less than one year
 - 2. 1 to 5 years
 - 3. 6 to 10 years
 - 4. 11 to 15 years
 - 5. Over 15 years old
4. How long has outcome assessment been conducted in your program?
 - 1. Less than one year
 - 2. 1 to 2 years
 - 3. 3 to 4 years
 - 4. Five or more years
5. Why do you do assessment? Check all applicable:
 - 1. Satisfy accreditation requirement
 - 2. Program improvement
 - 3. Improve teaching
 - 4. Improve student learning
 - 5. Demonstrate accountability to stakeholders

- 6. Planning
- 7. Resource allocation

6. Which regional institutional accrediting agency accredits your institution:

- 1. Middle States Association of Colleges and Schools
- 2. New England Association of Schools and Colleges
- 3. North Central Association of Colleges and Schools
- 4. Northwest Association of Schools and of Colleges and Universities
- 5. Southern Association of Colleges and Schools, Commission on Colleges
- 6. Western Association of Schools and Colleges

Thank you for completing this survey. Please send the completed to:

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