

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.*

- 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
- 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:

Jody Smith, MSM, RHIA
Saint Louis University
Doisy School of Allied Health Professions
Department of Health Information Management
3437 Caroline
St. Louis, MO 63104
smithjk@SLU.edu