PEREGRINE
GLOBAL SERVICES

HEALTHCARE ADMINISTRATION STUDENT SURVEY GUIDE

A practical guide and question bank for healthcare administration programs

HOW TO USE THIS GUIDE

In most cases, a focused survey of about 5–10 well-chosen questions will be more useful than a long survey that collects information no one uses. This item bank is meant to provide you with a resource for identifying questions that can support your CQI activities.

> **PLEASE NOTE**
> The examples listed in this guide are not official CAHME survey questions, and using them does not by itself demonstrate compliance with any standard. Programs should adapt items to their own competency model, curriculum, services, student population, and assessment plan.

BEST PRACTICES

- A useful survey starts with what the program needs to understand. Before writing an item, ask: *What decision could we make differently if we knew the answer*?
- Keep the survey short enough that students will finish it. Remove duplicates and items that will not inform a decision.
- Avoid combining unrelated skills or experiences in one item. If skills are assessed separately, consider separate questions.
- Ensure the item describes a specific behavior that can also be connected to a rubric, assignment, exam, or other direct measure.

HEALTHCARE ADMINISTRATION COMPETENCY QUESTION BANK

The following are examples to be used or adapted to match your program's competencies.

FINANCE AND RESOURCE MANAGEMENT

- **I can build an operating budget for a department and explain the assumptions behind it.**
  Focuses on an observable finance task rather than general confidence.
- **I can use financial information to support a management recommendation.**
  Connects finance knowledge to decision-making and can be paired with applied work such as a case, capstone, or rubric.

DATA AND DECISION-MAKING

- **I can interpret healthcare performance data to identify an area that needs improvement.**
  Focuses on interpreting performance data and can be paired with a corresponding rubric criterion.
- **I can explain the evidence behind a recommendation I make.**
  Can be compared with rubric criteria related to analysis, justification, or evidence use.

COMMUNICATION

- **I can communicate a recommendation clearly to healthcare leaders or other stakeholders.**
  Connects communication to a realistic professional task.
- **I can adjust how I communicate based on the audience and situation.**
  Names a specific communication skill instead of asking about communication in general.

LEADERSHIP AND TEAMWORK

- **I can work with team members to evaluate different approaches to a healthcare administration problem.**
  Focuses on collaboration in a realistic management task.
- **I can use feedback from others to improve my work.**
  Gives the program information about a behavior that can also appear in team, practicum, or capstone assessments.

ETHICAL AND PROFESSIONAL DECISION-MAKING

- **I can identify ethical considerations when evaluating a healthcare administration decision.**
  Asks what students can recognize and apply.
- **I can explain how ethical considerations influenced a recommendation or decision.**
  Is easier to connect to a case, written assignment, presentation, or rubric.

CURRICULUM AND APPLICATION QUESTIONS

These supplemental curriculum questions help faculty investigate how students experience opportunities to practice and apply competencies. They are not substitutes for competency-based indirect measures.

- **I had opportunities to apply specific competency to realistic healthcare administration problems.**
  Useful when faculty want to know whether students are practicing beyond a single course or assignment.
- **Coursework required me to integrate knowledge from multiple areas of healthcare administration.**
  Helps the program understand whether students experience the curriculum as connected rather than isolated.
- **I received feedback that helped me understand whether I was demonstrating program competencies.**
  Separates the existence of assignments from whether students received feedback they could use.
- **Before my final integrative assessment, I had opportunities to practice specific competency.**
  Can help identify whether students perceive enough practice and reinforcement before a high-stakes assessment.

STUDENT SUCCESS QUESTION BANK

Student feedback can also help programs understand resources, advising, career support, and other parts of the student experience. The goal is to write items that distinguish the kind of problem the program may need to solve. Include a Not Applicable option when respondents may not have used a service.

ACADEMIC RESOURCES

CRITERION 4.1

- **I was able to access the research databases and academic resources required for my coursework.**

  Focuses on access to academic resources needed for coursework.

TECHNOLOGY SUPPORT

CRITERION 4.1

- **When I had a technology problem, I was able to get help in time to complete my course requirements.**

  Focuses on timely access to support, which is more actionable.

ACADEMIC ADVISING ACCESS

CRITERION 4.2

- **I had access to academic advising when I needed it.**

  Isolates access. A weak result suggests a different problem than dissatisfaction with the advice itself.

ACADEMIC ADVISING EFFECTIVENESS

CRITERION 4.2

- **My advisor helped me plan a realistic path to completing the program.**

  Focuses on whether advising helped the student accomplish a concrete task.

CAREER ADVISING USE

CRITERION 4.3

- **I used at least one career service offered by the program.**

  Helps distinguish low utilization from poor service quality.

CAREER ADVISING USEFULNESS

CRITERION 4.3

- **The career guidance I received helped me prepare for roles in healthcare administration.**

  Identifies whether students find the career guidance provided useful.

POST-GRADUATE QUESTIONS

Post-graduate questions ask graduates who have entered the field whether their perception of preparation held up. To compare perceptions over time, ask an exit version, such as “relevant to the work I expect to do after graduation.”

- **Which of the following program competencies do you use regularly in your current role? (Select all that apply from your program’s competency list.)**

  Identifies which specific competencies graduates use in practice.

- **For each competency relevant to your current role, how well did the program prepare you to apply it? (Rate each relevant competency.)**

  Provides competency-specific feedback on perceived preparation.

- **Which program-sponsored professional development activities did you participate in, and which were most valuable? (List actual program activities.)**

  Identifies the activities graduates used and valued.

- **Looking back, which competency has been most useful in your work?**

  An open-ended item can reveal strengths the program may want to preserve or reinforce.

- **Which competency or skill do you wish you had more opportunities to practice before graduation?**

  Helps identify possible gaps in reinforcement or application.

OPEN-ENDED QUESTIONS

Open-ended responses can help explain patterns in the quantitative results, but they also take more time to analyze. Use them selectively and connect them to questions the program genuinely wants to understand.

- **What part of the program contributed most to your development as a healthcare administration professional?**

  Helps identify experiences worth preserving or expanding.

- **Where did you need more opportunities to practice or apply what you learned?**

  Pairs well with competency or curriculum results that suggest students need more application.

- **What is one change that would better prepare future students for healthcare administration practice?**

  Keeps the request focused enough to produce actionable suggestions.

- **Is there a competency or skill you expected to develop more fully before graduation?**

  Can identify gaps that were not captured by closed-ended items.