

Weber State University  
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Health Administration  
Academic Year of Report: 2021 and 22 (covering Summer 2021, Fall 2021, Spring 2022)  
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made.

**Program page link:** [https://www.weber.edu/ie/Results/Health\\_Administration.html](https://www.weber.edu/ie/Results/Health_Administration.html)

### **A. Mission Statement**

  **X Information is current; no changes required.**

Our mission statement and vision statement are clear and displayed on the weber.edu/has website. Our goals and learning objectives are well-defined. These objectives are successful as displayed by our course and program evaluations.

### **B. Student Learning Outcomes**

(Please include certificate and associate credential learning outcomes)

  **X Information is current; no changes required.**

### **HAS Program Competencies**

The program has developed twelve competencies arrayed within three domains, Personal Development, Professional Development and Applied Skills.

#### **Personal Development**

a. Communication: The graduate will demonstrate professional-level proficiency in written and oral communication, be able to communicate across health disciplines, prepare effective reports, and make business presentations.

b. Collaboration and Teamwork: Be able to work effectively in teams and to collaborate and develop positive relationships with peers, subordinates and superiors.

c. Critical and Creative Thinking: The graduate will be able to seek information using management tools to collect data and apply metrics, to analyze data, form conclusions and make recommendations even when dealing with ambiguities in the information.

d. Professionalism: The graduate will have the ability to align personal and organizational conduct with ethical, legal, and professional standards and will be responsible for self-direction.

#### **Professional Development**

Report due 11/15/2022

e. Leadership: The graduate will have an understanding of supervisory and management principles as well as the ability to effect change in teams and organizational units through positive influence on both peers and subordinates.

f. Organizational Awareness and Governance: The graduate will understand the structure, governance, and functioning of health care entities and systems as well as the importance of integration across the health care spectrum.

g. Community Awareness: The ability to investigate population health characteristics and assess population health needs in a local community. The graduate should demonstrate an awareness of the ecological and social factors that influence health behavior.

### **Applied Skills**

h. Human Resources Management: The graduate will understand and be able to implement the human resource processes needed for staffing and operating a healthcare organization.

i. Financial Management: Ability to examine and interpret financial and accounting documents, understand and utilize budgets, understand third party payment processes, apply variance analysis and other techniques to managerial accounting information in order to understand and improve operations.

j. Information Technology Management: The ability to recognize critical elements of information technology and use information technology for decision support.

k. Performance Improvement and Quality Management: The ability to use quality and systems tools to measure, promote and implement quality improvement and patient satisfaction initiatives in health service organizations while accepting shared accountability for outcomes.

l. Marketing and Strategic Planning: The ability to conduct an external and internal environmental analysis for a health services organization, develop a marketing plan for a health services product, and understand the principles of strategy formulation.

### **C. Curriculum Grid**

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to [ojie@weber.edu](mailto:ojie@weber.edu) if you wish to have access)

**X   Information is current; no changes required.**

Update if not current

CURRICULUM MAP		COMPETENCIES ADDRESSED IN COURSE											
		Communication	Collaboration and Teamwork	Critical and Creative Thinking	Professionalism	Leadership	Organizational Awareness and Governance	Community Awareness	Human Resources Management	Financial Management	Information Technology Management	Performance Improvement and Quality Management	Marketing and Strategic Planning
Course Number	Course Name												
HAS 3000	The Health Care System	A	U				I	I		I			
HAS 3010	Professionalism in Healthcare	U	E		A								
HAS 3020	Health Care Marketing	E	A	E				E				A	
PUBH 3150	Intro to Public Health			U	A		E	A				I	
HAS 3230	Health Communication	A	I	I	E	U			I			I	
HAS 3240	Human Resources Development in HC	A	A	A	E	E	E		A			A	
HAS 3260	Healthcare Leadership and Management	U	U		U	A	A		U				
HAS 3750	Health Care Financial Administration	U	U	U	E	U	I	I		A			
HAS 4320	Health Care Economics and Policy	U	U	U	U	U	E			E			
HAS 4400	Legal & Ethical Aspects of Health Admin	A	E	A	E	E	E	U	E			E	
HAS 4741	Senior Seminar Capstone	A	A	A	A	A	A	A	U	U	U	U	U
HAS 4860	INT - Practicum/Internship												
HIM 2330	Healthcare Reimbursement		E	U						A			
HIM 3000	Health Informatics	E	U				U				A		
HIM 3200	Epidemiology and Biostatistics	U	E	A	E			E					I
HIM 3300	Intro to Quality Improvement in HC	E	E									A	
HAS 3190	Cultural Diversity in Patient Education	A		U				A					U
HAS 4160	Medical Practice Management	A	A	E	E	E	E		E				
HAS 4410	Clinical Instructional Design & Evaluation	U		U					I				
HAS 4420	Clinical Instructional Skills	U		U					I				
HAS 4520	Long Term Care Administration						A		A	A		A	
HAS 4525	Post-Acute Care Operations	I			I		A		I	A			
HAS 4620	International Health and Health Care	I	E	I			A	A		I		E	
HAS 4800	Individual Study			A									
HAS 4850	Study Abroad												
HIM 3550	Healthcare Data Analytics	A	U	E							A	U	
HIM 3610	Advanced Principles in Revenue Cycle Management		E				E			U		U	

I=Introduced, E=Emphasized, U=Utilized, A=Assessed Comprehensive

### D. Program and Contact Information

     Information is current; no changes required.

Update if not current: We recently hired a new faculty member and their information is not on our website currently. He will be making an appointment to get a headshot and we will have it added to our website soon with information about his advising. Since we have hired another faculty, another change that will be made is the advising assignments of the alphabet. Those will be reflected in upcoming changes. In addition, the program director has changed and this will be reflected on the changes in the website.

### E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

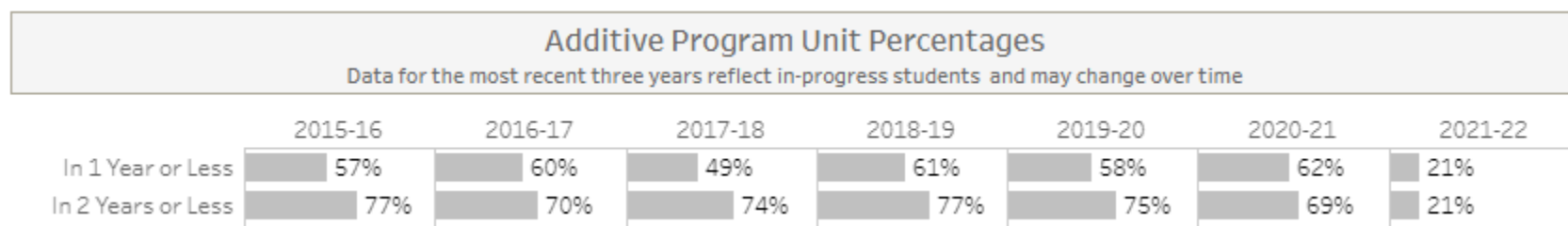
**\_\_\_ Information is current; no changes required.**

- Courses to be reviewed and measured during odd years. (2021-2022)
  - HAS 3000 - The Health Care System
  - HAS 3020 - Health Care Marketing
  - HAS 3150 - Community Health Agencies and Services
  - HAS 3190 - Cultural Diversity in Patient Education
  - HAS 3230 - Health Communication
  - HAS 3240 - Human Resource Development in Health Care
  - HAS 3750 - Health Care Financial Administration
  - HAS 4160 – Medical Group Management
  - HIM 3000 - Computer Applications in Health Care
  - HIM 3200 - Epidemiology and Biostatistics
  - HIM 3300 - Introduction to Quality Improvement in Healthcare
  
- Courses to be reviewed and measured during even years. (2022-2023)
  - HAS 3010 - Professionalism in Healthcare
  - HAS 3260 - Health Care Administrative and Supervisory Theory
  - HAS 4320 - Health Care Economics and Policy
  - HAS 4400 - Legal and Ethical Aspects of Health Administration
  - HAS 4410 - Clinical Instructional Design and Evaluation
  - HAS 4420 - Clinical Instructional Skills
  - HAS 4520 – Long-term Care Administration
  - HAS 4525 – Post-acute Care
  - HAS 4620 - International Health and Healthcare
  - HAS 4741 - Senior Seminar
  - HAS 4800 - Individual Study
  - HAS 4850 - Study Abroad
  - HAS 4860 - Practicum/Internship
  - HAS 4990 - Seminar

- HIM 2330 - Classification Systems Topics and Reimbursement Issues

Upon further review and per the AUPHA recommendations, we will be evaluating each course every year for Evidence of Learning Outcomes. For further explanation, see Appendix A.

## F. Student Achievement



From 2015-16 through 2020-21, the program averages 73.7% completion within 2 years of 90CH. Our faculty initiate contact with our students one time per year to advise and encourage them to keep working on their progress.

## G: Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

### 1) Course-based assessment

- a. This is the format we have traditionally suggested programs use for assessment. The familiar ‘evidence of learning worksheets’ are included in the template and can also be accessed from the IE website. The critical pieces to include are:
  - i. learning outcomes addressed in the course,
  - ii. method(s) of measurement used,
  - iii. threshold for ‘acceptable – that is, the target performance,
  - iv. actual results of the assessment,
  - v. interpretation/reflection on findings,
  - vi. the course of action to be taken based upon the interpretation,
  - vii. how that action will be evaluated.

**G.A: Evidence of Learning: Courses within the Major**

<b>HAS 3000 The Healthcare System</b>					
<b>Measurable Learning Outcome</b>	<b>Method of Measurement</b>	<b>Threshold for Evidence of Student Learning</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b><i>Learning Outcome 1:</i></b> Students will demonstrate university level communication (written or oral).  (Communication)</p>	<p><b><i>Measure 1:</i></b> Discussion “Escape Fire”.</p>	<p>At least 90% of students will earn a score of 75% or higher.</p>	<p>96.2% of students scored 75% or higher.</p>	<p>Students successfully demonstrated written or oral communication skills.</p>	<p>No Action Necessary</p>
<p><b><i>Learning Outcome 2:</i></b> Students will demonstrate retention of key management principles in healthcare  (Organizational Awareness and Governance)</p>	<p><b><i>Measure 1:</i></b> Retention of key healthcare topics and principles in Final Exam.</p>	<p>At least 90% of students will score 75% or higher.</p>	<p>100% of students scored 75% or higher.</p>	<p>Students successfully demonstrated retention of healthcare topics and principles.</p>	<p>No Action Necessary</p>

### HAS 3020 Healthcare Marketing

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Learning Outcome 1:</b> Students will understand and be able to competently describe and discuss marketing research.  <b>(Organizational Awareness and Governance, Community Awareness)</b>	<b>Measure 1:</b> Marketing Plan Assignment 1- identify healthcare organizations and perform an internal analysis.	At least 95% of students will earn a 88% or higher.	97.4% of students scored 88% or higher.	Students successfully demonstrated an understanding of organizational awareness and governance and community awareness skills.	No Action Necessary
	<b>Measure 2:</b> Quiz 1- internal situation analysis.	At Least 90% of the class will score 66.7% or higher.	94.04% of students scored 66.7% or higher.	Students successfully demonstrated an understanding of organizational awareness and governance and community awareness skills.	No Action Necessary
<b>Learning Outcome 2:</b> Students will understand and be able to competently describe and discuss marketing planning to include SWOT analysis, market segmentation and targeting, and setting goals and objectives.  <b>(Marketing and Strategic Planning)</b>	<b>Measure 1:</b> Marketing Plan Assignment 2- identify target market segments and prepare a SWOT analysis.	At least 90% of students will earn a score of 83% or higher.	89.14% of students scored 83% or higher.	Students successfully demonstrated an understanding of marketing and strategic planning skills. One group of 3 did not submit the assign, which brought down the %	No Action Necessary
	<b>Measure 2:</b> Quiz 2- external situation analysis and target market segmentation research.	At least 90% of students will earn a score of 70% or higher.	98.5% of students scored 70% or higher.	Students successfully demonstrated an understanding of marketing and strategic planning skills.	No Action Necessary



**HAS 3150 Community Health Agencies and Services**

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Learning Outcome 1:</b> Community Awareness: Students will investigate the population health characteristics and assess population health needs of their local community. They will demonstrate an awareness of the ecological and social factors that influence health behaviors. (Community Awareness)	<b>Measure 1:</b> Assignment 2-students will research and report on population and death rates of Weber Country from two different years.	At least 90% of students will earn a score of 73% or higher.	94% of the students scored 73% or higher.	Students successfully demonstrated community awareness skills.	No Action Necessary
	<b>Measure 2:</b> Assignment 1-students will identify a health problem and research intervention methods.	At least 90% of students will earn a score of 73% or higher.	94.3% of the students scored 73% or higher.	Students successfully demonstrated community awareness skills.	No Action Necessary
<b>Learning Outcome 2:</b> Factors that Influence Health: Students will identify and analyze factors that influence health behaviors. (Professionalism)	<b>Measure 1:</b> Exams and quizzes.	At least 90% of students will earn a score of 70% or higher.	89.7% of the students scored 70% or higher.	Students did not successfully demonstrate professionalism skills.	Attendance is required to ensure students have the information related to the questions on exams and quizzes. This score is reflective of a few isolated student issues and the remaining students outside of this performed above the measure

**HAS 3190 Cultural Diversity in Patient Education**

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><i>Learning Outcome 1:</i> Students will demonstrate professional level proficiency in written communication, be able to communicate across health disciplines, and prepare effect reports on health traditions.</p> <p><b>(Communication)</b></p>	<p><i>Measure 1:</i> Students will research and report the health traditions of individuals coming from cultures different than their own. These reports will include an interview with someone from that culture.</p>	<p>At least 90% of students will earn a score of 73% or higher.</p>	<p>98.25% of students scored 73% or higher.</p>	<p>Students successfully demonstrated communication skills.</p>	<p>No Action Necessary</p>
<p><i>Learning Outcome 2:</i> Students will investigate the health traditions of a variety of cultures, religions, and world populations. Students will be able to demonstrate an awareness of ecological and social factors that influence health behavior.</p> <p><b>(Community Awareness)</b></p>	<p><i>Measure 1:</i> Students will research and report the health traditions of individuals coming from cultures different than their own. These reports will include an interview with someone from that culture.</p>	<p>At least 90% of students will earn a score of 73% or higher.</p>	<p>98.25% of students scored 73% or higher.</p>	<p>Students successfully demonstrated community awareness skills.</p>	<p>No Action Necessary</p>

**HAS 3230 Health Communication**

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Learning Outcome 1:</b> Understand and implement basic models of communication.  (Communication)	<b>Measure 1:</b> Current research on interpersonal, personal and organizational communication with group presentation.	At least 90% of students will earn a score of 73% or higher.	94% of students scored 73% or higher.	Students successfully demonstrated communication skills.	No Action Necessary
	<b>Measure 2:</b> Assignment 3-review of communication structures in professional clinical setting.	At least 90% of students will earn a score of 73% or higher.	91% of students scored 73% or higher.	Students successfully demonstrated communication skills.	No Action Necessary
<b>Learning Outcome 2:</b> Demonstrate concepts of emotional intelligence and emotional quotient.  (Communication)	<b>Measure 1:</b> Assignment 1-self-evaluations.	At least 90% of students will earn a score of 73% or higher.	93% of students scored 73% or higher.	Students successfully demonstrated communication skills.	No Action Necessary
	<b>Measure 2:</b> Assignment 2-leadership self-assessments.	At least 90% of students will earn a score of 73% or higher.	95% of students scored 73% or higher.	Students successfully demonstrated communication skills.	No Action Necessary
<b>Learning Outcome 3:</b> Demonstrate how to be more adaptable and innovative within teams and organizational units.  (Leadership)	<b>Measure 1:</b> Assignment 3-group projects.	At least 90% of students will earn a score of 73% or higher.	91% of students scored 73% or higher.	Students successfully demonstrated leadership skills.	No Action Necessary
	<b>Measure 2:</b> Assignment 4-team interactions as evaluated by peers.	At least 90% of students will earn a score of 73% or higher.	93% of students scored 73% or higher.	Students successfully demonstrated leadership skills.	No Action Necessary

**HAS 3240 Human Resources Development in Healthcare**

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Describe role and influence of HR in a healthcare setting.	<i>Measure 1:</i> All 4 assignments.	At least 90% of students will earn a score of 73% or higher.	86.90% of students scored 73% or higher.	Students successfully demonstrated human resource management skills.	Additional task to help tie all 4 assignments together
<b>(Human Resource Management)</b>	<i>Measure 2:</i> Quizzes.	At least 90% of students will earn a score of 73% or higher.	95.58% of students scored 73% or higher.	Students successfully demonstrated human resource management skills.	No Action Necessary
Learning Outcome 2: Perform job analysis and create job descriptions.	<i>Measure 1:</i> Assignment 1.	At least 90% of students will earn a score of 73% or higher.	97.2% of students scored 73% or higher.	Students successfully demonstrated human resource management skills.	Additional task to help students with job analysis with job descriptions.
<b>(Human Resource Management)</b>	<i>Measure 2:</i> Assignment 2.	At least 90% of students will earn a score of 73% or higher.	79.98% of students scored 73% or higher.	Students successfully demonstrated human resource management skills.	No Action Necessary
Learning Outcome 3: Determine appropriate employee orientation and training procedures.	<i>Measure 1:</i> Assignment 4.	At least 90% of students will earn a score of 73% or higher.	85.03% of students scored 73% or higher.	Students successfully demonstrated human resource management skills.	Additional tasks and group/classmate setup will be added to this assignment to reinforce understanding of proper orientation and training.
<b>(Human Resource Management)</b>	<i>Measure 1:</i> Assignment 2.	At least 90% of students will earn a score of 73% or higher.	79.98% of students scored 73% or higher.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary
Learning Outcome 4: Understand and develop employee performance appraisals.	<i>Measure 1:</i> Assignment 2.	At least 90% of students will earn a score of 73% or higher.	79.98% of students scored 73% or higher.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary
<b>(Performance Improvement and Quality Management)</b>	<i>Measure 2:</i> Final Exam.	At least 90% of students will earn a	97.2% of students scored 73% or higher.	Students successfully demonstrated	No Action Necessary

		score of 73% or higher.		performance improvement and quality management skills.	
Learning Outcome 5: Recognize individual employee performance in a clinical or healthcare group setting and manage individual contributions.	<i>Measure 1:</i> Assignment 4.	At least 90% of students will earn a score of 73% or higher.	85.03% of students scored 73% or higher.	Students successfully demonstrated performance improvement and quality management skills.	Additional content on individual and team management will be added to course by instructor to continue to enhance this learning outcome.
<b>(Performance Improvement and Quality Management)</b>	<i>Measure 2:</i> Final Exam.	At least 90% of students will earn a score of 73% or higher.	97.2% of students scored 73% or higher.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary
Learning Outcome 6: Implement HR systems that diversify the workforce and ensure quality employees.	<i>Measure 1:</i> All 4 assignments.	At least 90% of students will earn a score of 73% or higher.	86.9% of students scored 73% or higher.	Students successfully demonstrated performance improvement and quality management skills.	Course content on diversity and hiring quality employees will be reviewed and updated to continue improving on this learning outcome.
<b>(Performance Improvement and Quality Management)</b>	<i>Measure 2:</i> Quizzes.	At least 90% of students will earn a score of 73% or higher.	95.58% of students scored 73% or higher.	Students successfully demonstrated performance improvement and quality management skills.	No Action Necessary

HAS 4160 Medical Group Management					
Measurable Learning Outcome	Method of Measurement	The threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Learning Outcome 1:</b> Students will demonstrate university-level communication. <b>(Communication)</b>	<b>Measure 1:</b> Business Plan	At least 90% of students will earn 73% or higher.	96.29% of students scored 73% or higher.	Students successfully demonstrated communication skills.	No additional action is required at this time.
	<b>Measure 2:</b> Oral Presentation of Business Plan	At least 90% of students will earn 73% or higher.	96.29% of students scored 73% or higher.	Students successfully demonstrated communication skills.	No additional action is required at this time.
<b>Learning Outcome 2:</b> Students will collaborate with teammates in planning and researching a current healthcare issue, writing a research paper, and presenting the paper to the class. <b>(Teamwork)</b>	<b>Measure 1:</b> Teamwork grade based on evaluation by teammates and instructor	At least 90% of students will earn 73% or higher.	100% of students scored 73% or higher.	Students successfully demonstrated teamwork skills.	No additional action is required at this time.

## HIM 3000 Computer Applications in Healthcare

### Evidence of Learning: Courses within the Major

Evidence of Learning: HIM 3000 Computer Applications in Healthcare					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
HIM 3000 Learning Outcome 1: Demonstrate communication in either a college level paper or presentation of an approved information technology topic. <b>(Communication)</b>	Research information technology topic (approved by instructor) and in a group write a university level research paper.	Student will master communication at 80% or higher on IT research paper or presentation.	88% of students scored a C grade or higher	Students successfully demonstrated communication skills working in groups and researching topic in information technology	Some students completed minimal portions of the paper or presentation. IT outline that is submitted midterm is reviewed by instructor for equal distribution of assignment. Reviewing Turn It In score, group work (ie evenly distribution of work), and rubric, students were notified of score based on rubric grade. Rubric detail was improved and responsibility of group assignments.

Evidence of Learning: HIM 3000 Computer Applications in Healthcare

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
HAS Learning Outcome 2: Collaborate with teammates in researching several electronic health record (EHR) vendors for a health care setting. Using Critical and creative thinking skills, choose an EHR <b>(Collaboration and Teamwork)</b>	Understand the importance of collaboration in healthcare settings. Create a fundamental specifications for EHR based on scenario (given by instructor).As a group research several EHR, using a ranking tool, choose one EHR and justify.	Students will master collaboration and teamwork purpose at 80% on EHR selection assignment and discussion points.	94% of students earned 80% on assignment or higher	Students successfully worked on assignment as a team.	-I felt that my rubric was rather vague, and I rewrote to improve facility functions and objectives for EHR assignment. -The rubrics for both discussion posts and EHR selection were improved rather than being open, more focus on need for collaboration of health care members. -In addition, besides one discussion post, one reply to a fellow students post to improve collaboration.
HAS Learning Outcome 2: HIM 3000 Learning Outcome 2: Demonstrate understanding of healthcare computer systems and applications, IT technology, and healthcare laws pertaining to	Midterm and final exam.	Students will master IT concepts on exams overall at 75% or better.	71% of students scored an overall 75% or higher on all quizzes and exams.	-created a Midterm and final exam review	-concerned of coercion on exams. Starting Spring, 2013, exam answers will not be released until exam has closed. -new text available -rewrote numerous final questions as final exam had worse scores as compared to midterm



Evidence of Learning: HIM 3000 Computer Applications in Healthcare					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...  information systems. <b>(Critical and Creative thinking)</b>	Direct and Indirect Measures*				
HAS Learning Outcome 1: Demonstrate professionalism in writing of HIE, Meaningful use, and one computer application within healthcare. <b>(Professionalism)</b>	Several discussion posts are required in online and campus course to assess understanding and conduct of HAS students.	Students will master professional conduct through discussion post writing at a minimum of 80%.	84% of <u>students</u> scores 80% or above.	Students have a <u>u</u> understanding of discussion post concepts and can explain at a professional level.	Discussion posts will continue to change based on healthcare technology and laws.
HAS Learning Outcome 5: Conduct a security audit at a facility analyzing the administrative, physical, and technical HIPAA security safeguards. A working knowledge of information technology will be understood based on exam scores. <b>(Information Technology Management)</b>	Measure 1: Security audit  Measure 2: exam scores	Students will achieve at least 80% on security audit.  Students will achieve at least 80% on exam scores.	86% received a B-grade or higher on the security audit.  Measure 2: 71% of students scored 75% or higher on exams.	Students took components from book. I want students familiar with required and addressable HIPAA security safeguards.  Created a midterm and final review	-recorded security audit example and requirements has been created to improve understanding of this assignment. -In addition, Beginning Jan. 2013, utilizing the Indian Health Services security audit to explain both required and addressable components of HIPAA security safeguards. -HITECH breach will be added Sept. 2013 -new text available with current IT trends.

**HIM 3200 Epidemiology and Biostatistics**

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Learning Outcome 1:</b> Demonstrate university level writing in a research paper/presentation. <b>(Communication)</b>	<b>Measure 1:</b> Epidemiologic Analysis Research Project.	At least 85% of students will earn a score of 73% or higher.	95.2% of students scored 73% or higher.	Students successfully demonstrated communication skills.	No Action Necessary
<b>Learning Outcome 2:</b> Collaborate with teammates in planning and researching a disease, creating a presentation, and presenting the research to the class. <b>(Collaboration and Teamwork)</b>	<b>Measure 1:</b> Teamwork grade based on evaluation by peers and instructor.	At least 90% of students will earn a score of 73% or higher.	94.2% of students scored 73% or higher.	Students successfully demonstrated collaboration and teamwork skills.	No Action Necessary
<b>Learning Outcome 3:</b> Use critical thinking skills to apply epidemiological and statistical methods to solve problems. <b>(Critical and Creative Thinking)</b>	<b>Measure 1:</b> Exam and Quiz scores.	At least 85% of students will earn a score of 73% or higher.	95.7% of students scored 73% or higher.	Students successfully demonstrated critical and creative thinking skills.	No Action Necessary
<b>Learning Outcome 4:</b> Demonstrate and awareness of community issues related to epidemiology. <b>(Community Awareness)</b>	<b>Measure 1:</b> Exam and Quiz scores.	At least 85% of students will earn a score of 73% or higher.	95.7% of students scored 73% or higher.	Students successfully demonstrated community awareness skills.	No Action Necessary

**HIM 3300 Introduction to Quality Improvement in Healthcare**

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p><b>Learning Outcome 1:</b> - Demonstrate effective communication skills through the Hospital Compare project and presentation</p> <p><b>(Communication)</b></p>	<p><b>Measure 1:</b> Hospital Compare project and presentation</p>	<p>At least 90% of students will earn a score of 73% or higher.</p>	<p>100% of students scored 73% or higher.</p>	<p>Students successfully demonstrated communication skills.</p>	<p>No Action Necessary</p>
<p><b>Learning Outcome 2:</b> - Describe the distinction between organization-wide performance improvement activities and team-based performance improvement activities. - Understand the composition of PI Teams. - Differentiate the roles and responsibilities of team leaders, facilitators, scribes, and members</p> <p><b>(Collaboration and Teamwork)</b></p>	<p><b>Measure 1:</b> Teamwork Case Study</p>	<p>At least 90% of students will earn a score of 73% or higher.</p>	<p>100% of students scored 73% or higher.</p>	<p>Students successfully demonstrated collaboration and teamwork skills.</p>	<p>No Action Necessary</p>
<p><b>Learning Outcome 3:</b> - Define and demonstrate how performance improvement activities use and incorporate the various tools (ie. Survey, flowchart, root-cause analysis, occurrence report, benchmarking, etc.) - Analyze data for changes in performance. - Understand the PI perspectives of accreditation, certification, and licensure organizations.</p> <p><b>(Performance Improvement and Quality Management)</b></p>	<p><b>Measure 1:</b> Composite score of case studies</p>	<p>At least 90% of students will earn a score of 73% or higher.</p>	<p>88.0% of students scored 73% or higher.</p>	<p>Scores are slightly below outcome goal. Students completing the assignment successfully demonstrated performance improvement and quality management skills.</p>	<p>Evaluate Instructions for the Case Studies and improve teamwork in completing them.</p>

## Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: Summer 2021	Recommendation	Progress Description
Recommendation 1		
<p>Accreditation Criteria 26.a. requires: Describe how the program measures student progress towards mastery of student learning objectives. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes.</p>	<p>Committee recommended the following: The current method of measuring student competency achievement does not permit the program to track each student's competency achievement throughout the program. The program will evaluate competencies at the course level and track them by following competency-specific assignments. Student competencies are collected and monitored through preceptor evaluations during internships HAS4860 Internship Practicum</p>	<p>Evidence of learning for all courses taught this academic year 2021-2022 was reviewed in May 2022. Each year we will evaluate each course at the end of the academic year.</p>
Recommendation 2	Text of recommendation	
<p>27b. Describe the process used to assess the program's progress towards stated goals, objectives and outcomes.</p>	<p>The committee recognized that the program has clearly stated goals, objectives, and some measures for assessing goals, objectives, and outcomes; however, the program did not provide results from assessing their progress towards those specific program goals/objectives. While the department strategic planning document was provided, the information in it did not align with the stated program goals/objectives and this report also did not provide results</p>	<p>Program will regularly update and assess progress towards specific stated goals, objectives, and outcomes. Assessing these will be completed through annual advisory board agenda and meetings, program faculty meetings, and departmental strategic planning.</p>

	towards progress on each of their strategic initiatives identified. No other documentation of data collected was provided that would demonstrate the tracking of program effectiveness takes place	

Additional narrative:

## Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five-Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2018-19	2019-20	2020-21	2021-22
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured				1
Full-time Non-Tenured (includes tenure-track)				0
Part-time and adjunct				1
With Master's Degrees				
Full-time Tenured				0
Full-time Non-Tenured				2
Part-time and adjunct				3
With Bachelor's Degrees				
Full-time Tenured				0
Full-time Non-tenured				0
Part-time and adjunct				0
Other				
Full-time Tenured				0
Full-time Non-tenured				0
Part-time				0
<b>Total Headcount Faculty</b>				
Full-time Tenured				1
Full-time Non-tenured				2
Part-time				4

**Please respond to the following questions.**

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

There were ongoing changes to curriculum in the last report dated 2019-2020. We have made those curriculum changes to better reflect what the industry leaders and our advisement committee has outlined. We added a post-acute course that is reflective of the growing need for administrators in the long-term sector of healthcare, per the advising committees' advisement. We hold set meetings that have led to meaningful discussions with our faculty and we continue to be innovative in our course development and instruction.

- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:



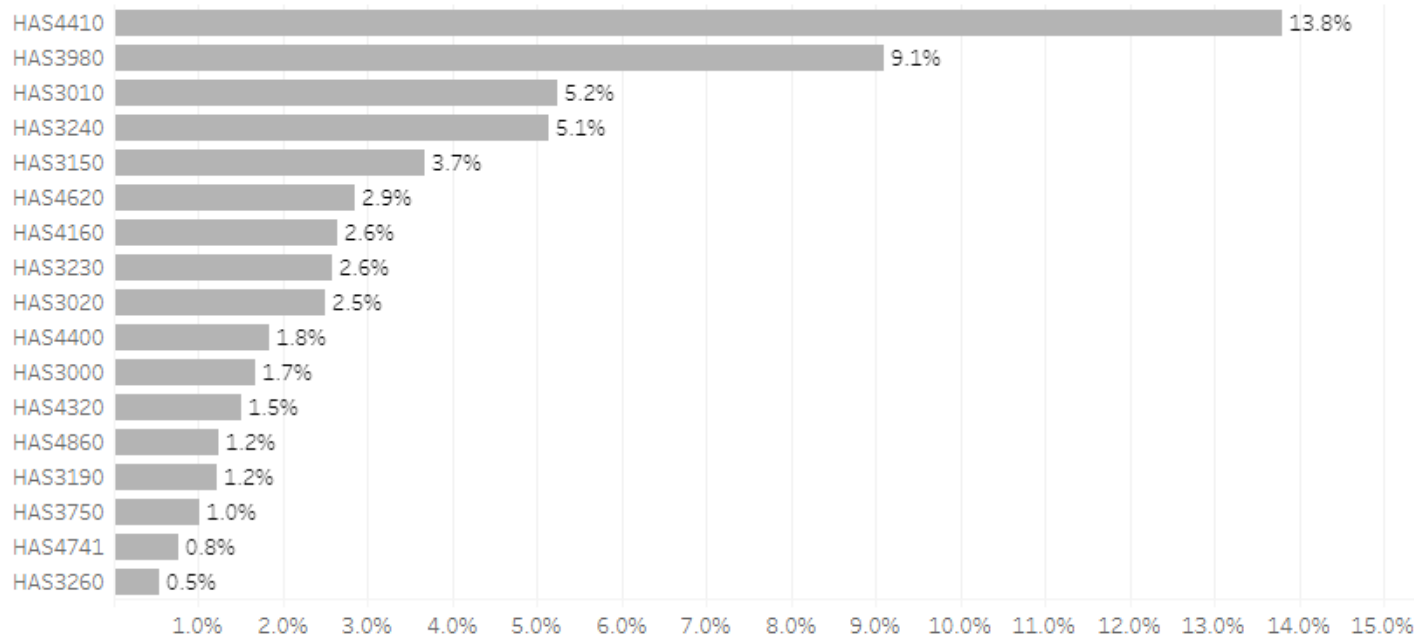
## DFWI Grade Rates (D+ or Lower)

**Academic Year** (Multiple values) | 
 **Semester** (All) | 
 **College** College of Health Professions | 
 **Instructional Method** (All)

**Subject** HAS | 
 **Course Number** (All) | 
 **Course Grouping** (All) | 
 **Concurrent** Not Concurrent

**General Education** (All) | 
 **'W' Grade Filter** Include 'W' Grades | 
 **Student Count** 25 / 13,835

Percent of students receiving a grade lower than a C- (bar)



a. What are you seeing?



There remains a continued need to communicate with students through starfish. It is also important to recognize that our department received the WSU Starfish Progress Report Completion Rate Award for being a firm supporter of communicating to students through Starfish.

- b. What concerns you?
- c. What additional data could be beneficial?

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

I cannot determine if this report includes UW, and this may indicate that the student has other challenges outside of school where they could use advising and support.

## Glossary

### Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

### Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

### Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

### Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

### Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

### Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

### Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

### Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

### HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>