

Weber State University  
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Health Administrative Services / Public Health  
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)  
Date Submitted:  
Report author: Miland Palmer

Contact Information:  
Phone: 801-626-7378  
Email: milandpalmer@weber.edu

**We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.**

#### **A. Mission Statement**

The mission of the Public Health program is twofold; to develop exceptional entry level public health professionals and to prepare students for graduate school.

#### **Program Description:**

The Bachelor of Science degree in Public Health provides students with strong foundation in leadership, management, communication, program planning and public policy. Our graduates will learn how to effectively work in public health positions and secure an adaptable skill set for various and diverse career settings.

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

(please note the addition of certificate and associate credential learning outcomes)

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

Update if not current:

Graduates will be able to:

- Communicate public health information in both oral and written forms and through a variety of media, to diverse audiences
- Locate, use, evaluate, and synthesize public health information
- Describe public health application of quantitative and qualitative data
- Describe implications of policies, programs, and services and advocate for the implementation
- Explain the ways public health, healthcare, and other organizations can work together to assure the health of individuals and the population

#### **C. Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

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

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

(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.)

[https://docs.google.com/spreadsheets/d/1RB7Xn6jW2Aww1QOS\\_WM8jBkUZQ7dUfIsD6d-sPZQSXE/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1RB7Xn6jW2Aww1QOS_WM8jBkUZQ7dUfIsD6d-sPZQSXE/edit?usp=sharing)

| Course  | Public Health Learning Outcomes   |   |   |   |  |
|---|---|---|---|---|--|
|   | Communicate public health information in both oral and written forms and through a variety of media, to diverse audiences | Locate, use, evaluate, and synthesize public health information | Describe public health application of quantitative and qualitative data | Describe implications of policies, programs, and services and advocate for the implementation | Explain the ways public health, healthcare, and other organizations can work together to assure the health of individuals and the population |
| HAS 3000 The Health Care System                             |   |   |   | I   |  |
| HAS 3010 Professionalism in Healthcare                      | I   |   |   | I   | I  |
| HAS 3020 Healthcare Marketing                               | D   | D   | D   | D   | D  |
| HAS 3150 Introduction to Public Health                      |   |   | I   | I   | I  |
| HAS 3190 Cultural Diversity in Patient Education            | D   |   |   |   | D  |
| HAS 3230 Health Communication                               | I,D,A   |   |   |   |  |
| HAS 3240 Human Resources Development in Health Care         |   |   |   | D   |  |
| HAS 3260 Healthcare Leadership and Management               | D   |   |   | D   | D  |
| HAS 3750 Healthcare Financial Administration                |   |   |   | D   |  |
| HAS 4320 Healthcare Economics and Policy                    |   |   |   | D   | D  |
| HAS 4400 Legal and Ethical Aspects of Health Administration |   |   |   | D   | D  |
| HAS 4500 Grant Writing                                      | D   | D   | D   | D   | D  |
| HAS 4700 Public Health Capstone                             |   | D   | D   |   | A  |
| HAS 4860 Practicum/Internship                               | A   | A   | A   | A   | A  |
| HIM 3200 Epidemiology and Biostatistics                     |   | I   | D,A   |   |  |
| HIM 3210 Advanced Epidemiology and Population Health        |   | D   | A   |   |  |
| HIM 3500 Biomedical Research Support                        |   | D   | D   |   |  |
| HIM 3550 Healthcare Data Analytics                          |   | A   | A   |   |  |
| HLTH 3000 Foundations of Health Promotion                   | I   | I   | I   | I   | I  |
| HTHS 2230 Introductory Pathophysiology                      | D   |   |   |   |  |
| MICR 3502 Environmental Health                              | D   | D   |   | D   |  |
| MICR 3012 Microbiology and Global Public Health             | D   | D   |   | D   |  |
| I = Introduced  |   |   |   |   |  |
| D = Developed   |   |   |   |   |  |
| A = Assessed  |   |   |   |   |  |

## **D. Program and Contact Information**

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

Update if not current:

Program Director & Advisor: Miland Palmer, PhD, MPH, RHIA

Phone: 801-626-7378

Email: [milandpalmer@weber.edu](mailto:milandpalmer@weber.edu)

Website: Weber.edu/HAS

## **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.**

Update if not current:

The program outcomes listed below will be assessed yearly. Assessment will be accomplished at the program level using signature assignments from select courses. The assessment will be considered successful or met if 85% of the students score B (83%) or better on the assignments. The following table lists the outcomes, the assignment used to assess the outcome, and the course where the assignment is given. In addition to these signature assignments each student will be evaluated in each of the 5 competencies by their internship preceptor. The preceptor will rank the student on a 1-5 scale where 5 is proficient. The preceptor evaluation will be considered successful or met if 85% of students score a 4 or 5 on each of the competencies.

| Outcome  | Signature Assignment   | Course               |
|--|--|----------------------|
| Communicate public health information in both oral and written forms and through a variety of media, to diverse audiences                    | Final Project: Diversity Paper<br>HR Position Analysis (Assignment #4) | HAS 3190<br>HAS 3240 |
| Locate, use, evaluate, and synthesize public health information  | Final Project<br>Epidemiological Analysis Presentation                 | HIM 3550<br>HIM 3200 |
| Describe public health application of quantitative and qualitative data  | Final Project<br>Final Research Proposal                               | HIM 3550<br>HIM 3500 |
| Describe implications of policies, programs, and services and advocate for the implementation  | Grant Proposal<br>Policy Assignment                                    | HIM 4500<br>HIM 3210 |
| Explain the ways public health, healthcare, and other organizations can work together to assure the health of individuals and the population | Final Project<br>Final Project Part II                                 | HAS 4700<br>HIM 3210 |

## 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>