

CAHME "Partially Mets" and Site Team Recommendations

II.A.3 : While the program does have a formal process for academic advising, there is no formal process for career advising. While the program does have various ad hoc methods for career advising, the program does not have a comprehensive, proactive process that ensures career advising for all students.

: The program must design and implement a formal process for career advising.

As our Mission clearly states, the students in our MHA programs are primarily working healthcare professionals, thus the vast majority of our students are already currently in healthcare careers. This does not, of course, preclude their need for career advice. While we do not believe that all of our students need a comprehensive career advising process, we can improve our efforts for those students who do desire this service. To that end we are pursuing a number of career advising and enhancing activities.

-Our home department of Health Administrative Services is exploring the option of

III.A.1 : While the program has adopted a set of competencies that form the basis of the curriculum, the program has not clearly articulated the levels of competency attainment. The preceptor and student evaluations use a different leveling scale than what is articulated within the courses.

: The program must adopt one (1) set of clearly defined levels of competency attainment and ensure that these levels are consistently applied throughout the program.

There is a discrepancy between our Competency Coverage Matrix, which evaluates the teaching of competencies in our courses on a scale of 1-3, and our Competency Assessments (both student self evaluations and those conducted by the students' preceptors) which evaluate competencies on a 1-5 point scale.

To more clearly and uniformly define the level of competency expected and attained by students, both the course scale and the assessment scale have been fine-tuned and will now use the same 1-5 point scale of:

- 1: minimal
- 2: moderate
- 3: functional
- 4: capable
- 5: skilled.

This 5 point scale will be incorporated in our Competency Coverage Matrix, all course syllabi, and all competency assessment documents.

III.C.3 : While the program has implemented a number of methods to measure competency attainment, the program does not have a comprehensive process that regularly evaluates the student attainment of competencies at the course or program level. The program has implemented program competencies within the courses, however, not all courses adequately assess student attainment of competencies. Additionally, while the program has established a process to measure student attainment at the program level, primarily through student self-assessments and preceptor assessment, the process is not comprehensive to address all students across all competencies.

: The program must implement a process that comprehensively evaluates student attainment of all competencies at both the course and program level and use the evaluation for continuous improvement. The program must ensure that all syllabi have consistent linking of course objectives to competency attainment. The program must ensure that there is a process to provide feedback on competency assessment outside of assignments or course grades.

We comprehensively evaluate student attainment of the competencies at both the course and program level annually. The information gathered from this assessment is analyzed and discussed at MHA Faculty and Advisory Board meetings and compared to proposed and desired program outcomes and goals. It is used for planning, growth, and continuous improvement of the program.

At the program level, our annual Weber State Assessment measures and assesses our overarching achievement of the 12 competencies that our program is built upon with both direct and indirect measures.

At the course level, each syllabus is tied directly to the competencies, the level at which those competencies are taught, and the level at which those competencies are assessed. Our annual Weber State Assessment measures and assesses each competency, using direct and indirect measures.

Each year additional competencies, courses, and measures are added to the process.

A copy of our draft 2015/2016 Weber State Assessment document can be found in Appendix IV.