

CAHME “Partially Mets” and Site Team Recommendations

II.A.3 Concern: 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.

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

Action Plan: 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 Executive in Residence. Among the expected duties of an Executive in Residence would be the creation and maintenance of career building activities for MHA students, including, but not limited to, orientations, workshops, and assistance with resumes, cover letters, interviews, and job searches.

-Our MHA students have recently begun to apply for, and to be chosen for, the highly competitive Administrative Fellowships that are available in our field. We encourage our students to apply for fellowships and work to facilitate these fellowships by weekly emails to all 2nd year MHA and eMHA students containing fellowship information and application details, as well as writing letters of recommendation and support. As our students are placed in fellowships we anticipate that they will return to speak to current students about their fellowship experiences and work as mentors and role models for existing students applying for fellowships.

-We continue to work with the Weber State University Career Services office, encouraging students to avail themselves of the services and opportunities that exist here on campus.

-Our MHA Alumni Association provides a number of educational and networking events throughout the year that include both current students and past graduates. In addition, in conjunction with the Utah Healthcare Executives (UHE) there are mentoring opportunities for any and all students who wish to participate. All of these events are well publicized and strongly encouraged.

II.A.5 Concern: While the program conducted one (1) alumni survey, it was not comprehensive to include all alumni nor focus on career progression. The program does not have a formal, systematic plan for monitoring and tracking the careers of graduates for at least three (3) years after graduation.

Recommendation: The program must establish a formal, systematic process for tracking career progression for at least three (3) years and use the information for program improvement. The program must formalize a process for tracking this information outside of alumni surveys (for example, LinkedIn groups, alumni database updates, or other formalized ways of tracking alumni career development and progression).

Action Plan: We have systematically tracked and monitored our graduates' careers via the use of an alumni survey that explored their career progress and asked them to offer their opinions about their MHA experience here at Weber State and advice for the future of the program. All alumni were included in the survey with an approximate 60% response rate.

Going forward, each summer, 3 year alumni (those students who graduated from the MHA and eMHA program 3 years previously) will be surveyed. A copy of this survey document is attached in Appendix I and does address career progression.

In addition, in partnership with our MHA alumni association we maintain contact with program alumni and graduates via LinkedIn. We additionally work with Weber State University's department of Alumni Relations to track program alumni's contact information and send them relevant program updates and information, inviting them to maintain contact with the program and to keep the program updated with their career progress.

Finally, through our MHA Alumni Association Speaker series, we continue to reach out to our program graduates with opportunities for networking, the discussion of current topics, and social interactions. By maintaining close contact with those alumni who wish to remain active, we track alumni career development and progression.

The data and information that we gather from the above activities is analyzed and discussed at MHA Faculty and MHA Advisory Board meetings, and compared to proposed and desired program outcomes and goals. Particularly the information offered regarding our graduates' MHA experiences and advice for the future is used in planning and continuous improvement of our program.

III.A.1 Concern: 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.

Recommendation: 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.

Action Plan: 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. The revised Competency Coverage Matrix can be found in Appendix II and a sample MHA Syllabus can be found in Appendix III.

III.C.3 Concern: 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.

Recommendation: 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.

Action Plan: 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.