



Responses to Partially-Met Criteria from the CAHME Reaccreditation

The MHA Program was reaccredited by CAHME for 7 years. This is the longest reaccreditation timeframe awarded by CAHME. The program had no “not met” criteria, but had 6 “partially met” criteria. Two strengths were also noted by the site visit team for the program. The partially met criteria are addressed below with program response.

I.A.2 The Program will establish goals, objectives and performance outcomes that are aligned with the Program’s mission, vision and values and are action-based, observable, and measurable.

Program Response: The MHA Program has developed goals and performance outcomes based on the format and criteria set forth by CAHME. The program met the goals at 100% for the AY that the Self-Study was based on and the site visit team felt that the program needed stretch goals. Program leadership and core faculty will hold the next MHA Strategy Meeting on August 31, 2023 and will develop target and stretch goals from the current goals of the program. These goals, and their outcomes, will be more effectively shared with all faculty, the MHA Program Advisory Board, and MHA Alumni Board. They will also help to inform the continuous improvement plan for the program and the 5 year strategic plan.

II.A.1

The Program will make publicly available complete and accurate information regarding its mission; application process; the competencies that form the basis for its curriculum; the content and sequence of its curriculum; teaching, learning and assessment methods; outcomes measures including degree retention and employment rates; and differences among accredited degree offerings.

Program Response: All of the required data elements were included on the MHA Program Website to the satisfaction of the site visit team, with the exception of the wording for the teaching, learning and assessment methods used by the program. These have been added to the website.:

- Various teaching methods focused on the core competencies are utilized in the program, including case method, reflective learning, team activities, and simulation. All courses are evaluated each semester as a means of assessment.

II.A.3

The Program will ensure that all students are provided access to academic advising, career counseling, and other support services and that these services are evaluated regularly as a part of the Program's continuous improvement.

Program Response: The program has added these items to the MHA Exit Survey that students complete at the end of the program. The site visitors wanted specific questions that addressed each of these areas specifically. Questions are now on the survey asking about the students' experience with each of these items. The data will then be used for continuous improvement.

III.B.1

The Program will incorporate teaching and learning methods driven by adult learning principles. The teaching and learning methods will be based on higher education taxonomic levels appropriate to graduate education.

III.C.1

The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.

II.D.1

The Program will evaluate its curriculum, teaching and learning methods, assessment methods, and Program Faculty effectiveness and use the results for continuous quality improvement of the teaching and learning environment.

Program Response: As these three criteria are connected, they will be addressed together. The program provided a detailed document showing the higher-level and lower-level learning methods, with the majority of the assignments in the higher-level learning designation. The site visitors would like to see a more formal method of the program evaluating and assessing if these learning methods are effective and in line with Bloom's taxonomy. Further discussion occurred in the MHA Faculty Meeting in

April 2023 with review on Bloom's taxonomy and a higher and lower-level learning outcome and their effectiveness in the curriculum. Moving forward specific assignments will be discussed as a faculty in relation to learning level outcomes and taxonomy levels. The course content is aligned with MHA Core Competencies and this will continue to be assessed in this process.