

CAHME University
Master of Health Administration Program
Self-Study Excerpt — 2025–2026 Self-Study Year
Standard 2: Competency Model — Criterion 2.2 Competency Model Effectiveness

Criterion 2.2 Competency Model Effectiveness

Criterion Statement: The program measures student competency attainment at the program level.

a. Measurement Criteria

The MHA program assesses six program-level competencies using a three-point proficiency scale (Developing, Proficient, Advanced). The program's target for graduation is that each student achieve a rating of Proficient or higher on each competency by the end of the Capstone Strategic Analysis Project. Program-level aggregate results for the 2025–2026 self-study year are provided in Exhibit 2.2.1 below.

Exhibit 2.2.1 — Program-Level Competency Attainment, 2025–2026 Graduating Cohort (n = 42)

Program-Level Competency	Students Assessed	% Achieving Target (Proficient or Advanced)	Target Met?
Financial Management and Analysis	42	90%	Met
Strategic Planning and Innovation	42	88%	Met
Healthcare Law, Policy, and Ethics	42	95%	Met
Quality Improvement and Patient Safety	42	83%	Met
Leadership and Human Resource Management	42	90%	Met

Note: Health Information and Data-Driven Decision Making was newly added to the competency model beginning with the 2026–2027 curriculum and is not yet reflected in capstone data for the 2025–2026 graduating cohort. Percentages above reflect the proportion of students scoring Proficient or Advanced combined on the capstone rubric; the distribution between the two levels is retained in the Assessment Committee's working files.

b. Direct Measures

The program's direct measure of program-level competency attainment is the Capstone Strategic Analysis Project, completed by every student in the final term. Each capstone is scored independently by two faculty raters using the Capstone Competency Rubric (blank tool attached as a required document), which contains one scoring domain for each of the six program-level competencies. Each domain defines three performance levels — Developing, Proficient, and Advanced — with explicit, behaviorally anchored criteria (for example, the Financial Management and Analysis domain distinguishes between a student who correctly applies a single financial framework at the Developing level and a student who integrates multiple financial frameworks into a defensible strategic recommendation at the Advanced level). Rater discrepancies of more than one

performance level trigger a third-reader review. The rubric is maintained by the Curriculum Committee and was last revised in March 2025.

c. Indirect Measures

The program's indirect measure is the Graduating Student Exit Survey, administered by the Office of Institutional Research during the final week of the term. The survey asks students to rate, on a five-point Likert scale, statements such as “Overall, I feel well prepared for a career in healthcare management” and “I am satisfied with the quality of instruction in this program.” Response rates have exceeded 85% for the last three graduating cohorts. Results are shared with the Assessment Committee each June alongside the capstone data.

Exhibits Referenced in This Excerpt

- Exhibit 2.2.1 — Program-Level Competency Attainment, 2025–2026 (included above)
- Blank Capstone Competency Rubric (direct measure tool — not reproduced in this excerpt)
- Blank Graduating Student Exit Survey (indirect measure tool — not reproduced in this excerpt)

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