CAHME

Commission on Accreditation
of Healthcare Management Education

Guidelines for the CAHME Site Visit

A Typical Site Visit Sequence

1. Six Months prior to the Visit

The program submits its Eligibility Statement online to CAHME on the eAccreditation website. For programs with site visits during the spring semester the Eligibility statement is due the September 1st of the previous year. For programs with site visits during the fall semester the Eligibility Statement is due March 1st of that year.

2. Eight Weeks Prior to the Visit

The program submits its Self-Study online on the eAccreditation website. The program should send a copy of the proposed site visit schedule to the Chair of the site visit team and the site visit Fellow. At the same time, the program will submit the completed records review checklist to indicate whether the records are available in electronic or paper format to the Fellow and the Chair of the site visit team.

In order to facilitate the visit, we ask that you work with the Fellow in making appropriate accommodations for the team. Rooms should be reserved at a hotel located as close to the Program as possible. Should the hotel not have service to and from the airport, contact numbers for a van or taxi service should also be supplied to the Fellow. Travel and accommodation expenses for the core site visit team (i.e. not including observers) are to be borne by the program. Confirmation of hotel reservations should be sent to the Fellow.

The Program should coordinate with the site visit Fellow to make arrangements for meals and refreshments for the site visit Team while on campus. The Fellow will be responsible for arranging the off campus meals.

3. Two - Three Weeks Prior to the Visit

A conference call will be held with the site visit team, program leadership and core faculty. The purpose of this call is to review the site visit schedule and arrangements, and it is an opportunity for review of any preliminary questions that the team may have after their review of the self-study and of any additional documentation that the team may ask the program to have available during the site visit.

4. The Site Visit

A typical site visit lasts three days. On occasion, the survey may be scheduled for a longer period of time if there is agreement that more time is needed to obtain a comprehensive understanding of the program due to the requirement to examine multiple programs, degrees or tracks. *In the case of a longer period of time than three days and in the case of all initial site visits, the fee is greater than for the standard three-day reaccreditation site visit.*

The Program Director is responsible for making all appointments and scheduling all meetings for the site visit team, as well as for ensuring the availability of all participants in the site visit. The Program Director is responsible for determining who will participate in the site visit.

Day 1

The Fellow arrives to conduct the records and facilities review by prior arrangement with the Program Director. The records review includes, but is not limited to: admissions records, faculty meeting minutes, student files, and course evaluations. A standard checklist of records typically included in the review is below. The program must submit this checklist to the Fellow with the self-study indicating the format of the records. Paper and or electronic records are acceptable formats. During this day the Fellow also tours the library, computer labs, classrooms, and any other facilities used by the program.

The site visit team meets during the evening of the first day. This meeting is used to discuss the findings of the Fellow and the activities planned for the rest of the visit.

CAHME Site Visit Records Review Checklist (Revised 5/14)

The program must have the following documents or their unique equivalents available for Day 1 of the Site Visit. This list is not exhaustive, and is illustrative of the types of documents that might be used to support the ongoing program evaluation and competency assessment referenced in the narrative of the self study. The site visit team will use these documents for validation.

	Files To Be Available	Paper	Electronic
Admissions & Advising	○ Admission application files for incoming students for the self-study year and the year prior to the self study year ○ Admission application files for rejected students for the self-study year and the year prior to the self study year ○ Advising records for students in the self- study year and the year prior to the self study year *Note that programs may opt to prepare a report from their databases. If this is available see page 2 for a list of required data, the CAHME Fellow will also require access to any supporting student files.*		
Complaints	○ Records of any student complaints in the self-study year and the year prior and after the self study year.		
Curriculum	○ The final paper **<u>for all courses</u>** in the self-study year. ○ *If there no final exam is given, then the culminating requirement for that course (e.g. presentation/ project/case analyses etc.) must be retained for each student* ○ *Feedback on final projects should be provided as well* ○ Integrative student papers and/or major capstone projects from the self-study year ○ Course evaluations & results for every course from the self-study year		
Competency Assessment & Student / Alumni/ Preceptor Feedback	○ Supporting materials for the assessment of competencies and stakeholder input. Examples include: ▪ Competency assessment instruments ▪ Copy of electronic portfolio (if used) ▪ Student orientation materials for the program's competencies/competency model		

	Files To Be Available	Paper	Electronic
	▪ Analyses for the measurements of the attainment of the competencies in the program (from entry to graduation). ▪ Analyses of the two most recent student surveys ▪ Analyses of preceptor evaluations for internships/residencies during the self-study year ▪ Analyses of student evaluations for internships/residencies during the self-study year ▪ Analyses of the two most recent alumni surveys ▪ Analyses of the two most recent exit surveys *For all survey analyses/summaries, a copy of the survey instrument should also be retained.*		
Program Evaluation & Planning	○ Faculty meeting minutes from the self-study year and the year prior and after the self study year ○ If applicable, Program retreat / External Advisory Board minutes from the self-study year and the year prior and after the self study year ○ Strategic plan document for the program		

Admissions Report Required Data

This report must be sorted by admission type (full time, part time, conditional, etc) if the admissions criteria differ for each.

- **Name**
- **Gender**
- **Race (voluntary self-identification)**
- **Grades to the pre –requisite courses (where applicable)**
- **# of recommendation letters received**
- **Undergrad school**
- **Undergrad major**
- **Undergrad graduation date**
- **GPA**
- **Standardized Test Score (where applicable)**
- **Date standardized test taken**
- **Type of admission (i.e. full-time, part-time, probational, conditional, etc.)**
- **Academic year of acceptance**
- **Admission status:**
    - Enrolled
    - Refused admission
    - Declined required interview (if applicable)
    - Denied (rejected admission-either with or without required interview)

Optional: Deferred (Accepted but deferred to the following year/semester)

Day 2

7:00 a.m. - 8:30 a.m.

The team meets with the Program Director for a breakfast meeting before actual appointments. This time may be used for a frank discussion about some of the concerns of the Program Director and how the team might be of assistance.

8:30 a.m. - 9:30 a.m.

The team visits briefly with appropriate officials of the university and school. These visits should begin early and conclude as expeditiously as possible. An effort should be made to combine visits when possible, or such individuals can join the team for breakfast or lunch. Nevertheless, these meetings can be very important both to the site visit team and to the future welfare of the program.

9:30 a.m. - 4:30 p.m.

Following the introductory meeting, the team begins the formal survey. The team chair is responsible for designing an effective format for this portion of the review that will discuss:

Program mission and the fit to the selected competencies
Program goals and objectives
Selected competencies and curriculum design
Teaching and learning methods
Competency Assessments

For this discussion, all individuals normally considered to be members of the full-time and adjunct teaching faculty attend this session. In addition, the faculty of other departments who teach courses normally taken by students in the program should be invited to attend when the team reviews the competencies. During the review, each faculty member should expect to review his/her course(s) as it relates to the set of competencies with the team. The program or university may invite anyone it wishes to sit in as observers, including students.

All supplementary material to that is presented in the Self-Study must be available for review. This includes supplementary budget information, minutes of faculty meetings, and the active file of each student presently enrolled in the program. Course materials must be available and should include students' written work submitted for courses being offered at the time of the visit or completed earlier in the current year, as well as courses offered in the previous academic year which are offered later in the present year. The papers, along with final and mid-term examinations, should be organized in the same order in which the course descriptions appear in the Self-Study. Where a thesis or major project is required, copies of all of those submitted by the most recent graduating class should also be on hand. These materials should be readily available when the Fellow arrives, as well as throughout the three days of the visit.

Unless specifically requested by the team, no documentation beyond the self-study year should be given to the team during the site visit (e.g., course syllabi for the coming year). The site visit is based on the defined self-study year documented in the Self-Study, and provision of information subsequent to this time period may not be appropriate.

12:00 p.m. - 1:30 p.m.

Arrangements for a private lunch with alumni and preceptors are at the discretion of the host faculty, but should be scheduled so that the team reconvenes promptly at 1:30 p.m. This time period is designed specifically to provide the opportunity for the team to have an open and frank discussion with the alumni and preceptors about the program. Program faculty or staff should not be present at this luncheon.

1:30 p.m. - 4:00 p.m.

The review is continued.

4:00 p.m. - 5:00 p.m.

The team meets in executive session.

5:00 p.m. - 6:00 p.m.

Student Interviews
Two or three private rooms should be set aside for the interviews, which take one hour. Seven – ten students representing a mix of first-year students and second-year students (or other appropriate mix reflecting progress through the curriculum) should be designated by the faculty to meet with the team. The chair will determine whether separate or group meetings are held.

6:00 p.m.

The team may wish to visit the physical facilities used by the program, such as the library, computer facilities, or other resources.

7:00 p.m.

The team holds a closed executive session in the evening.

See the example schedule for Day 2 and 3 on the next page.

Sample Day Two Schedule
Order of Activities May Vary

Day 2

Approx.Time	Activity	Participants
0800 – 0900	Program Director: Introductory Meeting	Site visit team and program leadership
0900 – 0930	Dean and Sr. Leadership: Courtesy Call	Site visit team, Dean, Sr. Leadership (VP Academic Affairs, Provost)
0930 – 1145	Criterion I Criterion III	Site visit team, Program Director, Program Leadership and Program Faculty
1200 – 1320	Lunch: working lunch with students (a large conference room or two separate rooms if needed)	Site visit team, 7-10 students
1330 – 1445	Criterion III Criterion II Criterion IV	Site visit team, Program Director, Program Leadership and Program Faculty
1500 – 1700	**Team Executive Session**	**Site visit team**
1700 – 1830	Alumni and Advisory Board (Evening reception and meeting)	Site visit team, Alumni and Advisory Board
1830	Travel to hotel Executive Team Session as needed	Site visit team
1900	**Dinner**	**Site visit team**

Day 3

0800 - 1000	Program Review Continues	Site visit team and other attendees as needed
1000 – 1200	Executive Session and working lunch	Site visit team
1200 – 1300	**Review of findings**	**Site visit team and Program Director**
1300 – 1400	Exit Session	Site visit team and representatives from the program as determined by the program
1400	Travel to airport	

Day 3

8:00 a.m. – 9:30a.m.

As appropriate, the team may meet briefly with program leadership or faculty, program administrative staff and/or staff providing student/alumni support services. The need for this session will be identified by the end of Day 2.

9:30 a.m. - 11:30 a.m.

The team meets in closed executive session. It is most convenient to arrange for lunch for the team to be provided in the room in which it is meeting.

11:30 a.m. - 12:00 p.m.

The team meets with the program director. At the discretion of the program director, other faculty or appropriate administrative staff may be invited to this session.

12:00 p.m. – 12:30 p.m.

The exit session consists of a summary report by the chair of the site visit team, presenting the findings of the site visit team. This verbal report is presented in a meeting that is open to the entire program faculty, students, preceptors, and other relevant observers at the discretion of the program. Discussion at this session is limited to clarification of content.

> Note: This schedule should serve as a guideline and all times are estimated. It may be modified to suit the specific situation at the discretion of the site visit Chair.