

# CAHME Update

AUPHA Annual Meeting  
June 2017

The Standard of Excellence in Healthcare Management Education

**CA<sup>+</sup>HME**  
Commission on Accreditation  
of Healthcare Management Education

# Thank you to our Corporate Members



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# Agenda

- ▶ Year in Review. *Daniel J West, Jr PhD*
- ▶ Program Director Survey. *Anthony Stanowski, DHA*
- ▶ Enhanced Benchmarking. *Eric Brichto, Esq.*
- ▶ 2017 Accreditation Criteria. *Pat Ketsche, PhD*

# **Year in Review FY 2017**

Daniel J West, Jr. PhD, FACHE  
Chair of Board

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# Mission and Value

## Mission Statement

To serve the public purpose by advancing the quality of graduate healthcare management education by:

- Setting measurable criteria for excellent healthcare management education
- Supporting, assisting and advising programs which seek to meet or exceed the criteria and continuously improve
- Accrediting graduate programs that meet or exceed the criteria
- Making this information easily available to interested constituencies

## Values

Integrity  
Excellence  
Transparency  
Fairness  
Recognition

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# Board & Councils

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 Sharon Schweikhart, PhD  
 Margaret (Peg) VanBree, DrPH, FACHE  
 Anthony Stanowski, DHA, FACHE

# Strategic Priorities

- ▶ Financial Stability
- ▶ Quality Improvement (CQI)
- ▶ Strategic Planning (SIC)
- ▶ Candidacy Committee
- ▶ Global Accreditation
- ▶ Standards Council
- ▶ Awards Program
- ▶ New Business Development
- ▶ Succession Planning

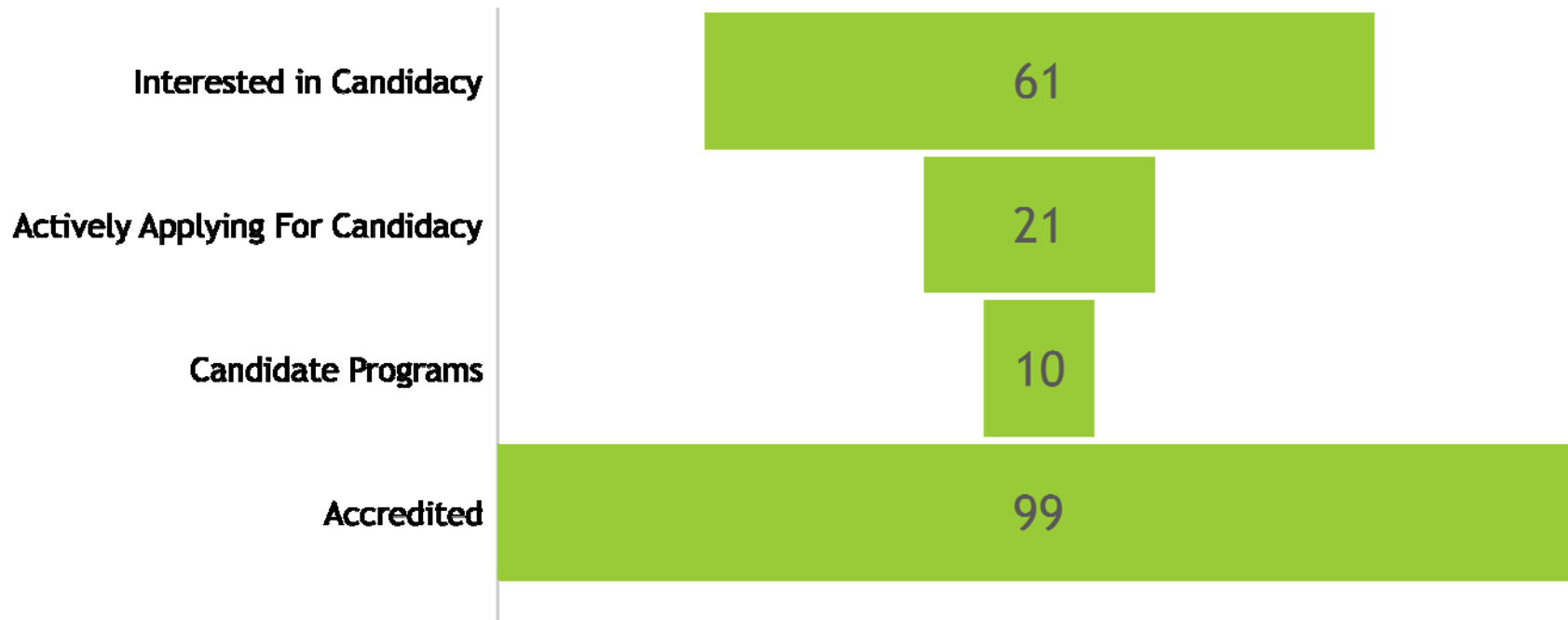
# Accreditation Update

- ▶ 99 accredited programs at 76 Colleges or Universities
- ▶ Fall 2016 Accreditation visits:
  - ▶ Boston University (MBA)
  - ▶ Ohio State
  - ▶ Oklahoma State
  - ▶ Seton Hall University
  - ▶ Texas A&M University
- ▶ Spring 2017 Accreditation visits:
  - ▶ California State University Northridge
  - ▶ Cornell University
  - ▶ Medical University of South Carolina
  - ▶ University of Texas School of Public Health (Houston)
  - ▶ Virginia Commonwealth University
  - ▶ University of North Texas Health Science Center
  - ▶ Uniformed Service University of Health Sciences



# Candidacy Committee Update

## Accreditation Pipeline



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# CAHME Awards 2017



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# **Program Director Survey 2017**

Anthony Stanowski, DHA, FACHE  
President & CEO

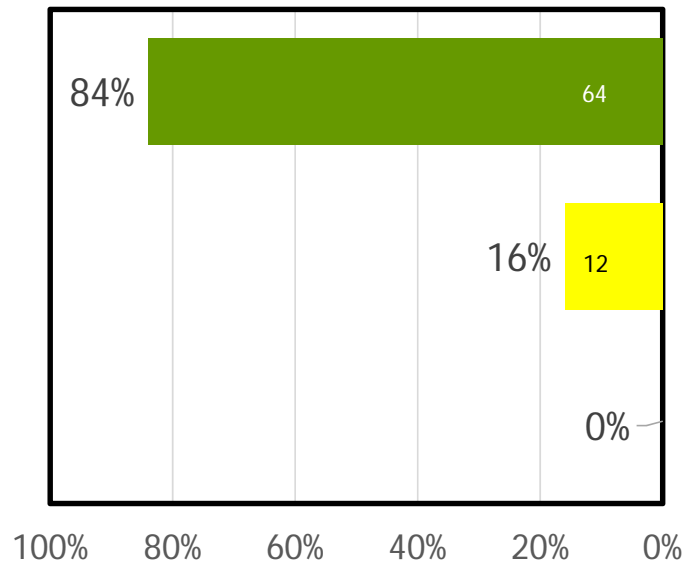
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# Survey Responses

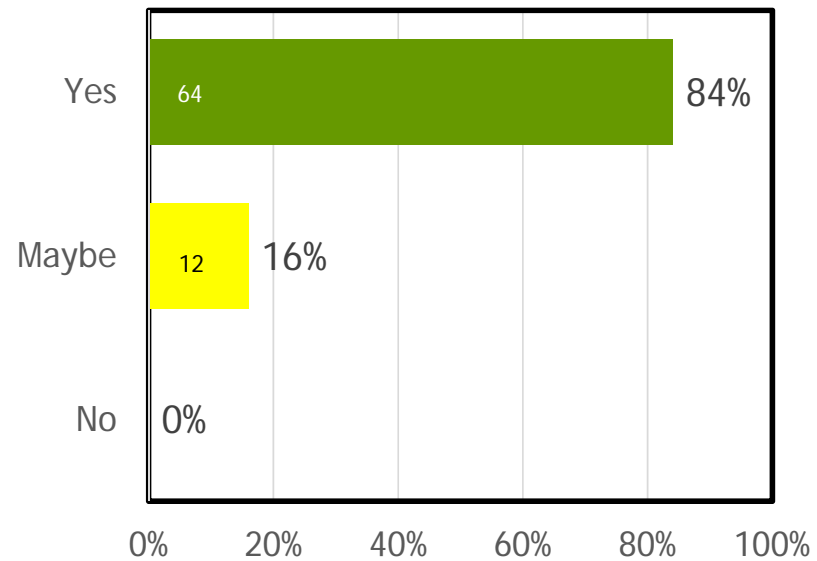
- ▶ Universe: 80 Unique Program Directors
  - ▶ 99 Accredited Programs
  - ▶ 76 Universities
- ▶ Sample: 76 Respondents.
- ▶ 95% response rate

# Overall, Most Programs Directors Would Recommend CAHME and Would Pursue CAHME Accreditation Again.

Would recommend CAHME Accreditation

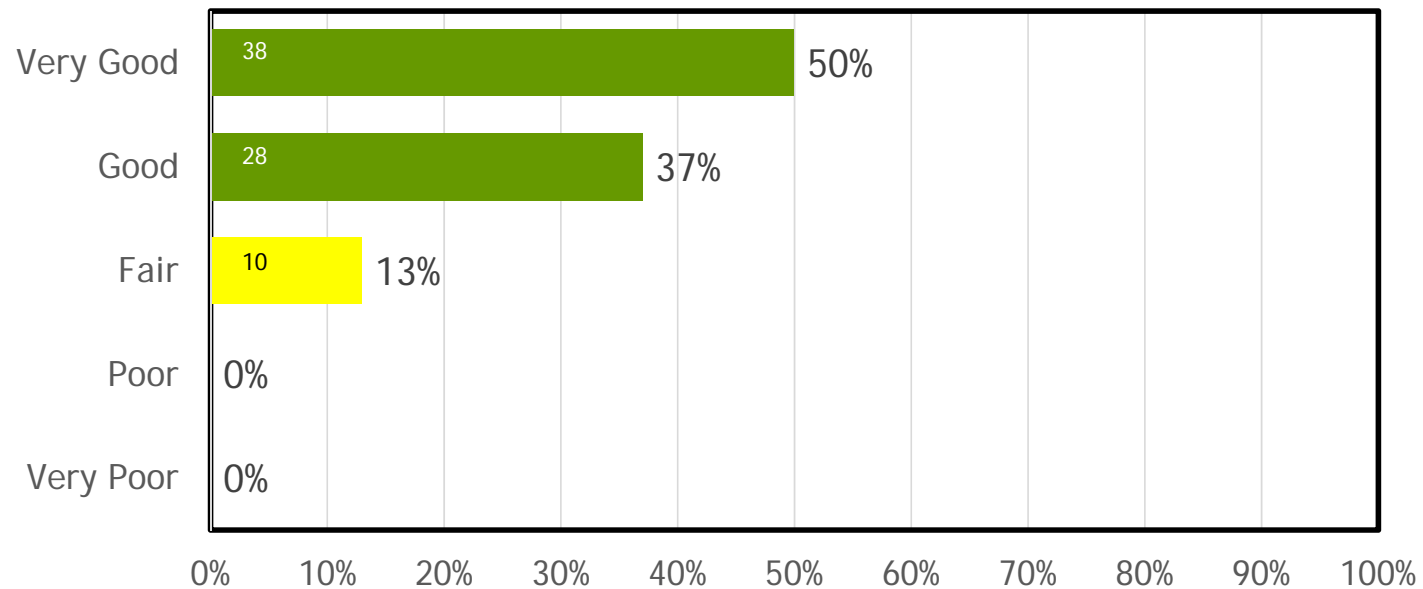


Would pursue CAHME accreditation again.



# Most Program Directors Rated CAHME "Very Good" or "Good". None Rated CAHME Below "Fair".

Overall, how would you rate CAHME?



# Positive Comments

(30 of 48 total comments)

1. Advances the quality of healthcare management education.
  - A framework of continuous quality improvement.
  - Competitive differentiator; national rankings.
  - Helps students in residencies and fellowships.
2. Collaborative around criteria.
3. Competency based approach and the flexibility to design their curricula based on their mission/market.
4. Leadership and staff support including enhanced communications.

# Opportunities for Improvement: Focus on CAHME Positioning

## 1. Value

- Market CAHME's value to Programs, Students, and Employers.
- Lack value for programs in Business Schools & Schools of Public Health
- Leverage data to push best practices
- Evidence on how CAHME Criteria is helping students
- International accreditation.

## 2. "Best Program" messaging

- Language such as "our best programs" wrongly differentiates among accredited programs. CAHME accredited programs are already "different" from the market.
- "Accreditation with Commendation" has messaging issues.
- Should CAHME be doing the Awards Program?

## 3. Strategy and Alignment

- Needs to adapt faster to new environments to give guidance to programs.
- Alignment with AUPHA, CEPH, and AACSB.



# Other Opportunities for Improvement: Focus on Site Visits & Accreditation Services

## 1. Site visit teams

- Inconsistencies depending on team.
- Teams interpret criteria differently than programs.
- Too intrusive/proscriptive site visit team.

## 2. Self Study/Accreditation Process

- Amount of time invested in Self Study/Re-accreditation process
- Programs with multiple formats should be allowed to complete one self study by noting differences between the different formats.

## 3. Standards

- Micromanaging competency implementation of programs.
- Need more clarity in accreditation standards.

## 4. Support Services

- Delayed staff support.
- E-accreditation system not user friendly.

## Next Steps

- ▶ Focus on education on boot camp and in training site visit teams. Dan Gentry, Kevin Broom, Al Hamilton and Eric Brichto are meeting in May to focus on internal training and boot camps of site visitors, fellows, and accreditation council.
- ▶ Focus on site visitor inter-rater reliability. New standards add greater clarity, and the study document reinforces that clarity.
- ▶ Focus on core areas to improve in accreditation process. Communication on work done, progress made, and next steps.

# Enhanced Benchmarking

Eric Brichto, Esq.

Vice President and Counsel Accreditation Operations

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# Timeline

## Background

- ▶ Limited CAHME Benchmarking Available Since 2014
- ▶ Goal: Create Value for CAHME Programs Through Better Benchmarking

## Task Force Meetings

- ▶ September 27, 2016
- ▶ October 18, 2016
- ▶ November 8, 2016
- ▶ January 12, 2017
- ▶ February 24, 2017

# Task Force Background

The CAHME Benchmarking Task Force is comprised of CAHME program directors and industry experts in data sharing services. The task force was charged with reviewing and advising CAHME on improvements to both CAHME Benchmarking and the associated policies.

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# Benchmarking Task Force Members

Chris Calkins



Phil Gaughan



Anthony Montagnolo



Ned Rimer



Aly Eisenhardt



Forest Kim



David Rubenstein



James Wilkinson



Anthony Stanowski

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# Overview & Purpose

## **Enhanced Benchmarking Vision**

CAHME Enhanced Benchmarking is intended to be a resource for programs pursuing continuous quality improvement.

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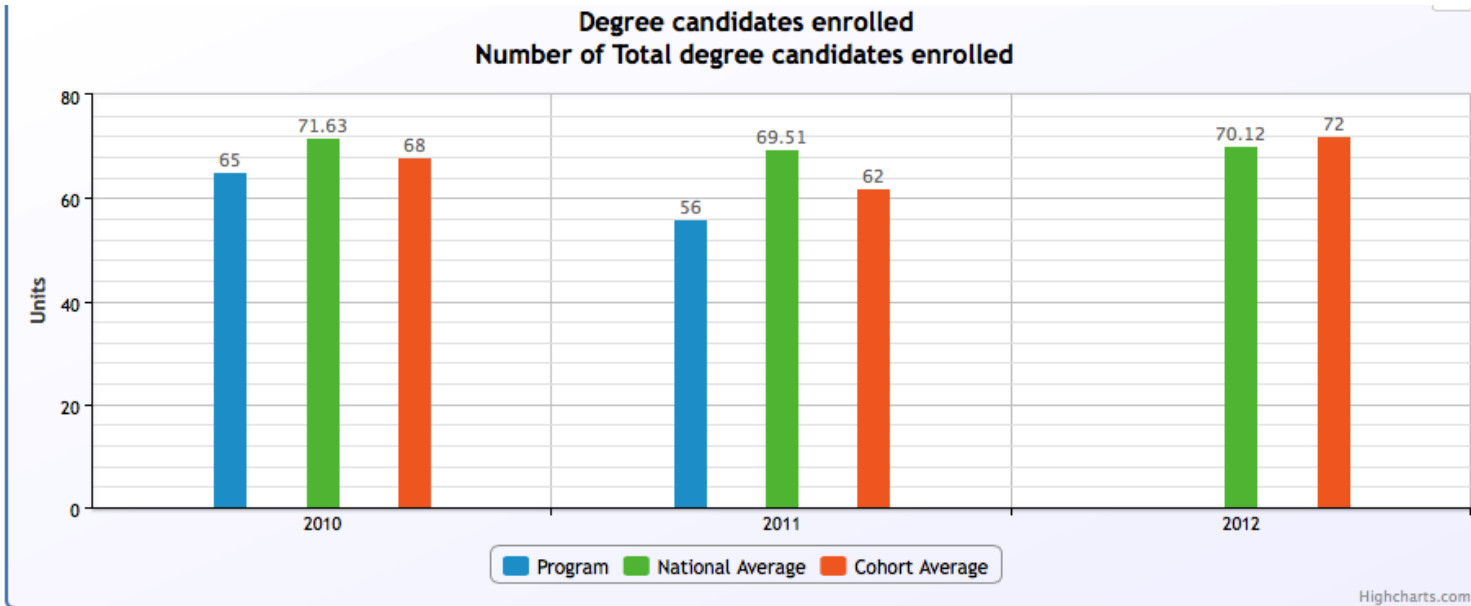
# Benchmarking Program Proposal

- ▶ Two areas to benchmark:
  - ▶ Site visit report information (including self-study)
  - ▶ Annual report data.
- ▶ Programs that opt in will share their program strengths and will select other criteria to share. The strengths plus other selected criteria will equal or exceeds ten (10) criteria.
  - ▶ Allows programs to protect sensitive information while also providing sufficient material to benchmark.

# Annual Report Data

- ▶ Programs that opt in are able to see select annual report data of other programs that have opted in to Enhanced CAHME Benchmarking.
- ▶ Annual Report Domains
  1. Degree candidates enrolled
  2. Recruitment activity outcomes
  3. Characteristics of the incoming students
  4. Number of graduates for the academic year
  5. Number of female graduates
  6. Number of US citizen/permanent resident minority graduates
  7. Number of international graduates
  8. Placement Salary Data of the Graduating Class

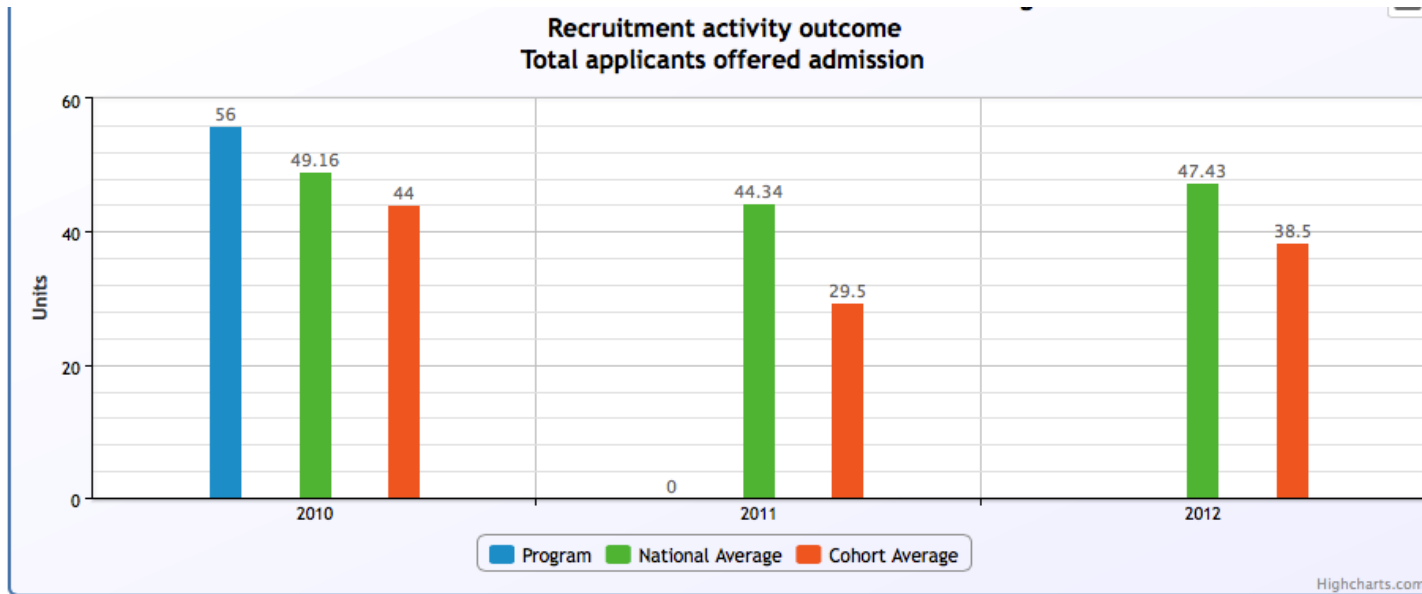
# Annual Report Data Example: Degree Candidates Enrolled



Year	Program	National Average	Cohort Average
2010	65	71.63	68.00
2011	56	69.51	62.00
2012		70.12	72.00

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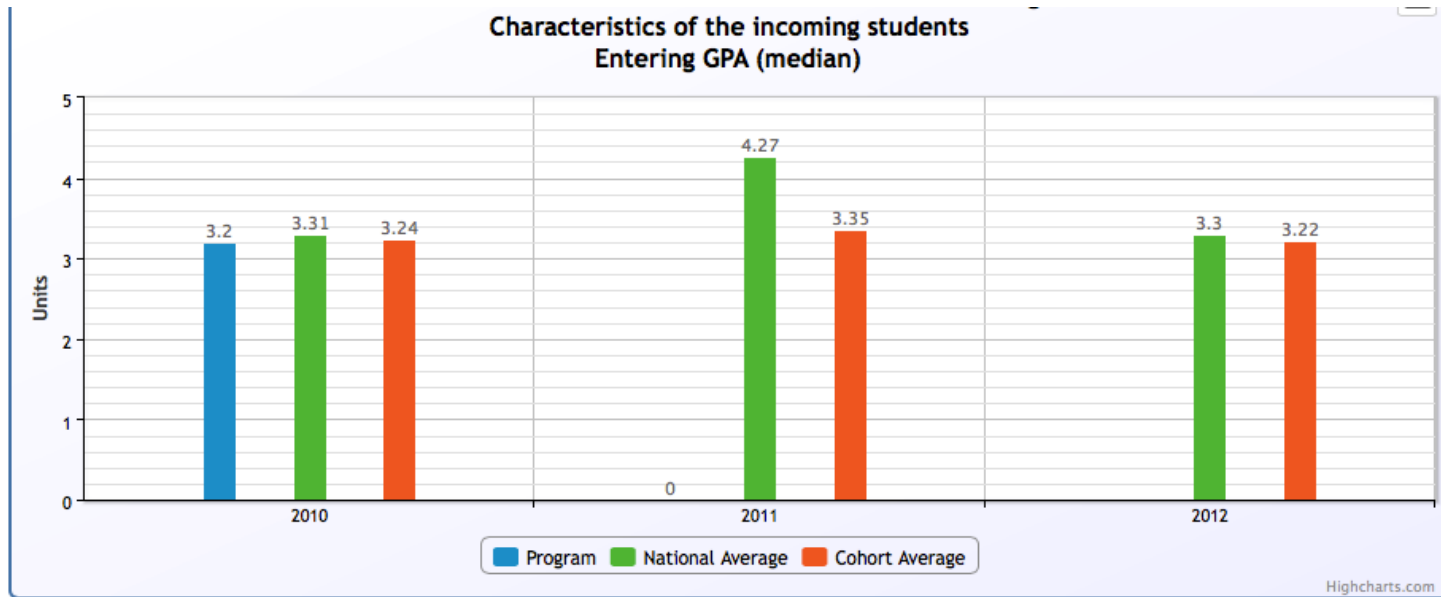
# Annual Report Data Example: Recruitment Activity Outcomes



Year	Program	National Average	Cohort Average
2010	56	49.16	44.00
2011	0	44.34	29.50
2012	0	47.43	38.50

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# Annual Report Data Example: Degree Candidate GPA



Year	Program	National Average	Cohort Average
2010	3.2	3.31	3.24
2011	0	4.27	3.35
2012		3.30	3.22

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# Eligibility Requirements

- ▶ Available to
  - ▶ CAHME Accredited Programs
  - ▶ CAHME Candidate Programs
- ▶ Not Available to
  - ▶ Unaccredited Programs
  - ▶ Non CAHME Candidate Programs
- ▶ The data of programs that opt (but eventually drop out) of Enhanced Benchmarking will be available to other programs for 18 months.
- ▶ All future CAHME programs **MUST** participate in enhanced benchmarking.

# Data Use Policy

## **Data Use Limitations/Non Commercialization Policy**

Any use of benchmarking data not in the spirit of continuous quality improvement or the advancement of the field of healthcare management education is prohibited.

## Next Steps

Date	Action
6/2017	Feedback from AUPHA
7/19/2017	Report input back to CAHME Board. Seek final approval.
7-9/2017	Work with Liaison on restructuring system to accommodate enhanced benchmarking.
10 - 12/2017	Phase in implementation with interested programs.



# **2017 Accreditation Criteria**

Pat Ketsche, PhD  
Chair Self Study Handbook Committee

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# Agenda

- ▶ Standards Council Mission & Structure
- ▶ 2017 CAHME Criteria Review Process
- ▶ Criteria Overview and Revisions
- ▶ Changes to Self-Study Handbook

## **Standards Council Mission**

The **MISSION** of the Standards Council is to regularly review, and to revise as appropriate, the standards, procedures and documentation for accreditation by CAHME ..... **THE PRIMARY FUNCTION** of the Standards Council is to ensure that criteria for accreditation remain current, relevant and effective to achieve the overall goals of CAHME.

*Source: CAHME Handbook of Policies and Procedures, Revised 2016.*

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## Standards Council Structure

The Standards Council, appointed by the Board of Directors will...have...relatively equal representation from academe and the field of practice. The responsibility of the Standards Council will be to monitor any feedback received by CAHME on its Accreditation Criteria and serve as the reviewing body for the Criteria. The Council will work closely with the Accreditation Council and will report to the Board on an annual basis.

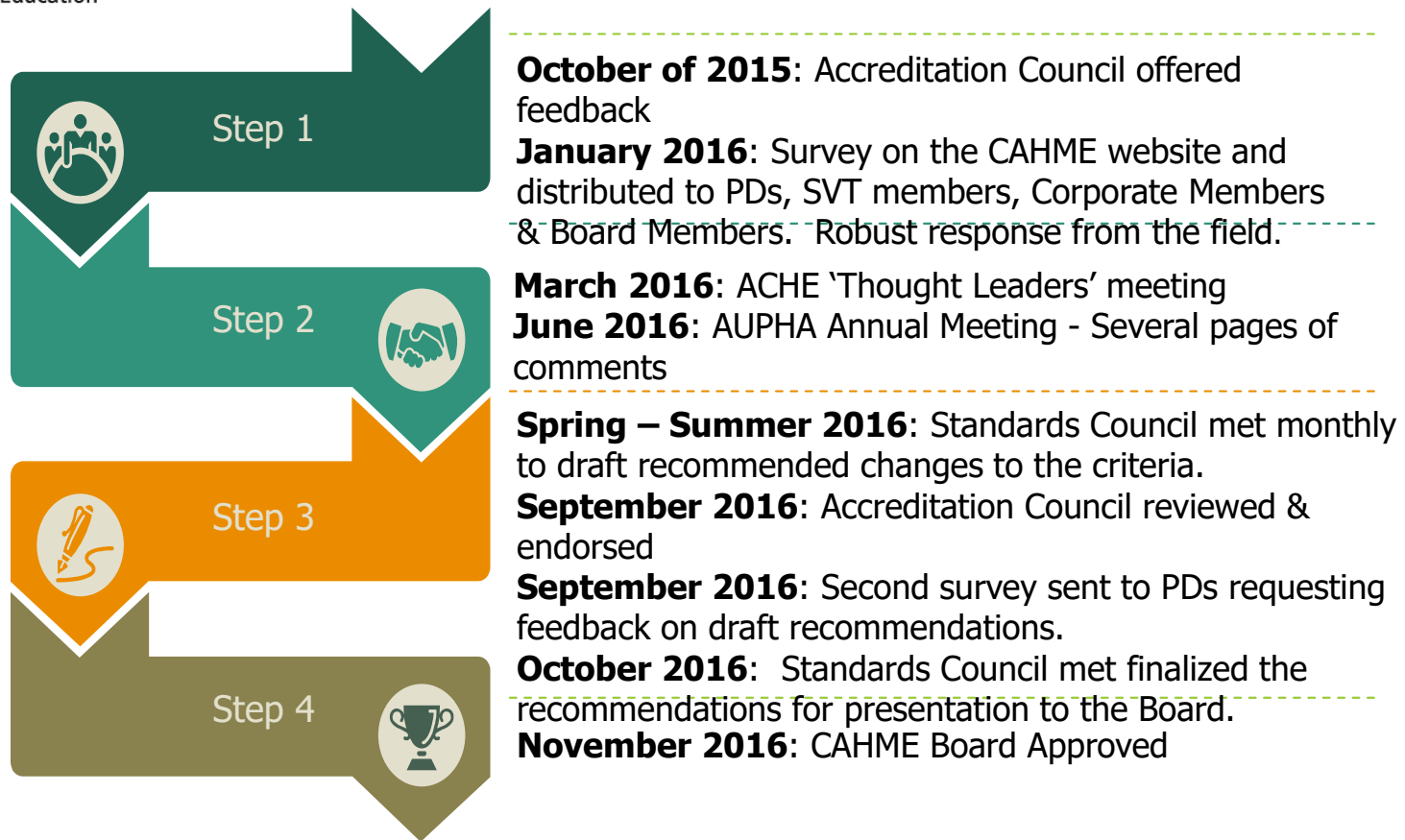
*Source: CAHME Handbook of Policies and Procedures, Revised 2016.*

# Standards Review

The Standards Council shall initiate a full review of the criteria once ***every four years***, reaffirming or changing them as appropriate or necessary. The primary goal... is to ensure that the criteria for accreditation are consistently current, relevant and effective to achieve the overall goals of CAHME.

*Source: CAHME Handbook of Policies and Procedures, Revised 2016.*

# 2017 Criteria Review Process



# 2017 Criteria Review Process

## Final Steps

- ▶ Spring 2017: Revise Self Study Handbook and e-accreditation system – approved May 22<sup>nd</sup> by the Accreditation Council
- ▶ Ongoing:
  - ▶ Complete changes to e-accreditation system
  - ▶ Revise site visitor review worksheet

# 2017 Criteria Overview

**11 Eligibility Requirements**  
**35 Criteria**  
**4 Major Categories**

Category I: Strategic Management Process (7)

Category II: Students and Graduates (5)

Category III: Curriculum (from 13 to 14 criteria)

Category IV: Faculty (from 10 to 9 criteria)



# Eligibility Requirement Changes

- ▶ ~~The Program will require full-time study beyond the baccalaureate level of not less than the equivalent of two academic years as defined by the University. CAHME will evaluate whether the Program, as defined by the University, meets this requirement.~~
- ▶ Initial eligibility starting after **first** class has graduated

# Category I Criteria 2017 Standards

- ▶ Focuses on “Strategic Management Process”
- ▶ Seven (7) criteria address:
  - ▶ Mission, Vision, Values
  - ▶ Strategic Goals, Objectives, Outcomes
  - ▶ How you monitor changes to health industry
  - ▶ Institutional support
  - ▶ Program leadership

# Category I Criteria 2017 Standards

- ▶ Minor changes to the language to emphasize mission alignment
- ▶ Adjustment to ensuring sufficient faculty capacity
  - ▶ Allow programs to describe relationship between class size and overall workload
- ▶ Ensure student access to University resources is inclusive of part-time and distance learning students

## **Category II Criteria 2017 Standards**

- ▶ Focuses on “Students and Graduates”
- ▶ Five (5) criteria address:
  - ▶ Information publicly available to stakeholders
  - ▶ Recruiting, admissions practices
  - ▶ How you monitor changes to health industry
  - ▶ Advising, career support, career preparedness
  - ▶ Student, alumni, practitioner involvement

## **Category II Criteria 2017 Standards**

- ▶ Changes to interpretation of publicly available data to emphasize transparency.
- ▶ Clarification of expectations around student support services to include part time and distance learning students.

# Category III Criteria 2017 Standards

- ▶ Focuses on “Curriculum”
- ▶ Fourteen (14) criteria address:
  - ▶ Curriculum Design
  - ▶ Teaching and learning methods
  - ▶ Assessment of Student Learning & Competency Assessment
  - ▶ Program Evaluation

## **Category III Criteria 2017 Standards**

- ▶ III A: Competency model, link to the curriculum, key competency 'buckets'
  - ▶ Minor clarifications
- ▶ III B: Teaching and learning methods
  - ▶ Minor clarifications
- ▶ III C & D: What used to be "Assessment and Evaluation" is now separated:
  - ▶ Assessment of Student Learning and Competency Assessment
  - ▶ Program Evaluation

## Category III Criteria 2017 Standards

- ▶ III.C.1 The Program will incorporate a range of assessment methods driven by adult learning principles....based on higher education taxonomic levels ....(unchanged)
- ▶ III.C.2 The Program will regularly evaluate the extent to which each student attains the competencies at the level targeted by the Program, and will have a process in place for communicating that information to students.



## **Category III Criteria 2017 Standards**

- ▶ III.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.
- ▶ III.D.2 The Program will collect, analyze, and use the assessments of student competency attainment for continuous improvement.

# Category IV Criteria 2017 Standards

- ▶ Focuses on “Faculty”
- ▶ Nine (9) criteria address:
  - ▶ Composition and diversity
    - ▶ Clarification of expectations around a culture of inclusion in the learning environment
  - ▶ Involvement in decision-making
  - ▶ Research
  - ▶ Teaching
  - ▶ Service

# Self-Study Handbook

- ▶ Source for definitions of terms that are often confusing
  - ▶ Competency 'levels'
  - ▶ Direct vs. Indirect competency assessments
  - ▶ Full vs. Part time students
- ▶ Includes all of the interpretation of the criteria
- ▶ Identifies all required elements for submission

# Major Changes

- ▶ Budget submission is now more flexible
  - ▶ “Upload the current Program or Department budget. Describe the administrative procedures involved in determining budgetary allocation to the Program”
- ▶ Changes to some tables
  - ▶ For example, alignment of racial/ethnic reporting with the Census Bureau categories
  - ▶ Eliminate reporting on incomplete applications

# Major Changes

- ▶ **III C 2: The Program will regularly evaluate the extent to which each student attains the competencies at the level targeted by the Program, and will have a process in place for communicating that information to students.**
  - ▶ Describe how the Program measures student progress towards mastery of Program competencies. Include a description of the types of evaluation tools (preceptor assessments, student evaluations, course deliverables, etc.) used in these processes. Clearly specify assessments at the course and at the Program level.
  - ▶ Describe how the results of these measurements are communicated to students.

# Major Changes

- ▶ **III.D.2 The Program will collect, analyze, and use the assessments of student competency attainment for continuous improvement.**
  - ▶ Describe how the Program collects and analyzes course and Program level measures of competency attainment. Include a discussion of the frequency of collection and a description of the types of reports or analytic tools that are used to assess how well the Program is facilitating competency development.
  - ▶ Describe how the results of the analysis are presented to stakeholders such as faculty, advisory or alumni boards or Institutional stakeholders and how these results are used for Programmatic improvement.

## Reminders

- ▶ Site visitors use a “Program review worksheet” to conduct assessment.
- ▶ Once the revised worksheet is approved it will be made public on the website.
- ▶ Link to 2013 worksheet is under “Resources for Accredited Programs” on CAHME website.

# Questions & Comments

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