



# CAHME<sup>®</sup> SITE VISITORS

ROLES AND RESPONSIBILITIES

REV. 4/11/2023

# FROM THE ACCREDITATION COUNCIL CHAIR:

Dear Site Visitor,

Our site visitors are the visible representation of CAHME. They communicate CAHME's mission, vision and values to university officials, practitioners, alumni, students, and the public at large.

The CAHME Site Visitor role began at our founding in 1968 where volunteers from both academia and the field ensured healthcare management programs met standards and criteria.

In 1972, the W.K. Kellogg Foundation brought about a formal "Fellow" designation, whose responsibilities included not just site visits, but also academic projects and committee work. In 2021, CAHME honored and redefined the "Fellow" moniker by recognizing those fellows who distinguish themselves with longevity of service to CAHME, completion of educational materials, and site visitor satisfaction scores. The CAHME Fellow designation represents commitment, mentorship, and service to the field.

Site visitors (all of whom could be fellows) can take on the roles of chair, coordinator, and team member. A site visitor can also be an observer, who is someone just beginning their site visitor journey. This document defines these roles to:

1. Clarify responsibilities: Formal roles help team members understand their specific responsibilities and the expectations of other team members.
2. Promote accountability: With clearly defined roles, team members can feel comfortable taking ownership of their work.
3. Facilitate communication and collaboration: Team members know who to go to for specific questions or issues, improving efficiency.
4. Foster site visitor inter-rater reliability. From team to team, team member roles should be consistent.

Being part of a community of scholars, our site visit teams are inclusive and supportive. Site visitors grow personally and professionally, contributing to the important role of academia in ensuring the future leaders of healthcare are well prepared.

We hope this document clarifies site visitor roles and timing of tasks. If you have suggestions for improving your experience, notify Melissa Sanseverino, Associate Vice President of Operations and Finance, at [msanseverino@cahme.org](mailto:msanseverino@cahme.org).


On behalf of CAHME management and the CAHME Board of Directors, thank you for your participation as a site visitor and for advancing the quality of healthcare management education.



*Christine C. Winn*  
**Christine Winn, PhD, FACHE**  
Chair, CAHME Accreditation Council  
Senior Vice President, Ambulatory Operations  
Cooper University Health Care  
Camden, NJ



Commission on Accreditation  
of Healthcare Management Education



# MISSION, VISION AND VALUES and DIVERSITY, EQUITY, INCLUSION AND BELONGING STATEMENT

## **Mission Statement**

CAHME's mission is to serve the public interest by advancing the quality of 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 programs that meet or exceed the criteria
- Making this information easily available to interested constituencies

## **Vision Statement**

CAHME is recognized as an independent global leader for determining quality in healthcare management education. Universities, programs, practitioners, and peers will seek the consultation of CAHME to assess the quality of healthcare management education. CAHME is respected for its collaborative, efficient, and reliable contribution to the more effective delivery of healthcare management education, as noted by its recognition by the Council on Higher Education Accreditation.

CAHME actively promotes continuous improvement in the preparation of future healthcare leaders by developing measurable, competency-based criteria for excellence in healthcare management.

CAHME Accreditation is the benchmark for students and employers alike that ensure that students are well prepared to lead in healthcare management.

## **Values**

- Integrity
- Excellence
- Transparency
- Fairness
- Recognition

## **Diversity, Equity, Inclusion and Belonging Statement**

CAHME embraces a diverse community and is committed to the equity of all demographics and perspectives.

We strive to incorporate a sense of inclusion within our daily work and our accreditation standards; from the programs we accredit to the volunteers who serve, as well as the team in which we employ. In keeping with our value of fairness, CAHME acts in accordance with fair treatment regardless of gender, economic status, race, religion, ethnicity, age, citizenship, disability, or sexual orientation. We are committed to creating an environment focused on respect and civility in which both personal and professional growth is at the forefront.



Commission on Accreditation  
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# CHAIR



*"The Chair is responsible for initiating and coordinating communications between the members of the site visitor team. Additionally, the Chair assists the Coordinator in managing the agenda for the site visit with the Program Director, determines the Observer's role, and presents findings."*



**Martin D'Cruz, MBA, FHFMA**

System Vice President – Managed Care  
and Value Based Payments  
Baptist Healthcare

## **Prior to Site Visit**

- Complete an independent review of the Self-Study document (within CAMP) 5-7 weeks prior to site visit using the “Program Review Worksheet” to document findings for discussion with the team
- Determine the role and involvement of the observer (if applicable) on a case-by-case basis
- Design an effective format for the review of the specific program's ways of addressing all criteria
  - Program mission and the fit to selected competencies
  - Program goals and objectives
  - Selected competencies and curriculum design
  - Teaching and learning methods
  - Competency Assessments

## **During Site Visit**

- Determine how student interviews will be conducted
- Lead, or delegate a team member to lead, each on-site meeting with stakeholders
- Present summary report during exit session to present findings of the site visit team. This meeting is open to the entire program.

## **After Site Visit**

- Ensure that the Site Visit Report is completed (within CAMP) in a timely manner. Report should include the accreditor rating as well as commentary within the evaluator report for each criterion. Report must be submitted to the accreditor in CAMP within 6 weeks of the site visit.
- Approve the draft report and send along with the transmittal letter to the Program Director
- Review the program’s response to the draft report and determine what changes are to be made
- Compile the final report, findings, and recommendations in CAMP
- Present the report to the Accreditation Council the following semester (for example a site visit in the Spring will be reviewed at the Fall Accreditation Council meeting)
- In the case of an appeal, provide clarification if asked by the appeals committee
- Complete and submit a site visitor satisfaction survey

# COORDINATOR



*"At the request of the Chair, the Coordinator helps to find the necessary evidence to demonstrate curriculum and program quality to meet CAHME criteria. The Coordinator works with the site visit team to analyze program data, and acts to audit the validity of statements made in the self-study document. Finally, documenting the team's activity in meetings both prior to and during the site visit creates the record to support team findings."*



**Daniel West PhD, FACHE, FACMPE**  
Professor & Past Chairman  
Scranton University

## Prior to Site Visit

- Plan and finalize the site visit schedule with Program Director and the Chair
- Coordinate logistics and accommodations with the Program Director (to include lodging, transportation, and team meeting space)
- Complete an independent review of the Self-Study document (within CAMP) 5-7 weeks prior to site visit using the "Program Review Worksheet" to document findings for discussion with the team
- Review all Site Visit members' self-study reports and make recommendations to Program Director and CAHME based on any findings in the review

## During Site Visit

- Coordinate with Program Director to arrive on day 1 of site visit to conduct the records and facilities review. Review to include, but not limited to:
  - Admissions records
  - Faculty meeting minutes
  - Student files
  - Course evaluations
  - Strategic planning
  - Competency assessments
  - Advising notes
- Tour the following facilities on day 1:
  - Library
  - Computer Labs
  - Classrooms
  - Any other facilities used by the program
- Conduct meeting with other members of the Site Visit Team discussing the findings at the conclusion of day 1 and the activities planned for the rest of the visit.

## After Site Visit

- Complete and submit a site visitor satisfaction survey

# TEAM MEMBER



*"The Team Member collaborates with the Chair and Coordinator regarding the analysis of the self-study documents. Additionally, the Team Member is engaged in the site visit process as well as the development of the findings and recommendations included in the report."*



**William Tuttle, DSc, MHA, FACHE**

Interim Director, Health Systems Management  
and Policy Division  
The University of Memphis

## **Prior to Site Visit**

- Complete an independent review of the Self-Study document (within CAMP) 5-7 weeks prior to site visit using the "Program Review Worksheet" to document findings for discussion with the team

## **During Site Visit**

- Review documents as assigned by Chair or Coordinator
- Actively participate in the accreditation review process, which includes preparation prior to the site visit, report preparation, and review as required
- Respond in a timely manner to information requests from the Chair or Coordinator
- Undertake all other duties as assigned by the Chair
- Attend the site visit exit session

## **After Site Visit**

- Be prepared to present the site visit report to the Accreditation Council if the Chair is unable to do so
- Complete and submit a site visitor satisfaction survey

# OBSERVER



*"Being an observer helps one better understand the accreditation process, especially the roles of the team members. It helps prepare one to participate on future visits. Having an observer with a team can often help clarify aspects of the visit when insightful questions are raised."*



**Dolores Clement, DrPH, FACHE**  
Professor Emerita  
and Distinguished Career Professor  
Virginia Commonwealth University

- Level of participation by the observer is determined by the Chair on a case-by-case basis
- Adopt a passive or silent role in all discussions
- Must not have a material impact on the outcome of the site visit
- Will be provided with access to the Self-Study to facilitate their understanding of the accreditation process
- Participate in team conference calls and meetings



# EVENTS PRIOR TO SITE VISIT

| <i>Coordinator<br/>Chair</i> | <i>Team Member<br/>Observer</i> | <i>Program Director</i> | <b>Weeks Prior<br/>to<br/>Site Visit</b> | <b>Event</b>                                       |
|------------------------------|---------------------------------|-------------------------|--|--|
| ● ● ○ ○ ○                    |                                 |                         | 12                                       | Initial Planning Conference Call                   |
| ● ○ ○ ○ ●                    |                                 |                         | 10                                       | Program Planning Conference Call                   |
| ● ● ○ ○ ○                    |                                 |                         | 8  | Second Planning Conference Call                    |
| ● ● ● ● ○                    |                                 |                         | 7  | Site Visit Team Conference Call                    |
| ● ● ● ● ○                    |                                 |                         | 5-7                                      | Complete Independent Review of Self-Study Document |
| ● ● ● ● ○                    |                                 |                         | 4  | Second Site Visit Team Conference Call             |
| ● ● ○ ○ ●                    |                                 |                         | 2  | Finalize Site Visit Logistics Conference Call      |

# EVENTS AT SITE VISIT

| Coordinator                         | Chair                               | Team Member                         | Observer                            | Program Director                    | Program Leadership                  | Students                            | Program Faculty                     | Alumni & Advisory Board             | DAY OF SITE VISIT                                 | Event   |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 1   | Records and Facilities Review                       |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |   | Evening Site Visit Team Review and Planning Meeting |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | 2   | Program Director Introductory Meeting               |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |   | Dean and Senior Leadership Courtesy Call*           |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |   | Criterion I & III Review                            |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |   | Working Lunch with Students*                        |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |   | Criterion II, III, & IV Review                      |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |   | Site Visit Team Executive Session                   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |   | Alumni & Advisory Board Reception & Meeting*        |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |   | Site Visit Team Dinner                              |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |   | 3   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | Site Visit Team Executive Session & Working Lunch |   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | Review of Findings                                |   |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | Exit Session - attendees determined by Program    |   |

\*The format and time for these meetings are only a suggestion and should be at the convenience of the participants.

# FELLOW BADGE PROGRAM

The CAHME Fellowship program is designed for individuals who demonstrate the potential to make significant contributions within the field of healthcare management education. Although not required, CAHME encourages all site visitors to apply to become a CAHME Fellow.

While CAHME wholeheartedly extends our recognition and gratitude for the significant contributions of Fellows to future healthcare leaders, we also want to support the ability to share this achievement with others by awarding Fellows with a CAHME physical and digital fellowship badge. The physical badge can be worn or displayed during site visits and the digital badges can be displayed on social media profiles, resumes, websites, email signatures and other platforms, thus helping Fellows to stand out to clients and professional connections. The badges also serve as a visual representation that the Fellow has received up-to-date knowledge and verified skills necessary to become a CAHME Fellow.

Visit the application page for more information on how to become a CAHME Fellow at [www.cahme.org](http://www.cahme.org)

