

CAHME AND AACSB JOINT SITE VISITS: INNOVATING FOR QUALITY AND EFFICIENCY

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Commission on Accreditation
of Healthcare Management Education



FORWARD





Anthony C. Stanowski, DHA FACHE
President and CEO
Commission on Accreditation of
Healthcare Management Education
Pennsylvania, USA

CAHME is committed to innovation as it supports excellence in healthcare management education. That includes making the accreditation process more effective and efficient, and removing barriers to entry for programs with limited accreditation resources. Collaborating with AACSB, the leading business school accreditor, is part of this core strategy for CAHME.

In this White Paper, we hear from a variety of stakeholders about joint site visits in which CAHME and AACSB site visitors review a business school and its healthcare management program in a single visit. A joint site visit by CAHME and AACSB can bring an additional accreditation status for healthcare management curricula — establishing or reinforcing a program’s quality in the eyes of students and employers — in a streamlined process that reduces time and documentation requirements.

At the core of the joint site process CAHME and AACSB work collaboratively, with CAHME accepting AACSB’s review of 17 out of 35 criteria. The joint site visit process eliminates redundant documentation requirements and consolidates the overall review process. It also places a healthcare management program and its business school on a unified, six-year review cycle with both CAHME and AACSB.

CAHME is proud to work with our colleagues at AACSB because we share a common commitment to ensuring future leaders in business and in healthcare have the skills and competencies needed to meet challenges today and in the future. Just as AACSB accreditation is the gold standard for business schools nationally and internationally, CAHME accreditation of healthcare management education programs — whether stand-alone or part of an MBA program — is as well. AACSB and CAHME are globally recognized standards for excellence sought after by both students and employers, and academic institutions who believe in continuous quality improvement.

I want to thank the university faculty and staff, site visitors, and students featured here for sharing their experiences and insights in a joint site visit with CAHME and AACSB. I also want to acknowledge the longstanding relationship of CAHME and AACSB that has effectively reduced accreditation fatigue. My colleagues and I at CAHME and AACSB are ready to help you explore this opportunity for your program or school.

A handwritten signature in black ink, reading "Anthony C. Stanowski". The signature is fluid and cursive, with a long horizontal flourish extending to the right.



VOICES FROM JOINT SITE VISITS





Miriam Weismann, JD, LLM
Director, Healthcare MBA
College of Business
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AACSB understands the importance of business in curriculum and how that plays out in the market. CAHME narrows the lens to the healthcare market. It is critical that our healthcare management students master business principles. In addition to its mission of service, healthcare is a business and one with intense federal and state regulation. CAHME accreditation helps us focus on healthcare problems, issues and concerns as part of our overall objective of preparing our students.

Our program has benefited in numerous ways through CAHME accreditation. It helps us develop our curriculum in a meaningful way, helps us connect with stakeholders in the healthcare community, and helps us in the way that we view the marketplace. What we're trying to do is develop students to become policy makers and change agents so that they can undertake the responsibilities of being leaders in fixing healthcare institutions. CAHME has helped us think about that and focus on it in a very meaningful way.

We chose to undergo a joint site visit because it really maximizes resource deployment. Instead of having two site visits in one year you have one. You're not wearing out your faculty, you're not wearing out your staff, and your accreditation teams. Our last joint site visit was in 2023. It was a great opportunity to reevaluate our program, our curriculum, our residencies, and our relationships with our community stakeholders. The accreditation process makes you go through that exercise and that's always very good.

Committing to a joint site visit does mean going to a 6-year cycle, instead of CAHME's normal 7-year cycle. We feel it is worth it because of the efficiencies of coordinating both the AACSB and CAHME reviews.

For schools considering a joint site visit with AACSB and CAHME, I'd really emphasize that CAHME has a lot of excellent resources, not only on its website, but from the CAHME staff. They are all really great people and very supportive.

I think our students highly value accreditation from CAHME as well as AACSB, as do the employers where our students go after graduation. They see the difference in our students and so value our dual accredited status.

“Florida International University welcomed CAHME’s and AACSB’s joint site accreditation visit as just one example of how we always seek to drive innovation in higher education while affirming our commitment to excellence in developing future leaders in business and healthcare.”



Kenneth A. Jessell, Ph.D., MBA
President
Florida International University
Miami, FL



Steve Ullman, PhD
Professor of Health Management and Policy
Director, Center for Health Management and Policy
Herbert Business School and Miller School of Medicine
University of Miami
Coral Gables, FL

Students look for accreditation as an indication that our program meets certain standards, guarantees competency development, and focuses on continuous quality improvement. Our history with accreditation by both CAHME and AACSB stretches back to 1983 and we have been continuously accredited since then. Accreditation serves as a push to always be looking at our program to make sure that we are cutting edge.

We were the first program to undergo a joint site visit with CAHME and AACSB twelve years ago. It's been an evolutionary process, and we've learned a lot in the meantime, developing more structure to the joint site visit methodology. Seventeen standards that CAHME requires are met by AACSB standards. The workload becomes much less since we can rely on our accreditation people in the business school who handle a lot of the documentation showing we've met the AACSB standards that also satisfy CAHME standards. It saves a lot of work.

What's very important on these joint visits is the comfort level between the person leading the site visit for CAHME and the person leading it for AACSB. I have now chaired joint visits and those have worked very smoothly. I've had great working relationships with the leadership from AACSB teams. We have worked beautifully together, while also focusing separately on those areas particular to just AACSB or CAHME.

I always introduce the experience as a collegial interaction where you're going to learn from us and we're going to learn from you. Working with AACSB, I have picked up good concepts on recognizing the importance of the resources of the school that the program is in, and at the same time, I remember with fondness how AACSB team members were impressed with the competency-based models CAHME-accredited programs use.

One of the additional nice aspects of a joint site visit is that our joint conversations with the leadership team of the business school allows for greater interaction. It provides site visitors with an overall understanding of the business school environment, as well as the trends in healthcare management education. In this way, the joint site visit process encourages greater integration and understanding while also reducing documentation paperwork.





Forest Kim, PhD
Executive Director
Robbins Institute for Health Policy and Leadership
Co-director, Robbins Healthcare MBA
Baylor University
Waco, TX

Having experienced the accreditation review process from both sides — as a CAHME fellow since 2011 and a program director since 2014 – the idea of a streamlined approach to the site visit for CAHME programs in AACSB accredited schools of business sounded appealing. Also, as a board member and former chair of CAHME, I was aware of issues throughout the field related to accreditation fatigue. That’s why I was very pleased when CAHME and AACSB agreed to a formal policy on joint site visits.

The new CAHME-AACSB joint site visit policy reduces the number of criteria that programs must report on in the self-study from 35 to 18 — nearly a 50% reduction. The CAHME Standards Council felt that the other 17 criteria were sufficiently met through AACSB’s Continuous Improvement Review (CIR) process. In my current role as co-director of the Robbins Healthcare MBA at Baylor University, the joint site visit process allowed our faculty and staff to take a more focused approach in preparing for our fall 2023 review.

However, as with any policy change, there are trade-offs. Though the number of criteria under review are significantly reduced, programs undergoing a CAHME-AACSB joint site must agree to a maximum accreditation period of 6 years (versus 7 years for those undergoing the traditional process) which aligns with AACSB’s accreditation cycle.

For the Robbins Healthcare MBA, this trade-off was worth it. The joint site visit allowed us to coordinate our accreditation efforts with those of the broader business school. Our program faculty and staff were able to engage with colleagues in other departments in new and energizing ways. We learned different approaches to assessment and assurance of learning. We provided our business school dean and associate deans with updates on our preparation efforts which increased the visibility of our program and CAHME. And during the site visit, we had the opportunity to network with members of the business school’s advisory board as well as the AACSB and CAHME site visitors.



For CAHME programs in AACSB-accredited schools of business that are contemplating a joint site visit, I would highly recommend it. From personal experience, I’ve witnessed both organizations’ commitment to increasing the quality of education through continuous improvement by way of comprehensive standards and a rigorous review process. And as the relationship between CAHME and AACSB grows, I anticipate new opportunities will emerge for our programs to share and learn together with much promise to further enhance the quality of management education.



Cherise Bridgwater, MBA, FACHE
 Director of Accreditation and Operations
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 Baylor University
 Waco, TX

Our 2019 experience exemplifies the transformative potential of joint accreditations. Faced with consecutive visits from AACSB and CAHME, we partnered with CAHME to pioneer a joint site visit. Although initially apprehensive, faculty were ultimately relieved by the reduced workload. The carefully chosen CAHME team, demonstrating expertise in both business and healthcare, ensured a seamless process. This innovative approach minimized “accreditation fatigue” and streamlined faculty involvement, setting a valuable precedent for business schools seeking accreditation efficiency.

CAHME Corporate Members





Martin D'Cruz, MBA, FHFMA
Vice President-Managed Care and Value-Based Payments
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I have participated in many site visits for CAHME, but the 2019 joint site visit at Baylor University, in coordination with AACSB, stands out. From a practitioner's perspective, coordination between accrediting organizations is essential, as it can be informative, effective, and judicious use of resources. Collaboration between the accrediting programs is valuable for several reasons.

A joint site visit enables students to understand better the various stakeholders on the business side, not just the healthcare side. Healthcare administrators must understand the business side, financial considerations, operations strategy, and clinical issues. It makes a lot of sense because, as a hospital administrator, you will deal with many issues ultimately related to finance. An emerging leader must understand the differing perspectives of department leaders.



Healthcare is complex, with important intersections between individual disciplines such as business management and technology. A dual accredited program gives students a broader set of skills to navigate the multifaceted landscape in healthcare.

Another value of a joint site visit is to model collaboration, a critical component as the healthcare industry moves forward to optimize resources and efficiency. A willingness to demonstrate innovation through a joint CAHME and AACSB site visit is a wise approach. Rather than one "winner," all participants gain from this model – the organizations, the faculty, and, most importantly, the students. Modeling collaboration provides enhanced preparation for the dynamic thinking students must do to be successful.

Innovation and collaboration are essential to success in the healthcare industry as it continuously evolves and changes. I sometimes hesitate to use the word "disruptive" because people often think it means "destructive." Still, a disruptive model implies that you must be open to new ways of working, have increased collaboration, and be willing to take risks as you move forward.

Joint site visits support the ability of faculty and the programs to work more effectively on course analysis, academic syllabus changes, competency models, and the role of student-alumni boards. Schools that have undergone a joint site visit have found documentation demands reduced and increased inclusion of students and faculty participation in the accreditation process.



Jordan Ward, MS '23

Hospice Liaison

Kindful Health

Graduate of MS program in the Naveen Jindal School
of Management

University of Texas - Dallas

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I completed my undergraduate degree, with a plan to go into Physical Therapy. I did a PT-oriented internship at Baylor Scott and White Hospital where we worked with elderly cancer patients and liver transplant patients. I realized the impact of the processes and different staff roles. I became more interested in being able to have an impact on a larger population. I spoke with a professor, and he encouraged me to pursue healthcare administration and healthcare management.

I was accepted into the Master's program at the UT Dallas business school. Its AACSB accreditation played a big part in my choice, and during my studies the healthcare management program underwent CAHME accreditation as well. I was able to take part in that process by serving on the student panel committee. I was grateful to see how the whole process worked, and gained a better understanding of the importance of CAHME in ensuring that students were well prepared to lead. CAHME really holds programs accountable and is a tool for continuous quality improvement for the greater good of the student body.

In our class work, faculty would reference the importance of CAHME to help us understand how our coursework was tied into competencies in financial skill, leadership, and communication and ethics.

We had great interactions with the CAHME team, talking about our courses and our experiences, such as when we traveled to Washington, DC to meet with elected officials and discuss healthcare policy. CAHME's value in healthcare management coupled with AACSB's value in business education indicated that our program was working to make sure its students were valued in the job market.

I'm working for a hospice provider now. I'm able to see the inner workings of hospice services, as they related to nursing homes and hospitals. I get to interact with people from different parts of healthcare, which supports my vision of pursuing administration in long-term care. My experience at a school with these accreditations makes me feel confident that, when the time comes, I'll be able to be effective in whatever role or organization that I'm in.





Maureen Jones, PhD
 Director, MHA Program
 University of Kentucky
 Lexington, KY

As a CAHME site visitor, the collegiality of working with my peers is fantastic. It connects me with them in a way that you would rarely get at a conference or just in passing. I learn from them. They teach me something every time I'm with them. During a site visit, it is energizing to see how programs creatively meet CAHME guidelines and standards while also meeting their own mission.

During a joint site visit with AACSB, programs get the added benefit of collaborating with colleagues who reflect diverse backgrounds in business and in healthcare leadership. AACSB focuses on the whole business school, while CAHME focuses on graduate healthcare management. Combined, the site visit process provides an overall perspective into the business college and how all the pieces and parts work together. Joint site visits also expand what you learn about how people collaborate across the college and how everything fits into the bigger picture.

It's critical that the students get to participate in the process. Colleges and programs are doing their very best to always be in the mindset of constant process improvement and constant focus on providing quality education to students. During a site visit students talk to site visitors, reflecting the practitioners' perspective from both AACSB and CAHME. That's another opportunity for them to have an audience with executives and experts in the field. This provides students with a lot of confidence in their program because they see CAHME and AACSB working together. It's an opportunity for students to see two very different organizations come together with one goal. I think that's good role modeling for our students.

Keeping the program on the same visit cycle of six years reduces accreditation fatigue and keeps everyone on the same page. While this compresses the normal CAHME cycle, it creates a better rhythm to the accreditation cycle and decreases accreditation paperwork. Overall, having the visit at the same time make the process less stressful for the program.

A joint site visit achieves three things. It decreases fatigue across the college because CAHME and AACSB collaborate on reviewing standards. You don't have to duplicate work. It also builds community between those focused on healthcare management and those focused on the overall business side. And finally, I think it elevates a school's healthcare management program because the program is viewed in the context of the business school.

Ultimately, a program may ask "why do we need CAHME accreditation when we have AACSB?" The answer is simple: while AACSB takes the broad look at your business school, CAHME accreditation brings your graduate healthcare management program in line with the best programs in the country developing future healthcare leaders. It is a force multiplier for success of students in your program.

CAHME-AACSB Joint Visits

University	Site Visit Dates
Baylor University Hankamer School of Business (MBA)	1/2019 10/2023
Florida International University Alvah H. Chapman Jr. Graduate School of Business (MBA)	3/2023
Georgia State University J Mack Robinson College of Business (MBA/MHA)	3/2020
University of Colorado - Denver CU Denver Business School (MBA)	10/2025 (scheduled)
University of Miami - Coral Gables Herbert Business School (MBA)	11/2011
University of Texas - Dallas Naveen Jindal School of Management (MS)	9/2022



Kayla Vos
Chief Operating Officer
Peregrine Global Services
Gillette, WY

Healthcare administration within business programs require an emphasis on the development of behaviors in real-world scenarios, nurturing critical thinking and problem-solving. Both AACSB and CAHME standards focus on assessment of student performance with the goal of improving the program and making a more effective learning environment.

While multiple-choice assessments serve a valuable purpose in evaluating knowledge-based understanding and certain skill sets, they alone are insufficient for comprehensively assessing competencies in education. By integrating sophisticated assessment techniques and providing clear pathways for improvement, students can benefit from a more holistic approach that maximizes their developmental opportunities prior to graduation.

The best assessments accommodate flexibility, scalability, instant feedback, easier data collection and “instant” analysis. Learner proficiency levels are assessed by integrating indirect and direct data sources within an online assessment technology. The end result: outcomes are attained by mapping a pathway for student success.

The incorporation of healthcare administration within a business school creates challenges of variability across institutions. Assessment must accommodate a more personalized learning pathway. Peregrine Global Services is excited to work with CAHME accredited programs and AACSB accredited schools as we innovate competency-based e-learning tools.



For over 15 years, Peregrine Global Services provided knowledge-based assessments in healthcare administration and business education, refining our expertise as education scientists in the measurement and analysis of learning outcomes. That level of experience is incorporated into our approach with CAHME accredited programs and AACSB accredited schools. We believe that streamlining the assessment process with direct and indirect measures of knowledge and skill attainment removes barriers to use.

Through analytics, schools and programs can better assess educational processes as reviewed by these two important accreditors. It is all about advancing students' effective leadership competencies and readiness for the complex challenges ahead.



CONCLUSION





Stephanie Bryant
Executive Vice President and Global Chief Accreditation Officer
AACSB
Tampa, FL

Accreditation fatigue is a topic of great interest and one that we hear frequently. Schools with multiple accreditations feel like they are just always preparing for the next accreditation visit. Depending on where in the world you are, you can have a government accreditor, or you might have more than one business school accreditor, or, as in the case with CAHME, an accreditor for your healthcare management program. It can feel overwhelming.

One of the ways that AACSB has tried to tackle this over the last several years is to see where our standards align with the standards of other accrediting bodies. Are the standards close enough that a joint visit could alleviate the stress on the school by having two accreditation visits completed at the same time? When we can do that, it's a win-win. And this is what is happening with AACSB and CAHME.

Different accreditors approach things in different ways, and for a joint site visit to work, there has to be the same level of rigor from both accrediting bodies. We are very happy to see that CAHME standards are very high and align closely with AACSB standards. The joint site visits we've completed so far clearly show that CAHME meets AACSB's level of rigor in the accreditation process. There is a nice cultural fit.

We put a strong emphasis on collegiality. A joint site visit with AACSB and CAHME is very professional and cordial. It's not an audit—it's about continuous improvement and how a school demonstrates its quality. What are your curriculum processes? How do you update the curriculum and who has input into updating? How do you make sure technology is infused in the curriculum and that the curriculum is responsive to the work readiness needs of the learners? These are questions important to both AACSB and CAHME. In a joint site visit, AACSB and CAHME can explore these questions at the same time, even as we each produce our own report.



Our joint site visits have gone extraordinarily well, and I've been very impressed with the people on both the teams and how well they've worked together. There is strong synergy among the site visit teams. AACSB team members learn a lot about what's happening in the healthcare world that we wouldn't otherwise focus on because we are looking at the entire business school program. At the same time, CAHME team members learn about what's happening across the whole business school. If you learn about trends in Logistics and Supply Chain, for example, that has a direct implication for MHA programs. It's about shared knowledge and shared knowledge is what makes us better together.

Joint AACSB and CAHME site visits are an option for schools and programs to pursue if they choose. Culturally, CAHME and AACSB are a great fit and see accreditation as a process improvement opportunity. It's worked extraordinarily well, and we look forward to more in the future.

Universities Offering CAHME Accredited Programs in Healthcare Management

AdventHealth University
Army-Baylor University
Austin Peay University
Baylor University*
Boston University*
California State University, Long Beach*
California State University, Northridge
Clarkson University Capital Regional Campus*
Columbia University*
Concordia University
Cornell University*
Creighton University - Nebraska
Dalhousie University
Des Moines University
Duquesne University
Ferris State University*
Florida Agricultural and Mechanical University
Florida International University*
Fordham University
George Mason University*
Georgetown University
Georgia Southern University
Georgia State University
Governors State University
Grand Valley State University
Hofstra University
Indiana University
Johns Hopkins University
Lipscomb University
Minnesota State University Moorhead
Medical University of South Carolina*
New York University*
Pennsylvania State University*
Portland State University
Robert Morris University
Rochester Institute of Technology
Rush University*
Rutgers University
Saint Joseph's College (ME)
Saint Louis University*
Seton Hall University*
Stony Brook University*
Suffolk University*
Texas A&M University*
Texas State University
Texas Woman's University*
The George Washington University*
The Ohio State University

The University of Iowa*
Trinity University*
Tulane University
Uniformed Services University of Health Sciences
Université de Montreal
University of Alabama at Birmingham*
University of Arkansas for Medical Sciences
University of Central Florida*
University of Cincinnati
University of Colorado Denver*
University of Detroit Mercy
University of Florida
University of Illinois at Chicago*
University of Kansas Medical Center
University of Kentucky
University of Louisville*
University of Memphis*
University of Miami*
University of Michigan*
University of Minnesota*
University of Missouri*
University of Nevada Las Vegas*
University of New Haven
University of North Carolina at Chapel Hill*
University of North Carolina at Charlotte
University of North Carolina at Wilmington
University of North Florida
University of North Texas Health Science Center*
University of Oklahoma
University of Phoenix-Arizona
University of Pittsburgh
University of Puerto Rico
University of Scranton*
University of South Carolina
University of South Florida
University of Southern California*
University of Texas-Arlington
University of Texas at Dallas
University of Texas Health Science Center at Houston
University of the Incarnate Word*
University of Utah*
University of Washington-Seattle*
University of Wisconsin Milwaukee*
Virginia Commonwealth University*
Weber State University*
Webster University
Xavier University*

CAHME Accredited Programs in Healthcare Quality and Safety

Georgetown University
The George Washington University

Thomas Jefferson University
University of Alabama at Birmingham

CAHME Certified Programs in Healthcare Quality and Safety

Drexel University
University of Illinois Chicago

University of Pennsylvania

CAHME Certified Programs in Population Health Management

Boise State University
Lehigh University
Johns Hopkins University

Thomas Jefferson University
West Virginia University

*Universities offering multiple CAHME accredited programs. List represents status as of 5/20/2024

For the most updated and complete listing, visit www.cahme.org or scan **QR code**





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Peregrine is proud to help support CAHME in its mission of advancing the quality of healthcare management education, and for faculty members to have the information they need to better prepare their students to lead in healthcare.

Peregrine is the globally recognized leader in providing online assessment services, online educational services, and support services to higher education institutions and academic organizations. Our tools help programs become better, which in turn makes for better students who can impact healthcare and other disciplines through superior management and innovation.

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