DATA DICTIONARY

V3.0

A Description of Data Gathered in CAHME's Annual Report
With Key Benchmarks

CAHME®

Commission on Accreditation
of Healthcare Management Education

Version History

Date	Version	Comments
06/23/2024	3.0	Updated copyright year
06/25/2024	3.0	Major changes based on updates for the 2024 Annual Report submission including: Section II: • Removal of revenue / expense data reporting • Major revenue / expense variance option added to list of program changes Section IV: • Removal of how faculty data is reported – Department level vs program specific. • Addition of Adjunct Faculty Credit Hours Taught • Additional required fields when entering faculty compensation data Section VII: • Addition of an optional first generation graduate question Benchmark data updated to include 2022-2023 academic year data
07/18/2023	2.0	Major changes based on enhancements to CARE for the 2023 Annual Report Submission including: • The addition of the CAHME Annual Faculty Editor (CAFÉ) • Changes to Fellowships versus Residencies in Section III & Section VII • Defining of Academic Year Start and End Dates in Section III • Consolidation of Program Changes in Section II • Verify & Save Verification
08/08/2022	1.1	Minor additions/changes to field definitions. Section I Changes: • Question 6 modification to student track options Addition of question regarding whether program is Accelerated
07/28/2022	1.0	Initial release.

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Purpose

The CAHME annual survey is a critical part of being an accreditor. It is how CAHME ensures that programs continue to meet criteria and standards. This is required by the Council for Higher Education Accreditation, based on US Department of Education policy.

The trend toward publicly reporting outcomes data to support the concept of value in post secondary education has been led by leading think tanks such as the Institute for Higher Education Policy (IHEP), the Bill and Melinda Gates Foundation, and the Lumina Foundation. The annual survey data and the summary site visit reports have been published in CAHME's Advance Search Tool since late 2019.

The annual report data aligns with CAHME's five core values: Integrity, Excellence, Transparency, Fairness, and Recognition and equips programs to take actionable steps toward continuous improvement:

• **Integrity:** Provides data trends to ensure that there are no significant program changes that might compromise the quality of the program deemed to be sufficient to earn a CAHME "accreditation".

• **Excellence:** Allows programs to compare their data to other programs which may be the impetus for improvement.

• **Transparency:** Increases visibility of outcomes and comparative performance, as well as being used for public reporting, as is required by the US Department of Education and CHEA

• **Fairness:** Universally required by all programs; there are no exceptions. Data is readily comparable and is submitted in a timely manner.

• **Recognition:** Enables our accredited programs, certified programs in Health Quality and Safety and in Population Health Management, and programs in candidacy to be publicly recognized on CAHME's website and in the advanced search tool.

Overview of the Annual Report Process

In order to meet its obligations to monitor an accredited program's continued compliance with the criteria, CAHME requires an annual report from each accredited program. These reports will be designed to identify any major changes in the program's faculty and/or leadership, curriculum, enrollment, organizational setting, or administrative/fiscal support that may impact the program's continued ability to meet the standards of good quality for graduate programs in healthcare management.

CAHME staff will be responsible for reviewing all annual reports. If staff have any questions or concerns about changes that may impact the program's continued ability to meet the criteria, the program's report will be referred to the Accreditation Council for review. Major changes in the program can result in further inquiry or an Interim Site Visit.
Annual Reports will be due on the 15th day of November. Reports that are late will incur a late reporting fee (See Fee Schedule). Failure to submit an Annual Report within three months of the due date will be grounds for adverse action.

Source: CAHME Policies and Procedures Handbook, Revised April 30, 2024

Section I: Program Description

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
1	University Name:					Enter the proper full name of the university (not the school) in which the program is located.
2	Regional and National Institutional Accreditors:					Select any current institutional regional and national accreditor from the following list: • Middle States Commission on Higher Education • New England Association of Schools and Colleges • North Central Association of Colleges and Schools • Northwest Commission on Colleges and Universities • Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) • Western Association of Schools and Colleges • ABHES • ACCET • ACCSC • ACICS • HLC Other: Specify in field
3	School/College Type Which of the following categories best describes the university that your program is in:					Choose type from the following list: • Public Health/Population Health Preventive Medicine • Business or Management • Public Administration, Public Services, Public Affairs, Public Policy • Allied Health/Health Sciences/Health Professions/Health & Human Development • Medical School • Nursing School • School of Graduate Studies • Freestanding Department (not in any school) • Other (if other, please specify)
4	School/College Category/Scope					Select category from Public, Private Non Profit, or Private For Profit
5	School Name					Name the school (not the university) that the program is in.
6	Department Name					Name the department that the program is in.

		Section I: Program Description				
Number	**Question**	**Range of Answers for Accredited Programs**				**Definition**
		25th %tile	**50th %tile**	**75th %tile**	**Mean**	
7	Expected Mode of Delivery					Choose from Residential, Online or Hybrid. **Residential:** Typically students are expected to be on campus for most courses. **Online:** Typically students access all class materials in the online format. **Hybrid:** Typically students travel to the program once a semester for an intense period, and the rest of the materials are delivered online.
8	Program Student Track					Select the track from the following: **Non-Executive Full-Time:** Program is primarily designed for full-time students. Most of the student body takes full-time classes. **Non-Executive Part-Time:** While students may take classes full-time, the program is primarily designed to accommodate the part-time student. Most of the student body is part-time. **Executive Full-Time:** Typically these programs are geared toward professionals with some level of work experience through seasoned executives. Typically students are in a cohort over a defined time period, and most of the students' time is dedicated towards coursework. **Executive Part-Time**: Typically these programs are geared toward professionals with some level of work experience through seasoned executives. Typically students may attend course based on their schedule.
9	Program Accelerated Track					Yes/No answer: Is your program Accelerated? These programs are intensive, accelerated versions of the typical program offered by this program or other programs. Usually (but not always) accelerated programs are Executive track programs.
10	Program Cohort Status					Yes/No answer: Is your program primarily cohort-based?
11	Degree(s) Granted					Specify the degree for your program. Typically each program has one degree so if you select more than one, explain why. List of Degree options: MHA, MHSA, MBA/MPH (dual) MS, MSHA, MSc, MBA, MPA, MPH/MBA (dual), MPH, MA, MBA/MHA (dual), MHSc, Other If Other is selected, write in the Distinct Degree
	Program Profile URL					Entered by CAHME. DO NOT EDIT. This is the CAHME URL to your program's Advance Search Program Profile which shows Annual Report data to the public, including Student Outcomes. You may place this URL on your program's website as a way to meet the safe harbor of Criterion II.A.1 which requires every program to have Student Outcomes data on their website.

		Range of Answers for Accredited Programs				Definition
Number	**Question**	**25th %tile**	**50th %tile**	**75th %tile**	**Mean**	
12	Fee Schedule Currency					Currency of your fee schedule
13	Total Cost of Degree Earned *In-State*	$29,673	$42,245	$60,000	$47,555	**This is the total cost to earn the degree offered per student** for students entering the program as of the start of the academic year. The data entered must include the program's total estimated tuition **AND** related degree fees (example- activity fee, professional development fee, health fee, technology fee, internship fee, etc). Should be entered in the following format: $###,### where the value is rounded to the nearest dollar, no cents.
	Out-of-State	$40,639	$57,816	$73,076	$58,656	
	International	$42,275	$57,535	$73,038	$59,415	

Section I: Program Description

		Range of Answers for Accredited Programs				Definition
Number	**Question**	**25th %tile**	**50th %tile**	**75th %tile**	**Mean**	
						Section II: Program Changes
1	Program Changes					Since the last annual report completed by your program, list if any of the following changes occurred. Also describe the changes that occurred and the impact to the program. If there have been no changes, select the 'No Changes' option. • No Changes • Major revenue/expense variance • Accreditation status of school or university • Curriculum Changes (i.e. philosophy, delivery mode, mission, goals) • Admission Criteria Changes • Faculty Complement Changes • Financial support • Administrative support • Merger with another program • Moved to another school or department in the university • Substantive changes to facilities, equipment, or supplies • Program leadership • Authority of program leadership • Other substantive changes that could impact the ability for the Program to meet its mission

Section III: Teaching & Curriculum

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
1a	Academic Year Start Date					Date in which the program's academic year starts. Note that the Graduation Population for Section VII and VIII is defined as students who graduated as part of the academic year as defined here in the Academic Year Start and End Dates. If you are unsure of an exact date, best estimates are permissible. If you have a rolling admission, enter 07/01/YYYY with the year being the start of the academic year. For example, if entering data for the 2021-2022 academic year, enter 07/01/2021 as the defined term start date.
1b	Academic Year End Date					Date in which the program's academic year ends. Note that the Graduation Population for Section VII and VIII is defined as students who graduated as part of the academic year as defined here in the Academic Year Start and End Dates. If you are unsure of an exact date, best estimates are permissible.
2	Academic Schedule					Choose from the following academic schedules: Quarter, Semester, Trimester or Other
3a	Enter the TOTAL credit hours needed for graduation from your program.	42	48	54	49	Enter **total** academic hours required for graduation. This is a combination of academic credit hours and working credit hours.
3b	Designated Working Hours Required for Graduation Internships Residency	150 400	250 600	400 1440	291 865	Enter any working hours that your program requires for graduation, broken down as Internships or Residencies. This is the actual number of hours the student will spend in their internship or residency. By entering residency working hours, a new field will populate in Section VII requesting the Residency Median Salary. If you **do NOT** have required working hours, please enter '0' in the fields to indicate you have reviewed the question, but do not have data to enter.
4	The Competency Model Your Program Is Primarily Based On					Select the model of which your competency is primarily based upon: • National Center for Healthcare Leadership • St. Louis University • HLA (Healthcare Leadership Alliance) • American College of Healthcare Executives • JMESI (DoD) – US Department of Defense • Collaborative Leadership Model • CAHME Healthcare Quality and Safety

Section III: Teaching & Curriculum

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
						• International Hospital Federation • Totally Self-Developed (Please describe in the box below in 250 characters or less) • Other (Please describe in 250 characters or less)

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	Section IV: CAHME Annual Faculty Editor (CAFÉ)				
	For programs with 35 or less faculty only.				
Question or CAFÉ Profile Field	**Range of Answers for Accredited Programs**				**Definition**
	25ᵗʰ %tile	**50ᵗʰ %tile**	**75ᵗʰ %tile**	**Mean**	
Cost Of Living Index					Choose the metropolitan area that reflects your program's location by selecting a state and a city. Note that the metropolitan area in which your university is located may reside outside of your state. Example: If your program is located in Fort Lee, New Jersey (northern NJ), your metropolitan area is New York City, New York.
The following are the list of CAFÉ Profile Fields and definitions. Range of answers for these fields can be found in the Section IV: Faculty Summary table below. The * indicates a required field.					
Status*					Which of the following defines this faculty's position: • Professor • Associate Professor • Assistant Professor • Adjunct Faculty • Instructor • Lecturer/Scientist • Clinical
University Hours*					Which of the following describes this faculty's employment at the university level: • Full-Time • Part-Time
Administrative Role (if applicable)					Which of the following describes this faculty's Administrative Role? If not applicable, choose 'Does not apply'. • Provost • Dean • Chair • Program Director/Coordinator • Assistant or Associate Dean • Assistant or Associate Chair • Assistant or Associate Program Director/Coordinator • Center Director • Vice Provost • Other NOTE: If compensation data is entered in any faculty profile, this field will be required.

Section IV: CAHME Annual Faculty Editor (CAFÉ)					
For programs with 35 or less faculty only.					
Question or CAFÉ Profile Field	**Range of Answers for Accredited Programs**				**Definition**
	25th %tile	**50th %tile**	**75th %tile**	**Mean**	
Gender*					Which of the following describes this faculty's Gender: • Female • Male • Other
Ethnicity*					Which of the following describes this faculty's Ethnicity: • Hispanic • Non-Hispanic • Unknown
Race*					Which of the following describes this faculty's Race: • American-Indian or Alaska Native • Asian • Black or African-American • Native Hawaiian or Other Pacific Islander • White • Two or more races • Unknown / Not Reported
Highest Degree Level					Which of the following is this faculty's Highest Degree Level completed: • Undergraduate (i.e. Bachelors) • Graduate: Masters (i.e. MBA, MHA, MSN, etc) • JD • Terminal: Doctor (i.e. DBA, DHA, Ph.D, DNP, MD, etc.) • Unknown NOTE: If compensation is entered for an Adjunct faculty, Highest Degree Level will be required.
Length of Contract					What is this faculty's contract length: • Less than 6 months • 6 months • >6 months <9 months • 9 months • > 9months <12 months • 12 months • >12 months NOTE: If compensation data is entered in any faculty profile, Length of Contract will be required.

Section IV: CAHME Annual Faculty Editor (CAFÉ)
For programs with 35 or less faculty only.

Question or CAFÉ Profile Field	Range of Answers for Accredited Programs				Definition
	25th %tile	50th %tile	75th %tile	Mean	
Tenure Status					Which of the following describes this faculty's tenure status: • Tenured • Tenure Track • Not Tenure Track • Unknown
Estimated Percentage of Time Allocated to Program					Use the slide bar or enter the **estimated** percentage of time this faculty has allocated to the program.
Adjunct Faculty Credit Hours Taught (at University Level)					Enter the total credit hours taught by this adjunct at the university level which corresponds to the compensation entered. NOTE: If compensation is entered for an Adjunct faculty, Credit Hours Taught will be required.
Academic Experience Years					What is the total academic experience for this faculty? If you are unsure of exact years, best estimates are permissible. • Less than 5 years • 5-10 years • 11-15 years • 16-20 years • 21-25 years • More than 25 years • Unknown NOTE: If compensation is entered for an Adjunct faculty, Academic Experience Years will be required.
Non-Academic Experience Years					What is the total non-academic experience for this faculty? If you are unsure of exact years, best estimates are permissible. • Less than 5 years • 5-10 years • 11-15 years • 16-20 years • 21-25 years • More than 25 years • Unknown NOTE: If compensation is entered for an Adjunct faculty, Non-Academic Experience Years will be required.

Section IV: CAHME Annual Faculty Editor (CAFÉ)
For programs with 35 or less faculty only.

Question or CAFÉ Profile Field	Range of Answers for Accredited Programs				Definition
	25th %tile	50th %tile	75th %tile	Mean	
Discipline					What best describes this faculty's discipline: • Clinical • Computer Science • Health Management Policy • Healthcare Quality & Safety • Leadership/Management • Marketing • Population Health Management • Other
Estimated Percentage of Time Allocated: % Time in Teaching % Time in Research % Time in Service					Use the slide bar or enter the **estimated** percentage of time this faculty has allocated to the following areas: • Teaching • Research • Service
Compensation & Benefits: Benefits Eligible Base Salary Incentives Overload Other					Is the faculty benefits eligible? • Yes • No Provide total compensation broken down as follows: • Base Salary • Incentives • Overload • Other

		Range of Answers for Accredited Programs				Definition
Number	Question	25th %tile	50th %tile	75th %tile	Mean	

Section IV: Faculty Summary

Number	Question	25th %tile	50th %tile	75th %tile	Mean	Definition
1	Describe staff status of all:					Break down ALL faculty (both full-time and part-time) into the following categories. If any of the categories are 0, please indicate as such:
	Professor	7%	8%	19%	11%	• Professor
	Associate Professor	9%	13%	24%	12%	• Associate Professor
	Assistant Professor	8%	11%	23%	12%	• Assistant Professor
	Adjunct Faculty	33%	50%	67%	48%	• Adjunct Faculty
	Instructor	6%	9.5%	26%	9%	• Instructor
	Lecturer/Scientist	6%	14%	20%	4%	• Lecturer/Scientist
	Clinical	7%	11%	26%	5%	• Clinical
	Total	11	15	25	22	The auto-sum at the bottom of these categories should equal the program's total faculty (both full-time and part-time).
2	Full Time Faculty Status	11:28%	15:44%	25:67%	22:38%	Out of the total staff that was calculated as part of question 2 above, list the number of the staff that are full-time faculty as of the completion of this survey. This should **NOT** include full time equivalents (FTE). If you do **NOT** have full-time faculty, enter a '0'.
3	Faculty Gender Data					Break down ALL faculty (both full-time and part-time) by gender. If any of the categories are 0, please indicate as such:
	Male	50%	56%	67%	55%	• Male
	Female	33%	42%	52%	44%	• Female
	Other Gender Identity	0%	0%	0%	0%	• Other Gender Identity The auto-sum at the bottom of these categories should equal the program's total faculty (both full-time and part-time).
The next 2 questions are for programs in the U.S. and its Territories only.						
4	Provide a breakdown of all faculty in the reporting categories below:					Break down ALL faculty (both full-time and part-time) into the following categories. If any of the categories are 0, please indicate as such:
						• Hispanic faculty
						• Non-Hispanic faculty
	Hispanic Faculty	0%	0%	5%	4%	• Unknown/Not Reported faculty (*Unknown is defined by NCES as not reported or foreign faculty living outside the US)
	Non-Hispanic Faculty	93%	100%	100%	88%	

Section IV: Faculty Summary

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
	Unknown/Not Reported Faculty	5%	14%	21%	3%	The auto-sum at the bottom of these categories should equal the program's total faculty (both full-time and part-time).
5	Of the Non-Hispanic Faculty, provide a count by:					Break down the Non-Hispanic faculty (both full-time and part-time) that is listed in Question 8 of this section into the following categories. If any of the categories are 0, please indicate as such:
	American Indian/Alaska Native	0%	0%	0%	0%	• American Indian/Alaska Native
	Asian	0%	8%	15%	9%	• Asian
	Black or African-American	0%	7%	11%	8%	• Black or African-American
	Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	• Native Hawaiian or Other Pacific Islander
	White or Caucasian	67%	77%	89%	70%	• White or Caucasian • Two or more races
	Two or more races	2%	4%	8%	1%	• Unknown / Not Reported
	Unknown / Not Reported	0%	0%	0%	0%	The auto-sum at the bottom of these categories should equal the program's total Non-Hispanic faculty as listed in Question 8 above.

Section V: Students & Recruitment

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
1	Required criteria for admission to this program	GRE Score: 7% GMAT Score: 8% Personal Interview: 48% Minimum GPA: 80% Minimum Years Employed Healthcare: 31% Minimum Years Employed: 4%				Select **all** of the required criteria for admission to this program: • GRE score • GMAT score • Personal Interview • Minimum GPA • Minimum years employed healthcare (specifically) • Minimum years employed (all fields) • Other (Check here and specify in the next field below) For the current academic year, if other was checked, specify in detail the required admission criteria.
2	Minimum GPA required for admission	3.00	3.00	3.00	2.93	Enter the minimum GPA required for admission to the program on a 4.0 scale. If your program's minimum GPA is on a scale other than a 4.0 scale, convert your minimum GPA to a 4.0 scale. If there is not a required minimum GPA, enter 0.
3	Median GPA of Admitted Class	3.29	3.40	3.53	3.42	Enter the median GPA of the admitted class. If your program's median GPA is on a scale other than a 4.0 scale, convert your minimum GPA to a 4.0 scale.
4	Data used in declaring Recruitment Activity Outcomes:					Using the defined Academic Year Start and End Dates from Section III Questions 1a and 1b, for each academic year enter the following (do NOT use commas in the data entered): • Complete applications received • Students offered admissions • New students enrolled By entering the above numbers, the Acceptance Rate, Enrollment Rate, and Yield will be auto-calculated.
	Complete applications received	22	46	95	81	
	Students offered admissions	18	32	55	55	
	New students enrolled	11	20	31	30	
	Acceptance Rate	62%	75%	88%	68%	
	Enrollment Rate	28%	46%	65%	37%	
	Yield	48%	64%	81%	54%	
5	Of newly registered students, report how many matriculated into the program within the following time frames:					Of the newly registered students listed above, break them into the following time frames in which they matriculated into the program: • Less than 1 year (Less than 1 year post baccalaureate degree) • 1-3 years (1 to 3 years post baccalaureate degree) • More than 3 years (More than 3 years post baccalaureate degree)

Section V: Students & Recruitment

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
	Less than 1 year	1%	24%	52%	32%	• Unknown (Unknown date of baccalaureate degree)
	1-3 years	10%	23%	34%	22%	The auto-sum at the bottom of these fields should equal the total new students enrolled in Question 4 above.
	More than 3 years	10%	32%	65%	39%	
	Unknown	0%	0%	0%	7%	
	New students registered	12	20	31	30	
6	Provide the number of Masters level degree candidates enrolled in your program as: Full-time students	15	33	66	68	Break down the total number of Masters level degree candidates enrolled in your program (total student body of the program) into the following categories: • Full-time students • Part-time students The sum of these categories should equal the total students enrolled in your program in that academic year. The percent of full-time students will be auto-calculated based on the data entered.
	Part-time students	0	6	28	23	
	Total students	24	46	79	81	
	Percent Full Time Student	48%	89%	100%	72%	

Section VI: Demographics of Graduated Students

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
1	Describe the gender of students from the graduating class:					Break down **ALL graduating students** from the graduating class by gender. If any of the categories are 0, please indicate as such: • Male • Female • Unknown/Not Reported graduate gender • Other Gender Identity The auto-sum at the bottom of these categories should equal your total graduates for the academic year.
	Male	20%	30%	41%	30%	
	Female	59%	69.5%	79%	70%	
	Other Gender Identity	0%	0%	0%	0%	
	Total Graduating Students (Genders Reported)	14	23	35	31	
2	Breakdown all graduates in the reporting categories below:					Break down the total graduating students into the following categories. If any of the categories are 0, please indicate as such: • Hispanic graduates • Non-Hispanic graduates • Unknown/Not Reported graduates (*Unknown is defined by NCES as not reported or foreign faculty living outside the US) The auto-sum at the bottom of these categories should equal the program's total graduating students.
	Hispanic graduates	0%	6%	17%	11%	
	Non-Hispanic graduates	78%	88.5%	97%	76%	
	Unknown/Not Reported graduates	0%	0%	4%	11%	
	Total graduates by Race/Ethnicity	14	19	33	30	
The next two questions are for programs in the U.S. and its Territories only.						
3	Provide the count of Non-Hispanic graduates defined by the following segmentations:					Break down the Non-Hispanic graduating students that is listed in Question 2 of this section into the following categories. If any of the categories are 0, please indicate as such: • American Indian/Alaska Native • Asian • Black or African-American • Native Hawaiian or Other Pacific Islander • White or Caucasian • Two or more races
	American Indian or Alaska Native	0%	0%	0%	0%	
	Asian	4%	14%	23%	14%	
	Black or African-American	0%	12%	22%	17%	

		Range of Answers for Accredited Programs				Definition
Number	Question	25th %tile	50th %tile	75th %tile	Mean	
	Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	• Unknown/Not Reported graduates The auto-sum at the bottom of these categories should equal the program's total Non-Hispanic graduates as listed in Question 2 above.
	White or Caucasian	32%	52%	69%	43%	
	Two or more races	0%	0%	4%	3%	
	Unknown / Not Reported	0%	0%	0%	0%	

Section VI: Demographics of Graduated Students

Section VII: Employment of Graduated Students, Time to Graduate & Retention Rates

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
1	Graduate Employment Placement- Enter totals for all employment verticals requested: Post-Graduate fellowship	0%	1%	12%	7%	Break down the total graduating students into the following employment placements. If any of the categories are 0, please indicate as such: • Post-Graduate Fellowship • Hospital/Health system • Physical Practice (e.g. medical clinic) • Military health system or Veterans Health Administration • Governmental agencies (e.g. local, state, and federal agencies) • Trade Association (e.g. AHA, HFMA, Blue Cross Blue Shield Association) • Foundation or Voluntary Agency (e.g. RWJ Foundation, Red Cross) • Long-term care facility • Home health agency • Consulting • Insurance/HMO • Information Technology/Analytics • Pharmaceutical/Biotech/Medical device company • National health organizations (CVS/Aetna, Walgreens) • Investment banking re: healthcare (e.g. merger & acquisition) • Venture Capital or Private Equity • Employed outside Healthcare • Employees overseas in healthcare (but site is unknown) • Other
	Hospital/health system	29%	44%	56%	43%	
	Physician Practice	0%	5%	11%	6%	
	Military health system or Veterans Health Administration	0%	0%	4%	3%	
	Governmental agencies	0%	0%	3%	2%	
	Trade Association	0%	0%	0%	0%	
	Foundation or Voluntary Agency	0%	0%	0%	3%	
	Long-term care facility	0%	0%	1%	2%	
	Home health agency	0%	0%	0%	1%	
	Consulting	0%	0%	5%	5%	
	Insurance/HMO	0%	0%	4%	3%	
	Information technology/Analytics	0%	0%	3%	1%	
	Pharmaceutical/Biotech/Medical device company	0%	0%	3%	3%	
	National health organizations	0%	0%	0%	1%	
	Investment banking re: healthcare	0%	0%	0%	0%	
	Venture Capital or Private Equity	0%	0%	0%	0%	
	Employed outside healthcare	0%	0%	3%	3%	

Section VII: Employment of Graduated Students, Time to Graduate & Retention Rates

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
	Employed overseas in healthcare	0%	0%	0%	0%	
	Other	0%	0%	6%	6%	
	Total Graduates Placed	11	20	32	28	
2	Graduates Not Seeking Placement International student returned home without seeking employment	0%	0%	0%	0%	Break down the total graduating students who are **NOT** seeking placement into the following categories. If any of the categories are 0, please indicate as such: • International student returned home without seeking employment • Pursuing other Graduate Degree • Not Placed • Unknown
	Pursuing other Graduate Degree	0%	0%	0%	1%	
	Not Placed Graduates	0%	0%	4%	4%	
	Unknown	0%	0%	5%	8%	
3	Post-Graduation Employment %	85%	97%	100%	89%	This is an auto-calculation done using information from Questions 2 and 3.
4	If the Post-Graduation Employment Percentage is less than 80% for any year, describe the process you will use to improve the placement percentage.					If the placement percentage that is auto-calculated in Question 3 above is less than 80%, describe the process your program will use to improve the placement percentage.
5a	Regarding the Positions (Positions currently held by most recent academic year graduates): Executive Office	0%	0%	2%	2%	Break down the total graduating students into the following employment positions. If any of the categories are 0, please indicate as such: • Executive Office (e.g. CEO, President, Chief Medical Officer, Chief Operating Officer, Executive Director, Partner, Owner, etc.) • Other Executive Management (e.g. Vice President, Senior Vice President, Executive Vice President, Associate Vice President, Other Executive Management, etc.) • Management (e.g. Director, Manager, Unit Administrator, Practice Manager, etc.) • Administrative Staff (e.g. Senior Analyst, Senior Consultant, Financial Officer, Information Officer, Analyst, Consultant, etc.)
	Other Executive Management	0%	0%	0%	2%	
	Management	13%	25%	40%	28%	
	Administrative Staff	14%	26%	39%	27%	

Section VII: Employment of Graduated Students, Time to Graduate & Retention Rates

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
	Clinical Staff	0%	2%	12%	7%	• Clinical Staff (e.g. Registered Nurse, Pharmacist, Physical Therapist, Radiology Technician, etc.)
	Physician	0%	0%	0%	2%	• Physician
	Educator/Faculty Member	0%	0%	0%	1%	• Educator/Faculty Member
	Fellow/Intern	0%	3%	12%	7%	• Fellow/Intern (This should match the answer to Question 1 'Post-Graduate Fellowship')
	Other	0%	2%	8%	7%	• Other
	Unknown	0%	0%	14%	11%	• Unknown
	Not Placed	0%	0%	5%	5%	• Not Placed
	Total positions held by Graduates					The auto-sum of the above positions should equal the total graduating students.
5b	List Other from 5a					If any of the graduating students were listed as 'Other' position in Question 5a, list their position(s) here.
6a	For each academic year graduating class, provide the Median (50th percentile), in months, to complete the program of study	21	23	24	24	Enter the median (50th percentile), in months, to complete the program of study.
6b	For each academic year graduating class, provide the 80th percentile, in months, to complete the program of study					Enter the 80th percentile, in months, to complete the program of study.
6c	The difference between the median (50th percentile and the 80th percentile) as it relates to the program's mission					If there is a difference between the 50th percentile and 80th percentile as answered in 6a and 6b above, then explain the reason for the difference. Take into consideration the program's mission, targeted students and expected outcomes as it relates to time to graduate.
7	Retention Rate: Number of students enrolled in second semester who were also					Of the students admitted during each academic year column, how many students continued enrollment past the first semester? Break this down as follows: • Number of students enrolled in second semester who were also enrolled in first semester.

Section VII: Employment of Graduated Students, Time to Graduate & Retention Rates

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
	enrolled in first semester (A)					• Number of students enrolled in first semester.
	Number of students enrolled in first semester (B)					This will then auto-calculate the program's retention rate.
	Retention Rate (A/B*100)	94%	100%	100%	96%	
Residencies Median Salary will only appear below if Residency hours were entered in Section III Question 2b.						
8	Residencies Median salary					The median (50th percentage) salary for Residencies
	Number of reporting graduates (from just above reporting)					List the number of reporting graduates used to calculate this median salary.
9a (or 8a)	Post-Graduate Fellowships Median salary	$61,000	$65,600	$71,328	$67,513	The median (50th percentage) salary for Post-Graduate Fellowships.
	Number of reporting graduates (from just above reporting)	1	2.5	6	4	List the number of reporting graduates used to calculate this median salary.
9b (or 8b)	Jobs Median Salary	$67,000	$78,000	$99,592	$89,710	The median (50th percentage) salary for graduate Jobs, excluding Fellowships.
	Number of reporting graduates (from just above reporting)	5	9	16	15	List the number of reporting graduates used to calculate this median salary.
Salary Response Rate %		37%	57%	76%	58%	Calculated as follows: (Reporting Grads Fellowships + Reporting Grads Jobs)/Total Graduates If the Salary Response Rate % is less than 20%, a Progress Report will be required.
9 (or 10)	Provide the number of graduates for each of the following categories: No parent/ guardian ever attended college					

Section VII: Employment of Graduated Students, Time to Graduate & Retention Rates

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
	One or more parents/ guardians attended college but did not finish					
	One or more parents/guardians have an Associate Degree (Two-Year Degree)					
	One or more parents/guardians have a Bachelor Degree (Four-Year Degree) or higher					
	Not sure / prefer not to answer					
	Did not report					

		Section VIII: Graduated Student Satisfaction				
Number	**Question**	**Range of Answers for Accredited Programs**				**Definition**
		25th %tile	**50th %tile**	**75th %tile**	**Mean**	
1	How likely are you (graduated students who responded) to recommend your program to a friend or an acquaintance looking to advance their careers in healthcare? (0 through 10 rating)	21	46	74	47	A sample student survey is provided for questions 1 through 3 in this section. The results from this survey should then be entered here. List the number of graduated student responses for each rating. If no students responded for a rating, please enter a '0' for that rating. ONLY enter numbers in these fields. The numbers shown for the percentiles are the Net Promoter Score Calculations.
NPS Response Rate %		45.5%	75%	89%	61%	Percentage of reporting graduates for Section VIII Question 1, NPS. If the NPS Response Rate is less than 20%, a Progress Report will be required.
2	How satisfied are you (graduated students who responded) with your program of study? Very Dissatisfied	0%	0%	0%	1%	A sample student survey is provided for questions 1 through 3 in this section. The results from this survey should then be entered here. List the number of graduated student responses for each satisfaction category. If no students responded for a category, enter a '0' for that category: • Very Dissatisfied • Dissatisfied • Neutral • Satisfied • Very Satisfied ONLY enter numbers in these fields.
	Dissatisfied	0%	0%	2%	3%	
	Neutral	0%	4%	14%	8%	
	Satisfied	23%	36%	50%	36%	
	Very Satisfied	33%	50%	69%	52%	
Satisfied Response Rate %		45%	72%	89%	60%	Percentage of reporting graduates for Section VIII Question 2, Graduate Satisfaction If the Satisfied Response Rate is less than 20%, a Progress Report will be required.
3	All things being equal, if you (graduated students who responded) had to do it all over again, would you choose to go to your program?	0%	13%	15%	10%	A sample student survey is provided for questions 1 through 3 in this section. The results from this survey should then be entered here. List the number of graduated student responses for the Yes/No categories. If no students responded for a category, enter a '0' for that category. ONLY enter numbers in these fields.

Section VIII: Graduated Student Satisfaction

Number	Question	Range of Answers for Accredited Programs				Definition
		25th %tile	50th %tile	75th %tile	Mean	
	No					
	Yes	85%	93%	100%	90%	
Program Choice Response Rate %		43%	72%	90%	58%	Percentage of reporting graduates for Section VIII Question 3, Would You Choose This Program Again. If the Program Choice Response Rate is less than 20%, a Progress Report will be required.
4.	Graduate Outcomes Data URL					The program's website address where Graduate Outcomes are featured to meet Criterion II.A.1