

CAHME[®]

Pilot Program Meeting #1

December 11, 2025

Website
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Commission on Accreditation of Healthcare Management Education

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PRESENTING TODAY



Maureen Jones
CAHME Standards Implementation
Task Force Chair &
Past Standards Council Chair

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AGENDA

- 1.2 Sustainment Plan
- Homework Review
- Exhibit 1.1.1 Program Variant Table
- Survey Feedback: 3.1

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1.2 Program-Level Sustainment Plan

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Criterion 1.2 Program-Level Sustainment Plan

Criterion Statement

The program will have the resources necessary to meet its mission and vision. The program will develop, implement, monitor and maintain a sustainment plan that outlines how the program will preserve its operational capacity, infrastructure, and essential functions over at least a three-year period (self-study year and the following two academic years). The plan will be reviewed and updated on a timeline prescribed by the program.

Rationale

A sustainment plan is critical for maintaining the program's stability and ability to operate effectively over time. It provides a structured approach for maintaining key operations, infrastructure, staffing, and resources beyond the current academic year. A strong plan helps the program proactively address risks, plan for leadership or staffing transitions, and remain aligned with its mission and vision. It supports institutional effectiveness by ensuring that program operations continue uninterrupted even as conditions change.

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Criterion 1.2 Program-Level Sustainment Plan


Definitions

- **Sustainment Plan:** a strategic framework that outlines how a program will remain viable, competitive, and high-quality over the next three years. A sustainment plan provides a clear roadmap for maintaining program excellence, anticipating risks, securing necessary resources, and adapting to changes to ensure long-term program success and stability.
- **Strategic Initiative:** an activity designed to advance the program’s mission and improve its quality, reputation, and outcomes.
- **Monitoring:** the ongoing process of tracking, measuring, and evaluating how well a program, initiative, or activity is achieving its intended goals and outcomes. It uses clear performance indicators, regular data collection, and analysis to inform decisions, improve quality, and ensure accountability.

Criterion 1.2 Program-Level Sustainment Plan

The plan must cover the self-study year and the following two academic years.


Element	Required Documentation
a. Program Resources: Submit a summary of the types of resources necessary to support the program’s long-term sustainability.	Exhibit 1.2.1
b. Plan Development: Submit a narrative describing how the sustainment plan was developed, including stakeholders involved in its creation, data or risk assessments used, and the timeline for drafting and approval.	Narrative
c. Alignment with Mission and Vision: Provide a short narrative alignment summary showing how the sustainment plan aligns with the program’s mission and vision.	Narrative
d. Strategic Initiatives: List your program’s top current and upcoming strategic initiatives (expectation is no more than three)	Exhibit 1.2.2
e. Risk Analysis: Describe the risks to the program’s long-term sustainability and mitigation actions identified.	Exhibit 1.2.3
f. Plan Review and Evaluation: Describe how the sustainment plan is regularly reviewed, evaluated, and updated.	Exhibit 1.2.4



1.2.1: Program Resource and Sustainment Table

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1.2.1 Review

- Resources- add columns?
 - Need/anticipated need
 - Met/Challenged/Unmet

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1.2.2: Strategic Initiatives Tracking Table

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1.2.2 Review

- What is a strategic initiative?
 - Definition: an activity designed to advance the program’s mission and improve its quality, reputation, and outcomes.
 - How many?
 - Does this work for you?
- Last column
 - Dollars/more specifics to show what is needed?
- Confirmation about resources
 - Requested/approved
 - Allocated/denied?

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1.2.3: Program Risk Assessment and Mitigation Table

1.2.3 Review

- Should risk levels be color coded for ease of understanding?


Potential Risk	Potential Impact on Program	Likelihood: Low Med High	Mitigation Strategy	Responsible Party	When will the risk and/or mitigation be reviewed again?
Loss of federal student loans and federal work study	Access to education for potential students and funding for first-year HSM internships	Med	The University and Rush are looking at ways to mitigate the impact on students	University leadership	Ongoing
Competition for students and enrollment cliff	Harder time recruiting students	High	Continue refining recruitment strategy	Program Director and Chair	Ongoing
Part-time and Executive HSM students are mainly Rush employees	Reduced number of students receiving Rush's internal tuition benefit	Low	Continue to raise awareness of how the part-time track provides an incentive for new hires to stay at Rush; the Executive track provides Rush with a pipeline strategy; Diversify executive students by marketing the program to other health systems and the broader healthcare ecosystem	Program Director and Chair	Ongoing
AI and its impact on learning and teaching	Reduced student engagement in their learning	High	Spending a great deal of time determining how best to integrate AI into our teaching and learning and looking at ways to mitigate cognitive debt because of AI	Steve Wightkin and the CHS AI team with core faculty	Ongoing
Literacy crisis/student preparedness/quality of students	Need for extra resources to meet the needs of incoming students	Med	Develop strong curricula, lunch and learns, development opportunities to help students develop into early	HSM faculty	Ongoing



1.2.4: Plan Review and Evaluation

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1.2.4 Review

- Last column - when - should we be more specific and ask for timing?

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Program Variant Definition

- a version of the same academic program that differs in how it is structured or experienced while typically leading to the same awarded degree. Program variants may differ by delivery approach (in-person, online, hybrid), pacing or schedule (accelerated, part-time, executive), cohort design, calendar (semester, quarter, block), location or site, or other elements that shape how students progress through the program. *(Criterion: 1.1)*
 - **Note:** If the credential awarded or core learning outcomes are different (e.g., MHA vs. MPH), that's usually a different program and not a variant.

Exhibit 1.1.1: Program Variant Table

Exhibit 1.1.1: Program Variant Table

Instructions: For each program variant, fill in the mission, vision, values, target students, and explain how it aligns with the College and University.


Program Variant			
Mission			
Vision			
Values			
Target Students			
Alignment to College and/or University			



Survey Feedback

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Feedback

- **Seven surveys received since last meeting**
- **Required topics comment – definitions requested**
 - Have you started working on 3.1? What have you done so far?
 - CAHME will reach out to a few programs to complete 3.1.3: Required Program Topics
 - CAHME will use this to go to Accreditation Council to decide what is expected of programs for 3.1.3 going forward.

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Next Steps

- **CAHME Next Steps:**

- Review survey feedback after today's meeting
- Send invites to February 4, March 11, and April 2
- Accreditation Council proposal at Winter meeting

- **Pilot Program Next Steps:**

- Complete 1.1.1 homework
 - Send to Amanda Grow at agrow@cahme.org – **Due Jan. 21**
 - Complete post meeting survey (will be sent after each meeting)
- **Send potential dates for Fall 2026 site visits to Eric Brichto at ebrichto@cahme.org**

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Next Meeting – February 4th

- **Agenda:**

- Review an examples of 1.1.1
- Q&A

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