

CAHME®

Pilot Program Spring Meeting 1

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Website
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AGENDA

- Pilot Exhibit Review Task Force: Site Visitors
 - 1.1.1 Homework Review
- Updated 3.1 Required Program Topics
- Document Review Day Mapping
 - 1.4.5 – Admissions Table
 - 5.1.1 – Qualified Program Leadership and Faculty

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Pilot Exhibit Review Task Force

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Task Force Update

- Composed of Site Visitors
- Objective: Review pilot-created PIC tools, Sustainability Plans, and coverage of Required Program Topics
 - Determine what would be considered a met/opportunity for improvement/critical concern.
 - What do we do with PIC tools that haven't been closed, specifically for the two standards where they are required.
 - What evidence is sufficient for a site visit team to say a PIC isn't needed for one of the non-required criteria
 - What Data is missing?

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1.1.1 Homework Submission Review

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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 Update

Homework Example 1

Program Variant	On-line
Mission	Prepare early-career professionals for management & leadership in healthcare
Vision	Be the program of choice in Southwest Florida and beyond
Values	Excellence, Teamwork, Professionalism, Ethics, Civility
Target Students	Early-career health professionals seeking advancement; individuals pursuing management or leadership roles; working adults needing a fully online, flexible graduate program.
Alignment to College and/or University	<p>MSHS mission aligns directly with the mission of the <u>Marieb College of Health & Human Services</u>, which emphasizes advancing education, health, and well-being through teaching excellence, impactful scholarship, and service.</p> <p>MSHS vision complements Florida Gulf Coast University's institutional vision of achieving national prominence and global recognition through ethical leadership, community engagement, and transformative impact. The MSHS program supports this aspiration by offering a fully online, accessible graduate degree that attracts diverse learners and strengthens the region's healthcare leadership pipeline.</p> <p>MSHS values closely mirror the values embedded in both <u>Marieb College</u> and <u>FGCU</u>. <u>Marieb College</u> emphasizes teaching excellence, service, and community connectedness, while <u>FGCU</u> highlights student success, ethical leadership, and public service.</p>

Homework Example 2

Program Variant	MHA-Online (Primary/Only Track)
Mission	Preparing and inspiring future healthcare changemakers to improve health equity, access to care, and health outcomes in their communities.
Vision	We strive to be an exceptional program known by current and future students, alumni, employers, our community, and peer institutions for developing theory-driven and practice-based healthcare administrators through evidence-based teaching, research, and engagement.
Values	At Purdue University and within the MHA Program, we believe that the success of all students are built on the values of integrity, respect, honor, inclusion, innovation, and growth.
Target Students	<p>The target audience of the MHA Program is guided by our mission and vision and is tied to our University's Land Grant Mission of teaching, research, and engagement. Our ideal students are:</p> <ul style="list-style-type: none"> • Individuals from underserved communities and rural populations or individuals who wish to work with underserved communities and rural populations in healthcare settings • Early to mid-careerists currently working in healthcare who are looking to advance in healthcare administration and leadership • Recent graduates from baccalaureate programs who are looking to enter the field of healthcare administration <p>One of our target audiences for the MHA Program is individuals from underserved communities and rural populations, which ties back to our guiding statements and our University's Land Grant Mission of teaching, research, and engagement.</p>
Alignment to College and/or University	<p>The mission of our college is: The College of Health and Human Sciences prepares scholars, develops leaders, translates theory to practice and advances knowledge of human behavior, health and quality of life.</p> <p>The university's mission is grounded in the Morrill Act, to ensure there is accessible learning, extended knowledge, and offering opportunities to all.</p> <p>Our program mission, vision, and values <u>continues</u> to support these missions within the healthcare administration and leadership space.</p>



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Homework Example 3


Program Variant	Executive MHA Program Executive Track 100% Online/Asynchronous
Mission	We prepare executive and senior healthcare leaders to excel in diverse settings while driving innovation, advancing knowledge, and making meaningful contributions to society, the community, and the U.S. healthcare system.
Vision	We will serve as the preferred executive-online healthcare administration program for aspiring health leaders, renowned faculty, engaged alumni, and visionary employers – offering affordable and premier, high-quality, online education.
Values	<p>We embrace, model, and practice the SOHA values of innovation, leadership, commitment, accountability, and teaming in the EMHA track.</p> <p>I - Innovation <i>We foster creativity and forward-thinking approaches in healthcare education, research, and problem-solving to address evolving industry challenges and prepare students for the future of healthcare.</i></p> <p>L - Leadership <i>We inspire and develop future leaders who will guide the healthcare industry with vision, resilience, and dedication to improving health outcomes through excellence in education and service.</i></p> <p>C - Commitment <i>We are dedicated to achieving the highest standards in education, research, and service, leveraging our collective faculty expertise and industry experience to prepare students for impactful careers in healthcare administration.</i></p> <p>A - Accountability <i>We uphold transparency and take responsibility for delivering measurable outcomes, ensuring our programs provide high-quality, affordable education recognized nationally for excellence and value.</i></p>



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Homework Example 3 continued

	<p>T- Teaming <i>We encourage collaboration and partnerships among students, faculty, alumni, healthcare organizations, and communities to drive collective success and meaningful contributions to the field of healthcare administration.</i></p>
Target Students	<p>The Master of Healthcare Administration (M.H.A.) Major in Healthcare Administration (Executive Concentration) offers courses designed to enhance the career mobility of persons currently employed in health professions.</p> <p>The primary focus of the curriculum is middle-to senior-level management.</p> <p>This program is designed for students with U.S. healthcare or supervisory experience (preferred, not required).</p>
Alignment to College and/or University	<p>The Mission, Vision, and Values of the Executive MHA Track and School of Health Administration integrate and align well with those of the College of Health Professions (CHP) and Texas State University.</p> <p><u>CHP Mission Statement:</u> The College of Health Professions educates and prepares healthcare professionals with innovative teaching, evidence-based practice and principles, and a commitment to life-long learning in a student-centered environment. The College excels in teaching, clinical practice, scholarship, and service while responding to the diverse healthcare needs of the State of Texas, the nation, and the global community. The College unites faculty, students, communities, and consumers in coalitions to expand the body of knowledge in healthcare practice and management.</p> <p><u>CHP Vision Statement:</u> The vision of Texas State University's College of Health Professions is to be recognized for educating healthcare professionals who can recognize, respond, and mitigate current and future healthcare challenges and disparities in our diverse society.</p> <p><u>Texas State University Mission:</u> Texas State University is a public, student-centered research institution dedicated to excellence, discovery, and innovation. We create new knowledge, embrace a diversity of people and ideas, foster cultural and economic development, and educate our students to participate fully and freely in the communities of Texas, the nation, and the world.</p> <p><u>Texas State University Vision:</u></p>




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Homework Example 3 continued

Program Variant	MHA program Traditional Track 100% face-to-face
Mission	The mission of the Traditional MHA Track is to prepare early-careerist to mid-level healthcare administrators for careers in a variety of healthcare settings.
Vision	The vision of the Traditional MHA Track at Texas State Univeristy is to be the graduate health administration program of choice for students, faculty, alumni, and employers in the United States.
Values	<p>We embrace, model, and practice the SOHA values of innovation, leadership, commitment, accountability, and teaming in the Traditional MHA track.</p> <p>I - Innovation</p> <p><i>We foster creativity and forward-thinking approaches in healthcare education, research, and problem-solving to address evolving industry challenges and prepare students for the future of healthcare.</i></p> <p>L - Leadership</p> <p><i>We inspire and develop future leaders who will guide the healthcare industry with vision, resilience, and dedication to improving health outcomes through excellence in education and service.</i></p> <p>C - Commitment</p> <p><i>We are dedicated to achieving the highest standards in education, research, and service, leveraging our collective faculty expertise and industry experience to prepare students for impactful careers in healthcare administration.</i></p>

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Homework Example 3 continued

	<p>A - Accountability</p> <p><i>We uphold transparency and take responsibility for delivering measurable outcomes, ensuring our programs provide high-quality, affordable education recognized nationally for excellence and value.</i></p> <p>T- Teaming</p> <p><i>We encourage collaboration and partnerships among students, faculty, alumni, healthcare organizations, and communities to drive collective success and meaningful contributions to the field of healthcare administration.</i></p>
Target Students	Our target students consist of early-careerists to mid-level healthcare administrators for careers in a variety of healthcare settings.

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Homework Example 4

Program Variant	Hybrid
Mission	The Master of Health Administration program prepares a highly qualified, diverse group of early careerist students for increasingly responsible management, administrative, and leadership roles across the health care industry.
Vision	The Master of Health Administration program aspires to become a <u>nationally-recognized</u> provider of graduate health administration education, professional development, applied research and scholarship, and a valued and sustainable resource working collaboratively to improve the health of the communities we serve.
Values	<ul style="list-style-type: none"> • Integrity and innovation in our educational and professional endeavors • Continuous program improvement targeting student success • Student-tailored educational and professional development • Creative engagement with community and professional stakeholder groups
Target Students	Early careerists, including those working in healthcare who are newly promoted to managerial/admin positions

Proposed: New Exhibit 1.1.1

Exhibit 1.1.1: Program Variant Table

Instructions: Use the table below to identify each program variant. If any of the program variants have a difference in competency model, competency mapping, or curriculum, explain the difference. If your program has more than 3 variants, add additional columns as needed.


	Program Variant(s)		
Program Name			
Degree			
Mode of Delivery (Residential, Online, or Hybrid)			
Track (Non-Executive Full-Time, Non-Executive Part-Time, Executive Full-Time, or Executive Part-Time)			
Accelerated Track (Yes or No)			
Cohort Based (Yes or No)			
School Name (if different than university name)			
Department Name			
Program Location			
Program Director Name			
Mission			
Vision			
Values			
Target Students			
Alignment of mission, vision, values and target students to College and/or University			
Credit Hours			
Does a single competency model drive all program variants? If no, explain			
Is competency mapping the same for all program variants? If no, explain			
Are courses taken the same? If no, explain			



Updated 3.1 Required Program Topics

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Analytical Reasoning

Definition: The ability to systematically analyze complex healthcare business challenges by integrating quantitative and qualitative information, evaluating competing interpretations, applying structured analytical frameworks, and exercising judgment to support evidence-informed managerial and policy decisions.

Examples: The examples listed below are illustrative and non-exhaustive and do not represent required elements. Programs retain full discretion in determining how this topic is addressed, consistent with their mission, target student population, competency model, assessment strategy, curriculum design, and post-graduate outcomes.

- Framing ambiguous healthcare business problems into analytically tractable questions
- Interpreting multi-source data to inform executive decision making
- Evaluating strategic alternatives using explicit criteria and tradeoffs
- Testing assumptions underlying organizational decisions
- Constructing defensible, evidence-based business arguments
- Assessing risk and uncertainty in healthcare investments or initiatives
- Analyzing interdependencies across healthcare systems and markets
- Evaluating the credibility and applicability of data sources
- Applying decision frameworks to complex management scenarios
- Assessing outcomes to inform organizational learning and improvement

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Healthcare Legal Considerations

Definition: An understanding of how legal and regulatory environments shape healthcare organizational strategy, operations, risk exposure, and executive decision making.

Examples: The examples listed below are illustrative and non-exhaustive and do not represent required elements. Programs retain full discretion in determining how this topic is addressed, consistent with their mission, target student population, competency model, assessment strategy, curriculum design, and post-graduate outcomes.

- Analyzing regulatory requirements affecting healthcare organizations
- Evaluating compliance risks and mitigation strategies
- Interpreting legal responsibilities related to patient rights
- Assessing organizational obligations for data privacy and security
- Analyzing fraud and abuse risks in financial and operational decisions
- Evaluating licensure and scope-of-practice implications for workforce strategy
- Assessing contractual arrangements and organizational risk
- Analyzing employment law implications for healthcare management
- Evaluating liability exposure and risk management strategies
- Interpreting enforcement actions and organizational accountability

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Data Literacy & Data-Supported Decision Making


Definition: The ability to critically interpret data, evaluate its relevance and limitations, and apply insights to support strategic and operational healthcare decisions.

Examples: The examples listed below are illustrative and non-exhaustive and do not represent required elements. Programs retain full discretion in determining how this topic is addressed, consistent with their mission, target student population, competency model, assessment strategy, curriculum design, and post-graduate outcomes.

- Interpreting performance dashboards for executive use
- Evaluating qualitative and quantitative data sources
- Formulating strategic questions that data can inform
- Comparing decision alternatives using data evidence
- Identifying data gaps and limitations
- Communicating data insights to decision makers
- Integrating analytics into recommendations
- Assessing data relevance to organizational goals
- Monitoring indicators to inform management action
- Supporting decisions with defensible evidence


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Document Review Day Mapping


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Document Review Day Mapping

Document	Mapping In 2026 Criteria	Document	Mapping In 2026 Criteria
Admissions		Student/Alumni/Preceptor Feedback	
Spreadsheet (CSV/Excel) with columns for each admission criterion element. Rows for every application in the self-study year.	Exhibit 1.4.5: Admissions spreadsheet or table	Supporting materials for the assessment of stakeholder input. Examples include: -Alumni Survey questions/instrument -Alumni Survey results and analysis -Summary of how Alumni Survey results were used for ongoing process improvement	Alumni supporting material included in Criterion 4.4.
Admission application files for (1) incoming students and (2) rejected students for the self-study year		-Preceptor evaluations for internships/residencies questions/instrument	Preceptor evaluations for internships/residencies: Added to Criterion 3.3 required element b
Explanation for any admissions outside the stated admissions criteria.		-Preceptor evaluations for internships/residencies results and analysis	Student evaluation of preceptors: Covered in 3.3 required element b
Explanation for any denials outside the standard admissions criteria. (Removed)		-Summary of how preceptor evaluation of internship/residency results were used for ongoing process improvement	
Advising records for students in the self-study year.	Criterion 4.2: Added more student feedback evidence without being prescriptive on how student feedback needs to be gathered.	-Student evaluation of preceptors questions/instrument Student evaluation of preceptors analysis	
Student Concerns/Complaints			
Records of any student complaints in the self-study year with documentation of how the complaints were handled. Include/link to any relevant policies.	Added to 1.4 required element g and 1.5 required element a and Exhibit 1.5.1	-Summary of how student evaluation of preceptors results were used for ongoing process improvement -Stakeholder input examples and how they were used for on-going process improvement	

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Document Review Day Mapping

Document	Mapping In 2026 Criteria
Curriculum & Competency Attainment Evidence	
Student orientation materials for the program's competencies/competency model	Added to Criterion 2.2 element g.
Analyses for the measurements of the attainment of the competencies in the program (from entry to graduation).	Covered by 2.2 and 3.2. Updated Exhibit 2.1.1 to be clear about where the program is going to explain where the final program-level competency attainment assessment is done.
Final Course Deliverable: -The final (graded) culminating requirement for all courses in the self-study year (e.g. exam, presentation/project/case analyses) with faculty feedback including any competency related feedback if appropriate. -All student deliverables must be retained for each student but only the sample sizes as noted above should be provided to the site visit team	Covered by: -Additions to Exhibit 2.1.1 -Also added in 2.2 and 3.2 that the program should provide the location of both the final assessment deliverable as well as the feedback.

Document	Mapping In 2026 Criteria
Curriculum & Competency Attainment Evidence	
Final Program Deliverable: -Provide the appropriate sample size for the deliverable the Program uses to assess Program Level targets for competency attainment from the self-study year -Faculty feedback that demonstrates how student met the Program targets must be included.	
Course Evaluation: -Course evaluation questions and results for every course from the self-study year -Summary of where the feedback was shared, how/if the feedback was used for ongoing process improvement, and the outcomes (added to goals, changes made, and the feedback loop).	Course evaluation questions and results for every course: Clarified in 3.3 required element c. Summary of where feedback was shared, how it was used for CQI and outcomes: Covered by Criterion 3.4- added clarifying wording to review element c

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Document Review Day Mapping

Document	Mapping In 2026 Criteria
Program Evaluation and Planning	
Faculty meeting/retreat minutes from the self-study year	Meeting minutes would be supporting evidence for PIC tools. Adding to handbook structure around these as evidence. Program should highlight specific areas of meeting minutes that are relevant.
Student course evaluation for all courses taught during the self-study year	Covered in 3.3 with our addition above
Documentation of Meetings with: Faculty/Retreats, Advisory Board, Students, Alumni and Stakeholders that provide evidence of the Program's use the use of feedback for ongoing process improvement	Will add to self-study handbook the rule that if meeting minutes are provided, they need to highlight the relevant area in the meeting minutes and included in the appropriate criterion.

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1.4.5 – Admissions Table

1.4.5 – Admissions Table

Instructions: This table can be used as the exhibit or the program may provide a different table or spreadsheet with this information.


Student Name or Number	For each admission criterion, indicate whether the student met the requirement	Was the student offered or denied admission?	Did the student accept or decline acceptance?	Provide an explanation if student was admitted but student did not meet admission criteria.



5.1.1 Qualified Program Leadership and Faculty

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5.1.1 - Current Program Faculty Qualifications

	Faculty Name (First, Last)	Academic Qualification: Highest degree earned & year All degrees relevant to the courses taught	Year appointed to Program	Experience: Academic Practitioner Both	University-defined Academic Appointment (Using labels defined by program in 5.1.1 Key identify their role in the program	Program Responsibility A = Advising T = Teaching L = Leadership R = Research NP = Non-Program Activity	Courses Taught in Self-Study Year (Sort descending on this column)	Specific Experiences Qualifying the Faculty for each Course Taught
1.								
2.								
3.								
4.								

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 The image shows a slide with a blue and white background. In the top right corner, the CAHME logo is displayed, consisting of the letters 'CAHME' in a bold, blue, sans-serif font, with a registered trademark symbol. Below the logo, the text 'Commission on Accreditation of Healthcare Management Education' is written in a smaller, black font. The main content of the slide is titled 'Next Steps' in a large, blue, sans-serif font. Below the title, there are two main bullet points, each followed by a list of sub-points. The first bullet point is 'CAHME Next Steps:' and the second is 'Pilot Program Next Steps:'. The sub-points include 'Review survey feedback after today's meeting', 'Changes to the standards will be brought to the Board of Directors for approval on February 18', 'Complete 1.1.1 updated homework', 'Send to Amanda Grow at agrow@cahme.org – Due February 23', 'Complete post meeting survey (will be sent after each meeting)', and 'Programs with a Spring 2027 site visit – send dates to Amanda Grow by April 1'. The number '29' is visible in the bottom right corner of the slide.

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Next Meeting – March 11th

- **Agenda:**
 - Review an examples of 1.1.1 homework submissions
 - Competency Model Assessment and CQI
 - Curriculum Assessment and CQI
 - Q&A

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Thank you

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