

CAHME Chronicle

2009 Annual Report

Message from the Chair

Dear Colleagues:

As CAHME prepares for 2010, a milestone year that will mark five successful years of service to students, faculty and employers, it is appropriate to look back over a busy year and say thank you to the many individuals and organizations that have supported our work. This issue of the **CAHME Chronicle** is our annual report and we continue the tradition to list all volunteers who have worked with us in 2008-2009. We have also included a copy of our ad that will run in major professional journals in the next few months recognizing the organizations and associations who have supported CAHME since we started on our journey in 2005.

In the next few months the CAHME Board will embark on a new planning cycle intended to ensure that we set the right direction for the future --being true to our mission of advancing quality healthcare management. Chief among our priorities is supporting programs as they transition to the competency model, engaging employers in our work, and establishing a strong, viable financial base.

One of the primary challenges in our work is retaining a strong corporate sponsor base. The recent economic downturn has further compromised CAHME support from corporate sponsors, resulting in a loss of 7 sponsors. And while we are concerned about the financial challenge this presents for CAHME, we are equally concerned about having the input of practitioners in helping us remain relevant in preparing leaders for the future. This will be particularly important given the possibility of further changes in the delivery of healthcare and we invite employers to help us refine what skills will be needed for the future.

To all of you who support the work of accreditation, let me personally thank all of you who serve on Councils and Committees and as Site Visitors--we could not be successful without your tireless efforts. CAHME is fully aware that we are asking a great deal of programs in this transition to a robust competency based curriculum that involves expanded experiential learning and assessment methods. We know that programs and faculty are working diligently with their alumni, preceptors and other community leaders to define and refine their individual program's goals and objectives, and to bring the field of practice into the classroom. We applaud your efforts and we look forward to supporting you in the year ahead.

We are entering an exciting time for CAHME as we look to further realize our mission: *"To serve the public interest by advancing the quality of healthcare management education."* With your dedication and help, I have no doubt CAHME can look forward to a great year ahead.

Happy holidays to you all.

Respectfully,

Deborah Bowen,
Chair
CAHME Board of Directors



Deborah Bowen, FACHE, CAE
Chair, CAHME Board of Directors

Message from the CEO

This is the first issue of the CAHME Chronicle from the new CAHME offices at 2111 Wilson Avenue, Suite 700, Arlington, VA 22201. Please also remember to update our contact information to reflect our new phone number: 703-351-5010. For the first time in my tenure as President of CAHME, all staff are in proximity which facilitates closer collaboration. We have recruited an administrative staff member who joined us on December 1st - Bora Chung.

For the first time in the history of accreditation of graduate healthcare management education the staff is separated from AUPHA. This is healthy and we will continue to work closely with AUPHA who represent the faculty. We rely heavily on AUPHA for nominations of faculty members to our Board and Councils.

With our move, we planned for our network transition to go smoothly and quickly. Oh well, such are dreams. And while I am on the topic of information systems, I regret to report that our hoped transition to an electronic annual report system has stalled. The vendor we chose is not able to deliver the product we need. We thank all the CAHME programs for completing the 2009 required annual survey on Survey Monkey for, hopefully, the last time. We will report program composite information at the AUPHA Annual Meeting in Portland.

The Strategic Issues Committee is planning for the CAHME Board Planning Retreat that will occur in February 2010. This retreat will review what has been accomplished in our first five years. We are in the process of collecting information from our constituents - students, faculty and employers - to help inform our planning. The Board will focus on major issues that CAHME faces moving forward.

We just have completed a busy schedule of nine site visits this Fall. A member of the CAHME staff has gone on each visit to help the teams and assure consistency of interpretation of the 2008 Criteria. The Accreditation Council met in late October where it reviewed and made recommendations regarding six programs. A list of accreditation actions and upcoming site visits are also listed in this issue.

The new Standards Council chair, Janet Porter, appointed a special task force to review possible challenges for CAHME accredited programs in AACSB accredited business schools with the 2008 Criteria. The group is preparing a report for the Board to be considered during the Board planning retreat, and in the next revision of the Criteria for Accreditation.

The expanded CAHME team, Carla, Crystal, Bora and I, will continue to work to meet the increasing demands of our programs, programs in candidacy and the many inquiries we receive from prospective students about the field of healthcare management. We are always open to your suggestions and comments.

Happy Holidays,

John S. Lloyd,
President/CEO



John S. Lloyd, MBA, MPH, FACHE
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CAHME Competency Boot Camp

March 20-21, 2010

LAST
CLASS!

Immediately prior to ACHE Congress on Healthcare Leadership Hyatt Regency Chicago.

This is an intensive working session for faculty members from programs making the switch to competency based healthcare management education. **Attendees are required to come with their mission and goals clearly delineated.**

Those attending will:

- Appreciate the value of competency-based education for healthcare management education
- Comprehend the changes to the CAHME criteria related to competency-based education and how they will affect your work as program director / program faculty
- Relate your mission, vision and values to your program's plan for developing and implementing competencies
- Assess the learning objectives for your program's courses (cognitive vs. affective; link to competencies; appropriateness of content and language)
- Select teaching and learning methods and student assessment methods most appropriate for the competencies covered in each course

*Faculty: Dan Gentry, PhD, Rush University, Chicago
Judith Calhoun, PhD, University of Michigan*

Cost: Early Registration \$450

Visit www.cahme.org for more details and to register.

Here's what Boot Camp attendees are saying:

"I highly recommend this session for all programs. I didn't know what to expect, but felt compelled to attend. Glad I did - I learned much, feel better prepared and had fun."

"The program was extremely useful to helping me understand competency based curriculum development and think through improvements to our process and teaching methods/assessments."

"[The] educational theory presentation covers so much material that is absolutely fundamental to the CAHME program... It was a wonderful lesson that covered a semester's worth of content!"



CAHME

Commission on Accreditation of
Healthcare Management Education

Serving the public interest by
advancing the quality of healthcare
management education.

CAHME's focus is on providing the field with the best prepared graduates possible—individuals who can quickly add value to an organization and grow into future leaders.

CAHME achieves its mission through three core strategies:

- Fostering a practitioner-academician dialogue to ensure that programs in health administration are highly relevant to the needs of healthcare organizations
- Ensuring that curriculum is based on well-defined competencies, so that graduates have the skills they need to succeed
- Using an external peer review process to stimulate innovation and a focus on continuous improvement in academic programs in healthcare management

CAHME would like to thank these organizations for their support

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The Standard of Excellence in Healthcare Management Education since 1968.

2008-2009 CAHME Audited Financial Summary

	<i>FY 2007-2008 Actuals</i>	<i>FY 2008-2009 Budget</i>	<i>FY 2008-2009 Actuals</i>	<i>Variance Better / (Worse)</i>
Revenues				
<i>Corporate Member Dues</i>	\$ 530,000	\$ 560,000	\$ 515,000	\$ (45,000)
<i>Annual Program Fees</i>	150,150	153,300	154,350	1,050
<i>Site Visit Fees</i>	109,100	62,000	69,500	7,500
<i>Contributions¹</i>	104,900	55,400	57,400	2,000
<i>Interest/Dividend Income</i>	29,484	16,000	18,154	2,154
<i>Other fees</i>	26,925	13,500	39,680	26,180
Total Revenue	\$ 950,559	\$ 860,200	\$ 854,084	\$ (6,116)
Expenses				
<i>Administrative Services</i>	\$ 12,018	\$ 13,593	\$ 14,616	\$ (1,023)
<i>Appeal Expense</i>	0	0	0	0
<i>Management Consulting</i>	56,353	15,000	29,467	(14,467)
<i>Depreciation</i>	11,833	10,950	14,023	(3,073)
<i>Insurance - business</i>	7,469	10,500	12,013	(1,513)
<i>Dues and subscriptions</i>	9,117	5,300	5,250	50
<i>Fellow Training</i>	2,338	5,000	12,847	(7,847)
<i>Board Meetings</i>	26,118	35,000	8,993	26,007
<i>Accreditation Council</i>	58,189	55,000	49,760	5,240
<i>Standards Council</i>	349	15,000	5,104	9,896
<i>Professional Meetings</i>	9,558	6,000	11,880	(5,880)
<i>Office Expense</i>	43,130	40,252	24,039	16,213
<i>Miscellaneous Expense</i>	15,743	21,000	25,944	(4,944)
<i>Professional Fees</i>	14,736	14,500	13,114	1,386
<i>Rent</i>	40,530	35,200	39,269	(4,069)
<i>Salaries/related expense</i>	353,340	382,631	373,118	9,513
<i>Site Visit Expenses</i>	62,553	39,364	43,818	(4,454)
<i>Travel/Lodging</i>	40,113	46,500	28,717	17,783
<i>In-Kind Accreditation Expense²</i>	99,400	55,400	55,400	0
Total Expense	\$ 862,887	\$ 806,190	\$ 767,372	\$ 38,818
Net Income	\$ 87,672	\$ 54,010	\$ 86,712	\$ 32,702

¹ Includes In-Kind Contribution of Site Visitors Time

² To recognize the value of volunteer site visitor contribution

2008-2009 Best Practice in Accredited Programs

Managing teams is a critical skill for future healthcare leaders. CAHME Criterion III.C.3 of the CAHME Criteria for Accreditation requires that:

“The program will provide, throughout the curriculum, opportunities for students to participate in team based activities.”

In Spring 2009, the site visit team commended the activities of the MHA program at **Armstrong Atlantic State University** toward meeting this criterion. The program provided good evidence that team-based projects were a significant component of several courses throughout the curriculum, as is required of all accredited programs in the switch to competency based education.

However, the faculty at Armstrong Atlantic State have taken this a good step further and reported that they have developed a team assessment instrument that is used in seven courses in the curriculum. This deployment of a comprehensive team assessment tool was cited as a **Best Practice** in the site visits from that cycle.

This instrument asks students to rate each team member, including themselves, on 12 specific measures of team work, as well as to provide specific feedback regarding the team member’s role on the team, contribution to the project, strengths as a team member, and areas for improvement.

Example questions from the assessment tool include:

1. This person:

- contributed many ideas through the project.
- actively participated in discussions about the project.
- listened to others and made some suggestions.
- seemed bored or did not contribute to discussions about the project.

2. This person:

- actively listened to others’ ideas and made an effort to involve others.
- offered encouragement to others.
- did not try to engage others but was not obstructive.
- tried to dominate discussions or was obstructive to the group process.

3. This person’s work:

- has been of superior quality and has exceeded the standards that were agreed upon by the group.
- has been good and has met the standards that were agreed upon by the group.
- has been below average and below the standards agreed upon by the group.
- has been of very poor quality and not acceptable to the group.

Both students and faculty noted that this instrument contributes to the value of the projects in the coursework. The aggregated assessment provides feedback to the student and facilitates the identification of strengths and areas for improvement for each team member. The site visit team agreed.

For more information about the complete assessment, its use in the program and its fit to the program’s selected competencies, please contact the Program Director, Joey Crosby Ph.D., RPh at joey.crosby@armstrong.edu or (912) 344-2657.

Editorial Note:

Site visit teams exercise their judgment in the identification of best practices seen in site visits.

Accreditation Actions

At the November 2009 meeting of the CAHME Board of Directors the following accreditation actions were approved:

George Mason University
[Master of Science in Health Systems Management](#)
Initial Accreditation Granted: 3 years

University of North Florida
[Master of Health Administration](#)
Reaccredited: Term TBD

Texas Woman's University - Houston
[Master of Health Care Administration](#)
Reaccredited for: 6 years

Armstrong Atlantic State University
[Master of Health Services Administration \(MHSA\)](#)
Reaccredited for: 6 years

San Diego State University
[Graduate Program in Health Service Administration](#)
Reaccredited for: 3 years

University of Alabama at Birmingham
[Master of Science in Health Administration](#)
Reaccredited for: 6 years

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