



CA⁺HME

Commission on Accreditation
of Healthcare Management Education

CAHME Update

AUPHA Annual Meeting 2011

Charleston, SC

Agenda

- Overview of new criteria
- Overview of new self-study handbook
- Summary of Annual Report Data (if time)

FALL 2013 CRITERIA FOR ACCREDITATION



**Fall 2013 Criteria approved by
CAHME Board of Directors May
16, 2011**

Criteria Comment Period by the Numbers

- 18 comment letters received and considered
 - Includes comments from individual faculty and practitioners and associations
- 5 criteria amended
- 5 suggestions added to Self-Study Handbook
- 3 information sessions held
- 1 suggestion adopted to change procedure
 - 1st time release of SSH for public comment

Amended Criterion

- (I.A.3) The Program will monitor changes in the health system, the University environment, and management theory and practice and adjust its mission, vision, goals and objectives as necessary.
- **The Program will monitor changes in the health system, the University environment, and management theory and practice and adjust its mission, vision, goals and objectives, and competency model as necessary.**

Amended Criterion

- (III.A.2) The program curriculum will provide students with an appropriate depth and breadth of knowledge of the healthcare system and healthcare management.
- **The program curriculum will provide students with a depth and breadth of knowledge of the healthcare system and healthcare management aligned with the mission.**

Amended Criterion

- (IIIA.3) The program competencies will incorporate at a minimum the following: communications and interpersonal effectiveness; critical thinking, analysis, and problem solving; management and leadership; professionalism and ethics.
- **Changed to 4 separate criteria (III.A.3-6) for each domain.**

Amended Criterion

- (III.B.2) The Program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.

- **The Program will provide, throughout the curriculum, opportunities for students to participate in team-based and interprofessional activities.**

Amended Criterion

- (III.C.1) The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education.
- **The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.**

Effective Date

Fall 2013 Criteria for Accreditation

Mandatory for:

- Programs in self-study in or after AY 2012-13
- All Site visits Fall 2013 & beyond

Optional for:

- Programs in self-study AY 2011-12
- Site visits Fall 2012 & Spring 2013
 - *Elect either the Fall 2008 or 2013 Criteria*
 - *Notify CAHME by 12/1/2011*

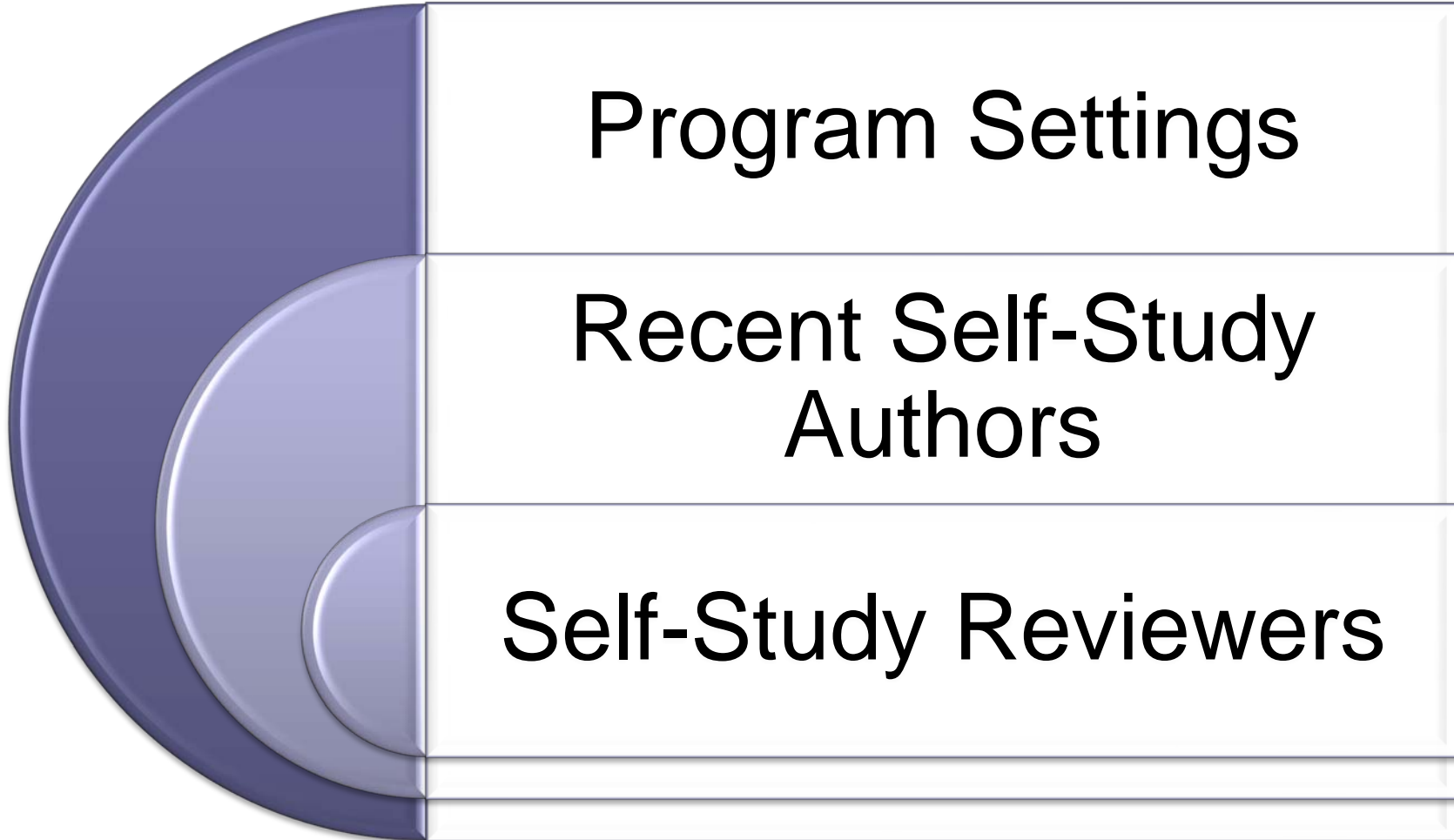
Next Steps

- Finalize and publish SSH by July
- Site visitor training starts Spring 2012
- Boot Camp 2.0
- eAccreditation Self-Study module
- Additional program resources
 - Webinars
 - Resource guides

SELF-STUDY HANDBOOK DEVELOPMENT



Self-Study Handbook Committee Composition



SSH Committee Members

Name	University	School Type	Experience
Andy Garman (Chair)	Rush	Health Sciences	Standards Council Continuing Member SSH, Reviewer
Dawn Oetjen	Central Florida	Standalone	Commissioner, Reviewer
Sharon Schweikhart	Ohio State	Public Health	Recent author
Chris Johnson	Texas A&M	Public Health	Fellow Recent author
Jackie Zinn	Temple	Business	Past Commissioner, Reviewer, Past Chair SSH
Steve Davidson	Boston	Business	Recent author

Process

Start

- 01/2011

Existing Criteria

- Comprehensive Iterative review of existing SSH interpretations and requirements

New Criteria

- Iterative development process for new requirements
- Multiple layers of feedback

SOME KEY CHANGES TO SELF- STUDY REQUIREMENTS



Criterion III.A.2

- **The program curriculum will provide students with a depth and breadth of knowledge of the healthcare system and healthcare management aligned with the mission.**

REQUIRED III.A.2

1. Describe how the curriculum defines the healthcare management program by delineating the knowledge areas in healthcare management and of the healthcare system.
2. Describe the process by which your program identifies essential healthcare system and healthcare management knowledge areas your curriculum is expected to cover and how the program ensures students are exposed to these areas.

Criterion III.A.3

- **The program curriculum will develop students' competencies in communications and interpersonal effectiveness.**

Interpretation III.A.3

- “Communications” competencies associated with giving and receiving of information between an individual and other individuals or groups
- “Interpersonal effectiveness” competencies associated with developing and maintaining effective working relationships with others
- Examples: Collaboration, Oral and Written communications & Relationship Building

Criterion III.A.4

- **The program curriculum will develop students' competencies in critical thinking, analysis, and problem solving.**

Interpretation III.A.4

- **Critical thinking, analysis, and problem solving:** competencies related to the appropriate use of information, data, and judgment to inform sound management decisions
- Examples: Analytical thinking, Financial skills, Information Seeking, Performance Measurement, and Process Management.

Criterion III.A.5

- **The program curriculum will develop students' competencies in management and leadership.**

Interpretation III.A.5

- **Management and leadership:** competencies related to a student's ability to successfully pursue organizational goals that involve getting things done through & in collaboration
- Examples: Change leadership, Human Resource Management, Impact & Influence, Initiative, IT management, Innovative Thinking, Organizational Awareness, Project Management, Strategic Orientation, & Talent Development.

Criterion III.A.6

- **The program curriculum will develop students' competencies in professionalism and ethics.**

Interpretation III.A.6

- **Professionalism and ethics:** competencies that relate to upholding high professional and ethical standards
- Examples: Accountability, Acting with Integrity, Achievement Orientation, Ethical decision-making, Professionalism, and Self-Confidence

REQUIRED III.A.3-III.A.6:

1. Describe how the competencies identified in III.A.3-6 are addressed by the program's set of competencies.
2. Explain where these competencies are developed in the required curriculum and program activities.

Criterion III.B.1

- **The Program will incorporate a range of teaching and learning methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education.**

REQUIRED III.B.1

1. Using the syllabi cover sheets as a guide, discuss the overall percentage of time a typical student spends on higher vs. lower level teaching and learning methods, according to the level definitions provided. In your analysis of student time associated with the activity, include time spent both inside and outside of class.

REQUIRED III.B.1

2. Evaluate the extent to which the balance between higher vs. lower level teaching and learning methods is appropriate given the mission and goals of your program, as well as any plans / methods you are pursuing to implement higher level methods.

REQUIRED III.C.1

- **The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.**

III.C.1

Interpretation

- Throughout the curriculum, the Program should incorporate a range of assessment methods as appropriate to the course objectives and competencies. These methods should reflect the rigor expected of graduate education and should therefore emphasize methods beyond those associated with knowledge evaluation. Examples of lower and higher-level assessment methods are provided in the table.

REQUIRED III.C.1

- Evaluate the extent to which the balance between higher vs. lower level teaching and learning methods is appropriate given the mission and goals of your program, as well as any plans / methods you are pursuing to implement higher level methods.

Criterion II.A.1.

- **The Program will make available full and accurate information regarding its application process; the competencies that form the basis for its curriculum; the curriculum; teaching, learning and assessment methods; and student achievement.**

New Requirement II.A.1

3. Provide the URL from the Program's website that shows the publication of measures of student achievement including, at a minimum: completion rate for the last graduating class; the percent of these students employed within three months of graduation.

Next Steps

- Consider today's dialogue and determine refinements to SSH
- Approval by CAHME Board of Directors on July 11th
- Publish SSH by July 25th
- Develop Program Review Worksheet
- Continue development with Liaison on self-study module
 - To be available for programs who opt in for Fall 2013 Criteria by February 2012





Commission on Accreditation
of Healthcare Management Education

Profile of CAHME Accredited Programs
83 accredited programs at 71 Universities

Summary of Annual Report Data
2009-2010

Summary of Accredited Program Settings

	2008	2009	2010	
School or College Setting	#	#	#	%
Public Health	25	28	29	35%
Business or Management	19	20	20	25%
Public Administration/Public Policy	8	7	6	7%
Other ¹	31	32	28	33%
Total	83	82	83	

Summary of Degree Types Granted

Degree Type	2008	2009	2010
MHA or similar	52	51	51
MBA	16	14	14
MPH	7	6	8
MPA	1	1	1
MS	8	10	9
Others	3	3	3

Total > number of programs since some programs grant multiple degree types

Total Enrollment

	2008		2009		2010	
Full Time Students	3231	63%	3431	63%	3703	62.3%
Part Time Students	1912	37%	1981	37%	2242	37.7%
Total	5143		5412		5945	

5% growth in total enrollment over 2008 in 2009
 10% growth in total enrollment over 2009 in 2010

Recruitment Activity AY 2008-2010²

	# Applications			% increase	
	2008	2009	2010	2008-2009	2009-2010
Complete Applications	5464	5989	7559	10%	26%
Applicants Offered Admission	3198	3642	4080	14%	12%
Enrolled	2094	2399	2596	15%	8%

Curriculum Characteristics⁴

	Required Credit Hours		Elective Credit Hours		Program Total
Median	48		3		54

	Required Credit Hours		Elective Credit Hours		Program Total
Mode	48		0		60

	Required Credit Hours		Elective Credit Hours		Program Total
Maximum	89		24		91

4- Includes programs on the quarter system. Quarter credits have been adjusted to semester credits.

Note that CAHME expects that a total of 40 credit hours, not including are the experiential component, is the minimum required for program competency development.

Online Instruction

% of curriculum delivered online	2008	2009	2010
	# of programs		
Less than 10%	68	67	69
10 - 24%	5	4	8
25 - 49%	4	5	2
50 - 75%	3	4	0
75 - 90% ⁵	3	2	4

Programs with Online Instruction

<p>75 -90% online</p>	<ul style="list-style-type: none"> • UNC-Chapel Hill Executive Program in Policy & Mgmt (MHA) • VCU Professional MHSA Program • University of Central Florida (MS) • University of Minnesota Executive MHA
<p>50-75% online</p>	<p>NONE</p>
<p>25-49% online</p>	<ul style="list-style-type: none"> • California State Long Beach Accelerated MS • Medical University of South Carolina Executive MHA
<p>10-24% online</p>	<ul style="list-style-type: none"> • University of Houston Clear Lake MBA/MHA • University of Houston Clear Lake MHA • George Mason University Health Systems Management • University of Memphis (MHA) • University of Minnesota (MHA) • Temple University MBA Healthcare Management • University of Kansas Medical Center (MHSA) • Texas Tech University (MBA)

All accredited programs are required to include at least 120 contact hours of instructional time in person

Experiential Component

Required for graduation in **60** programs

Earned Credit Hours in **46** programs

- Average credit hours earned 3.85
- Mode for credit hours earned 0

Length of field experience

- Average # working hours 533
- Mode # of working hours 400

Number of Graduates from CAHME Accredited programs					% change	
	8/2007	8/2008	8/2009	8/2010	2008 -2009	2009 -2010
Total	1698	1799	1942	1918	+7.9%	-1.2%
Female	935	992	1109	1063	+11.8%	-4.1%
Male	763	807	833	855	+3.2%	+2.6%
Minorities⁶	--	38%	36%	32%	--	--

6- 2010: Only 71 programs reporting. Adjusted total graduates from these programs = 1610

2009: Only 67 programs reporting. Adjusted total graduates from these programs = 1526

2008: Only 73 programs reporting. Adjusted total graduates from these programs = 1476

Minorities as defined by the US Census Bureau

Graduate Placement

	2008	2009	2010
# Employed in professional positions	1265	1035	1169
# Selected for postgraduate fellowships	249	231	219
# Pursuing further education	83	61	98
# International students returning home without seeking US employment	19	32	45
Sub Total	1616	1359	1535
# Employment status not known / not reported	183	583	383
Total	1799	1942	1918

Professional Placements

— Hospital or Health System	587	—
Physician Practice	73	
Military or VA	135	
Association	22	
Long Term Care	40	
Consulting	116	
Insurance/HMO	66	
Pharmaceutical/Biotech/ Medical Devices	94	
Employed outside of healthcare/Overseas	36	
Total	1169	

Profile of Faculty Deployment

	# of Programs with these numbers of faculty					
	0	1	2	3 - 5	6 -9	≥10
Full Time Faculty	-	-	2	22	32	27
Part Time Faculty	22	20	3	20	6	9
Adjunct Faculty	7	4	7	27	13	24

Competency Models Selected in Accredited Programs

Model	Number of Programs			
	8/2007	8/2008	8/2009	8/2010
NCHL/ based on NCHL	50%	31%	28%	35%
Developed by the program &/ based on a composite of two or more of the established models	0%	36%	26%	25%
Based on HLA	30%	20%	23%	22%
SLU	10%	8%	11%	11%
Based on the ACHE Competency Assessment Tool	0%	0%	8%	4%
Yale University	7%	3%	3%	1%
Department of Defense Executive Skills	3%	2%	2%	1%