



## CAAHEP ACCREDITATION SITE VISIT

### A Program Director's Guide: Organizing the Documents for the Site Visit

On the following pages is a list of documents to have available for the site visit. Some documents may not apply to your profession or there may be documents that do apply to your profession and are not listed below. The list that follows is a generic list. *The Committee on Accreditation (CoA) for your profession may have its own list; therefore, confirm with it first.*

The Self-Study Report has been submitted and your site visit is scheduled. You are eagerly anticipating an informative time with the site visitors. You want to be well prepared, so where do you start?

Effective preparation for the site visit will facilitate the site review, ensure that your program is adequately represented by providing documentation of your processes, answer site visitor questions, and significantly reduce your stress level. Having all potential documents available for review also demonstrates the degree of organization of your program. Whether this is your first site visit, or you are a seasoned veteran, the following checklist will assist you in your preparations.

There are two primary methods of organizing the materials: either in 1) file boxes or crates with labeled hanging file folders or 2) electronic format. Either method is acceptable and **should be organized by the Standard Reference** (i.e., II.A., or III.C.2., etc.) and remain available in the private conference room scheduled for the site visitors. Some standards will require several years of data, for example the Resource Assessment Matrix. In these cases, you will need to label each year with a separate divider or folder. Additionally, site visitors will pull student files at random for review and be prepared to provide additional examples if requested (i.e., exams, lesson plans).

If the program has documents in **electronic format**, great! Items that were provided in the Self-Study Report; it is not necessary to provide another copy. If the document was NOT provided with the original submission of the Self-Study Report, then provide it for the site visit.

Once you have organized the files, have another staff member review the contents against the checklist. Are all the requested materials present and current? Are the copies legible? Do the materials address the 'evidence' column in the Site Visit Report? If you have not already done so, request from the CoA an example of the Site Visit Report. Make sure that your key faculty members are familiar with the documents on hand and can answer all questions in their area of responsibility.

You should now be ready for the site visit so relax and engage the site visitors in dialog about your program!

Standard Reference	Documentation List
	<b>Box #1: SITE VISIT LOGISTICS, Standards I. SPONSORSHIP and II. PROGRAM GOALS</b>
	1. <i>This document with the first two columns filled in.</i>
	2. Completed Site Visit Schedule copies. Include as separate documents: <ol style="list-style-type: none"> <li>List of students to be interviewed</li> <li>List of graduates to be interviewed</li> <li>List of employers to be interviewed</li> <li>List of Advisory Committee members to be interviewed</li> </ol>
	3. Program updates or changes since the <i>Self-Study Report</i> was submitted that the site visitors may not have received.

Standard Reference	Documentation List
	<b>I. Sponsorship</b>
	<b>A. Sponsoring Institution</b>
I.A.	<input type="checkbox"/> Evidence of institutional accreditation from an accrediting organization listed on the US Department of Education website ( <a href="http://www.ope.ed.gov/accreditation/">www.ope.ed.gov/accreditation/</a> ). Proof may be a letter or certificate from the accrediting organization. <input type="checkbox"/> Legal authorization to provide postsecondary education
	<b>B. Consortium Sponsor</b>
I.B.1.	<input type="checkbox"/> Verification of at least one member meeting Standard I.A. <input type="checkbox"/> Meeting minutes of Consortium Governing Board <input type="checkbox"/> Organizational chart <input type="checkbox"/> Articulation agreement, <i>if applicable</i>
I.B.2.	<input type="checkbox"/> Consortium agreement or Memorandum of Understanding with up-to-date signatures <input type="checkbox"/> Bylaws
	<b>C. Responsibilities of Sponsor</b>
I.C.	<input type="checkbox"/>
	<b>II. Program Goals</b>
	<b>A. Program Goals and Outcomes</b>
II.A.	<input type="checkbox"/> Current advisory committee members identifying at least one representative from each required group <input type="checkbox"/> Advisory committee meeting minutes and attendance for the past two (2) to three (3) years
	<b>B. Appropriate of Goals and Learning Domains</b>
II.B.	<input type="checkbox"/> Advisory committee meeting minutes demonstrating <ul style="list-style-type: none"> <li>o who was present and who was absent, the communities of interest each member represents</li> <li>o reviewing the program's minimum expectation [Standard II.C.]</li> </ul>
	<b>C. Minimum Expectations</b>
II.C.	<input type="checkbox"/> Published program goal(s) in program promotional materials, student handbook, advisory committee minutes, website and/or other areas. <input type="checkbox"/> Show WHERE this minimum expectation is posted
	<b>Boxes #2 + #3: Standard III. RESOURCES</b>
	<b>III. Resources</b>
	<b>A. Type and Amount</b>
III.A.1.	<input type="checkbox"/> Completed Resource Assessment Matrix [Standard III.D.] <input type="checkbox"/> [Faculty] Organizational chart or list of faculty members, full and part-time <input type="checkbox"/> [Clerical/support staff] Evidence that program functions are not performed due to lack of clerical support <input type="checkbox"/> [Clerical/support staff] Adequate student support (e.g. admissions, financial aid, academic advising, counseling) <input type="checkbox"/> [Curriculum] Faculty meeting minutes <input type="checkbox"/> [Curriculum] Curriculum modification with changes and dates <input type="checkbox"/> [Finances] Program budget <input type="checkbox"/> [Clinical affiliations] Tracking documentation for previous cohorts <input type="checkbox"/> [Instructional reference materials] <ul style="list-style-type: none"> <li>o Access to program library</li> <li>o On-site resources</li> <li>o Databases or journals</li> </ul>

Standard Reference	Documentation List
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The following items will be inspected by the SV Team:               <ul style="list-style-type: none"> <li>o Classroom/laboratory facilities</li> <li>o Ancillary student facilities</li> <li>o Equipment/supplies</li> <li>o Computer resources</li> </ul> </li> <li><input type="checkbox"/> [Faculty and staff CE] List of CEUs for faculty and staff or examples in employee files</li> <li><input type="checkbox"/> [Faculty and staff CE] Documentation of faculty development (may include programs presented at a college, internal program in-services, or local, regional, and national meetings relating to clinical care or instructional techniques)</li> </ul>
	<p><b>B. Personnel</b> <i>This will vary by CoA.</i></p>
III.B.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Job descriptions               <ul style="list-style-type: none"> <li>o Program Director</li> <li>o Medical Director, <i>if applicable</i></li> <li>o Clinical Coordinator</li> <li>o Faculty – part-time</li> <li>o Faculty – full-time</li> <li>o Other</li> </ul> </li> </ul>
	<p><b>PROGRAM DIRECTOR</b></p>
III.B.1.a.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written job description</li> <li><input type="checkbox"/> Documentation of employment</li> <li><input type="checkbox"/> Teaching and administrative workload assignments</li> <li><input type="checkbox"/> Faculty teaching schedules</li> <li><input type="checkbox"/> Results of student course evaluations</li> <li><input type="checkbox"/> Evidence of preceptor training program</li> <li><input type="checkbox"/> Resource assessment analysis and action plans</li> <li><input type="checkbox"/> Outcomes analysis and action plans</li> <li><input type="checkbox"/> Periodic assessment &amp; review of evaluations of student, faculty, employer, preceptor, clinical sites</li> <li><input type="checkbox"/> Long range plans document</li> <li><input type="checkbox"/> Evidence of implementation of recommendations received</li> <li><input type="checkbox"/> Evidence of curriculum updates</li> <li><input type="checkbox"/> Any documentation of reviewed/discussed evaluation methods of program effectiveness</li> <li><input type="checkbox"/> Written evidence that Medical Director has adequate participation in program</li> <li><input type="checkbox"/> Written evidence of adequate communication among faculty &amp; documentation of decisions, changes (memo's or faculty meeting minutes)</li> </ul>
III.B.1.b.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Official transcript (minimum of X Degree)</li> <li><input type="checkbox"/> Copy of certification or license</li> <li><input type="checkbox"/> CV with formal education/degrees &amp; related experience</li> </ul>
	<p><b>MEDICAL DIRECTOR, <i>if applicable</i></b></p>
III.B.2.a.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Written job description</li> <li><input type="checkbox"/> Teaching and administrative workload assignments</li> <li><input type="checkbox"/> Review of surveys (student, program, clinical, field, graduate, &amp; employer)</li> <li><input type="checkbox"/> Reviews/Approval of overall progress of each student</li> <li><input type="checkbox"/> Approval of curriculum</li> <li><input type="checkbox"/> Approval of terminal competency for each student</li> <li><input type="checkbox"/> Regular communication with PD (Checklist sign offs, email, etc.)</li> <li><input type="checkbox"/> Memo or letter signed and dated when the material was review by medical director</li> </ul>

Standard Reference	Documentation List
III.B.2.b.	<input type="checkbox"/> CV with formal education/degrees & related experience <input type="checkbox"/> Copy of State License for each licensed
	<b>FACULTY / INSTRUCTIONAL STAFF</b>
III.B.3.a.	<input type="checkbox"/> Written job description(s) <input type="checkbox"/> Evidence of adequate number of faculty for the number of enrolled students <input type="checkbox"/> Evidence of adequate faculty assigned to monitor students in clinical areas <input type="checkbox"/> Schedules for assignments / teaching load
III.B.3.b.	<input type="checkbox"/> CV with formal education/degrees & related experience
	<b>C. Curriculum</b>
III.C.1.	<input type="checkbox"/> List of all courses required for completion of the program <input type="checkbox"/> Lesson plans <input type="checkbox"/> Syllabi <ul style="list-style-type: none"> <li>○ written course descriptions</li> <li>○ learning outcomes</li> <li>○ evaluation procedures to measure student competency</li> </ul> <input type="checkbox"/> Schedule for didactic lab, clinical components
	<b>D. Resource Assessment</b>
III.D.	<input type="checkbox"/> Results of student and personnel resource surveys using the Resource Assessment Matrix (RAM) <input type="checkbox"/> Raw surveys administered at least annually <ul style="list-style-type: none"> <li>○ Student surveys</li> <li>○ Program personnel surveys</li> <li>○ Graduate surveys</li> <li>○ Employer surveys</li> <li>○ Evaluations of faculty and guest speaker presentations by students</li> <li>○ Evaluations of courses by students</li> <li>○ Other instruments / tools used</li> </ul> <input type="checkbox"/> Documentation of implemented changes <input type="checkbox"/> Evidence of action plans <input type="checkbox"/> Evidence of review of the results from the action plans <input type="checkbox"/> Advisory Committee Meeting Minutes
	<b>Box #4: Standard IV. STUDENT AND GRADUATE EVALUATION/ASSESSMENT</b>
	<b>IV. Student and Graduate Evaluation/Assessment</b>
	<b>A. Student Evaluation – Frequency and Purpose</b>
IV.A.1.	<input type="checkbox"/> Course examinations <ul style="list-style-type: none"> <li>○ formative exams</li> <li>○ summative exams</li> </ul> <input type="checkbox"/> Documentation of comprehensive evaluation for each student in most recent cohorts, measuring <ul style="list-style-type: none"> <li>○ Affective learning domain</li> <li>○ Cognitive learning domain</li> <li>○ Psychomotor learning domain</li> </ul> <input type="checkbox"/> Documentation of analysis of examination items and actions taken to improve the items. <input type="checkbox"/> Feedback mechanisms by program to students indicating progress toward achievement of competencies <input type="checkbox"/> Evidence of demonstration of skill mastery prior to entering clinical areas <input type="checkbox"/> Process for grading, remediation

Standard Reference	Documentation List
<b>B. Outcomes</b>	
IV.B.1.	<input type="checkbox"/> CAAHEP/CoA Annual Report <ul style="list-style-type: none"> <li>○ Retention meets threshold</li> <li>○ National or State licensing exam results meet threshold</li> <li>○ Positive placement meets threshold</li> <li>○ Graduate and employer surveys meet thresholds</li> </ul> <input type="checkbox"/> Completed graduate and employer surveys (raw data)
IV.B.2.	<input type="checkbox"/> CAAHEP/CoA Annual Report <input type="checkbox"/> Evidence of implemented changes, <i>if applicable</i>
<b>Box #5: Standard V. FAIR PRACTICES</b>	
<b>V. Fair Practices</b>	
<b>A. Publications</b>	
V.A.1.	<input type="checkbox"/> School Catalog
V.A.2.	<input type="checkbox"/> Faculty Handbook <input type="checkbox"/> Student Handbook
V.A.3.	<input type="checkbox"/> Institutional policies and procedures <input type="checkbox"/> Program policies and procedures <input type="checkbox"/> List of terminal competencies <input type="checkbox"/> Student grievance policy and procedures <input type="checkbox"/> Website
V.A.4.	<input type="checkbox"/> Evidence of where the outcomes are posted for the public <input type="checkbox"/> Evidence of 3 or 5 years of data on program pass rates, retention, and positive placement (verify with CoA the number of years) <input type="checkbox"/> Evidence that CAAHEP and CoA addresses are included or noted under the section above.
<b>B. Lawful and Non-Discriminatory Practices</b>	
V.B.	<input type="checkbox"/> Faculty grievance policy and procedures
<b>C. Safeguards</b>	
V.C.	<input type="checkbox"/> Evidence of preventative health screening, appropriate immunizations <input type="checkbox"/> Evidence all activities required in the program are educational and students must not be substituted for staff
<b>D. Student Records</b>	
V.D.	<input type="checkbox"/> Gradebook <input type="checkbox"/> Permanent student transcripts <input type="checkbox"/> Sample of student records (enrolled and graduated students) <ul style="list-style-type: none"> <li>○ application to program</li> <li>○ attendance</li> <li>○ course transcripts</li> </ul>
<b>E. Substantive Change [This will vary by CoA]</b>	
V.E.	<input type="checkbox"/>
<b>F. Agreements</b>	
V.F.	<input type="checkbox"/> Signed and dated affiliation agreements with all current <ul style="list-style-type: none"> <li>○ clinical sites</li> <li>○ other organizations, <i>if applicable</i></li> </ul>