



American Academy of Anesthesiologist Assistants | American Society of Anesthesiologists
In collaboration with Commission on Accreditation of Allied Health Education Programs

CAAHEP ACCREDITATION SITE VISIT | Documents for Site Visit

The Self Study Report has been submitted and your site visit is scheduled. You are eagerly anticipating an informative time with the three site visitors who are a combination of anesthesiologist assistants, physician anesthesiologists, and deans. 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 reviewer 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.

The following pages are a list of documents the Program must make available for the site visit, all organized by the Standard Reference (i.e., II.A., or III.C., etc.). These documents are in addition to documents identified in the Executive Analysis (EA). There are two primary methods of organizing the materials: either in 1) a file box or crate with labeled hanging file folders or 2) electronic format. Either way is acceptable for the residential/in-person site visit. The electronic format is used for the virtual site visit. For the residential/in-person site visit, the documentation remains available in the private conference room; for the virtual site visit, the documentation is available in the ARC-AA-established Dropbox folder. Some standards will require several years of data, such as summary tracking documentation for graduated cohorts. 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.

This document is the list of required documentation. Many of the accreditation standards will be verified through conversations and interviews with different people during the site visit. If items were provided in the Self-Study Report, then it is not necessary to provide another copy. If the document was not supplied with the original submission of the Self-Study Report and is noted in the EA, then provide it for the site visit.

Once you have organized the boxes or notebooks, 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*? 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!

CAAHEP Standard	Documentation List
<input type="checkbox"/> Documents for Site Visit and identify the location of each item. (This document is sent to the program electronically prior to the site visit.) <input type="checkbox"/> Completed Site Visit Schedule copies. Include as separate documents: <ul style="list-style-type: none"> <input type="checkbox"/> List of 1st year students <input type="checkbox"/> List of 2nd year students <input type="checkbox"/> List of 3rd year students, <i>if applicable</i> <input type="checkbox"/> List of students to be interviewed <input type="checkbox"/> List of graduates to be interviewed <input type="checkbox"/> List of employers to be interviewed <input type="checkbox"/> List of Advisory Committee members to be interviewed <input type="checkbox"/> Program updates or changes since the <i>Self Study Report</i> was submitted that the site visitors may not have received. <input type="checkbox"/> Student files: site visitors will pull student files at random for review. <input type="checkbox"/> Be prepared to provide additional examples if requested: exams, lesson plans, etc. <input type="checkbox"/> ARC-AA Annual Reports since last accreditation site visit or 5 years, whichever is longer. <input type="checkbox"/> ARC-AA Progress Reports since last accreditation site visit or 5 years, whichever is longer.	<p style="text-align: right;"><i>Not Applicable for Virtual Site Visit</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><i>Not Applicable for Virtual Site Visit because this is included in v-SV agenda</i></p> </div>
Standard I. Sponsorship	
I.B.	<input type="checkbox"/> Minutes of Consortium meetings (if applicable) <input type="checkbox"/> Consortium Agreement and Bylaws (if applicable)
Standard II. Program Goals	
II.A.	<input type="checkbox"/> Documentation of faculty development (may include programs presented at a college, internal program in-services, or local, regional, and national meetings or conferences relating to clinical care or instructional techniques)
II.B.	<input type="checkbox"/> Advisory Committee meeting minutes since submission of Self-Study Report
Standard III. Curriculum	
III.A.	<input type="checkbox"/> Budget for the current year that includes personnel, supplies, equipment, and rental costs (if applicable).
PROGRAM DIRECTOR	
III.B.1.a.1)	<input type="checkbox"/> Faculty meeting minutes (recommend a minimum of the last 2 years)
III.B.1.a.4)	<input type="checkbox"/> Preceptor training manual
III.B.1.a.4)	<input type="checkbox"/> Rosters documenting preceptor training with dates and names.
III.B.1.a.4)	<input type="checkbox"/> Evaluations of clinical rotations by students since the last accreditation site visit or the last 3 years, whichever is longer
III.B.1.a.4)	<input type="checkbox"/> Evaluation of preceptors by students since the last accreditation site visit or the last 3 years, whichever is longer
MEDICAL DIRECTOR	
III.B.2.a.	<input type="checkbox"/> Documentation of Medical Director's Responsibilities: organize, administer, continuously review, plan, and develop processes that ensure general effectiveness of clinical education component of the program
CURRICULUM	
III.C.1.	<input type="checkbox"/> Course schedule for the program (include classroom, lab, and clinical and include a total number of hours for each of these components)
III.C.1.	<input type="checkbox"/> Clinical rotation schedule
III.C.1.	<input type="checkbox"/> Lesson plans for each topic/class session (recommend a minimum of 6 to review) <i>Note: Site visitors may request specific topics</i>
III.C.2.	<input type="checkbox"/> Sample of case logs that have been audited by a faculty member with feedback to the students that demonstrates the review/evaluation process

CAAHEP Standard	Documentation List
III.C.2.	<input type="checkbox"/> Documentation of required student minimums for clinical contacts and procedures with documents that all graduates have met those minimums (recommend a minimum of at least 3 graduating classes).
III.D.	<input type="checkbox"/> Evaluations of faculty and guest speaker presentations by students (recommend a minimum of at least 2 classes)
III.D.	<input type="checkbox"/> Final evaluations of the course by students since the last accreditation site visit or the last 3 years, whichever is longer
III.D.	<input type="checkbox"/> Other program action plans or analysis such as a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. All assessments should be accompanied by a plan to address issues identified
Standard IV. Student and Graduate Evaluation/Assessment	
IV.A.1.	<input type="checkbox"/> Documentation of periodic cognitive evaluation of each student.
IV.A.1.	<input type="checkbox"/> Documentation of periodic psychomotor evaluation of each student.
IV.A.1.	<input type="checkbox"/> Documentation of periodic affective evaluation of each student.
IV.A.1.	<input type="checkbox"/> Documentation of completed psychomotor evaluation at the end of 1 st year.
IV.A.1.	<input type="checkbox"/> Documentation of analysis of examination items and actions taken to improve the items. Must include reliability and validity statistics.
IV.A.1.	<input type="checkbox"/> Completed final course examinations and final comprehensive exams for graduate from the most current 3 years.
IV.A.2.	<input type="checkbox"/> Documentation of grades for students and graduates for at least 3 years.
IV.B.	<input type="checkbox"/> NCCAA certification testing results since last accreditation site visit or the last 3 years, whichever is longer.
IV.B.	<input type="checkbox"/> Graduate and employer surveys since last accreditation site visit or 3 years, whichever is longer.
IV.B.	<input type="checkbox"/> Annual program resource surveys completed by the students and program personnel, including Program Director, Medical Director and Advisory Committee members since last accreditation site visit or the last 5 years, whichever is longer.
Standard V. Fair Practices	
V.A.	<input type="checkbox"/> Department or program policies manual.
V.A.1.	<input type="checkbox"/> Course catalog and course schedule.
V.A.2.	<input type="checkbox"/> Completed student application packet to the program.
V.F.	<input type="checkbox"/> All signed clinical affiliation agreement with a college or other organization (if applicable)