



**Evaluator Training Workshop
Saturday, April 10, 2010
Benson Hotel • Portland, Oregon**

8:45 a.m. to 5:00 p.m.

Schedule of Activities

8:15 – 8:45 Continental Breakfast

- 1) Welcome and Introductions (Dr. Bettenburg, CNME President)**
- 2) Orientation to the day's activities (Dr. Khalsa, Chair, Evaluator Training Taskforce)**
- 3) Overview of accreditation (Dr. Seitz, CNME Executive Director, lead)**
 - i) A brief history of accreditation**
 - ii) Types of accreditation (national, regional, institutional, specialized, programmatic)**
 - iii) U.S. Department of Education recognition of accrediting agencies**
 - iv) Who are the audiences for accreditation?**
 - v) What are the key goals of accreditation? (E.g., Institutional/programmatic development; ensuring baseline expectations of quality)**
- 4) Overview of CNME's accreditation process (Dr. Seitz, lead)**
 - i) CNME's accreditation standards & policies**
 - ii) The self-study process and report**
 - iii) The evaluation visit (a.k.a. site visit, onsite visit)**
 - iv) The evaluation team report and program response**
 - v) The CNME hearing and accreditation decision processes**
 - vi) Reviewing residency programs**
- 5) The Self-Study Process (Dr. Seitz, lead)**

- i) Overview of the self-study process: how programs can maximize the benefit of the process while being responsive to CNME's requirements
- ii) Organization of a self-study report
- iii) Qualities of an effective self-study report and what to avoid

Break: 10:30 a.m. – 10:45 a.m.

6) Role of the evaluation team: the eyes and ears of the Council (Dr. Blackshaw, CNME Vice President, lead)

- i) Peer review/appreciative inquiry
- ii) Verification of the self-study report contents: Is the information in the report accurate and complete?
- iii) Determination of whether the program meets CNME's accreditation standards
- iv) Identifying findings ("recommendations") and drafting the evaluation team report; how to substantiate findings
- v) Commendations and suggestions
- vi) Team's confidential recommendation to Council regarding action to be taken

7) The role of individual team members (Dr. Blackshaw, lead)

- i) The various activities of a team member throughout the evaluation visit process
- ii) Preparing for the visit
- iii) Conducting oneself on campus and as a member of the team: qualities of an effective team member and what to avoid
- iv) Information gathering: reviewing the self-study report, conducting interviews, reviewing documents (sampling), and observing; confidentiality
- v) Formulating the team's commendations, suggestions, and recommendations, and the team's confidential recommendation to the Council
- vi) Writing the team report and follow-up communications

8) The role of the site team chair (Dr. Khalsa, CNME Board member, lead)

- i) Responsibility for providing overall leadership for all aspects of the site review process
- ii) Pre-site visit preparations: communication with the program and the CNME executive director regarding the schedule of activities during the visit; contact with team members and assignment of areas of responsibility; thorough review of self study; preliminary identification of potential problem areas
- iii) Pre-visit meeting(s) with team members
- iv) Team spokesperson at the opening meeting with program representatives
- v) Keeping the visit organized and on track: ongoing communication with school personnel, modifying the schedule as needed, obtaining additional

- documents as needed, arranging for additional meetings with school personnel; and monitoring the progress of visit
- vi) Conferring with and providing guidance to team members: assisting team members as needed in identifying key issues and developing hypotheses/conclusions regarding compliance with the standards; guiding and synthesizing group discussions on recommendations, suggestions and commendations
 - vii) Team spokesperson at the exit interview: presents to program representatives the team's recommendations and commendations (and, at the chair's discretion, team suggestions), and explains the next steps in the process
 - viii) Post-visit responsibilities: with the assistance of the CNME executive director, combine the report chapters submitted by team members into a integrated, consistent and well-written evaluation team report, including the team's findings; approve any final edits to the draft report based on feedback from the program; relay the confidential recommendation of the team regarding accreditation action to the Council

Lunch: 12:15 p.m. – 1:30 p.m.

9) On-site activities (Dr. Saubert, CNME Board member, lead)

- i) Opening meeting with program representatives and site team: team chair sets the tone and briefly describes the purpose and process of the visit
- ii) Meetings with administrators, board members, faculty members, staff, students and alumni: using meetings as a primary source of input regarding compliance with CNME standards and the quality and integrity of operations; how to conduct effective meetings and what to avoid; setting up group meetings so as to encourage frank exchanges; handling requests for confidential meetings; dealing with unanticipated information
- iii) Document review: reviewing and sampling documents to verify compliance with standards; which documents are usually available in the site team room and which must be reviewed elsewhere
- iv) Touring facilities; viewing classes, clinical instruction and patient treatments
- v) Periodic team meetings throughout the visit to compare findings, identify additional documentation that may be needed, modify the schedule if needed, and to assess findings and develop hypotheses
- vi) Scheduling a final meeting with the program director/dean/president to inform him/her of the team's tentative findings and receive feedback, as well as to learn what priorities, obstacles, opportunities, and goals this person perceives for the institution
- vii) Final team meeting prior to exit interview to formulate the precise recommendations, commendations and suggestions, and to ensure that recommendations reflect CNME's standards and are appropriately

substantiated; team decides on confidential recommendation to the Council regarding accreditation action

- viii) Exit Interview led by the team chair with program representatives in attendance

10) Application of CNME's accreditation standards to the program (panel presentations and discussions)

- i) Key substantive issues: centrality of the program mission; programmatic objectives; articulation of competencies; evaluation/assessment of student learning outcomes, etc.
- ii) Panel discussion on academically/programmatically oriented standards:
 - i. Program Faculty (Standard IV)
 - ii. Program of Study (Standard VI)
 - iii. Evaluation and Assessment (Standard VII)
 - iv. Continuing Medical Education (Standard VIII)
 - v. Library and Learning Resources (Standard IX)
 - vi. Research and Scholarship (Standard X)

Break: 3:15 p.m. – 3:30 p.m.

- iii) Panel discussion on broader, institutionally oriented standards
 - i. Mission (Standard I)
 - ii. Organization, Governance and Administration (Standard II)
 - iii. Financial Resources (Standard III)
 - iv. Student Services (Standard V)
 - v. Physical Resources (Standard XI)

Panels will address a range of questions, including:

- How does one determine compliance and noncompliance with a standard?
- What role does professional experience and expertise play in making a judgment call on compliance?
- To what extent do common practices/norms within programs serve as a benchmark for determining compliance?
- How should a team address problematic issues not directly covered by a standard
- How does the relative newness of a program impact the application of a standard?
- What if a multipurpose institution's practices do not conform in some respects to CNME's non-program requirements?

11) Site Team Report and CNME Hearing Process (Dr. Blackshaw, lead)

- i) Team members write report sections that include a narrative account and associated findings for each standard for which they are responsible

- ii) The team chair and executive director integrate the submissions from team members and finalize a draft evaluation team report with emphasis on consistency, accuracy and clarity
- iii) The draft report is sent to the program for comment/feedback on “errors of fact”; the team chair, in consultation with the executive director, makes final changes and issue the final version—consulting team members, as needed
- iv) The final version of the report is provided to the program and the Council prior to the Board meeting at which the program will be reviewed; the program is invited to submit a formal written response to the report
- v) The CNME Board convenes in closed session a formal hearing with program representative to allow for testimony and a question-and-answer session on the program’s candidacy, initial accreditation or continued accreditation with the Council
- vi) Following the hearing, the Board enters into closed session without program representatives present to review the program and consider the team’s confidential recommendation to the Council regarding action to be taken
- vii) Confidentiality of reports and other materials; public announcements of accreditation actions

12) Case Histories. Review of examples of actual site visit situations and possible responses: what to do and not do (Dr. Blackshaw, lead)

13) Question and Answer/Summary/Closing (Dr. Khalsa)