



CAAHEP ACCREDITATION SITE VISIT

A Program Director's Guide:

Organizing the Documents for the Site Visit by Standard

The Initial or Continuing Self-Study Report has been submitted, and the site visit is scheduled. You are eagerly anticipating the site visitors, including a Paramedic educator and a physician involved in EMS education or two Paramedic educators. (Periodically, additional site visitors may be on the team.) You want to be well prepared, so where do you start?

Effective preparation for the site visit will facilitate the review, ensure that your Program is well represented by providing documentation of the Program's processes, answer site visitor questions, and reduce your stress level. Having all potential documents available for review also demonstrates the degree of organization of the Program. Whether this is your first site visit or a seasoned veteran, the following checklist will assist you with 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.2., 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 CoAEMSP-established ShareFile 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. *The file structure of how a program will organize electronic files is located on the final pages of this document.*

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, you can download an example of the Site Visit Report at http://www.coaemsp.org/Site_Visits_Visitors.htm. Ensure 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	Documentation List
	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of the Site Visit Agenda. <input type="checkbox"/> List of Participants (https://coaemsp.org/site-visits-paramedic-program-directors) <input type="checkbox"/> Program updates or changes since the <i>Self-Study Report</i> was submitted that the site visitors might not have received. <input type="checkbox"/> Program’s Response to the Executive Analysis (EA)
I. Sponsorship	
B. Consortium Sponsor	
I.B.	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting minutes of the Consortium Governing Board since submitting the Self-Study Report. <input type="checkbox"/> Members of the Consortium Governing Board, if modified, since submitting the Self-Study Report.
C. Responsibilities of Sponsor	
I.C.	<ul style="list-style-type: none"> <input type="checkbox"/> Proof of renewal of accreditation of the Program’s institutional sponsor, if expired, since submitting the Self-Study Report.
II. Program Goals	
A. Program Goals and Outcomes	
II.A.	<ul style="list-style-type: none"> <input type="checkbox"/> Advisory Committee meeting minutes and attendance since submitting the Self-Study Report.
III. Resources	
A. Type and Amount	
III.A.1.	<ul style="list-style-type: none"> <input type="checkbox"/> [Curriculum] Faculty meeting minutes <input type="checkbox"/> [Finances] Program budget <input type="checkbox"/> [Faculty and staff CE] Documentation of continuing education/faculty development (may include programs presented at a college, internal program in-services, webinars, or local, regional, and national meetings relating to clinical care or instructional techniques)
III.A.2.	<ul style="list-style-type: none"> <input type="checkbox"/> Summary tracking documentation for all graduated cohorts since submitting the Self-Study Report <p><i>This document is used to demonstrate evidence for three different standards for different reasons:</i></p> <ul style="list-style-type: none"> ○ III.A.2. Sufficient clinical and field resources – if minimums are being met, then there are sufficient resources; if minimums are not met, is it because of resources? Are students entering the data into the tracking software? ○ III.C.2. The Program has set and required the number of patient contacts/skills – has the program set and requires those numbers? Evidence of the most current Appendix G. Evidence that students are informed of the required minimum competencies. ○ IV.A.2.b. Does the Program have a system in place to document/track the students’ patient contacts/skills? Evidence that all required minimum competencies are met.

Standard	Documentation List
B. Personnel	
PROGRAM DIRECTOR	
III.B.1.a.	<ul style="list-style-type: none"> <input type="checkbox"/> Course schedule with faculty assignments clearly identifying the appropriate sequence of didactic, lab, clinical, field experience, and capstone field internship <input type="checkbox"/> Clinical manual <input type="checkbox"/> Capstone field internship manual <input type="checkbox"/> Documented, completed action plans to address feedback when significant issues have been identified in the Program. <input type="checkbox"/> Evidence of the summary evaluation by students of the following: <ul style="list-style-type: none"> ○ Faculty ○ Clinical sites ○ Capstone field preceptors ○ Evaluations of courses by students <input type="checkbox"/> Evidence of evaluation of the Program by <ul style="list-style-type: none"> ○ Graduates ○ Employers <input type="checkbox"/> Long-range planning documentation (i.e., Annual Long-Range Planning Guide – in www.coaemsp.org > Accreditation > Resource Library)
MEDICAL DIRECTOR	
III.B.2.a.	<ul style="list-style-type: none"> <input type="checkbox"/> Any additional documentation that demonstrates overall involvement with the program (ex., phone log, emails, teaching schedule) <input type="checkbox"/> Review/approval of the overall progress of each student in addition to the signed terminal competency forms
C. Curriculum	
III.C.1.	<i>addressed with III.B.1.a. above</i>
III.C.2.	<ul style="list-style-type: none"> <input type="checkbox"/> Approval of the Student Minimum Competency Matrix (Appendix G) by the Medical Director (e.g., signed letter, signed Student Minimum Competency Matrix form, email correspondence) <input type="checkbox"/> Endorsement of the Student Minimum Competency Matrix (Appendix G) by the Advisory Committee (e.g., minutes)
IV. Student and Graduate Evaluation/Assessment	
A. Student Evaluation – Frequency and Purpose	
IV.A.1.	<ul style="list-style-type: none"> <input type="checkbox"/> Sample course examinations for one unit of instruction <ul style="list-style-type: none"> ○ Formative exams ○ Summative exams <input type="checkbox"/> Feedback mechanisms by Program to students indicating progress toward achievement of competencies

Standard	Documentation List
B. Outcomes	
IV.B.1.	<ul style="list-style-type: none"> <input type="checkbox"/> CoAEMSP Annual Report for the most recent 2 years <input type="checkbox"/> Verification of NREMT or state certification testing results using State or Registry printouts (run the report during the site visit) <input type="checkbox"/> Screenshot of the most recently published outcomes on the website that matches the data reported in the latest Annual Report
D. Student Records	
V.D.	<ul style="list-style-type: none"> <input type="checkbox"/> Sample of student records (enrolled and graduated students) – <i>not previously provided above or in the Self-Study Report</i> <ul style="list-style-type: none"> ○ Academic advising or progress report for each phase of the Program ○ Counseling form, if applicable ○ Sample student evaluations from clinical preceptors ○ Sample student evaluations from field experience and capstone field internship preceptors

Folder Structure for the Electronic Files

Following is the folder structure when providing files electronically.

IB Consortium Sponsor – if applicable

IC Responsibilities of Sponsor

IIA Adv Comm meeting minutes

IIIA1 Faculty meeting minutes

IIIA1 Program budget

IIIA1 CE faculty development

IIIA2 Summary Tracking

IIIB1a PD Course schedule

IIIB1a PD Evaluations

IIIB1a PD Clinical manual

IIIB1a PD Capstone field manual

IIIB1a PD Action plans

IIIB1a PD Summary evaluations

IIIB1a PD Program evaluations

IIIB1a PD Long-range planning

IIIB2a MD Additional documentation

IIIB2a MD Overall progress each student

IIIC2 SMC MD approval

IIIC2 SMC AC endorsement

IVA1 Course examinations

IVA1 Feedback mechanisms

IVB1 CoAEMSP Annual Report

IVB1 NREMT or State certification

IVB1 Published outcomes

VD Student records

Although ShareFile does not provide defined parameters regarding folder size, depth, or number of items allowed, the following best practices will ensure optimal performance.

- Place files inside the folders created for the site visit files. Do not add folders inside the established folders
- Limit length of file name. Shorten paths by renaming files.
- The following characters should not be used in folder or file names.

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A filename ending with a period without an extension

File names with leading or trailing whitespaces.