Site Visitor Handbook
2014-2015 site visits
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Introduction
The site visit (SV) is an important part of the comprehensive review process. This handbook has been created to assist the site visitors (SVers) with the processes involved in reviewing the self-study, the on-site visit, and writing a Site Visit Report (SVR). The handbook is meant to be a reference guide for general concepts and is not meant to be an all-inclusive document, an interpretation manual, or a manual that can take the place of annual on-site SVer training.

The Commission on Accreditation for Athletic Training Education (CAATE) has an obligation to assure itself, the program, and its stakeholders, that SVers are qualified, competent, professional, and informed individuals regarding the entire comprehensive review process.

The CAATE is very grateful to you, the SVer, for your professionalism and expertise to assure that quality educational opportunities are being provided to athletic training students.

CAATE Mission
Transforming the athletic training profession through quality education.

Goals of the CAATE Commission
1. Comprehensive accreditation review processes will be defined, consistent, and free of personal biases, conflicts of interest, and non-sanctioned interpretations with respect for institutional autonomy.
2. Annual accreditation processes will be defined, consistent, and free of personal biases, conflicts of interest, and non-sanctioned interpretations.
3. Accreditation decisions will be defined, consistent, and free of personal biases, conflicts of interest, and non-sanctioned interpretations.
4. There will be consistency between the documents and requirements for accredited education and entry-level practice as an Athletic Trainer:
   a. Knowledge, Skills and Abilities (currently the NATA Educational Competencies and Proficiencies)
   b. BOC Role Delineation Study/Practice Analysis and Standards of Practice
   c. Standards for the Accreditation of Educational Programs for the Professional Preparation of the Athletic Trainer
5. The educational opportunities related to program development and quality will be assured with respect for institutional autonomy.
6. Quality assurance processes and reviews will be objective, regular and consistent, and will be designed to assure content, construct, and criterion-related validity in their measures.
7. Collegial relationships and regular communication with the institutions and other stakeholders will be maintained.
8. Relationships with organizations that sponsor the CAATE will be developed, promoted, and maintained.
9. Financial resources consistent with the needs and goals of the CAATE will be provided and monitored.

Terms
The following terms or abbreviations will be helpful in understanding this Handbook.

   - NC: non-compliance
   - RT: Review Team (same as Review Committee)
   - SV: site visit
   - SVR: Site Visit Report
   - SVer(s): site visitor(s)
**Roles and Responsibilities of Site Visit Team Members**

Site visit teams will consist of three members: one (1) site visit chair, one (1) site visit member, and one (1) site visit reader. The site visit chair typically has completed multiple site visits and has a strong understanding of the Standards and site visit process. The site visit chair and site visit member will travel to the program’s on-site visit. See responsibilities listed below.

Each team will discuss the best method for their team to communicate (i.e. via e-mail, phone conference call, go-to-meetings, web conferencing, etc.). Traditionally, teams have found that phone calls, e-mail, or go-to-meetings is the easiest method for arranging the visit and discussing initial self-study report findings.

**Site Visit Chair**

1. Communicates with the CAATE office to receive self-studies and return reports, request additional information, and oversee their team’s activities. The site visit chair is the member who communicates with the institution and site visit team member/reader on all matters pertaining to the site visit.
2. Ensure that all members of site visit team adhere to CAATE policies/procedures.
3. Establish and communicate timelines with site visit team’s evaluation of self-study documentation.
4. Communicate with the institution in establishing the site visit agenda.
5. Thoroughly review self-study prior to visit.
6. Assist the site visit member in reviewing on-site materials and conducting on-site interviews. Contact the reader for input while on-site as necessary.
7. Develop action plan for site visit team (chair, member & reader) to review self-study, provide feedback to the institution, request additional information from the program if needed, determine who is taking lead on interview sessions and complete SVR.
8. Communicate all final document changes to their team members since all team members are responsible for the contents of each report. Final reports should be approved by the team members before submission via eAccreditation.
9. Submit the completed Site Visit Report via eAccreditation within one (1) week of the site visit and work with Review Team in completing SVR.
10. Responsible for responding to questions posed by the Review Team. Questions about the SVR will be communicated via phone, email, or eAccreditation between the site visit chair and Review Team member. The site visit chair should communicate all Review Team comments to their team members since all team members are responsible for the contents of SVR.
11. Evaluate fellow site visit team member and reader.
12. Complete SVer training updates on a regular basis.

**Site Visit Team Member**

1. Thoroughly review the self-study and supporting documents prior to the site visit.
2. Assist the site visit chair and reader in establishing timelines with site visit team’s evaluation of self-study documentation.
3. Travel with site visit chair to on-site visit.
4. Assist the site visit chair in reviewing on-site materials and conducting on-site interviews. Contact the reader for input while on-site as necessary.
5. Assist the site visit chair and reader in writing the SVR.
6. Evaluate fellow site visit team members (chair and reader).
7. Communicate with the Review Team when appropriate.
8. Complete SVer training updates on a regular basis.

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*CAATE Site Visitor Handbook*
**Site Visit Team Reader**

1. Thoroughly review the self-study and supporting documents, asking questions and provide feedback to SV partners prior to the SV.
2. Be available the dates of the site visit in case a team chair or member cannot travel due to an unforeseen emergency.
3. Be available the dates of the site visit so that the reader may be contacted for input/clarification/interpretation while the team is on-site as necessary.
4. Although the site visit team reader does not travel with the SV chair and SV member, they can assist the site visit chair in establishing timelines with SV team’s evaluation of self-study documentation.
5. Critically assess the SVR after site visit.
6. Ask questions and provide feedback to clarify the SVR.
7. Assist the SV team in writing the SVR.
8. Evaluate fellow SV team members (chair and member).
9. Complete SVer training updates on a regular basis.

**Characteristics of Successful Site Visitors**

**BACKGROUND** Site visitors have sufficient education and special training specific to the professional discipline of athletic training to form a solid foundation for program evaluation. Evaluators are themselves practitioners or educators within the field of athletic training or have worked in support of the field in various capacities.

**SITE VISITOR TRAINING** Historically, SVer training took place on the job; in recent years site visitors have received more formal and organized training through workshops of various lengths conducted by experienced evaluators.

**ATTITUDE** Effective SVers demonstrate maturity, objectivity, diplomacy and dedication. They project an image of professionalism both in behavior and in appearance. Site visitors appreciate the confidential nature of the task and understand the need for self-initiative. Additionally, SVers exhibit a cooperative attitude, an analytic approach to the task, and a degree of flexibility when appropriate.

**KNOWLEDGE** Effective SVers have an appreciation of the entire accrediting process. They have sufficient general and special background to be able to exercise appropriate judgment. In addition, effective visitors thoroughly understand the educational standards being used and what constitutes deviation from or non-compliance with those standards. It is imperative that SVers be totally familiar with the content of the self-study report and related materials provided to them prior to the site visit.

**SKILLS** Site visitors are skilled in interviewing, interpersonal communications, self-expression, note-taking and maintaining objectivity. They are competent in dealing with attitudinal problems that may be presented by those being interviewed. Through experience and education, SVers have developed capacities for deductive reasoning and for logical analysis. They are competent writers with the ability to accurately recall details. Site visitors should possess the physical capability to walk across campus and sit for periods of time.

**Ethical Standards of Practice for Site Visitors**

All CAATE members, subcommittee members, SVers, volunteers and staff adhere to ethical standards of practice in all CAATE-related activities.
Conflict of Interest

CAATE Conflict of Interest
Conflict of interest refers to any situation in which a CAATE member or its subcommittee members, site visitors, or volunteer stands to gain materially from his/her association with CAATE.

A conflict of interest also exists when any member of the CAATE or subcommittees (or immediate family) is directly associated with or stands to realize financial or similar tangible personal or proprietary gain as a result of any action of the CAATE. Similarly, members of the CAATE are not to enter into employment relationships with persons or activities directly or indirectly detrimental to the CAATE.

The situations listed below constitute examples of potential conflicts of interest. These are intended to be illustrative and not necessarily inclusive of all possible scenarios. When a member of the CAATE has violated this conflict of interest policy, he or she will be subject to disciplinary action.

1. Acceptance of gifts, entertainment or other favors from an outside concern that does or is seeking to do business with the CAATE. (This does not include normal business meals.)
2. Having a financial interest in an outside entity from which the CAATE purchases goods or services.
3. Accepting personal compensation for CAATE-related speaking engagements, consulting services or other activities.
4. Representing the CAATE in any transaction in which the member of the CAATE or subcommittees (or immediate family) has a substantial interest.
5. Representing the CAATE on any accreditation manner in which a CAATE member or site visitor has a known conflict of interest related to employment, financial, residence in the same state, consultative services, institution alumnus, or other collaborative endeavors.

Site Visitors Conflict of Interest
In addition to the preceding statement regarding the CAATE Conflict of Interest, SVers are required to list all conflicts of interest at that time. Justifications for conflicts of interest include, but are not limited to:

- The institution is in the same state as the SVer.
- The SVer has worked or interviewed at the institution.
- The SVer was a SVer at the institution within the past five years.
- The SVer attended the institution.
- The SVer served as a consultant to the institution.

The CAATE office will circulate a Conflict of Interest form listing all institutions hosting a SV for that year. It is the responsibility of the SVer to disclose any circumstances where a conflict of interest may occur.

Confidentiality
The CAATE requires that its procedures, and those of the subcommittees, be sensitive to the need to maintain confidentiality in their actions. The need, however, to serve and protect the public interest will be paramount in all instances and may result in disclosing certain information.

In order to maintain confidentiality, SVers, subcommittees, volunteers and staff will not disclose the following documents and/or information:

1. Applications for Accreditation
2. Self-study reports
3. Site Visit Reports
4. All Progress and Annual Reports
5. All correspondence between CAATE and the program which relates to the accreditation process.
6. BOC documents
7. NATA Education Council Documents
8. NATA Documents

Institutions may release any of the above information, at their discretion. Except in the case of a program that has been placed on academic probation, the subcommittees of the CAATE will release findings ONLY to the membership of the CAATE. The CAATE will not make public any of the above documents without the permission of the institution, unless an institution misrepresents the information either through public statements or release of selected sections of documents.

Site visitors will be required to sign a Confidentiality Statement, indicating they will hold all information regarding institutional reports confidential. Any breech in confidentiality on any CAATE accreditation-related report may result in dismissal as a SVer. In addition, the SVer can be brought before the Ethics Committee for breeches of confidentiality.

**Travel, Dress Code during Site visits, and other Requirements**

**Travel Arrangements/Expenses**

Beginning in the 2013-2014 academic year, we will begin charging programs a set fee for their site visit with the CAATE covering all associated expenses. This will necessitate a few changes in the way expenses have been paid in the past. Site visitors will now book their own travel through Egencia as well as paying for hotel and meals while on the site visit. In cases where the airport is not in the same city as a site visit, visitors will be using rental cars for transport from the airport to their hotel and possibly from the hotel to campus. The institution will continue to be responsible for transporting site visitors to off-campus clinical sites.

We realize that some site visitors may not want to incur these charges particularly those that happen quite a bit before the scheduled site visit, on their personal credit cards. Each site visitor has a CAATE issued debit card to be used for expenses associated with the site visit. Site visitors are free to use their own credit card or to use the CAATE debit card. There are some cases (for instance rental cars) that the site visitor will continue to use their credit card to secure the rental, but then when returning the car will pay with the CAATE debit card. This is a new system for us and we are sure that it will not be without a few challenges and questions. Please don’t hesitate to contact the CAATE office with any questions or problems you encounter and we will work to resolve those as quickly as possible.

**Airfare:** Site visitors will book all airfare and hotel through Egencia. The expenses will be billed to a central billing card. All site visitors are encouraged to complete Egencia training prior to booking their first trip. If a flight is out of policy, a small red flag will pop up next to the flight. If selected, the Site Visitor will write a small explanation about why that flight was chosen instead of one in policy. The request will be sent to staff for approval. The hotel will be reserved with the CAATE central billing credit card. Receipts for all expenses incurred including those on the GCC debit card will be required in order for the site visitor to receive his/her honorarium. **No return departures should be made that require a SVer to leave the institution before the conclusion of the Exit Conference.**

**Hotels:** Site visitors will make their own hotel reservations through Egencia. Site visitors should discuss with the Program Director which hotel is best to use. If that hotel is not listed in Egencia, the Site Visitor may use the GCC to reserve a room outside of Egencia. Hotels booked within Egencia can be billed to the
central credit card. Site visitors may use the debit card in many cases to reserve the room or may use a personal credit card but should use the GCC card to pay for the incidentals and room charges. Site visitors are required to ask for a print out of the receipt when checking out to turn in with the expense form.

Meals: Each site visitor will be allowed a daily meal allowance of $75. If you are traveling to an area that has a significantly higher cost for meals (www.gsa.gov/) please contact the CAATE office about extending the amount. CAATE will not reimburse for alcoholic beverages. Site visitors will pay for their own lunch, therefore SVers should have a discussion with the Program Director to make arrangements for lunch (order in if there is a restaurant that is fast and close or if the institution has a cafeteria or food court).

Receipts: All receipts must be submitted within two weeks after the site visit. The Expense form and receipts should be scanned and sent electronically to accounting@caate.net. Honorariums will be paid upon receipt of the receipts, Travel Expense Form and Peer Evaluation.

Rental Cars: Site visitors should ask if a rental car will be necessary. Site Visitors will be able to reserve a rental car within Egencia.

If you have a disruption in your travel, you may contact a customer service representative at Egencia at (866) 397-2677 or (702) 939-2530. Contact someone on the CAATE Contact List if you have questions or an emergency situation arises.

Dress Code for Site Visits
It is essential for all SVers to look professional when arriving at the site. Hair should be neat and out of the way; facial hair must be kept neatly trimmed. Discretion should be used with make-up, perfume, cologne, and jewelry. Each SVer is an individual, however, there are certain required behaviors and dress criteria. No person may have visible body piercings beyond those in the ears. If you do have additional body piercings, you must remove them for the site visit (that includes clear plastic spacers). Additionally, visible tattoos are prohibited during the site visit. Any visible tattoo must be covered during a site visit via tape, clothing or make-up. The SVer’s appearance and hygiene should not distract from the professional image of the SVer.

When a SVer walks off the plane at the airport, he/she should be dressed in Business Casual (khakis, slacks, golf shirts, sweaters) at minimum. Business Attire (suits, dresses, pant suits). Skirts or dresses must be longer than mid-thigh. Visibility of the upper thigh, gluteal fold or cleavage is strictly prohibited.

<table>
<thead>
<tr>
<th>CAATE Attire Ranking</th>
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<tbody>
<tr>
<td><strong>Casual</strong></td>
</tr>
<tr>
<td><strong>Business Casual</strong></td>
</tr>
<tr>
<td><strong>Business Attire</strong></td>
</tr>
<tr>
<td>Jeans, shorts</td>
</tr>
<tr>
<td>Khakis, slacks, golf shirts, sweaters</td>
</tr>
<tr>
<td>Suits, dresses, pant suits</td>
</tr>
</tbody>
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Each SVer will receive a CAATE nametag. The nametag must be worn during all aspects of the on-site visit.

**CAATE Site Visitor Handbook**
Honoraria
An Honorarium is provided to each member of the site visit team. Honorariums are as follows:

- Site visit chair will receive $500.
- Site visit member will receive $350.
- Site visit reader will receive $200.

Prior to receiving the honorarium, the CAATE office must receive the following documents from each member of the site visit team:

- Site Visit Report (submitted via eAccreditation by the chair)
- Expense report with receipts
- Peer evaluation of fellow team members

Once these documents have been received by the CAATE office a check will be mailed to the site visitor.

The CAATE recognizes the appropriateness of reimbursement for reasonable expenses incurred by CAATE members, subcommittee members, SVers, volunteers and staff in the course of their activities on behalf of the CAATE. However, the CAATE does not permit honoraria to be paid for any accreditation services rendered other than those established by the CAATE.

Professionalism
The CAATE expects the SVer to exhibit professional behavior at all times during the on-site visit. Site visitors should be competent, considerate, empathetic, courteous, cooperative, and committed. It is important that the SVer is approachable and respectful when communicating with all program personnel. Professionalism is often judged by communication skills (verbal, non-verbal and listening), appearance, competence, and demeanor.

Contacting the CAATE Office
If you are on a SV and a situation arises or you have questions regarding compliance with a Standard, please contact the CAATE office at 512.733.9700, press 2 when prompted. If the question cannot be answered by a representative of the CAATE, that representative will contact the appropriate CAATE Commissioner to assist you in resolving the situation and/or answer your questions.

If you are on a site visit and need to contact the CAATE office after 5pm (Monday through Friday) or on the weekend, refer to the CAATE SV Contact List for the appropriate phone number.

Site Visit Process

Overview
The purpose of the SV is to validate the self-study report and evaluate the program’s compliance with the 2012 CAATE Standards. The on-site visit includes a review of both the didactic and clinical aspects of the program, including visits to both on-campus and off-campus clinical experience sites. The scope of the on-site visit is framed in a manner that enables the SVers to assess and validate the information provided within the self-study report. Specifically, the on-site visit provides the SV team with an opportunity to obtain a more complete understanding of the curriculum, the program objectives, philosophies, course objectives, operational procedures, student selection criteria, student evaluation protocols, enrollment, student attrition rates, processes for monitoring progress in the development of student knowledge and skills and success of program graduates. Site visitors do not make accreditation recommendations nor do they provide specifics on how the institution may rectify potential non-compliances. Guidelines for the methods needed to resolve non-compliant areas will be provided to the institution by the CAATE, approximately 4 to 8 weeks after the site visit.
The on-site visit should be conducted with respect for the sponsoring institution’s autonomy, self-governance and self-management within the scope of the 2012 CAATE Standards. Furthermore, the SVers should conduct the evaluation in a manner that is free and absent of personal biases and opinions.

**Prior to Reviewing the Self-study**

The CAATE office will assign you to a SV team and indicate if you are SV chair, SV member or SV reader. An email will be sent to the SV team identifying the program and all program contact information. Each site visitor will need to accept his/her assignment in eAccreditation. *Within one week of receiving the SV assignment*, the SV chair must make contact with the program and all team members.

Access to the self-study will be available via eAccreditation for your review. Site visitors may want to use the SV Checklist (Appendix B) and Site Visit Interviewee and Standard Correlation (Appendix C) to help guide them through the process.

**Review of Self-study**

Each member of the SV team will be provided access via eAccreditation to the self-study and is responsible for reviewing the materials independently *prior* to the on-site visit. The SV Team should discuss the materials a minimum of one month prior to the visit. If needed, the team chair should contact the Program Director and request any additional materials he/she feels is required to clarify areas of question. This will be done by reopening the standards that require additional information in eAccreditation. When reviewing the self-study, attempt to determine the degree of compliance/non-compliance with the *Standards*. This will give a basis for questioning and fact gathering during the on-site visit. The SVers will also be allowed to request additional information prior to the on-site visit. Additionally, it may be helpful to start completing Introduction/Brief History and Strengths sections of the Site Visit Report prior to the visit.

Site visitors will have varied styles for self-study review. No single technique for document review is better than another. As you become a more experienced SVer, you will develop your own method of reviewing a self-study report.

Here is one way to review a self-study:

1. Look in the catalog to see if the program is listed, check to see if the Program Director is advertised as a faculty member.
2. Review the Appendices submitted. It may be helpful to use a spreadsheet to ensure all required documents are complete. (An example is available from the CAATE office.)
3. Review the Narrative portion of the self-study paying close attention to the Program Data form included.
4. Review the self-study in the same order again. This time write notes and/or questions. In particular, are there specific Standards that may be non-compliant?
5. Develop a set of questions you want to ask varied interviewees in an attempt to triangulate information. These questions can be specific to a certain Standard or more general to ensure your understanding of the program and its processes. (Examples are available from the CAATE office.)
6. Review your questions and skim the self-study prior to arrival to refresh your memory of the program.
7. Using “alerts” in eAccreditation to mark various standards with your questions or concerns may be beneficial.
8. Formulate questions to ensure clarification from the various program representatives (i.e. Program faculty and administration, students, physician, etc.)
Site Visit Agenda
All communication between the Program Director and the SV team will be completed by the SV chair. The SV chair should contact the Program Director upon notification from the CAATE office of their SV assignment. The SV will occur over a minimum of three days. The SV chair (in consultation with the SV member and reader) and Program Director will establish the SV agenda and travel plans. Site visitors are expected to remain throughout the entire visit. Return flight arrangements should not be made that would require a SVer to leave the institution prior to the conclusion of the Exit Conference. Review the agenda in Appendix D for the Three Day SV Agenda.

The agenda will include sessions with representatives from the institution’s administration, faculty, clinical personnel, and students. Additionally, the visit will include a review of student records, visits to laboratory/teaching spaces and clinical sites. The program should provide a conference room or office for the SV team to use throughout the entire visit.

Initial Meeting
Initial meeting should be a small group of program personnel including Program Director, Department Chair and/or Dean. The SV team should introduce themselves, and share an overview of the process for the next three days. Specifically, the site visit team should reinforce the process as a fair and unbiased assessment of the program. This is also an opportunity to alleviate any fears about the process. See Appendix E for a sample Preliminary Conference script.

Exit Conference
The Exit Conference is intended to provide the program representatives with an initial summary of the SVers findings. Prior to the Exit Conference, however, the SV team should provide the Program Director a forewarning of potential concerns and/or non-compliances. This open communication assures mutual understanding of the various concerns and avoids the possibility of inaccurately presenting information. The sponsoring institution determines who may attend the Exit Conference. It is appropriate for institutional administration, and clinical representatives to attend; however, since the recommendations of the SV team are preliminary, it should not be an event open to the general institution population. At the Exit Conference, the team chair and/or team member will report the team’s preliminary findings related to the Standards. The SV team will provide a description of programmatic strengths and non-compliance(s) with the Standards and recommendations that may strengthen the program. The SV team, however, does not make accreditation recommendations nor do they provide specifics related to rectifying non-compliances.

The Exit Conference is a time for the program to understand the results of the data gathered. Most program officials are not surprised at the findings. Should a program official be surprised by the outcome and/or become defensive, reiterate that they will have an opportunity to respond to the concerns when they receive the final report.

The following items should be covered prior to reporting the findings:

- Thank the program for their courtesies in making the SV arrangements and the SVer comfortable.
- The purpose of the Exit Conference is to inform the program of the SV team’s initial findings.
- The program will receive a copy of the report four to eight weeks after the site visit.
- The program must respond to the report in writing.
- The Review Teams will evaluate the SVR and the institution’s rejoinder prior to forwarding their report to the CAATE Commission.
The program will receive final notice from CAATE approximately one to two weeks following the bi-annual CAATE meetings.

After the SVers leave the institution, no further contact should be made with the Program Director or any individual at the institution (e.g. phone calls, emails, document exchange, etc.) unless it is merely a benign gesture of gratitude. See Appendix E for a sample Exit Conference script.

Writing the Site Visit Report
The SVR is a confidential report that is completed jointly by members of the SV team. The team chair is responsible for submission of the report to the CAATE within one (1) week following the visit. The report must electronic approved by all of the SVers. The completed report is submitted via eAccreditation to the CAATE office.

Note: The SV Reader is only reading the report and confirming those things they have seen within the self-study in addition to generalized copyediting. The reader cannot validate the findings of the team beyond the aforementioned.

At the conclusion of the first and second day of the visit, the team usually meets to review the information gathered from the day’s activities and incorporates this information into the confidential report. The SV team is encouraged to contact the reader to involve them in the on-site process as practical. The report is completed as much as possible following the first and second day. This will assure enough time to present the preliminary findings at the Exit Conference. Site visitors should ensure the report is factual, unbiased and free from typographical and grammatical errors.

Following the prescribed format for submitting the final report is imperative.

Sections of the Site Visit Report

- **Individuals Interviewed During On-Site Visit:**
  Please list the individuals interviewed during the on-site visit. List the highest administrator interviewed first (e.g. President), following order of hierarchy. This list of individuals must include those people interviewed during the on-site visit. Be sure to include the first name, last name, credentials (e.g. PhD, EdD, MS, ATC), and position in relation to the program (e.g. Head Athletic Trainer at ABC University). Names and credentials are presented as “Joe Smith, PhD, ATC” rather than “Dr. Joe Smith, PhD, ATC” or “Joe Smith, Ph.D., ATC” (e.g. no title before the name and no periods in the credentials.). For student interviews, please indicate each student’s year in the program. This document will be uploaded by the SV chair in eAccreditation.

- **Overview of the Program:**
  Please provide an overview of the program including a brief history (introduction) and general strengths of the program.

  **Introduction/Brief history** should include where the program is housed within the university/college structure; when the program received initial accreditation and any additional background that may be relevant to understanding the mission and goals of the program.

  **Strengths** of the program should be a numerical list of statements that reflect the positive aspects of the program.
Determining Compliance:
Standards are the minimum requirements that a program must meet. The SV team should triangulate the information from the self-study, interviews with various personnel, and what is viewed during the on-site visit.

When completing the confidential SVR and preparing for the Exit Conference, please keep in mind that it is the job of the SV team to report only the findings. Avoid imposing personal judgments or opinions and focus on the facts. It is the responsibility of the CAATE to determine the extent to which a program may be out of compliance.

- The confidential report should only include areas of non-compliance that are directly related to a Standard.
- Areas of non-compliance should be written as factual statements and a detailed description given.

If the SV team believes the institution has NOT provided evidence or documentation for compliance, they must write a detailed rationale. The rationale must be consistent with the specific standard; it must be detailed enough to allow the institution to understand exactly what the CAATE is requiring, and it must be well-written. (Write as if you are writing to your Dean or President).

For example stating “Several course syllabi did not include course objectives” is not a complete rationale since neither the program nor the Review Team will know to which course syllabi the SVR is referring. Programs should not be required to submit all their course syllabi if only some were non-compliant. Thus, the more complete rationale would be “The following course syllabi did not include course objectives: AT 100, AT 102, AT 204, AT 301, and AT 450.”

Recommendations
Recommendations are not designed to replace compliance with the Standards. A program must demonstrate compliance with a Standard first; recommendations should only serve to strengthen the academic program.

Items pertaining to the Standards:
For areas that are already compliant, these recommendations would strengthen the program in a particular area (example: they have two physicians, but have access to several others that would really strengthen the students’ education).

Inconsistencies between programs at the institution:
These recommendations would assist with bringing more consistency between programs at the institution (for example: other programs are listed on the Provost’s website but the AT program is not).

The Program’s identified weaknesses:
The program identified these areas as weaknesses in their self-study. The SVers, however, felt they were compliant.

Better utilization of resources:
These recommendations address areas where the program can better utilize their resources (e.g. cadaver lab if there is one available on campus).
Check the Recommendations to ensure they are truly recommendations rather than non-compliances. Recommendations that could be construed as non-compliances should be stated that “although compliant ...” or some other similar language to indicate they are truly compliant with the Standard but there is a recommendation for improvement. Personal biases or program autonomy are not listed here. Recommendations should be listed numerically on the SVR.

**Number of Recommendations**
- Minimum: There should be SOME recommendations (at minimum, this should include ones that the program has identified).
- Maximum: There should be around 10-12 maximum; if more, consider selecting the most pertinent/helpful.

**NOTES**
If a SVer feels there may be an issue within a program, but it is something that cannot be directly related to a Standard, you may write those comments in the “Notes” section.

The “Notes” section has multiple areas. It stays with the CAATE and the report online, but is not part of the official SVR sent to the program. This section can also be used to explain any unusual circumstances that occurred during the site-visit e.g. snow storm that modified the agenda and process of the site visit.

Note: The SV Reader is only reading the report and confirming those things they seen within the self-study in addition to generalized copyediting. The reader cannot validate the findings of the team beyond the aforementioned.

**Submitting Site Visit Report**
The SVR is due via eAccreditation *no later than one (1) week* following the site visit. The report must be approved by all SVers. The chair is responsible for submitting the completed report in eAccreditation to the CAATE office.

**Review Team Process**
The SVR is submitted to the CAATE office and checked for typos, grammatical errors and proper format prior to being sent to a Review Team. The CAATE office forwards the SVR to pre-assigned Review Teams. All members of the primary review team examine the report and make an initial assessment of the report’s findings. The report is then forwarded to a secondary review team to confirm the findings of the primary review team. The report is then returned to the primary review team and finalized. The finalized report is then returned to the CAATE office. The Review Teams complete their review and return the report to the CAATE office within 30 days from its receipt.

**Reviewing Site Visit Reports**
The Review Team will assure that each SVR is complete. They will:

1. Review the first page to ensure all information (e.g. the institution name and administrators, dates of the site visit, SVers’ names, type of program, and title of major) is correct.

2. Review and edit for clarity, appropriately cited non-compliances, grammatical and typographical errors, well-written program history, strengths, and recommendations. Both the strengths and recommendations should be placed in numerical order.

3. The review team will assure the list of names is formatted appropriately as indicated above.
4. The review team will analyze each Standard to determine its level of compliance. If a Standard is deemed “non-compliant,” the review team will assure there is adequate evidence and sufficient description to provide the program with a detailed understanding of why the Standard did not meet the benchmark for compliance. If the preliminary SVR is changed from that submitted by the SV team, the Review Team will add or delete the narratives and change the compliant/non-compliant nomenclature as needed.

The SVR must contain thorough information regarding the non-compliance. If the report is incomplete (or if there are any concerns or discrepancies in the report), a Review Team member will discuss the concerns with the SV chair (or SV team member if the SV chair cannot be reached within a reasonable timeframe i.e. 1-2 days).

5. Review Team members will contact the SV team chair during the review of each report. Additionally, the SVers may get contacted whenever information regarding non-compliances or recommendations are unclear.
   - Clarifications in the SVR can be done by phone or via e-mail.
   - A message may be left in advance to allow the SVer to prepare for the call (i.e. have the SVR ready for the call).
   - At times, the Review Team member or CAATE liaison may have a conversation with the SVer to explain a Standard or change a compliance/NC. Occasionally a conversation may get awkward if the Review Team member is attempting to clarify the rationale of a compliance/non-compliance. Remember, these conversations are not a personal affront and should always be professional. Also remember that while the SV team was the CAATE’s representative on-site, the report comes from the CAATE, and the final determination of the appropriateness of a citation is determined by the CAATE. Thus, the final decisions may ultimately conflict with the SVers’ analysis. It is the job of Review Team members to converse with the SVers, analyze the SVers’ written explanation and then compare that information with the Standard to determine a program’s level of compliance.
   - Reports requiring greater detail/information or poorly written in multiple areas can be returned to the SVer for correction. In this case, the Review Team will contact the CAATE office and the CAATE office will return the reports to the SVer for correction.

Once the primary and secondary Review Teams come to consensus on the report, it is returned to the CAATE office. The CAATE office will then send the final report to the program and SVers.

A similar process is used for the Rejoinders and Progress Reports; reports are passed through two Review Teams before the reports are returned to the CAATE office. SVers are not contacted during review of the Rejoinders or Progress Reports.

**Quality Assurance Process**

The CAATE is striving to improve the SV process and increase the quality of its site visits. An integral part of our quality assurance process is obtaining valid feedback from all individuals (peer, program, and review team) involved in the site visit process. All of the feedback obtained on the SVers will be summarized for the SVers and the CAATE. Cumulative data will be collected and sent to all site visitors. This information will allow the site visitor to see his/her status compared to other site visitors. See Appendix F for Quality Assurance Forms.
Peer Evaluation:
- Completed by site visitors on the site visit team member(s).
- Evaluation includes professionalism, knowledge of Standards, and preparedness for visit (i.e. fair and objective, maintained confidentiality, unbiased, and appropriately dressed).

Program Director Evaluation:
- Completed by the Program Director on the site visit team members.
- Evaluation includes professionalism, knowledge of Standards, and preparedness for visit (i.e. fair and objective, maintained confidentiality, unbiased, and appropriately dressed).

Review Team Evaluation:
- Completed by the Review Team Chair.
- Evaluation includes Site Visit Report and the SVer’s interaction with the review team.

Site Visitor Summary of All Evaluations:
- Completed and sent to the Site Visit Committee for review.

Site Visitor Feedback Form:
- Completed and sent to the site visitor.
- Synopsis of all evaluations.

**Evaluation and Feedback Timeline (Approximate)**

1-2 weeks after Site Visit
- Peer evaluation (s) submitted
- PD evaluation submitted

4-6 weeks after Site Visit
- Review Team evaluation submitted

6-8 weeks after all forms received by CAATE office
- Site Visitor Summary form completed and sent to the SV Committee

Early June
- Site Visitor Feedback form sent to the site visitor
- Summary data of all site visits sent to the site visitors

**Site Visitor Dismissal Policy:**
Although the CAATE site visitor is receiving an honorarium, it is considered a volunteer position. Dismissal of a site visitor may take place if a site visitor is unprofessional, has poor evaluations, demonstrates inappropriate behavior, or fails to adhere to established policies and procedures. The CAATE Site Visit Ad Hoc Committee reserves the right to dismiss a site visitor for any reason. In this event, the site visitor will be notified in writing.

**Site Visit Do’s and Don’ts**

**Site Visit Do’s**
- Act professional (behavior, appearance, language, action) at all times
- Keep an objective eye and an open mind
- Practice political correctness
- Be familiar with the program and its self-study report
- Be fair and consistent
- Display an unbiased understanding of the Standards
Site visit Don’ts
- Do not be afraid to ask questions or call the CAATE if you are unsure of something
- Do not compare your program with the one being visited

Ten Commandments for the Site visit Team.
1. **DON’T SNITCH** Site Visitors often learn private matters about an institution that an outsider has no business knowing. Don’t “tell tales” or talk about the weaknesses of an institution.

2. **DON’T STEAL APPLES** Site Visitors often discover promising personnel. Don’t take advantage of the opportunity afforded by your position on the team to recruit good faculty members.

3. **DON’T BE ON THE TAKE** Site Visitors may be invited to accept small favors, services, or gifts from the institution. Don’t accept, or even suggest, that you would like to have a sample of the wares of an institution—a book it publishes, a product it produces, or a service it performs.

4. **DON’T BE A CANDIDATE** Site Visitors might see an opportunity to suggest themselves for a consultanship, temporary job, or a permanent position with the institution. Don’t apply or suggest your availability until after your SVR has been officially acted on.

5. **DON’T BE A NIT-PICKER** Site Visitors often see small problems that can be solved by attention to minor details. Don’t use the accreditation report, which should deal with major or serious policy-level matters, as the means of effecting minor mechanical reforms.

6. **DON’T SHOOT SMALL GAME WITH A BIG GUN** The accreditation process is developmental, not punitive. Don’t use accreditation to deal heavily with small programs that may feel that they are completely at the mercy of the SVers.

7. **DON’T BE A BLEEDING HEART** Site Visitors with “do-good” impulses may be blinded by good intentions and try to play the role of savior. Don’t compound weakness by sentimental generosity in the hope that a school’s problems will go away if ignored or treated with unwarranted optimism.

8. **DON’T PUSH DOPE** Site Visitors often see an opportunity to recommend their personal theories, philosophies, or techniques as the solution to a program’s problems. Don’t suggest that an institution adopt measures that may be altered or reversed by the review committee or by subsequent Site visit Teams.

9. **DON’T SHOOT POISON DARTS** A committee may be tempted to “tip off” the administration to suspect treachery or to warn one faction on a campus of hidden enemies. Don’t poison the minds of the staff or reveal suspicions to the administration; there are more wholesome ways to alert an administration to hidden tensions.

10. **DON’T WORSHIP SACRED COWS** Don’t be so in awe of a large and powerful institution that you are reluctant to criticize an obvious problem in some department.

*Adapted and summarized from “A Decalogue for the Accreditation Team,” Hector lee (COPA) Agenda, February 5, 1976*
Standards for Professional Athletic Training Programs

The purpose of the CAATE is to develop, maintain, and promote appropriate minimum education standards for quality for professional (entry-level) athletic training programs. CAATE is associated with the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainers’ Association (NATA).

The Standards for the Academic Accreditation of Professional Athletic Training Programs (Standards) are used to prepare entry-level athletic trainers. Each institution is responsible for demonstrating compliance with these Standards to obtain and maintain recognition as a CAATE-accredited professional athletic training program. A list of accredited programs is published and available to the public.

These Standards are to be used for the development, evaluation, analysis, and maintenance of athletic training programs. Via comprehensive and annual review processes, CAATE is responsible for the evaluation of a program’s compliance with the Standards. The Standards provide minimum academic requirements; institutions are encouraged to develop sound innovative educational approaches that substantially exceed these Standards. The Standards also contain a glossary of terms used throughout the process; the definition provided in the glossary must be applied as stated.

Description of the Professional

Athletic Trainers are healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. Athletic Training is recognized by the American Medical Association (AMA) as a healthcare profession.

The athletic trainer’s professional preparation is based on the development of the current knowledge, skills, and abilities, as determined by the Commission (currently the 5th Edition of the NATA Athletic Training Education Competencies). The knowledge and skills identified in the Competencies consist of 8 Content Areas:

- Evidence-Based Practice
- Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Healthcare Administration
- Professional Development and Responsibility
Appendices
Appendix A

Updated Travel Expense Form
(Under Revision)
Updated Travel Expense Form
Appendix B

Site Visit Check-list
Site Visit Check-list

Site Visit Preparation
Within 2 weeks of SVers receiving assignment from CAATE office
- Site Visit accepted via eAccreditation
- Team Member(s) contacted
- Program Director contacted
  - Site visit date set
  - CAATE office notified of the date
    (Date)

At least 2 months prior to Site Visit
- Travel arrangements made through Egencia

At least 1 month prior to Site Visit
- Three day agenda set
- Program contacted by SV Chair for additional materials
  - Request for additional materials reopended in eAccreditation
  - Additional requested material due no later than
- CAATE office notified of additional materials requested

Self-study Items
- Self-study access received via eAccreditation
- Initial review of self-study completed

Site Visit Follow-Up
Within 1 week following the site visit
- Site visitors agree with evaluation findings
- SVR submitted to CAATE in eAccreditation
- Peer Evaluation form submitted to CAATE office

Within 2 weeks following the site visit
- Thank you letter sent to Program Director
- Expense form and receipts submitted to CAATE office

Site Visitor File (to be maintained by the Site Visit Team for one year)
- Any materials obtained/created during the site visit process
Appendix C

Site Visit Interviewee and Standard Correlation
# Site Visit Interviewee and Standard Correlation

The table is intended to provide a standardized format for the scheduling and conducting of interviews during an on-site visit. Please be reminded that this template may be adjusted in structure, but not content (evaluation of the Standards), to address situations unique to the institution being visited. In such cases, the SVers are encouraged to recognize and respect the unique nature of the institution while evaluating compliance with the Standards and modify interview strategies and scheduling accordingly.

<table>
<thead>
<tr>
<th>Interviewee (on or off-campus interviews, telephone interviews)</th>
<th>Standards Specific to Interviews with listed Interviewees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director</td>
<td>3, 14-21, 42-45</td>
</tr>
<tr>
<td>Clinical Education Coordinator</td>
<td>22-24, 46-63</td>
</tr>
<tr>
<td>Program Faculty (those who teach AT specific courses)</td>
<td>25-34, 45, 61-63</td>
</tr>
<tr>
<td>Preceptors - Interview all available (e.g. those not traveling with teams) on-campus Preceptors and no less than 51% of the off-campus preceptors.</td>
<td>37-42, 47-63, 67, 71-72, 73-77, 78-80</td>
</tr>
<tr>
<td>Medical Director for the Program</td>
<td>35-36</td>
</tr>
<tr>
<td>Athletic Training Students (ATS) - individually or in small enough groups to facilitate enough conversation where all ATS are free to express themselves. All students formally admitted into the professional phase; interview by year/level in the program.</td>
<td>34, 45, 50, 53-63, 64-80, 83-87, 88-90, 91-97</td>
</tr>
<tr>
<td>Pre-Athletic Training Students (i.e. candidates or Pre-ATS) - a sampling of enough pre-ATS facilitate enough conversation where all pre-ATS are free to express themselves. A sample of known program candidates = no less than 25%</td>
<td>34, 53-63, 64-82, 88-90, 91-97</td>
</tr>
<tr>
<td>Department Chair</td>
<td>25-34, 81-82</td>
</tr>
<tr>
<td>Dean</td>
<td>1-3, 81-82, 82-87, 88-90</td>
</tr>
<tr>
<td>President/Provost/CEO, Academic Vice President (See NOTE below)</td>
<td>1-3</td>
</tr>
<tr>
<td>Sampling of non-Athletic Training course specific faculty (e.g. anatomy, physiology, exercise physiology faculty)</td>
<td>31, 34, 42, 45</td>
</tr>
</tbody>
</table>
Appendix D

Site Visit Agenda
Sample 3-day Agenda

Arrival Day – Preliminary Conference / Dinner
- The SV team meets with the Program Director (PD) and Clinical Education Coordinator, if applicable.
- Review the schedule with PD for any possible last minute changes scheduled.
- This can also provide an opportunity for the PD and the SVers to get acquainted on an informal basis prior to the actual visit taking place.
- It can also be used to provide the visitors with an opportunity to obtain a more complete understanding of the curriculum and the program objectives, philosophies, course objectives, operational procedures, student selection criteria (if used), student evaluation protocols, enrollment, student attrition rates, processes for monitoring progress in development of student knowledge and skills, success of program graduates, etc.

Day #1
8:00 a  SV Team meets with the PD and appropriate administration to welcome everyone, review the accreditation process, its purpose and value, and the roles/functions of the site visit team
8:15 a  Program Director initial conference meeting
9:45 a  Clinical Education Coordinator
10:15 a  Break
10:30 a  Facility visits to classrooms, laboratories, health center, online library access
11:15 a  Preceptors
12:30 p  Working lunch – SV Team
1:30 p  ATS Interviews (all formally admitted students; can be completed as a group or by class)
3:30 p  Pre-Athletic Student Interviews (if applicable)
4:15 p  Athletic training clinical facilities tour – on-campus
5:15 p  Medical Director
6:00 p  SV Team dinner

Day #2
8:00 a  Program Director conference
9:00 a  Assessment Office (if applicable) and review all on-site materials
10:00 a  Program faculty
10:45 a  Faculty teaching in program (non-ATs)
11:15 a  Clerical staff
11:45 a  Working lunch – SV Team
1:00 p  Department Chair meeting
1:35 p  Dean meeting
2:10 p  Provost and /or President Meeting (if applicable; allow time for travel to offices)
2:45 p  Visit Affiliated Sites – may interview Preceptors at these sites (SVers can split up)
5:00 p  Program Director conference – request additional information and / or to clarify findings
6:00 p  SV Team dinner

Day #3
8:00 a  Program Director conference – request for additional information and / or to clarify findings
9:00 a  SV Team Executive Session to reach consensus on potential NCs and recommendations
11:00 a  Program Director Exit Summary
11:30 a  Exit Conference to University Administration, Program Director, etc.
12:00 p  Lunch/Airport (SV Team completes report and edits the report)
Appendix E

Preliminary and Exit Meeting Script
Preliminary Meeting (Sample)

- Site Visit Team introductions
- Thank you Program Director Name, he/she has already been very helpful.
- Purpose of Site Visit is to validate the self-study report and evaluate the program’s compliance with the 2012 CAATE Standards.
- Share an overview of the process for the next three days. The established agenda allows us to meet the purpose of visit.
  - We will be reviewing the didactic and clinical aspects of the program, including visits to on-campus and off-campus clinical experience sites, interviews with people involved in all aspects of the program, and confirming the information provided within the self-study report.
  - Allows us an opportunity to obtain a more complete understanding of the program including: curriculum, the program objectives, philosophies, course objectives, operational procedures, student selection criteria, student evaluation protocols, enrollment, student attrition rates, processes for monitoring progress in the development of student knowledge and skills and success of program graduates.
- We do not make accreditation recommendations nor provide specifics on how the institution may rectify non-compliances. Simply determine compliance/non-compliance with each standard.
- We will keep the Program Director in the loop at all times. We don’t want any surprises at the end of the visit. If we find areas of concern or NC and the program can demonstrate implementation prior to Final Day morning, we will re-evaluate.
- Ask if program/administrators have any questions/concerns about next few days.
- Look forward to visiting with everyone and learning more about your program.
Exit Conference (Sample)

- *PD may want to have copy of standards available for self or others at the meeting.*
- Thank the program for hospitality in making the Site Visit arrangements and the Site Visit comfortable.
- The purpose of the exit interview is to inform the program of the Site Visit Team’s *initial* findings.
- We have already presented our initial findings to *Program Director* to assure mutual understanding of the findings, and avoid presentation of inaccurate information.
- The program will receive a copy of the report from the CAATE, four to eight weeks after the Site Visit.
- The program must respond to the report in writing within 90 days.
- The Review Teams will review the Site Visit Report and the institution’s rejoinder prior to forwarding their report to the CAATE.
- We will present team’s preliminary findings related to the *Standards* including: a description of the programmatic strengths, the non-compliance(s) with the *Standards* and rationale for the non-compliance and finally, recommendations that may strengthen the program.
- You are welcome to take notes, but remember this is a preliminary report. I (Team Chair) will read the *Standard* number, *Standard* text and rationale for any non-compliance.
- Again, we do *not* make accreditation recommendations or provide specifics as to how the institution may rectify non-compliances.
- Once we are finished reading the report we will not entertain questions. You will have an opportunity to respond to any concerns when you receive the final report.
- Read Report (if zero NC, have one read strengths/one read recommendations)
  - Strengths – Team Member
  - Non-Compliance – Team Chair
  - Recommendations – Team Member
- Thank you again; this concludes the site-visit.
Appendix F
Quality Assurance Forms
(All forms are undergoing revisions.)
Peer Review of CAATE Site Visitor

Site Visitor Name:

Role on this Team:

Ranking Scale:  
5 = Strongly Agree;  
4 = Agree;  
3 = Neither agree or Disagree;  
2 = Disagree;  
1 = Strongly Disagree;  
NA = Not applicable.

Please evaluate your Site Visitor colleague’s performance based upon the characteristics below. My colleague:

1) Was knowledgeable of the CAATE Standards.  
2) Applied Standards, policies, and procedures consistently.  
3) Was fair and objective in his/her decision making.  
4) Was free of conflict of interest.  
5) Respected the autonomy of the institution.  
6) Had comprehensive knowledge of self-study/program materials.  
7) Communicated effectively with administrators.  
8) Maintained communication with PD throughout site visit.  
9) Conducted interviews in an open and fair manner.  
10) Interviewed students in a non-threatening manner.  
11) Did not impose personal values, philosophies, or biases.  
12) Treated all information obtain during site visit process in a confidential manner.  
13) Worked cooperatively in completing Site Visit Report.  
14) Maintained a professional attitude that was a positive reflection of the CAATE and the comprehensive review process.  
15) Pursued only the data and information that were essential to judging whether accreditation standards were met.  
16) Was able to triangulate information obtained on-site, as well as from the self-study, and from interviews in regard to CAATE Standards.  
17) Worked well as a team member  
18) Communicated effectively with site team member(s).  
19) Completed all correspondence in a timely, yet accurate manner.  
Choose the most appropriate recommendation below:

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I recommend this colleague as a future team chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I recommend this colleague as a future team member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I recommend this colleague as a future team reader</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL IMPRESSION OF PERFORMANCE AS A Site Visitor: (Choose One):

- [ ] Far below average performance as a Site Visitor; should not be used as a visitor in the future (Explain)
- [ ] Below average performance as a Site Visitor; requires additional training (Explain)
- [ ] Average performance as a Site Visitor
- [ ] Above average performance as a Site Visitor
- [ ] Exceptional performance as a Site Visitor

Comments on overall impression

Name of Evaluator
Pin #
Date
Comments:
Program Administrator Evaluation

Site Visitor Chair Name:
Site Visitor Team Member Name:

Please evaluate your Site Visitors’ performances based upon the characteristics below. Select the answer that best describes your response to each statement by clicking your cursor on the box and choosing the best answer when all options appear. For no responses, please explain under additional comments.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Team Chair</th>
<th>Team Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>5 - Strongly Agree</td>
<td>5 - Strongly Agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>5 - Strongly Agree</td>
<td>5 - Strongly Agree</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree or Disagree</td>
<td>5 - Strongly Agree</td>
<td>5 - Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>5 - Strongly Agree</td>
<td>5 - Strongly Agree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>5 - Strongly Agree</td>
<td>5 - Strongly Agree</td>
</tr>
</tbody>
</table>

1) Cooperated with the institution in setting up a suitable Agenda for the site visit.
2) Requested material in a timely and appropriate manner.
3) Completed all correspondence relative to the comprehensive review process in an accurate manner.
4) Explained the review process thoroughly including site visit, report, rejoinder, time table, and CAATE action.
5) Was knowledgeable of the CAATE Standards.
6) Applied standards, policies, and procedures on a consistent basis.
7) Demonstrated comprehensive knowledge of all materials submitted by the institution.
8) Communicated areas of concern on a regular and ongoing basis during site visit.
9) Was able to triangulate information obtained: on-site, in the self-study and from interviews in regard to CAATE standards.
10) Strove to adhere to schedule/agenda.
11) Conducted interviews in an honest and forthright manner.
12) Interviewed students in a non-threatening manner.
13) Communicated effectively with administrators.
14) Demonstrated fairness and objectivity during site visit.
15) Appeared to be free of conflict of interest.
16) Demonstrated respect for the autonomy of the institution.
17) Did not impose personal values, philosophies, or biases.
18) Maintained a professional manner that is a positive reflection of the CAATE.
19) Rationale for findings were presented in a clear and informative manner during the Exit Conference

Team Chair: 5 - Strongly Agree

Team Member: 5 - Strongly Agree

20) Completed all correspondence relative to the comprehensive review process in a timely manner

Team Chair: 5 - Strongly Agree

Team Member: 5 - Strongly Agree

21) Site visit was of value and benefit to the program

Team Chair: 5 - Strongly Agree

Team Member: 5 - Strongly Agree

Please fill in the appropriate boxes below:

Name of Institution:

Person submitting form: Program Director: and PIN

Chair:

Dean:

Additional Comments:
Site Visitor's Team: Chair's Name ________________________________
Member Name ________________________________

<table>
<thead>
<tr>
<th>Site Visit Report:</th>
<th>5 (Always)</th>
<th>4 (frequently)</th>
<th>3 (sometimes)</th>
<th>2 (rarely)</th>
<th>1 (never)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatically correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly written</td>
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<tr>
<td>Appropriately detailed</td>
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<tr>
<td>Properly cited NCs/ recommendations</td>
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<tr>
<td>Readily available for Review Team questions</td>
<td></td>
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</tr>
<tr>
<td>Receptive to Review Team feedback</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

**Strengths:**

**Areas of Improvement:**

**Overall Impression:**

Would you recommend continued use this person (SV Chair) as a site visitor? □ Yes  □ No
Please select in which capacity? □ Team member  □ Chair  □ Reader

Would you recommend continued use this person (SV Member) as a site visitor? □ Yes  □ No
Please select in which capacity? □ Team member  □ Chair  □ Reader
### Site Visitor Evaluation Summary
#### 2014-2015

**Site Visitor’s Name** ____________________________  **Chair or Member (please circle)**

<table>
<thead>
<tr>
<th><strong>Site Visit Report:</strong></th>
<th>5 (Always)</th>
<th>4 (frequently)</th>
<th>3 (sometimes)</th>
<th>2 (rarely)</th>
<th>1 (never)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatically correct</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Clearly written</td>
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**Site Visit:**

- Appropriately dressed
- Professional
- Knowledge of the Standards
- Prepared
- Communication
- Fair and objective
- Maintained confidentiality
- Unbiased or does not promote own program

**Peer Comments:**

**Program Comments:**

**Review Team Comments:**

**Strengths:**

**Areas of Improvement:**

**Overall Impression (peer):**
- Would you recommend continued use of this person as a site visitor?  □ Yes  □ No
- Please select in which capacity? □ Team member  □ Chair  □ Reader

**Overall Impression (program):**
- Would you recommend continued use of this person as a site visitor?  □ Yes  □ No
- Please select in which capacity? □ Team member  □ Chair  □ Reader

**Overall Impression (Review Team):**
- Would you recommend continued use of this person as a site visitor?  □ Yes  □ No
- Please select in which capacity? □ Team member  □ Chair  □ Reader
Site Visitor Feedback
2014-2015

Site Visitor’s Name _______________________     Chair or Member (please circle)

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Comments:

Strengths:

Areas of Improvement:

Recommendations for future site visits: