SELF-STUDY REPORT ©

For NP& PA Residency Program Continuing Accreditation Visit
To be submitted with the application in Appendix 7

The Self-Study Report (SSR) must be submitted according to the directions at the end of the application.
THE SELF-ASSESSMENT PROCESS

Initial Accreditation complete #1 - #5 and append a sample of data collection instruments.
Continued Accreditation complete #1 - #10, append a sample of data collection instruments and tabular or graphic displays of data collected by the program (both quantitative and qualitative) assessing; 1) administrative and institutional resources, 2) program educators and preceptors, 3) trainees and 4) curriculum over the past three years.

The self-assessment process is an objective, comprehensive evaluation of the NP & PA Residency Program with the aim of improving the program and demonstrating the program's compliance with the *Accreditation Standards*. Underlying the self-assessment process is a longitudinal evaluation of the program and its learning environment, facilitated through consecutive annual program evaluations that demonstrates evidence of program effectiveness. The focus of the self-assessment is on the trainees' achievement of each role-specific competency, as well as *program outcomes* (I.e., *program completion rates*, *satisfaction rates*, and/or retention rates and *job placements rates*). The self-assessment process will emphasize program strengths, self-identified areas for improvement, and opportunities and threats.

1. **List the Self-Study Group Participants**
   The Self-Study group participants are individuals engaged in the program's self-assessment process and resulting action plans and improvement efforts. It may be beneficial to include individuals such as Trainees, Alumni, Designated Institutional Officials and Department Chairperson.

   Self-Study Group Participants

Participant	Role
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.
Enter Participant here.	Enter Role here.

2. **List the Role-Specific Competencies**
    The first task of the Self-Study group is a discussion of the *role-specific competencies*. Role-specific competencies are expected, measurable levels of trainee performance upon completion of an advanced practice provider program that demonstrates the integration of specified knowledge, skills, and behaviors.

Program *Role-Specific Competencies*
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3. **Program's Self-Assessment Process and Timeline**
    Describe the program's self-assessment process to include the data sources collected, timing of data collection, responsible parties for data collection, timing of data analysis and responsible parties for data analysis. Be sure to include in the description how the data sources align with the r*ole-specific competencies* and are linked to established professional standards/guidelines and consistent with the mission/goals of the program. It is beneficial for the program to include a description of any committees used as part of the program's self-assessment process in the narrative. Programs are expected to collect quantitative and qualitative data. Provide a narrative describing the program's self-assessment process. The process described should be consistent with the data sources and timing of data collection and analysis listed in the Timeline for Data Gathering and Analysis TEMPLATE (Appendix 7A).

    Administrative and Institutional Resources

    Click here to enter text.

    Program Administrator, Program Educators, Preceptors and Staff

    Click here to enter text.

    Trainees/Graduates/Employee

    Click here to enter text.

    Curriculum

    Click here to enter text.

    Complete Appendix 7A Timeline for Data Gathering and Analysis TEMPATE.
    Data identified in Standards 5.1-5.5 (Appendix 10A)

4. **Approach to Analysis of Quantitative Data**
    In relation to the quantitative data identified in **Standards 5.1-5.5** (Appendix 7A), describe the program's approach to analysis of each of the data collected. Describe for each standard:

- Define the Likert scale(s) used for quantitative data collection.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify a program strength.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify areas in need of improvement within the program.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify opportunities for the program.

Click here to enter text.

- Define the quantitative benchmark/threshold with rationale used to identify program threats.

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- Describe how the program calculated response rates for quantitative data.

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- Describe the benchmark/threshold for response rates.

Click here to enter text.

- Describe how the program identifies trends with the quantitative data related to *role-specific competencies.*

Click here to enter text.

Standard 5.1
Describe the ongoing assessment trend over, of the extent to which trainees attains each role-specific competency and program outcomes as it relates administrative and institutional resources; program administrator, program educators, preceptors and staff; trainees/graduates/employees and curriculum and identify the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

Click here to enter text.

Document the quantitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of trainees' as it relates to administrative and institutional resources; program administrator, program educators, preceptors and staff; trainees/graduates/employees and curriculum that documents evidence of trainee's achievement of each role-specific competency and program outcome and supports the

identified the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

Click here to enter text.

Standard 5.2

Define the program's expected level of achievement for program completion and provide a rationale.

Click here to enter text.

Describe the ongoing assessment, trended over time, of the extent to which trainees complete the program and identify the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required

Click here to enter text.

Document the quantitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of trainees' completion of the program and supports the identified program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

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Standard 5.3

Define the program's expected level of achievement for program satisfaction and provide a rationale.

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Describe the ongoing assessment of the extent to which satisfaction rates demonstrate effectiveness trended over time, of graduates and employers and identify the program strengths, areas in need of improvement, threats and opportunities, as applicable.
Minimum of three (3) years of data required

Click here to enter text.

Document the quantitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of graduates and employers' satisfaction rates of program effectiveness and supports identify the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

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Standard 5.4

Define the program's expected level of achievement for employee retention and provide a rationale.

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Describe the ongoing assessment of the extent to which employee retention rates demonstrate program effectiveness trended over time and identify the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required

Click here to enter text.

Document the quantitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of employee retention rates that demonstrates program effectiveness and supports the identified program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

Click here to enter text.

Standard 5.5
Define the program's expected level of achievement for job placement and provide a rationale.

Click here to enter text.

Describe the ongoing assessment of the extent to which job placement rates demonstrate program effectiveness trended over time and identify the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required

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Document the quantitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of job placement rates that demonstrates program effectiveness and supports the identified program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

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5. **Approach to Analysis of Qualitative Data**
In relation to the qualitative data identified in **Standards 5.1-5.5 (**Appendix 7A)

Describe the program's approach to analysis of each of the data collected. Describe for each standard: Methodology for analysis of qualitative data:

- Define the qualitative benchmark/threshold with rationale used to identify themes.

Click here to enter text.

- Describe how the program identifies trends with the qualitative data related to *role-specific competencies.*

Click here to enter text.

Standard 5.1

Document the qualitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of trainees' as it relates to administrative and institutional resources; program administrator, program educators, preceptors and staff; trainees/graduates/employees and curriculum that documents evidence of trainee's achievement of each role-specific competency and program outcome and supports the identified the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

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Standard 5.2

Document the qualitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of trainees' completion of the program and supports the identified program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

Click here to enter text.

Standard 5.3

Document the qualitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of graduates and employers' satisfaction rates of program effectiveness and supports identify the program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

Click here to enter text.

Standard 5.4

Document the qualitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of employee retention rates that demonstrates program effectiveness and supports the identified program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

Click here to enter text.

Standard 5.5

Document the qualitative data collected and critically analyzed used in the program decision-making for the maintenance and improvement of job placement rates that demonstrates program effectiveness and supports the identified program strengths, areas in need of improvement, threats and opportunities, as applicable. Minimum of three (3) years of data required.

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6. **Aggregate Data**
   Attach a tabular or graphic display of data collected (both quantitative and qualitative) **related to Standards 5.1 -5.5** (Appendix 7A) and **1) Administrative and Institutional Resources, 2) Program Educators and Preceptors, 3) Trainees,** and **4) Curriculum over the past three years**.

Quantitative data must be reported in aggregate and displayed in tables or graphs that directly support the analysis (do not append raw data). Qualitative data themes used in the analysis must be reported and summarized in a table that directly supports the relevant analysis and conclusions. When creating your data display(s) data must (at a minimum) support the pertinent conclusions documented in analysis and identified program strengths, areas for improvement, threats and opportunities and relate to the *role-specific competencies*.

Complete the Program Outcomes Template.
- Class of insert year cohort will complete the program. If the program has more than one cohort per year, indicate each cohort by month of matriculation.
- Entering class size is the number of *trainees* newly enrolled for each admission cycle.
- If the *trainee* took leave of absence, indicate in the comments when/if the *trainee* returned.
- Total attrition in this table reflects the number of *trainees* from the entering class who did not complete the program with the rest of the cohort, either due to leave of absence, withdrawal, or dismissal. Do not list any one *trainee* in more than one category. Use comments for description, if necessary.
- Graduates or anticipated graduates are total of the entering class size minus attrition plus the number joining from another cohort.

Program Outcomes TEMPLATE

	Graduated Classes			Current Class
	Class of Year	**Class of** Year	**Class of** Year	**Class of** Year
Maximum Entering Class Size (as approved by ACEN/ARC-PA)	#	#	#	#
Entering Class Size	#	#	#	#
Number of Leave of Absence	#	#	#	#
Number of Withdrawals	#	#	#	#
Number of Dismissals	#	#	#	#
Total Attrition	#	#	#	#
Program Completion Rates	#	#	#	#
Program Satisfaction Rates	#	#	#	#
Job Placements Rates	#	#	#	#
Employee Retention Rates	#	#	#	#

Comments:

Click here to enter text.

7. **Analysis and Conclusions**
    Identify Program Strengths and Areas for Improvement
    In relation to the data identified in **Standards 5.1-5.5** (Appendix 7A), as well as the following: **1) Administrative and Institutional Resources, 2) Program Educators and Preceptors, 3) Trainees,** and **4) Curriculum over the past three years.** Describe the analysis conducted (quantitative and qualitative data), as it relates to *role-specific competencies* for a longitudinal assessment of the program, identifying the program strengths, and areas needing improvement. Based on the analysis, list the identified strengths and areas in need of improvement.

Strengths

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Strengths
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Areas in Need of Improvement

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Areas in Need of Improvement
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8. **Examine the Program's Environment for Opportunities and Threats**
    In relation to the data identified and collected in **Standards 5.1-5.5**, as well as the following: **1) Administrative and Institutional Resources, 2) Program Educators and Preceptors, 3) Trainees,** and **4) Curriculum over the past three years.** Describe the analysis conducted (quantitative and qualitative data), as it relates to *role-specific competencies* for a longitudinal assessment of the program, identifying opportunities and threats. Based on the analysis, list the identified opportunities and threats.

Opportunities

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Opportunities
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Threats

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Threats
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9. **Reflection and Plan**

   The next step is to reflect on the Self-Study Process and conclusions. Specific elements to be included:
   - Describe any learning that occurred during the Self-Study
   - Conduct a five-year look forward that also seeks to answer the questions, "What will take this program to the next level?"

Click here to enter text.

Complete the **Self-Study Action Plan Template** below to list modifications that occurred as a result of the program's ongoing self-assessment process.

Describe modifications in critical areas identified during the program's ongoing self-assessment process described in **Appendix 7** document.

List modifications chronologically, from oldest to most current.

Self-Study Action Plan Template

Area for Improvement	Action Plan	Link to *Role-Specific Competencies, Program Outcomes,* and/or Context (opportunities, threats)	Outcome	Person(s) Responsible	When Modification Occurred (mm/yy)
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

10. Describe how program leadership coordinates and engages with the leadership of the sponsoring organization to prioritize the needs of the NP & PA Residency Program and Trainees.

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