



A Roadmap to Self-Study Process

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Objectives

- Upon completion of this workshop, the participant will be able to:
 - Develop a successful strategy for outcomes assessment
 - Implement a plan for a self study process that involves all stakeholders and leads to successful reaccreditation



Overview

- Review and Define ARC-PA Standards
- Outcomes Assessment Plan
- Planning for the Next Accreditation Visit



ARC-PA

- **C1 Ongoing Program Assessment**
 - “The program must regularly collect and analyze...qualitative and quantitative information to support an ongoing **process** of monitoring and documenting program effectiveness.”
 - “The program must apply the results of ongoing program assessment to the curriculum and other dimensions of the program.”

ARC-PA

- **C2 Periodic Self-Study Report**

“The program must prepare a self-study report...that accurately and succinctly documents the processes and results of ongoing self-assessment. The report...at a minimum must document: the process...strengths and areas in need of improvement...modifications that occurred and plans for addressing areas needing improvement.”

ARC-PA

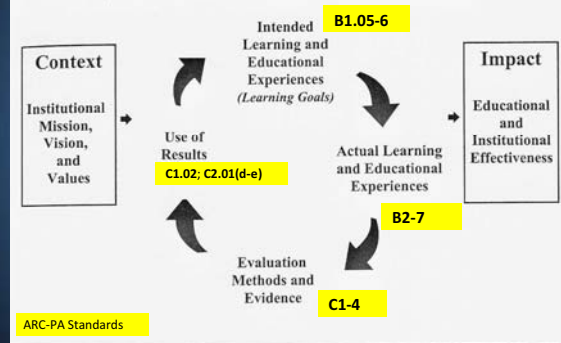
- **Critical analysis*** of outcome data must include:
 - Student attrition, deceleration, and remediation
 - Faculty attrition
 - Student failure rates (in individual courses and rotations)
 - Student evaluations of courses, clinical experiences, and faculty
 - Graduate evaluations of curriculum and program effectiveness
 - Preceptor evaluations of student performance & suggestions
 - Graduate performance on the PANCE
- * my emphasis

ARC-PA

- Other requirements:
 - Formative evaluation of students
 - Summative evaluation of students



Figure 14
Assessment and the Institutional Environment



From: Middle States Commission on Higher Education, "Student Learning Assessment: Options and Resources"

First Develop a Plan

Developing a Plan

- Determine **OUTCOMES** to be measured (may need to operationalize)
- Select instrument(s)/measure(s)
- Determine timing & frequency
- Benchmark
- Person(s) responsible for administration and analysis
- Determine how results will be shared and follow-up

Developing a Plan

- Determine **OUTCOMES** to be measured
 - How do we know that what we intend to happen actually happens?
 - How do we know that what happened was a result of our actions/intervention versus other factors?
 - Linked to:
 - Mission (institutional and unit)
 - Goals (primarily unit)
 - Macro (Division) and micro (Course)

Developing a Plan

- Good Examples of Outcomes
 - Graduates have comprehensive knowledge in the field
 - Graduates have skills to be employed in a XYZ setting(s)
- Poor Examples
 - We offered 10 more courses than last year
 - Revenue increased by 20%
 - Number of "A's" in a course

Developing a Plan

- Determine How to Measure (Quantitatively and Qualitatively)
 - Graduates have comprehensive knowledge
 - Summative/comprehensive exam developed externally (direct)
 - Employer assessment (indirect)
 - Graduate self evaluation (indirect)
 - Graduates have skills....
 - Evaluation of skill set(s) – OSCEs (best if external) - direct
 - Employer assessment (indirect)
- Also must set benchmarks, determine frequency, lines of responsibility

Developing a Plan

- Determine data to be collected for each instrument*
 - Examples:
 - Faculty member effectiveness
 - Overall course evaluation
 - Preparation for distinct role/occupation
 - Student knowledge, skills and interpersonal relations (overall or for specific subject area)

* Some instruments may provide several data points. For example an employer survey may ask for rating of knowledge, skills and interpersonal relationships

Outcomes Assessment vs. Program Evaluation

- | | |
|---|--|
| <ul style="list-style-type: none">• Outcomes<ul style="list-style-type: none">– Licensure exams– Employability– Graduate Exams (GRE)– Summative Exams– Pre/Post Exams | <ul style="list-style-type: none">• Program Evaluation<ul style="list-style-type: none">– Student Evaluation of Instructors– Attrition/Graduation Rates– SFR– External Consultant Reports |
|---|--|

Developing a Plan

- Determining Benchmarks
 - Examples
 - Certification Score: "at or above national average", "x% above national average"
 - Student Survey: "average of 3.5 on a 5 point Likert scale", "no score less than 2.0 (disagree) on a 5 Likert scale"
 - Employer Survey: "all ratings are acceptable level or higher and majority indicate preference to hire ABC University graduates"

Developing a Plan

- Determine timing and frequency
 - End of each course
 - Annually
 - End of didactic phase
- Determine person(s) responsible

Developing a Plan

- Determine where results will be kept (and how disseminated, if appropriate)
- Describe how results will be analyzed and utilized
 - Examples:
 - “critical component of each faculty member’s evaluation and development plan”
 - “formative results used for student advising”
 - “reviewed at annual faculty retreat for curriculum evaluation and modification planning”

Assessment Plan Example

Evaluation Instrument/Data Source	Completed By & Frequency	Benchmark	Data Collected	Where Results Are Found & Disseminated	How Results Are Used	Type of Measure
<i>In this column, type the name of the instrument used as a measure for assessment of student success as defined by achievement of goals, objectives or outcomes. Many instruments are designed to measure more than one goal or objective. Examples appear below.</i>	<i>In this column, type in the person(s) who will be completing the instrument and how often the instrument will be conducted. Examples are in the cells below.</i>	<i>Type the benchmark(s) that will be used to determine if the outcome score achieved because the instrument generally will assess more than one goal/objective, summary benchmarks may be used. Examples are shown below.</i>	<i>State the instrument listed in column one is likely to measure more than one goal/objective or the name may not be fully descriptive of the measure; summarize the data to be collected by the instrument. In other words, what data is intent to measure?</i>	<i>Briefly describe where the summary reports from the data analysis for this instrument are kept. Examples are shown in the cells below. Also identify how the results are disseminated to stakeholders and for development/outcome measurement purposes.</i>	<i>Briefly describe how the results are used.</i>	<i>Identify if a direct or indirect measure. For example, student end of course evaluation may be used for self assessment of learning but since they are not objective measures, they would be considered indirect.</i>
Course Examinations (written)	Enrolled students, Frequency determined by course instructor	Minimum pass rate determined by program & graduate school promotion and retention policy	Student knowledge for unit and/or course	Individual performance with faculty, course grades on transcripts	Formative: Student advising and student self-evaluation; Summative: Student promotion and retention	Direct
Course Examinations (practical)						
End of Program Survey	Graduating students, Annually	All marks acceptable or higher	All aspects of program operation especially curriculum	Reviewed by faculty and Dept. Chair at annual retreat. Filed in Program Evaluation Notebook.	Used by faculty at annual retreat to plan curricular/program modifications.	Indirect for assessment of learning & direct for assessment of processes

Getting Ready for the Visit

- Create a Timeline
- Involve all Stakeholders
- Review ARC-PA Requirements & Resources (www.arc-pa.org)
- Consultants?
 - Internal
 - External



Key Concepts

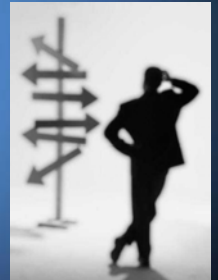
- Plan Ahead
- Ongoing data collection is key
- Periodic vs. Trend
- Don't wait until the visit



What to do...

- Faculty Meeting
 - Establish timetable
- Retreat*
 - SWOT Analysis
 - Kick-Off SS Process
- Sub-Committees
- SS Committee
- Prepare Report
- Consultants
- Revise Report

* Many programs do this on an annual basis



Self Study Committee Chair Memo

- Administration & Resources
- Admissions & Students
- Didactic Phase
- Clinical Phase
- Evaluation



Self Study Committee Chair Memo

- Budget
- Provide Important Documents
- Specify
 - Timelines
 - Task & Deliverables
 - Participants
 - Processes: minutes, frequency of meetings

Countdown



- Begin Periodic Self Study Process – 18 to 24 months
- Planning Retreat – 18 to 24 months
- Sub-Committee Work – 12 to 18 months
- Full Committee Reviews & Assemble Documents – 8 to 10 months
- Write SSR (first draft) – 6 to 8 months
- Revise Drafts – 3 to 6 months
- External Consultants – 3 to 4 months
- Internal Review – 3 months
- Submit Application & SSR – 2 months
- Site Visit

Shenandoah University Division of Physician Assistant Studies Discussion Guide for Student Focus Groups

Introduction: Explain purpose of the focus group is to assist the PA Program with self-study process and overall enhancement of the program. Remind participants that confidentiality of their remarks is paramount and that they should not divulge comments made during this process with others. Explain that information gathered during the session will be summarized for the program and that comments will not be attributed to any individual participant. Encourage honest and forthright discussion, ok to disagree with other panelists.

1. How did you learn about Shenandoah University's PA Program? Do you feel our marketing of the PA Program is effective? What improvements would you suggest?
2. What are your impressions regarding the selection process? Are the communications effective? Specifically, what are your impressions of the interview process? If you applied to more than one PA Program, what impressed you regarding the selection process? What improvements would you suggest?
3. If you were accepted to other PA Programs, what made you decide to enroll in Shenandoah University's PA Program?
4. What are your impressions regarding the orientation sessions provided by the University and PA Program? How can they be strengthened?
5. Which classes in the didactic portion of the program have been the highlights thus far? Why?

Data Sources

Internal

- End of Course Evaluations
- End of Rotation Evaluations
- Faculty Meetings
- Debriefing
- Faculty Developed Exams
 - Formative
 - Summative
- Portfolios
- Demographics (e.g. admissions data)

External

- Advisory Committee
- Preceptors
- Focus Groups
- External Consultants
- PACKRAT
- PANCE (Portal)
- AAPA Census
- PAEA Annual Report



A.2.15

The Program has **increased** resources for Faculty and staff professional development. Funds are readily available for faculty members to attend professional conferences.

Faculty members are **encouraged** to improve their skills and continue their professional education, ultimately attaining a graduate degree. XXX College has an on-line Program for a Master of Science degree in the health professions field and a in house Masters of Science in Public Health. Faculty members have been **afforded the opportunity** to enroll in both programs at a significantly reduced tuition.

Faculty members are always **encouraged** to participate in scholarly activities.

Faculty members are **encouraged** to maintain NCCPA certification, current XYZ State licensure and practice clinically. Full-time **F**faculty members are afforded the opportunity during the week to practice clinically.

Issues

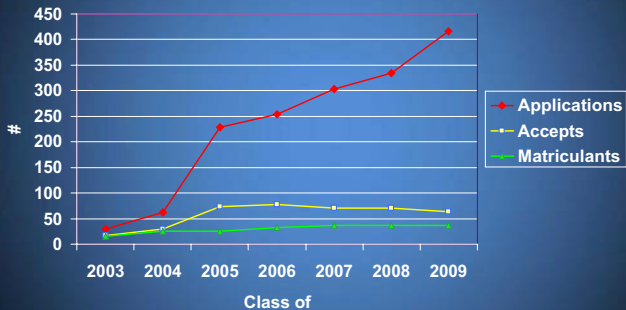
- **Encouraged** does not = action, or doing
- **Increased....**by how much?
- **Ffaculty** (typo)
- Better:
 - How much was budget increased since last year, over 5 years?
 - How many faculty practice clinically? What is average amount per week?
 - What % of faculty are certified, in leadership positions, have published or presented (scholarship), have advanced degrees

B6 Supervised Clinical Practice

The clinical phase of the Shenandoah University PA Program consists of 46 weeks of clinical rotations. **The average number of weeks of clinical experience as reported in the 19th Annual Report is forty-five.** The average number of weeks for elective experiences **nationally is 6.9** whereas for SU it is four. **Clinical experiences on the whole are fairly consistent between SU and other programs except for family medicine and electives.** However, it is possible that programs may offer additional family medicine in lieu of a clinical preceptorship which is primary care oriented. The comparisons are reflected below.

Note: color coding to illustrate analysis

Admission Trends



Comment

- The previous slide is a good start but needs analytic comment
 - “As illustrated in Figure 1, the program has experienced tremendous growth in the applicant pool over the past 7 years with an x% increase since the program’s inception. There were 416 applicants for the Class of 2009 (accepted in 2007); this is consistent with the national average applicant pool of X candidates per program. (continue with analysis)”

Common Mistakes

- One man (woman) show
- Lack on ongoing outcomes assessment
- Grammar, spelling, punctuation, not concise sentence structure – basically, a painful read
- Poor connection between data and conclusions
- Poorly articulated, incomplete plan to remediate
- Normal expectations listed as strengths
- Rush job
- Lack of benchmarking; poor explanation
- No review of document



Questions?

**EMERGENCY
EXIT**

STOP