



Accreditation Review Commission on Education  
for the Physician Assistant, Inc.

## Completing the Self-Study Report

2017 PAEA Education Forum  
Denver, CO

### At the completion of this session, attendees will be able to:

- Accurately and succinctly document the process and results of their ongoing program self-assessment
- Documenting:
  - results of critical analysis from ongoing self-assessment,
  - faculty evaluation of curricular and administrative aspects of the program,
  - modifications that occurred as a result of self-assessment,
  - self-identified program strengths,
  - self-identified areas in need of improvement,
  - plans for addressing areas needing improvement.

### Program Self-Assessment

- Used to review the quality and effectiveness of the program's educational practices, policies and outcomes
  - identifies strengths and weaknesses
  - leads to the development of plans for corrective intervention
  - includes evaluation of the effects of the interventions
- Should be conducted within the context of the mission and goals of both the sponsoring institution and the program
- Uses the *Accreditation Standards for Physician Assistant Education* as the point of reference.

### Program Self-Assessment

- A robust and systematic process
- Occurs throughout the academic year and across all phases of the program
- Critically assesses all aspects of the program
  - sponsorship
  - resources (human, physical, technical, financial, student support services)
  - students
  - operational policies
  - curriculum
  - clinical sites

### Self Assessment Shows...

The program gives careful  
thought to:

- data collection
- data management
- data interpretation

Outcome measures are used in  
concert with:

- thoughtful evaluation about the results
- the relevance of the data
- the potential for improvement or change

### 4 Elements of Analysis



- 1 Data Collection
- 2 Analysis of data
- 3 Application of results and development of conclusions
- 4 Development of action plan

## Definition and Elements

- **Study of compiled or tabulated data**  • **Data Collection**
- interpreting cause and effect relationships and trends,  • **Analysis of data**
- with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement  • **Application of results and development of conclusions**
- **Development of action plan**

## What To Assess? What Data To Collect?

Use the *Standards*....at a minimum!  
Topic areas are included in the *Standards C2.01*

- Programs should collect data needed to review the quality and effectiveness of the program.
- Address important questions.
  - Determine questions to be asked as part of process
  - Collect data to answer questions



## Data

- ARC-PA templates assist in deciding what data to share with ARC-PA....you may collect (and use) much more
- In addition to the data required in the SSR, programs may provide additional data but only enough to support pertinent conclusions in the analysis.
  - All source data should be available to the site visitors.
- Most, but not all, ARC-PA templates require data to be displayed in consistent format across programs.

## Data Quality

- Consider issues of validity and reliability
- Report response rates
- Discuss issues of data collection and what the program is doing to improve data quality



## What About Qualitative Data?

C1.01 annotation "The process incorporates the study of both **quantitative and qualitative** performance data collected and critically analyzed by the program."

- Include narrative data from semi- or unstructured instruments (open-ended survey questions, interviews, focus groups, etc.)
- Explain the process by which the data was obtained.
- When qualitative data is cited (e.g. comments from a survey), provide a summary of, or describe the data and explain the method for analyzing it
  - e.g. themes, number or percent of comments and/or trends over time.

## Issues about Data Collection and Reporting

- Data must be collected and compiled over time
- SSR requires 3-4 years of data
- When incorporating relevant data from other areas (focus groups, PANCE system/task scores, etc.) provide aggregate summaries of the data being referred to.
- When incorporating relevant data from other appendices, provide specific reference to the other appendices.

### Issues about Data Collection and Reporting

- In general, use terminology from the *Standards*, upon which the SSR requirements are based, referring to the Glossary as needed.
- Where data collection tools employ scales, state the scale used and provide definitions for each of the available scores.
- Where called for, explicitly state benchmarks and explain the rationale for choosing that particular level of benchmark.

### Benchmarks

- A method to measure outcomes to determine that the program is performing effectively
  - Often used to identify areas for improvement
  - Can also be used to identify strengths
- Identifies the program's minimum threshold for each assessment tool
- Needs to be program specific
  - External data (university benchmarks, PAEA data) may be used but program needs to account for its individual mission, needs and goals.

### Definition and Elements

- Study of compiled or tabulated data  • Data Collection
- **interpreting cause and effect relationships and trends,**  • **Analysis of data**
- with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement  • **Application of results and development of conclusions**
- Development of action plan

### Analysis (as defined by ARC-PA)



- Study of compiled or tabulated data
- Used to interpret cause and effect relationships and trends
- The subsequent understanding and conclusions are used to validate current practices or make changes as needed for program improvement

### It Doesn't Have To Be Complex!

- Advanced statistical analysis is **NOT** required.
  - It may be helpful
  - If you have statistical consultation resources, you can use them.....but you DO NOT NEED TO!!!
- Most important is to show linkage between: data -> analysis -> conclusions -> actions



### Now that you've...

- Asked the important questions,
- Structured the ongoing self-assessment,
- Developed data collection instruments,
- Collected the data,
- Compiled the data, *and*
- Analyzed data and concluded what it means...
- **Tell us what you're doing about it!**



### Definition and Elements

- Study of compiled or tabulated data  • Data Collection
- interpreting cause and effect relationships and trends,  • Analysis of data
- with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement  • Application of results and development of conclusions
- **Development of action plan**

### What will you do now?

- The *EASY* part!
  - Do something
  - Do nothing
  - Tell the ARC-PA



### Expectations about Actions Taken

- The ARC-PA expects that the program will present the modifications or non-modifications it has chosen to make based on the conclusions it has drawn, and conveyed in the SSR narrative.
- It expects these to be supported by the program's analysis of data.
- It expects modifications to be made in light of faculty expertise

### In general, the SSR must:

- Explicitly state the links between the data, analysis, conclusions and actions in the analysis and actions narratives
- Provide enough evidence of data and analysis so the conclusions reached can be verified
- Include only modifications (Appendix M), program strengths (Appendix N), Areas in Need of Improvement and Plans (Appendix N) drawn from and supported by the data and analysis provided earlier in the SSR

### The SSR 2-3 years before the site visit

- The self-study report (SSR) included with the application is to demonstrate ongoing self-assessment while **addressing the expectations of the commission** as shared with the program in the letter it received from the review of the SSR done two years ago.
- **Site visitors** and **commissioners** compare the commission's expectations listed in the **SSR Feedback Letter** to the program's response in the SSR.

### C1.01

C1.01 The program *must* implement an ongoing program self-assessment process that is designed to document program effectiveness and foster program improvement.

ANNOTATION: A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of **student learning**, as well as program **administrative functions** and outcomes. The process incorporates the study of both **quantitative and qualitative** performance data collected and critically analyzed by the program. The process provides evidence that the program gives careful thought to data collection, management and interpretation. It shows that outcome measures are used in concert with thoughtful evaluation about the results, the relevance of the data and the potential for improvement or change.

## SECTION C: EVALUATION

### The Application

#### C1 ONGOING PROGRAM SELF-ASSESSMENT

**Provide Narrative** describing the program's established, formal, continuous self-assessment process utilized throughout the academic year and in all phases of the program. (C1.01)

**Include** a chart, diagram, table, algorithm or other graphic representation of the self-assessment process

The process described should be consistent with the data sources and timing of data collection and analysis described in **Appendix K**.

### What is expected for C1.01

- Program must describe its self-assessment process
- Include data sources
  - Quantitative and qualitative
- Address administrative functions and outcomes
  - e.g. institutional support, resources (human, physical, technology), policies and procedures, student services
- Appendix K and accompanying graphic representation (if required) should support the narrative

### C1.02

The program **must** apply the results of ongoing program self-assessment to the curriculum and other dimensions of the program.

- Throughout the program
- All components of the program
  - Academic/curricular
  - Administrative

### In the current application

**Provide Narrative** describing how the program applies the results of ongoing program self-assessment to the curriculum and other dimensions of the program.

Within this narrative, **provide specific examples from the past three years** that demonstrate this.

Include data collection, analysis, conclusions and actions.

Note that you must complete a table of modifications made based on your ongoing self-assessment for **Appendix M**.

## C2 SELF-STUDY REPORT

### Frequency of Citations

C. Evaluation	23%	
Ongoing Program Self-Assessment		18%
<b>Self-Study Report</b>		<b>59%</b>
Student Evaluation		13%
Clinical Site Evaluation		10%

4th Ed Standards, as of July 2017

**C2.01**

The program *must* prepare a self-study report as part of the application for continuing accreditation that *accurately* and *succinctly* documents the process, application and results of ongoing program self-assessment. The report *must* follow the guidelines provided by the ARC-PA and, at a minimum, *must* document:

- Standard C2.01 requires the program prepare a self-study report (SSR)
- The SSR must *accurately* and *succinctly* document the process, application and results of the program's ongoing self-assessment.
- The SSR is used to **verify** that the program uses ongoing self-assessment to document program effectiveness and foster program improvement.

**C2.01**

- a) the program process of ongoing self- assessment,
- b) results of critical analysis from the ongoing self- assessment,
- c) faculty evaluation of the curricular and administrative aspects of the program,
- d) modifications that occurred as a result of self- assessment,
- e) self-identified program strengths and areas in need of improvement and
- f) plans for addressing areas needing improvement.

**C2.01 ANNOTATION**

The ARC-PA expects results of ongoing self-assessment to include critical *analysis* of student evaluations for each **course and rotation**, student evaluations of **faculty, failure rates** for each course and *rotation*, student **remediation**, student **attrition**, *preceptor* evaluations of **students' preparedness** for *rotations*, student exit and/or **graduate evaluations** of the program, the most recent five-year first time and aggregate graduate **performance on the PANCE**, sufficiency and effectiveness of **faculty and staff**, faculty and staff **attrition**.

**The SSR**

- **Shows** how interpretations and conclusions were based on data collected and displayed
- **Documents** analysis in a clear, coherent, succinct narrative that **shows** the cause and effect relationships and trends used to arrive at the conclusions and plans.

**C2.01** The program *must* prepare a self-study report as part of the application for continuing accreditation that *accurately* and *succinctly* documents the process, application and results of ongoing program self-assessment. The report *must* follow the guidelines provided by the ARC-PA and, at a minimum, *must* document:

- a) the program process of ongoing self-assessment,

**In the application** the process of ongoing self-assessment was described in response to C1.01.

**C2.01** The program *must* prepare a self-study report as part of the application for continuing accreditation that *accurately* and *succinctly* documents the process, application and results of ongoing program self-assessment. The report *must* follow the guidelines provided by the ARC-PA and, at a minimum, *must* document:

- b) results of critical analysis from the ongoing self-assessment,

**In the application** programs are asked to:

**Provide Narrative** describing the analysis of data collected and displayed. Include application of the analysis and resulting conclusions.

**Provide Narrative** detailing the actions taken to operationalize the above conclusions.

## STUDENT EVALUATIONS OF COURSES/ROTATIONS

**Provide** a tabular or graphic display of student evaluation data collected by the program on each course or rotation for the most recent three cohorts of students in **Appendix B**.

**Provide Narrative** as requested for **Appendix B**.

## STUDENT EVALUATIONS OF COURSES/ROTATIONS-APPENDIX B

- While evaluation surveys often include evaluation of the faculty or preceptor, the data and analysis reported for courses/rotations must be **separately** reported in this appendix.
- Report data in **aggregate** and display in tables or graphs that directly support analysis.
- Present data in a way that allows **comparison** of course scores and appreciation of **trends** over time.

## Common problems in Appendix B:

- The program did not explore possible cause/effect relationships for courses/rotations with lower student evaluations.
- The program drew conclusions but did not provide supporting data for the conclusions, e.g. qualitative data (student comments) that were referred to in the narrative.

## STUDENT EVALUATIONS OF FACULTY

**Provide** a tabular or graphic display of student evaluation data collected by the program on program faculty\* for the most recent three cohorts of students in **Appendix C**.

\*The ARC-PA defines *program faculty* as the *program director, medical director, principal faculty and instructional faculty* for both the didactic and clinical phases of the curriculum.

## STUDENT EVALUATIONS OF FACULTY-APPENDIX C

- Faculty must not be identified by name
  - Use anonymous means of identification that still allows for comparison across cohorts, courses, time
- Include *instructional faculty*
- Data should be presented in a way that allows **comparison across courses** for faculty who may have taught multiple courses.

### Common problems in Appendix C:

- Did not explore possible cause/effect relationship for instructors/preceptors with lower student evaluations.
- Data provided is a mixture of site/rotation and preceptor data.
- No analysis of preceptor data.
- Provided aggregate data which does not support evaluation of individual instructors/preceptors.
- Conclusions based on qualitative data without analysis.

### NUMBER OF Final Course Grades of "C or Below"

**Complete** ARC-PA **Number of Final Course Grades of C or Below** TEMPLATE with included narrative for placement in **Appendix D**.

Include all didactic and clinical courses, sequentially as they occur in the program.

List class cohorts by year of graduation. List the most recent three years of graduating classes as well as the classes currently enrolled.

### NUMBER OF FINAL COURSE GRADES OF "C OR BELOW" - APPENDIX D

- All didactic and clinical courses must be listed by course number **AND** name.
- Courses are listed in the **order** taken to facilitate discussion in the analysis.

### NUMBER OF FINAL COURSE GRADES OF "C OR BELOW" - APPENDIX D

- Programs getting applications after May 2016 will report student remediation data and the number of students who have repeated courses or rotations as part of Appendix D.

#### **APPLICATION:**

IF any students repeated or remediated parts of the program...

**Provide Narrative** describing, in summary, aspects of the program remediated or repeated. Include outcomes in aggregate (e.g. progress in the program, graduation rates, PANCE pass rates).

**Provide Narrative** describing how the program tracks failure rates in individual course and clinical rotations, and how it uses that data as part of its ongoing analysis and self-assessment process.

### Analysis of Final Course Grade Data - Appendix D

- Organize the analysis narrative listing courses with the most "C/F" grades and noting trends over time in students' performance
- Correlate courses with more "C/F" grades with other factors, such as student evaluations, instructor factors, admissions factors, course content or methods of student evaluation (e.g. test item validity)
- Correlate student performance in courses/rotations with other expected program outcomes such as student attrition, graduate or preceptor feedback, and/or PANCE data

### Common Problems in Appendix D:

- The narrative did not address all courses with multiple "C/F" grades and/or a trend of increasing numbers of poor grades
- The narrative did not analyze or document conclusions about student performance on clinical rotations.
- The narrative did not provide supporting data (or reference other appendices) for correlations so the conclusions could be verified

### STUDENT ATTRITION

Complete ARC-PA **Student Attrition** TEMPLATE with included narrative for placement in **Appendix E**.

- Note the benchmark attrition rate with rationale
- Compare program data to available institutional data and/or external data
- Document analysis that includes possible cause/effect relationships and trends over time related to program expectations for student performance/attrition

### STUDENT ATTRITION- APPENDIX E

- Check your math
  - The number of graduates or anticipated graduates reported equal the total of the entering class size minus attrition plus the number joining from another cohort.
- **Entering class size** is the number of students newly enrolled for each admission cycle.
  - It does not include students joining the class from a different cohort

### Common problems in Appendix E:

- The numbers in the template do not add up
- The narrative focuses on the circumstances of students who were dismissed or withdrew, not on attempts to identify possible cause/effect relationships or correlations with possible predictors of attrition.
- Conclusions are not based on supporting data analysis
- The program concludes that its attrition rate is within benchmark and no action is necessary, but does not identify student attrition as a strength (Apdx N)

### PRECEPTOR EVALUATION OF STUDENTS' PREPAREDNESS FOR ROTATIONS

Complete ARC-PA **Preceptor Evaluation of Students' Preparedness for Rotations** TEMPLATE with included narrative for placement in **Appendix F**.

**Indicate** how the preceptors' assessment is collected. For example, if the program uses a Likert scale survey, so indicate and describe how the scores reported were calculated.

### PRECEPTOR EVALUATIONS OF STUDENTS' PREPAREDNESS FOR ROTATIONS- APPENDIX F

- Data requested is **composite** data from preceptors about students' (**collective**) preparedness to enter required rotations / supervised clinical practice experiences (SCPEs).
- This data is one measure of the effectiveness of the didactic curriculum.

### Analysis of the Data – Appendix F

- If benchmarks are used, include a rationale for the benchmark chosen
- Focus the approach to analysis of data on items below benchmark, trends over time, cause/effect relationships
- Was qualitative data used? Provide an aggregate summary of the data and explain the program's method for analysis
- Correlate preceptor feedback to other dimensions of the program, e.g. student or graduate feedback, PANCE outcomes...
- Base conclusions on data analysis.

**STUDENT EXIT OR GRADUATE EVALUATION OF THE PROGRAM**

**Complete** ARC-PA **Student Exit or Graduate Evaluation of the Program** TEMPLATE with included narrative for placement in **Appendix G**.

**The application asks the program to explain** how it maintains contact with its graduates.

Including the frequency of such evaluation and how the information is used.

**STUDENT EXIT OR GRADUATE EVALUATION OF THE PROGRAM – APPENDIX G**

- Choose **one to report** if both are collected
- About their perception of how well the program prepared them for entry into the profession and suggestions they may have for program improvement.

**Analysis of Data – Appendix G**

- Include response rates
- Include benchmark and rationale for benchmark
- If qualitative data used, provide a summary of the data and the program's method for analyzing the data
- Focus analysis of data on items below benchmark, trends over time, cause/effect relationships
- Correlate graduate feedback to other dimensions of the program, e.g. student evaluations, preceptor feedback, PANCE outcomes...
- Base conclusions on data analysis

**PANCE PERFORMANCE**

**Provide Narrative** describing the program's expected outcome of students' performance on the exam.

Provide a copy of the **official NCCPA pdf** of the most recent five-year first time **and** aggregate graduate performance on the PANCE

**PANCE Performance – APPENDIX H**

**Provide Narrative** describing the analysis of the exam result data.

**Include** application of the analysis and resulting conclusions to include the program's effectiveness in preparing its graduates to enter the workforce.

**Provide** aggregate summary data from ...**that directly support the discussion/analysis.**

**Address PANCE outcomes in relation to other aspects**

- Admissions criteria as predictors of success
- Student performance
- Course and instructor evaluations
- Program expectations, instructional objectives, learning outcomes and breadth and depth of curriculum
- Student summative performance (Summative assessment and other comprehensive assessment results)
- Remediation programs and results
- Attrition criteria and data
- Feedback from students who were unsuccessful on PANCE
- Preceptor, graduate (and employer, if available) feedback

### Analysis of Data – Appendix H

- The program's self-defined goals for PANCE outcomes
- Outcome trends over the five cohorts, possible cause/effect relationships or correlations that might have predicted the failures
- Conclusions based on supporting data analysis
- Conclusions can include PANCE outcomes were a strength of the program. (list in Apdx N)

Common problem: The program drew conclusions from correlations but did not provide supporting data, so the conclusions could not be verified.

### SUFFICIENCY AND EFFECTIVENESS OF PROGRAM FACULTY AND ADMINISTRATIVE SUPPORT STAFF

**Provide Narrative** describing the factors used to determine the number of *principal and instructional faculty* and administrative support personnel needed.

**Describe** how the program collects data related to those factors to determine sufficiency of *principal and instructional faculty* and administrative support staff.

**Describe** how the program collects data regarding the effectiveness of *principal and instructional faculty* and administrative support staff in meeting the program's expectations.

### SUFFICIENCY AND EFFECTIVENESS OF PROGRAM FACULTY AND ADMINISTRATIVE SUPPORT STAFF- APPENDIX I

- Principal **and** instructional faculty **AND** administrative support staff
- Sufficiency **AND** effectiveness
- Programs are cautioned to **validate** use of a national student/faculty ratio as a benchmark for its own needs
- Programs must include **effectiveness** of faculty **and** staff in meeting program's **expectations**

### Common problems with Appendix I

- The program does not validate the use of the PAEA ratio which is an average of all programs
  - It does not take into account the differences in mission, teaching methodologies, faculty responsibilities, different needs of student bodies at different programs, different sizes of geographic areas covered by programs, or different administrative models of programs.
  - All of which impact programs' student/faculty ratios.
- The program does not validate its student/faculty ratio in terms of meeting its own needs.

### More problems

- The program concludes that because it employed more staff members than the average number published by PAEA, it had sufficient staff.
- The program does not validate the PAEA benchmark which is simply an average that does not account for the size of student bodies, the staffing models of various universities, or the organizational or operational models of the program.

### More...

- The program's method for analyzing qualitative data not explained
- The program does not analyze or draw conclusions about **staff** sufficiency and /or effectiveness.
- Conclusions are not based on data analysis
- Use terms from the *Standards* and defined in the Glossary.
  - Or define terms used, eg: "core" faculty
- OK to refer to other appendices for pertinent data
  - e.g. Student Evaluations of Faculty (Appendix C).

### FACULTY AND STAFF CHANGES

- **Complete ARC-PA Faculty and Staff Changes** TEMPLATE with included narrative below.
- List changes to the principal faculty, PD, MD and staff

### FACULTY AND STAFF CHANGES- APPENDIX J

- Not every position is listed
  - only positions that have changed are recorded.

### Analysis of Data – Appendix J

- Identify possible cause/effect relationships or correlations with possible predictors of attrition vs individual circumstances of faculty/staff attrition
- Base conclusions on supporting data analysis
- If the program had a low (within program benchmark) attrition rate, was faculty/staff stability a strength listed in Appendix N?

### Timeline for Data Gathering and Analysis- Appendix K

- Supports the description of the program's established, formal, continuous self-assessment process (C1.01)
- Summarize data gathering and analysis detailed in the templates required for C2.01

### FACULTY EVALUATION OF THE CURRICULAR AND ADMINISTRATIVE ASPECTS OF THE PROGRAM

C2.01 The program *must* prepare a self-study report as part of the application for continuing accreditation that *accurately* and *succinctly* documents the process and results of ongoing program self-assessment. The report *must* follow the guidelines provided by the ARC-PA and, at a minimum, *must* document:

c) faculty evaluation of the curricular and administrative aspects of the program

### Faculty Evaluation of the Curricular and Administrative Aspects of the Program- Appendix L

- About **faculty evaluation** of the curricular **AND administrative aspects** of the program
- Includes critical assessment of all aspects of the program relating to institutional sponsorship, resources (financial, human, physical and technology), policies/procedures, and student services.

### MODIFICATIONS THAT OCCURRED AS A RESULT OF SELF-ASSESSMENT

C2.01 The program *must* prepare a self-study report as part of the application for continuing accreditation that *accurately* and *succinctly* documents the process and results of ongoing program self-assessment. The report *must* follow the guidelines provided by the ARC-PA and, at a minimum, *must* document:

d) modifications that occurred **as a result of self-assessment**

### Modifications that Occurred as a Result Of Self-Assessment- Appendix M

- List modifications that have occurred as a **result of the program's ongoing self-assessment process**
  - This is a summary of modifications already described in the SSR
  - Omit modifications that are routine updates
  - All modifications in the template should be supported by data analysis in this SSR.
- Areas currently in need of improvement will be listed in Appendix N

### PROGRAM STRENGTHS, AREAS IN NEED OF IMPROVEMENT AND PLANS

C2.01 The program *must* prepare a self-study report as part of the application for continuing accreditation that *accurately* and *succinctly* documents the process and results of ongoing program self-assessment. The report *must* follow the guidelines provided by the ARC-PA and, at a minimum, *must* document:

e) self-identified program strengths and areas in need of improvement and

f) plans for addressing areas needing improvement.

### Program Strengths, Areas in Need of Improvement and Plans- Appendix N

- **Summarize** strengths and areas currently in need of improvement as identified by the process of ongoing self-assessment
  - Strengths are outcomes of analysis **described in the SSR** that indicate the program is meeting or exceeding its benchmarks or goals
  - Areas needing improvement must come from outcomes of analysis **presented in Appendices B-L of the SSR**

### SUMMARY COMMENTS

- Be **succinct**, compact, and precise without wasted words in your narratives
- Paragraph breaks make the narratives easier to read and provide focus.
- Use terminology from the *Standards*, upon which the SSR requirements are based, referring to the Glossary as needed.
  - If the program is using categories of additional personnel not addressed by the Standards, i.e., "core faculty," it must define those in relation to the program and the SSR.

### More...

- When incorporating relevant data from another appendix or other source provide specific reference to the other appendix or summary of data.
  - provide only enough additional data to support pertinent conclusions in the analysis
  - all source data will be available to the site visitors
- Where data collection tools employ scales, state the scale used and provide definitions for each of the available scores.
- When qualitative data is cited, provide a summary or description and explain the method of analysis
  - e.g. number or percent of comments and/or trends over time.

**More...**

- Where called for, explicitly state benchmarks and explain the rationale for choosing the particular level for the benchmark.
- In the analysis and actions narratives, explicitly state the links between the data, analysis, conclusions and actions.
- Demonstrate a clear understanding of the distinction between student evaluations of courses (Appendix B) and student evaluations of faculty (Appendix C) and show that the data used to support the two is either different or that the interpretation is distinct.

**The Self Study Report- Resources****Notes to Programs SSR Edition I and II**

<http://www.arc-pa.org/accreditation/resources/notes-and-portal-updates/>