

# ACCREDITATION SELF-ASSESSMENT: TIPS AND TRICKS

A guide to surviving the self-assessment  
process

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# INTRODUCTIONS



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# DISCLOSURES

We have no financial disclosure or conflicts of interests with the presented material in this presentation.

# OBJECTIVES

1. **Remembering:** Define the purpose and components of the self-assessment process in PA residency accreditation.
2. **Analyzing:** Examine how self-assessment data informs continuous quality improvement and compliance with ARC-PA standards.
3. **Creating:** Design a framework for integrating self-assessment findings into actionable program development strategies.

# SELF – ASSESSMENT OVERVIEW

# GOAL OF THE SELF-ASSESSMENT

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*.

Pro Tip: Set your own rules!

1) Determine your own scale

2) Define what counts

3) Determine your own frequency

4) Define your own calculations

## Self-Assessment Cycle

Review Data Collection Tools

Collect Data

Aggregate then Analyze Data

Look for Trends

Develop Action Plans & Implement

# DATA COLLECTION

## Feedback Methods

Who are your stakeholders?

How are you going to collect feedback?

How often are you collating?

## Data Review

Quantitative  
###

Qualitative  
★

How are you requesting, collecting and then analyzing both types of data ?

# EXAMPLE

# STANDARD – ACROSS ALL ACCREDITATION TYPES



## Standard 5 – Evaluation

The NP & PA program demonstrates program and curricular effectiveness.

## Standard 3 – Evaluation

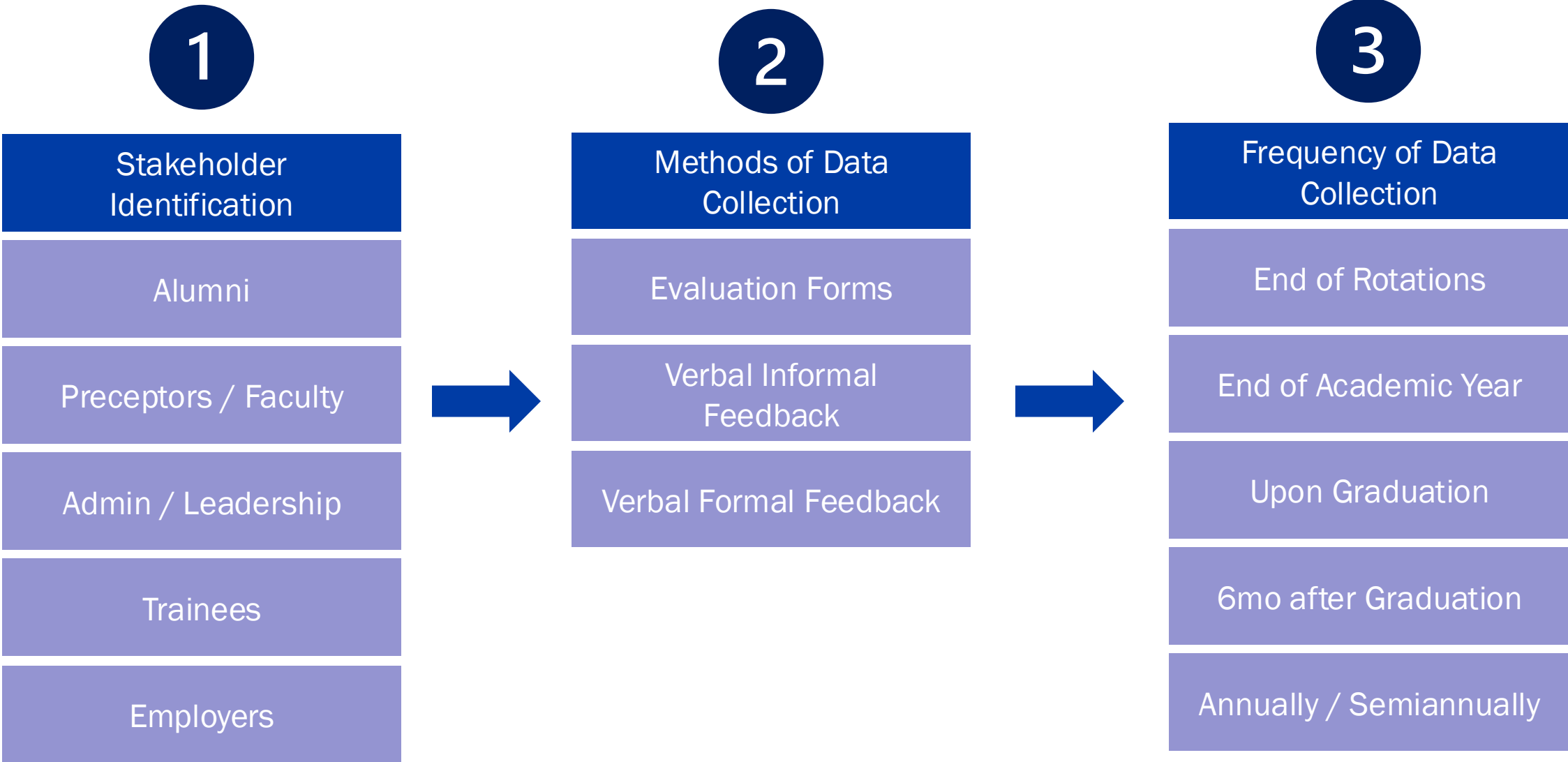
The Program must have an established process of ongoing program self-assessment that should use the Accreditation standards as a method to identify the program's compliance.

## Application & Appraisal Review Process / Evaluation Framework

PROGRAM GOALS AND OUTCOME MEASURES (PG/OM) refer to measures of the overall impact of the program in alignment with program goals.

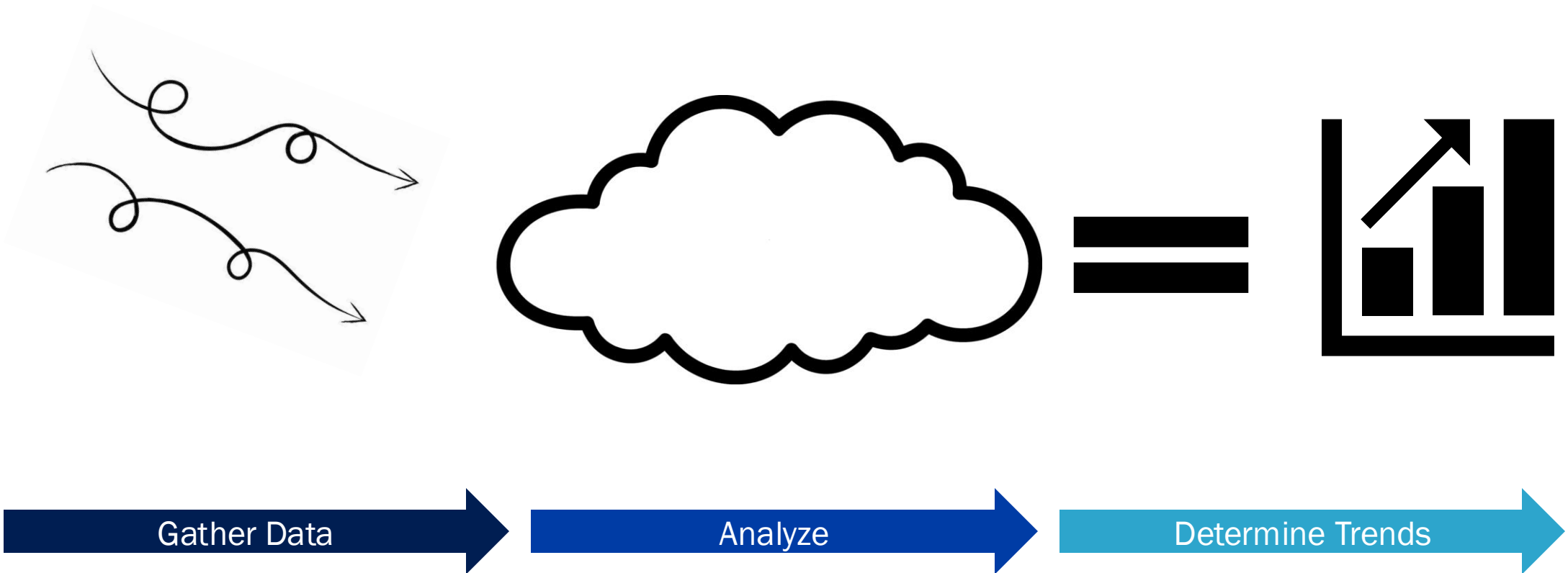
Ongoing evaluation of learners and program effectiveness

# DATA COLLECTION PREPARATION



# TREND ANALYSIS & SIGNIFICANCE

We also set benchmarks / thresholds for response rates to ensure that the feedback collected was robust and representative.



# ANALYZING THE DATA - QUANTITATIVE

1



Determine  
Scale

2



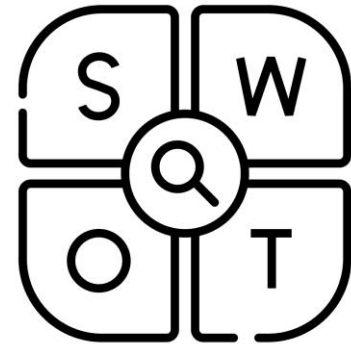
3-Year Rolling  
Average

3



Set Our  
Benchmarks

4



Categorize  
Items by  
SWOT

# EXAMPLE – QUANTITATIVE – TRAINEE OF ROTATION

| Norwalk Hospital/ Yale School of Medicine PA Surgical Residency Program                                                                                                                                                                                        |           |           |           |                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|----------------------------|
| Trainee of Rotation                                                                                                                                                                                                                                            |           |           |           |                            |
| End of Rotation                                                                                                                                                                                                                                                |           |           |           |                            |
| Survey Year                                                                                                                                                                                                                                                    | 2023-2024 | 2024-2025 | 2025-2026 | Three-Year Program Average |
| Response Rate:                                                                                                                                                                                                                                                 | 143       | 112       | 128       | 128                        |
| <b>Evaluation Form 2023-2024 AY</b>                                                                                                                                                                                                                            |           |           |           |                            |
| <i>Response options include Extremely Dissatisfied (1), Dissatisfied (2), Neutral (3), Satisfied (4), Extremely Satisfied (5). The score below demonstrates the average score for this question (out of five) on all evaluations during the academic year.</i> |           |           |           |                            |
| Areas Evaluated:                                                                                                                                                                                                                                               |           |           |           |                            |
| 1. The site is effective for learning.                                                                                                                                                                                                                         | 3.96      | 4.39      | 4.7       | 4.35                       |
| 2. The variety of skills / procedures available at this rotation                                                                                                                                                                                               | 3.76      | 4.23      | 2.5       | 3.50                       |
| 3. The variety of patients available at this rotation                                                                                                                                                                                                          | 4.15      | 4.54      | 4.61      | 4.43                       |
| 4. The effectiveness of the clinical preceptor.                                                                                                                                                                                                                | 4.19      | 4.54      | 4.72      | 4.48                       |
| 5. The preceptor's willingness to teach.                                                                                                                                                                                                                       | 4.35      | 4.54      | 3.76      | 4.22                       |
| 6. Effectiveness of technology to log patient encounters / experiences.                                                                                                                                                                                        | 3.91      | 4.11      | 4.26      | 4.09                       |
| 7. The required hours/ shifts expected at this rotation..                                                                                                                                                                                                      | 4.02      | 3.85      | 3.4       | 3.76                       |

## Strengths:

- Clinical Sites
- Patient Pathology
- Preceptors
- Technology

## AFIs:

- Procedures and Skills Variety
- Rotation Schedules

# ANALYZING THE DATA - QUALITATIVE

1



Determine  
Scale &  
Response  
Rate

2



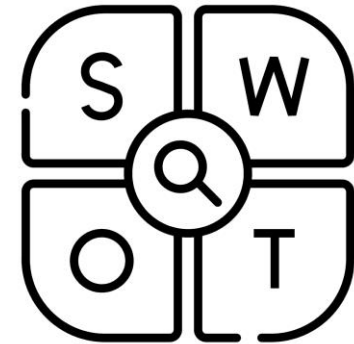
Count  
Responses

3



Set Our  
Benchmarks

4



Categorize  
Items by  
SWOT

# EXAMPLE – QUANTITATIVE – TRAINEE OF ROTATION

## Raw Comments / Feedback

- Willingness of staff/preceptors to teach
- Supportive and inclusive environment-
- Exposure to complex cases
- Effective preceptors and attendings
- High-quality patient care opportunities-
- Autonomy and responsibility
- Integration into the team
- Variety of procedures and settings
- Structured feedback and progressive challenge
- Limited procedural/ OR opportunities
- Unequal distribution of cases or call shifts
- Lack of mentorship or direct instruction
- Rotation length and mental fatigue (MICU)
- Concurrent obligations interfering with learning
- Judgmental or unsupportive behavior

116

total  
comments

## Strengths

### 1. Effective Communication: 19 mentions

- "The attendings on A service were all great to work with. Dr. Meinke would spend extra time to teach us, Dr. Gallagher was very patient and willing to teach. Good communication with attendings."
- "Staff and surgeons were very friendly and welcoming, was nice to get more robot experience."

### 2. Professionalism: 18 mentions

- "The Staff PAs on the service adhere appropriately to the role of the PA. Maintain professional demeanor with patients, their families, health care staff, students, and attending physicians."
- "Staff are nice and very willing to help when asked."

### 3. Guidance and Feedback: 17 mentions

- "Staff have been very willing to teach and I feel as I gained a lot of good skills."
- "Teresa gives good instruction and tips in OR."

|                              | Three Year Average |                      |
|------------------------------|--------------------|----------------------|
| Strengths:                   | N =                | %<br>(out of<br>143) |
| Effective Communication      | 268                | 69%                  |
| Professionalism              | 241                | 62%                  |
| Guidance and Feedback        | 308                | 71%                  |
| Compassion and Understanding | 176                | 45%                  |
| Patient Interactions         | 173                | 46%                  |
| Skill Development            | 168                | 44%                  |
| Teachable moments            | 163                | 43%                  |
| Teamwork                     | 149                | 39%                  |
| Role Models                  | 148                | 38%                  |
| Weaknesses:                  |                    |                      |
| Unclear expectations         | 13                 | 10%                  |

# ANALYZING THE DATA – COMMITTEE INVOLVEMENT



# ACTION PLAN DEVELOPMENT

The committee then worked together to review all of the data from all of the feedback mechanisms, and aggregate analysis to determine specific action plans to work on for the coming academic year. This allows us to continue to improve the program, trainee opportunities and educational commitment as required by the accrediting bodies.

| Areas for Improvement                                        | Action Plan                                                                                                  | Link to Program Outcomes / SWOT                                                                                                   | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Responsible Party     | Timeline |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|
| Clinical MD Support                                          | Hire three additional surgeons that are board certified in general surgery and surgical critical care.       | Care of the patient; medical/surgical knowledge; practice-based learning and improvement                                          | The hiring of three board-certified surgeons in general surgery and surgical critical care has enhanced the program's capacity to provide comprehensive and high-quality care to patients. These new hires brought advanced expertise and skills, allowing for more complex surgical procedures and critical care management. Their presence also supported the training and development of the PA trainees, offering valuable MD clinical support and hands-on learning opportunities.                                                                                                                                                                                                                | Program administrator | 8/2025   |
| Volume of procedures/limited resources/limited opportunities | Expand clinical sites to increase learning opportunities for PA trainees and decrease PA trainee class size. | Care of the patient; medical/surgical knowledge; practice-based learning and improvement; professionalism, systems-based practice | Expanding clinical sites to increase learning opportunities for PA trainees, coupled with a reduction in class size, has significantly enhanced the educational experience. The expanded clinical sites provide a broader range of cases and settings, allowing trainees to gain diverse and comprehensive clinical exposure. Additionally, the smaller class size ensures that each trainee has more hands-on opportunities and individualized attention, increasing their exposure to procedures and reducing the dilutional effect of a larger cohort. These changes have led to a more robust and focused training environment, ultimately improving the competency and confidence of PA trainees. | Program administrator | 9/2024   |



Ongoing evaluation of learners and program effectiveness

# THANK YOU

