

USAHS PA Program

Evidence/Assessment of Goals

Goal 1: Support students to achieve first-time board passing rates consistently above the national average.

Faculty and administrators of the USAHS Master of Science in Physician Assistant Studies (MSPAS) program understand the time and energy that students invest into successfully completing a rigorous course of study. The goal of the USAHS PA program is each student's successful completion of the Physician Assistant National Certification Exam (PANCE) and entry into the workforce as a practicing PA.

The USAHS PA program supports students by monitoring their growth through the curriculum's 24 competencies. Defined as the minimum acquired skills needed for an entry-level physician assistant, these competencies are divided into six domains: medical knowledge, interpersonal and communication skills, clinical and technical skills, professional behaviors, clinical reasoning and problem-solving, and interprofessional collaboration (IPEC Core Competencies).

The USAHS PA program will provide PANCE prediction modeling to its students. The intent of this modeling is not to predict PANCE scores, but rather to assist students in progressing through the curriculum and achieving a passing score.

Objectives

1. USAHS PA program students achieve a first-time pass rate on the PANCE above the national first-time pass rate.
2. USAHS PA program students achieve an overall pass rate on the PANCE above the national overall pass rate.

Benchmarks

1. PANCE first-time pass rate 2021 = 93%
2. PANCE all takers pass rate 2021 = 91%
3. Internal benchmark scores within domains = TBD

Goal 2: Prepare entry-level PAs through foundational knowledge and professional skills.

In the USAHS PA program, we define a student's success not only through their academic markers, but also through the professional and patient care skills they demonstrate. To measure these less-tangible variables during the Admissions process, we administer a multiple-mini interview (MMI) that involves our community members and medical partners. We also use Altus Suite, a multi-part assessment tool that gives each applicant the opportunity to stand out as an individual by exhibiting unique competencies and attributes that showcase who they are beyond their grades. For more information, see https://takealtus.com/welcome_to_takealtus.

Within the PA program, we measure our students' traits by monitoring their growth through the six domains of program competencies, as listed above. We measure these using a program called *Competency AI*. Students meet regularly with their advisors to discuss their progression toward meeting program competencies.

Objectives

1. Select students whose academic and professional backgrounds suggest they will thrive in a rigorous academic curriculum and contribute to a positive culture within the program and on campus.
2. Attain a graduation rate above the national average.
3. Achieve an attrition rate below the national average.
4. Graduate students who meet the program's competency milestones.

Benchmarks

1. Average admission GPA scores and GPA range data will be published
 - a. Analysis of benchmarks to occur as student data becomes available
2. Minimum Altus Suite scores = TBD as data become available
3. Graduation rate above the national average
4. Attrition rate below the national average
5. Competency data reports/timing (from Competency AI) to determine benchmarks

Goal 3: Prepare students to work within a patient-centered, interprofessional healthcare team.

The USAHS PA program values interprofessional education (IPE) and the physician-led, patient-centered healthcare team approach to medicine and patient care. A central focus of our curriculum, IPE is a feature of several formal and informal activities. Formally, students are exposed to IPE through two courses within the curriculum: IPE and Collaborative Practice and Cultural Competence in Healthcare. Within these courses, students will have the opportunity to collaborate alongside students from other healthcare professions (such as PT, OT, SLP, and Nursing).

The PA program also features a competency domain related to IPE and the IPEC competencies. This domain focuses on collaboration with other healthcare providers and community members to help students prepare to enter clinical practice.

Objectives

1. Students achieve Level 3 (competent) on USAHS PA program competencies prior to entering their final trimester.
2. Students experience a minimum of five IPE events/exposures through the USAHS PA curriculum.
3. As reflected on the end-of-program student survey, students have no scores below the USAHS benchmark system in any domain related to IPE or the healthcare team.

Benchmarks

1. Students achieve Level 3 (competent) on USAHS PA program competencies prior to entering their final trimester.

2. Students experience a minimum of five interprofessional education (IPE) events/exposures through the USAHS PA curriculum.
3. As reflected on the end-of-program student survey, students achieve minimum scores of “3” on a 5-point Likert scale in all domains related to IPE and the healthcare team.

Goal 4: Promote professionalism, leadership and service of students and faculty within their communities.

Faculty and administrators of the USAHS PA program consider all healthcare providers to be leaders. We define leadership as “service to others.” The program promotes servant leadership through cultivating professionalism, helping all those associated with the program see *people* rather than patients, and encouraging students to make a difference in their communities through volunteerism and service.

Objectives

1. Lead the campus and University in professionalism and professional activities.
2. Create/provide leadership training opportunities.
3. Through a minimum service requirement of 10 hours during the program, create opportunities for faculty, staff and students to provide service to their communities.

Benchmarks

1. Have few or no students with formal complaints/dismissal based on professionalism concerns.
2. All students will attend at least one leadership activity while at USAHS. Faculty to attend at least one leadership activity annually.
3. Create a minimum of 10 community service/volunteer activities for PA students.
4. All students record a minimum of 10 hours of volunteer service during their time within the program. Faculty and staff to participate in 10 service/volunteer activities annually.

Goal 5: Recruit and retain a diverse population of faculty and students.

We in the PA program recognize and respect the multitude of differences that our students, faculty, and staff bring to our workplace and classrooms. We acknowledge the changing faces within the communities we serve.

Diversity at USAHS is defined in three ways:

1. Representation of the student, faculty, and staff across all campuses
2. Allowing for diverse thought, leadership styles, and work environments
3. Encouraging diverse ways to teach, to promote student cultural awareness, and to engage in scholarly pursuits

Objectives

1. Create a collaborative community that is composed of talented and committed employees and students who represent a variety of religions, disabilities, ages, ethnicities, races, sexual orientations, and genders.

2. Support admission to students regardless of sex, gender, gender identity, gender expression, race, ethnic origin, age, disability, marital status, veteran status, religious creed, or sexual orientation.
3. Offer educational support to all students, including providing reasonable accommodations.
4. Create a PA Inclusion, Diversity, Equity, and Access (PA-IDEA) committee composed of PA faculty, staff, and students.

Benchmarks

1. Achieve program demographics (staff and students) that reflect local demographics in Austin.
2. From the end-of-program student survey in all domains related to diversity and inclusion topics, have no scores below our benchmark system.
3. Gather qualitative feedback from faculty, staff and students related to diversity, equity, and inclusion.