Success in Achieving Program Goals

Goal 1: Graduate competent physician assistants. (PLO 1, 5, 6)

Outcome Measure 1.1: First-time PANCE pass rate

Benchmark: UDPA's first-time PANCE test-taker pass rate meets or surpasses the national 5-year first-time test taker average data annually.

Data:

	UDPA First-Time Test-Taker Pass Rate	**Five Year National First-Time-Test Taker Average**
2018 Cohort	100%	96%
2019 Cohort	91%	93%

Analysis:

- In 2018, the UDPA Program exceeded the benchmark of achieving a five-year first-time PANCE pass rate meeting or surpassing the national five-year data.
- In 2019, the UDPA Program fell slightly below the benchmark of achieving a five-year first-time PANCE pass rate meeting or surpassing the national five-year data.

Discussion: The PANCE content blueprint was updated in 2019 leaving the program with the challenge of comparing performance based on two different blueprints. The decrease in the 5-year first-time pass rate for 2019 indicates overall lower performance by first-time PANCE takers with the updated blueprint. The program had limited data to guide curricular changes with only one year of data prior to the 2019 cohort taking the PANCE. The program can utilize the data from the lower pass rate to help identify any admission criteria or program performance indicators of PANCE success. Continued analysis of first-time PANCE pass rate will guide the UDPA program in self-assessment to ensure graduation of competent physician assistants.

*Conclusion***: The UDPA Program is continuing to strive to meet the established goal of graduating competent physician assistants as determined through achievement of a first-time test-taker PANCE pass rate which meets or surpasses that of the national average five-year first-time test-taker data.**

Outcome Measure 1.2: Ultimate PANCE pass rate

Benchmark: UDPA's annual ultimate PANCE pass rate meets or surpasses annual national data.

Data:

	UDPA Ultimate Pass Rate	**National Ultimate Pass Rate**
2018 Cohort	100%	100%
2019 Cohort	100%	100%

Analysis:

- The UDPA Program met the benchmark of achieving an annual ultimate PANCE pass-rate which meets or surpasses annual national data in 2018.
- The UDPA Program met the benchmark of achieving an annual ultimate PANCE pass-rate which meets or surpasses annual national data in 2019.

Discussion: The Class of 2018 and 2019 achievement of an ultimate pass rate of 100% indicates a thorough curriculum which corresponds to the PANCE blueprint. Continued analysis of these data by the Curriculum Review Committee (CRC) will ensure gaps in PANCE blueprint coverage are not present and guide curricular changes, if needed. Ensuring a comprehensive curriculum will promote continued graduation of competent physician assistants who successfully achieve national certification.

*Conclusion***: The UDPA Program is meeting the established goal of graduating competent physician assistants as determined through achievement of an annual ultimate PANCE pass rate which meets or surpasses that of the annual national data.**

Outcome Measure 1.3: UDPA Program Summative Exam pass rate

Benchmark: Students achieve an ultimate pass rate of 100% on the UDPA Program Summative Exam.

Data:

	Program Summative Exam Ultimate Pass Rate
2018 Cohort	100%
2019 Cohort	100%

Analysis:

- The UDPA Class of 2018 met the program benchmark of achieving an ultimate pass rate of 100% on the Program Summative Exam.
- The UDPA Class of 2019 met the program benchmark of achieving an ultimate pass rate of 100% on the Program Summative Exam.

Discussion: The Class of 2018 and 2019 Program Summative Exam ultimate pass rate data demonstrates achievement of the program's overall performance goal of 100%. The Program Summative Exam (PSE) is evaluated by the Program Summative Exam Review Task Force annually to ensure correlation to the curriculum and PANCE content blueprint. Comparing the PSE and PANCE scores will aid to determine whether the PSE is sufficiently rigorous; however, we have insufficient data currently to reach a statistically significant conclusion in this regard, as indicated from the calculated p-value of 0.0524 from the 2018 and 2019 cohort PANCE and PSE data. Following establishment of a uniform PSE based on analysis of related program outcomes, evaluation of data will continue to guide necessary revisions to the curriculum to ensure graduation of competent physician assistants.

*Conclusion***: The UDPA Program is meeting the program established goal of graduating competent physician assistants as determined through 100% of students successfully completing the program summative exam.**

Outcome Measure 1.4: Employer Survey Competency Rating

Benchmark: Annual employer ratings regarding competency will be 3.5 or greater on the 5-point Likert scale for 90% of students.

Data:

	Percent of Students indicated as Competent
2018 Cohort	-
2019 Cohort	-

Analysis:

- The UDPA Program is currently collecting data through an employer survey.

Discussion: The UDPA program strives to better understand and analyze the competency of our graduates with data collection through an employer survey.

*Conclusion***: The UDPA Program will further explore the achievement of graduating competent physician assistants through determination of the percentage of graduates indicated as being competent in their profession on employer surveys.**

Program Goal 2: Cultivate compassionate healthcare providers. (PLO 2, 3, 4)

Outcome Measure 2.1: Preceptor evaluation of student interpersonal skills with patients

Benchmark: Annual preceptor ratings regarding interpersonal skills with patients (Patient Rapport & Interpersonal and Communication Skills) will be 3.5 or greater on the 5-point Likert scale for 90% of students.

Data:

	Percent of Students Achieving ≥3.5 Rating
2018 Cohort	92.06%
2019 Cohort	94.24%

Analysis:
- The UDPA Class of 2018 exceeded the benchmark of 90% of students achieving a 3.5 or greater on preceptor evaluations of student interpersonal skills with patients.
- The UDPA Class of 2019 exceeded the benchmark of 90% of students achieving a 3.5 or greater on preceptor evaluations of student interpersonal skills with patients.

Discussion: The Class of 2018 and 2019 End-of-Rotation preceptor evaluation data demonstrates achievement of the program's overall performance score of 90% of students attaining a 3.5 rating in regard to patient rapport and interpersonal and communication skills. Preceptor feedback is utilized to guide student advising, as well as program and student self-assessment. Continued analysis of these criteria will ensure compassionate providers are graduated from the UDPA Program.

*Conclusion***: The UDPA Program is meeting the program established goal of cultivating compassionate providers as determined through 90% of students successfully achieving a 3.5 or greater preceptor rating for interpersonal skills with patients.**

Outcome Measure 2.2: Preceptor evaluation of student interaction with members of the healthcare team

Benchmark: Annual preceptor ratings regarding interaction with members of the healthcare team will be 3.5 or greater on the 5-point Likert scale for 90% of students.

Data:

	Percent of Students Achieving ≥3.5 Rating
2018 Cohort	95.82%
2019 Cohort	96.04%

Analysis:

- The UDPA Class of 2018 exceeded the benchmark of 90% of students achieving a 3.5 or greater on preceptor evaluation of student interaction with members of the healthcare team.
- The UDPA Class of 2019 exceeded the benchmark of 90% of students achieving a 3.5 or greater on preceptor evaluation of student interaction with members of the healthcare team.

Discussion: The Class of 2018 and 2019 End-of-Rotation preceptor evaluation data demonstrates achievement of the program's overall performance score of 90% of students attaining a 3.5 rating in regard to interprofessional skills. Preceptor feedback is utilized to guide student advising, as well as program and student self-assessment. Continued analysis of this criterion will ensure compassionate providers are graduated from the UDPA Program.

Conclusion: **The UDPA Program is meeting the program established goal of cultivating compassionate providers as determined through 90% of students successfully achieving a 3.5 or greater preceptor rating for student interactions with members of the healthcare team.**

Outcome Measure 2.3: Program Summative Examination and Didactic Summative Examination Standardized Patient Evaluation of Student Rapport

Benchmark: On the Standardized Patient Evaluation of Student Rapport, 90% of students meet or surpass expectations during the Program Summative Examination and Didactic Summative Examination.

Data:

Percent of Students Meeting or Exceeding Expectations	Didactic Summative Exam	Program Summative Exam
2018 Cohort	-	-
2019 Cohort	-	95.45%
2020 Cohort	100%	-

Analysis:

- The UDPA Program developed the Standardized Patient Evaluation of Student Rapport in 2019 following the graduation of the 2018 cohort as a means to better evaluate student compassion during interactions with patients; therefore, data is not available for the 2018 cohort.
- The 2019 cohort met the benchmark of 90% of students meeting or surpassing expectations on the Standardized Patient Evaluation of Student Rapport during the Program Summative Exam. The UDPA Program developed the Standardized Patient Evaluation of Student Rapport in 2019; therefore, data was not collected during the 2019 cohort Didactic Summative Exam.
- The 2020 cohort exceeded the benchmark of 90% of students meeting or surpassing expectations on the Standardized Patient Evaluation of Student Rapport during the Didactic Summative Exam. The 2020 cohort will complete the Program Summative Exam in December 2020; corresponding data will be published at that time.

Discussion: The Standardized Patient Evaluation allows for a calibrated assessment of student interpersonal communication skills and development of patient rapport from an outsider's perspective. These assessments are utilized throughout the curriculum, allowing student self-assessment opportunities. Faculty analysis of results ensures intervention and remedial plans can be implemented, as needed. As a result, final Standardized Patient Evaluations collected during the Didactic Summative Exam and Program Summative Exam are reflective of continued progression of communication skills which have led the UDPA Program to exceed benchmarks related to establishment of patient rapport. Continuation of this process will ensure the continued cultivation of compassionate providers from the UDPA Program.

*Conclusion***: The UDPA Program is meeting the program established goal of cultivating compassionate providers as determined through 90% of students successfully meeting or surpassing expectations for establishing patient rapport based on the Standardized Patient Evaluation during the Didactic and Program Summative Exams.**

Outcome Measure 2.4: Employer Survey Compassion Rating

Benchmark: Annual employer ratings regarding compassion will be 3.5 or greater on the 5-point Likert scale for 90% of students.

Data:

	Percent of Students indicated as Compassionate
2018 Cohort	-
2019 Cohort	-

Analysis:

- The UDPA Program is currently collecting data through an employer survey.

   Discussion: The UDPA program strives to better understand and analyze the level of compassion from our graduates with data collection through an employer survey.

*Conclusion***: The UDPA Program will further explore the achievement of graduating compassionate physician assistants through determination of the percentage of graduates indicated as being compassionate in their profession on employer surveys.**

Program Goal 3: Provide a supportive and engaging learning environment. (PLO 2, 4)

Outcome Measure 3.1: Learning Environment Survey

Benchmark: The mean of each component on the Learning Environment Survey will be 3.5 or higher on the 5-point Likert scale.

Data:

	2018 Mean	2019 Mean
Overall, I am satisfied with the quality of my graduate education.	-	4.23
The learning environment is supportive.	-	4.00
The curriculum encourages the development of professional behaviors.	-	4.36
My classmates are professional.	-	4.09
The faculty are professional.	-	4.36
Assessment activities are fair.	-	3.95
I am provided with sufficient feedback regarding my abilities.	-	4.23
I am encouraged to give my best.	-	4.45
Faculty are responsive to student concerns.	-	3.95
There is an effective support system for students that are experiencing stress.	-	3.82
The learning environment helps me develop empathy towards patients.	-	4.32
The environment inspires me to learn.	-	4.45
School is a comfortable place for people of all genders, ethnicities, and sexual orientations to learn.	-	4.41
Security and personal safety measures are in place for PA students in all locations where instruction occurs.	-	4.68
I know where to find the policies and procedures for reporting allegations of harassment.	-	4.68

Analysis:

- The UDPA Program developed the Learning Environment Survey in 2019; therefore, data collection did not occur in 2018.
- The UDPA Program met expectations in the achievement of a 3.5 or greater on each component of the Learning Environment Survey in 2019.

Discussion: The Learning Environment Survey did not demonstrate any particular deficiencies in the environment at the University of Dubuque based on established benchmarks. In response to lower ratings regarding an effective support system within the UDPA Program, students were further surveyed to understand pitfalls in the system. Increase in the information provided to students to understand access to support services, as well as

the opening of the Smeltzer-Kelly Health Center in 2020, were strategies to improve the support system provided to students in the UDPA program. Continued analysis of Learning Environment Survey data will ensure a supportive and engaging learning environment is provided to our students with improvements made, as needed.

Conclusion: **The UDPA Program is meeting the program established goal of providing a supportive and engaging learning environment as determined through achievement of a 3.5 or greater on each component of the Learning Environment Survey.**

Outcome Measure 3.2: Student Evaluation of Faculty

Benchmark: The cohort mean of Student Evaluation of Faculty overall will be 3.5 or greater on a 5-point Likert scale.

Data:

	Cohort Mean of Faculty
2018 Cohort	4.29
2019 Cohort	4.49

Analysis:

- The UDPA Program exceeded the benchmark of achieving an average of 3.5 or greater overall on Student Evaluation of Faculty from the 2018 cohort.
- The UDPA Program exceeded the benchmark of achieving an average of 3.5 or greater overall on Student Evaluation of Faculty from the 2019 cohort.

Discussion: Review of our faculty based on student evaluation following each course indicates effective teaching from each of our faculty members. Instructor evaluations are reviewed annually through instructor self-assessment, program director review, and analysis of data by the Curriculum Review Committee (CRC) with the goal to address any deficiencies noted. Maintaining effective and supportive faculty within the UDPA program will ensure a supportive and engaging learning environment for our students, promoting their success in the program.

*Conclusion***: The UDPA Program is meeting the program established goal of providing a supportive and engaging learning environment as determined through achievement of an annual mean of 3.5 or greater for student evaluation of faculty.**

Outcome Measure 3.3: Student Evaluation of Clinical Preceptors

Benchmark: The annual overall mean of Student Evaluation of Clinical Preceptor ratings will be 3.5 or greater on a 5-point Likert scale.

Data:

	Clinical Preceptor Rating Annual Mean
2018	4.67
2019	4.73

Analysis:

- The UDPA Program met the benchmark for achieving a rating of 3.5 or greater following student analysis of clinical preceptors in 2018.
- The UDPA Program met the benchmark for achieving a rating of 3.5 or greater following student analysis of clinical rotations in 2019.

Discussion: Review of clinical preceptors based on student evaluation following each rotation indicates effective teaching from preceptors in 2018 and 2019. Preceptor evaluations are reviewed following each rotation by the Clinical Education Team led by the Clinical Education Director to address any concerns. Effective preceptors ensure a supportive and engaging learning environment for our students while at remote locations.

*Conclusion***: The UDPA Program is meeting the program established goal of providing a supportive and engaging learning environment as determined through achievement of an annual mean of 3.5 or greater for student evaluation of clinical preceptors.**

Outcome Measure 3.4: Student Evaluation of Rotation

Benchmark: The annual mean of Student Evaluation of Clinical Rotations will be 3.5 or greater on a 5-point Likert scale.

Data:

	Clinical Rotation Rating Annual Mean
2018	4.62
2019	4.77

Analysis:

- The UDPA Program met the benchmark for achieving a rating of 3.5 or greater following student analysis of clinical rotations in 2018.
  The UDPA Program met the benchmark for achieving a rating of 3.5 or greater following student analysis of clinical rotations in 2019.

Discussion: Review of clinical rotations based on student evaluation following each rotation indicates efficient clinical sites and educational experiences for rotations in 2018 and 2019. Rotation evaluations are reviewed following each rotation by the Clinical Education Team led by the Clinical Education Director to address any concerns. The safety measures, amenities provided, and educational experience of clinical rotations are important aspects which continue to be evaluated to ensure a supportive and engaging learning environment for our students during the clinical phase.

*Conclusion***: The UDPA Program is meeting the program established goal of providing a supportive and engaging learning environment as determined through achievement of an annual mean of 3.5 or greater for student evaluation of clinical rotations.**

Outcome Measure 3.5: Graduation Rate

Benchmark: The UDPA graduation rate will be at or above the national mean.

Data:

	UDPA Graduation Rate	National Graduation Rate
2018	95.8%	92.9%
2019	95.7%	-

Analysis:

- The UDPA Program met the benchmark of achieving a graduation rate at or above the national mean.
- The UDPA Program will assess the 2019 graduation rate once data is published in regard to the national graduation rate in the upcoming PAEA Program Report.

Discussion: The achievement of a graduation rate above the national mean in 2018 reflects a learning environment which is effective in maintaining students through the duration of their education. Providing necessary support and remedial opportunities when needed fosters the high graduation rate. Continued reflection on these rates will ensure a supportive and engaging environment which favors completion of the program by UDPA students.

*Conclusion***: The UDPA Program is meeting the program established goal of providing a supportive and engaging learning environment as determined through achievement of a graduation rate above the national mean for PA programs.**

Outcome Measure 3.6: Faculty Evaluation of the Program, Curriculum, and Administration

Benchmark: The mean of components relating to the learning environment on the Faculty Evaluation of Program, Curriculum, and Administration will be 3.5 or higher on the 5-point Likert scale.

Data:

	2018 Mean	2019 Mean	2020 Mean
There are sufficient number of qualified instructors available to provide lectures.	-	3.86	4.4
The program has sufficient financial resources to operate the educational program and fulfill obligations to matriculating and enrolled students.	-	4.00	4.4
The program has sufficient physical facilities to operate the educational program and fulfill obligations to matriculating and enrolled students.	-	3.86	4.6
The institution provides adequate support in securing clinical sites and preceptors in sufficient numbers to allow students to meet the program's learning outcomes for the clinical phase of the program.	-	3.29	4.2
The program has sufficient academic resources to operate the educational program and fulfill obligations to matriculating and enrolled students.	-	3.71	4.6

Analysis:

- The initial distribution of the Faculty Evaluation of Program, Curriculum, and Administration occurred in 2019; therefore, data collection did not occur in 2018.
- The UDPA Program met benchmarks for all components relating to the learning environment on the Faculty Evaluation of Program, Curriculum, and Administration in 2019, except in regard to the institution providing adequate support in securing clinical sites and preceptors in sufficient numbers to allow students to meet the program's learning outcomes for the clinical phase of the program.
- The UDPA Program exceeded benchmarks for all components relating to the learning environment on the Faculty Evaluation of Program, Curriculum, and Administration in 2020.

Discussion: The UDPA Program monitors the learning environment as supported by the institution through the Faculty Evaluation of Program, Curriculum, and Administration. This evaluation is reviewed by the President's Healthcare Studies Assessment Committee and PA Evaluation and Review Committee annually to improve conditions within the department. The benchmark regarding the institution providing adequate support in securing clinical sites and preceptors in sufficient numbers to allow students to meet the program's learning

outcomes for the clinical phase of the program was not met in 2019. Institutional support was improved through financial increases to offer remuneration to clinical sites to secure adequate numbers of clinical rotation opportunities which offer quality educational experiences for students. Additionally, an increase of clinical recruitment personnel has aided efforts in this regard, as well as a campaign to have Board of Trustee members reach out to their sphere of influence. These modifications improved clinical placement opportunities, leading the UDPA Program to exceed its benchmark in 2020. Continual review of Faculty Evaluation of Program, Curriculum, and Administration will enable transparency between the program and institution to ensure a supportive and engaging learning environment is continued to be provided to students.

*Conclusion***: The UDPA Program is meeting the program established goal of providing a supportive and engaging learning environment as determined through achievement of a mean greater than or equal to 3.5 on all components of the Faculty Evaluation of Program, Curriculum, and Administration related to the learning environment.**

Goal 4: Model volunteerism and provide opportunities for service. (PLO 5)

Outcome Measure 4.1: Principle faculty and student participation in professional health organizations

Benchmark: Participation of faculty and students in at least one professional health organization will achieve a rate of 100% annually.

Data:

	2017	**2018**	**2019**
Percent of Faculty Participation	100%	100%	100%
Percent of Student Participation	100%	100%	100%
Percent Overall (Principle Faculty and Student) Participation	100%	100%	100%

Analysis:

- In 2017, UDPA program faculty and students met the benchmark of being certified in one or more professional health organizations.
- In 2018, UDPA program faculty and students met the benchmark of being certified in one or more professional health organizations.
- In 2019, UDPA program faculty and students met the benchmark of being certified in one or more professional health organizations.

Discussion: PA faculty and students are involved in the state PA chapter, Iowa PA Society, and the national PA society, American Academy of Physician Assistants. Non-PA faculty maintain membership in discipline-specific organizations to remain engaged and current in their respective fields. Maintaining 100% of participation in professional health organizations will ensure faculty and student commitment to their profession with opportunities to participate in its advancement.

*Conclusion***: The UDPA program is meeting the program established goal of modeling volunteerism and providing opportunities for service as determined through 100% faculty and student participation in a professional health organization annually.**

Outcome Measure 4.2: Faculty, staff, and student annual participation in volunteer work.

Benchmark: Of principal faculty and staff, as well as students (in pre-clinical phase), 85% will participate in volunteer work annually.

Data:

	2017	2018	2019
Percent of Faculty & Staff Participation	77.8%	90.0%	87.5%
Percent of Student Participation	87.5%	87.5%	85.2%
Percent of Overall (Faculty, Staff, and Student) Participation	87.8%	88.2%	86.0%

Analysis:

- In 2017, the UDPA program achieved its goal of at least 85% of faculty, staff, and student participation in volunteer work annually.
- In 2018, the UDPA program achieved its goal of at least 85% of faculty, staff, and student participation in volunteer work annually.
- In 2019, the UDPA program achieved its goal of at least 85% of faculty, staff, and student participation in volunteer work annually.

Discussion: The Alzheimer's Walk continues to be a major fundraising event for faculty, staff, and students to participate. UDPA has partnered with UnityPoint-Finley to host Teddy Bear clinics for kids at the local farmer's market and health events. Students are encouraged to balance additional volunteer activities with course work and maintain a tracking sheet to share from cohort to cohort of volunteer opportunities. Faculty and staff involvement was low in 2017; however, a more established program allows for time and encouragement of volunteerism, leading these numbers to exceed our goal of 85% participation in recent years. Continuing to stress the importance of volunteerism and model it through faculty involvement will ensure continued commitment of the UDPA program to volunteerism within our community.

*Conclusion***: The UDPA program is meeting the program established goal of modeling volunteerism and providing service opportunities as determined through achievement of 85% annual student and faculty and staff participation in volunteerism.**