### Program Mission

Alignment of the programs mission to that of our institution will be assessed at each Faculty and Staff Retreat (March) and again at the global assessment of the program with institutional stakeholders (June). Continual analysis of our ability to meet our mission goals will be reflected in our students’ awareness of our mission as seen in student and faculty surveys, as well as our ability to meet our programmatic goals that reflect our mission. The Mission of the program will be reviewed at the Annual Global Data Summit with the Assistant Provost and Office of Institutional Effectiveness, Dean of SEHS and Program Director. The Mission will be reviewed by the program at the Annual Faculty Retreat with all Faculty and Staff. The Program must define, publish and make readily available to enrolled and prospective students the evidence of its ability to meet these goals (A3.13b) by annually updating the website with instruments used and results obtained.

### Program Goals

1. Recruit and retain *diverse* and *highly qualified* students.
2. Prepare graduates in the *therapeutic use of lifestyle changes* to prevent and treat disease.
3. Educate graduates who possess the *competence* required of contemporary health care practice, including the economics of medical care.
4. Develop future *PA leaders* and *interprofessional team members*.
5. Engage students in *community service* and prepare them to be *self-directed scholars.*

### Program Goal #1: Recruit and Retain diverse and highly qualified students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Goals | Benchmark Criteria | Assessment Tool | Review Period | Review Process (who analyzes and reviews data) |
| Recruit and retain diverse and highly qualified students | Cumulative GPA and Science GPA >3.0, Comparison of MSPAS GPA to other graduate GPAs, PA shadowing hours >30, Direct Patient Care Hours >750, % URM at or above national average, Attrition rate no more than1 student per year | Matriculation/Admissions Data | Annual Institutional Global Review and Data Summit Annual Faculty Retreat | Program Director, Director of Research and Programmatic Outcomes, Admissions Committee, Associate Dean of Admissions |

* Data Collection Tools: Admissions data, Student Attrition Data
* Benchmark: Cumulative GPA and Science GPA >3.0, Comparison of MSPAS GPA to other graduate GPAs, PA shadowing hours >30, Direct Patient Care Hours >750, % URM at or above national average, Attrition rate no more than1 student per year
* Type of Data: Quantitative
* Timing of data review: Annual Global Review and Data Summit
* Responsible Party: Program Director, Director of Research and Programmatic Outcomes, Admissions Committee, Associate Dean of Admissions.

### Program Goal #2: Prepare students in the therapeutic use of lifestyle changes to prevent and treat disease.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Goals | Benchmark Criteria | Assessment Tool | Review Period | Review Process (who analyzes and reviews data) |
| Prepare graduates in the *therapeutic use of lifestyle changes* to prevent and treat disease. | Student will score >75% on lifestyle related questions on summative exams>75% of students will report feeling competent in applying lifestyle counseling to patients  | End-of-Didactic Summative ExamEnd-of-Didactic and End-of-Clinical Year SurveyFocus GroupsAlumni Survey | Annual Institutional Global Review and Data Summit Annual Faculty Retreat | Program Director, Medical Director, Director of Research and Outcomes, Curriculum Committee |

* Data Collection Tools: Focus Groups, End-of-Didactic Summative Exam, End-of-Didactic and Clinical Survey, Alumni Survey
* Benchmark: Students will score >75% on lifestyle summative exams, >75% of students will report feeling competent in applying lifestyle counseling to patient therapy
* Type of Data: Quantitative and Quantitative Data
* Timing of data review: Annual Global Review and Data Summit and Faculty Retreat
* Responsible Party: Program Director, Medical Director, Director of Assessments and Programmatic Outcomes, Curriculum Committee

### Program Goal #3: Educate graduates who possess the competence required of contemporary health care practice, including the economics of medical care.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Goals | Benchmark Criteria | Assessment Tool | Review Period | Review Process (who analyzes and reviews data) |
| Educate graduates who possess the competence required of contemporary health care practice | PANCE pass rate at or above national averagePACKRAT I & II at or above national averageProfessionalism Course Rubric >3.2/5>95% students score at program expected new graduate competency level on didactic and clinical year summative exams >95% students score at program expected new graduate competency level on all 13 PLOs prior to graduation >95% Clinical Passport completed satisfactorily | Course GradesEnd-of-Didactic and End-of-Clinical Summative ExamsPeer-to-Peer EvaluationsCourse Professionalism RubricPACKRAT I & II ScoresPANCE ScoresEOR ExamsFaculty PLO AssessmentsStudent PLO Self-AssessmentsPreceptor Preparedness SurveyClinical Preceptor EvaluationsClinical PassportAlumni SurveyEmployee Survey | Formally at end of each semesterAnnual Institutional Global Review and Data Summit Annual Faculty Retreat | Program Director, Medical Director, Director of Research and Outcomes, Curriculum Committee, Student Progress Committee |

* Data Collection Tools: End-of-the Didactic and Clinical Summative Exams, PACKRAT I & II, Faculty PLO Assessments, Student PLO Assessments, Peer-to-Peer PLO Evaluations, Course Professionalism Rubric, Preceptor Preparedness Survey, Clinical Preceptor Evaluations, End-of-Rotation Exams, End-of-Didactic and End-of-Clinical Year Survey, Alumni Survey, Employee Surveys, PANCE
* Benchmark: PANCE pass rate at or above national average, PACKRAT I & II at or above national average

Professionalism Course Rubric >3.2/5, >95% students score at program expected new graduate competency level on didactic and clinical year summative exams, >95% students score at program expected new graduate competency level on all 13 PLOs prior to graduation, >95% Clinical Passport completed satisfactorily

* Type of Data: Quantitative and Quantitative Data
* Timing of data review: Formally at end of each semester, annual at Global Review/data summit and Faculty Retreat
* Responsible Party: Program Director, Medical Director, Director of Research and Programmatic Outcomes, Curriculum Committee, Student Progress Committee

### Program Goal #4: Develop future PA leaders and interprofessional team members.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Goals | Benchmark Criteria | Assessment Tool | Review Period | Review Process (who analyzes and reviews data) |
| Develop future PA leaders and interprofessional team members who raise awareness of the PA profession | >95% students perform >3.2/5 on IPE assessmentsPerform >3.2/5 on IPE assessmentsAlumni score >3.2/5 on leadership questions on alumni and employer survey questions>75% of alumni are engaged in professional organizations | IPE AssessmentsEnd-of Clinical Year SurveyAlumni SurveyEmployer Satisfaction Surveys | Annual Institutional Global Review and Data Summit Annual Faculty Retreat | Program Director, Medical Director, Director of Research and Programmatic Outcomes, Curriculum Committee, Student Progress Committee, Office of Institutional Effectiveness |

* Data Collection Tools: IPE Assessments, End-of Clinical Year Survey, Alumni Survey, Employer Satisfaction Surveys
* Benchmark: >95% students perform >3.2/5 on IPE assessments, perform >3.2/5 on IPE assessments, Alumni score >3.2/5 on leadership questions on alumni and employer survey questions, >75% of alumni are engaged in professional organizations
* Type of Data: Qualitative
* Timing of data review: Annual Global Review and Data Summit and Faculty Retreat
* Responsible Party: Program Director, Medical Director, Director of Research and Programmatic Outcomes, Curriculum Committee, Student Progress Committee

### Program Goal #5: Engage students in community service and prepare them to become self-directed scholars

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Goals | Benchmark Criteria | Assessment Tool | Review Period | Review Process (who analyzes and reviews data) |
| Prepare graduates who are engaged in community service and self-directed scholars | >95% of students volunteer once per year>75% students Alumni self-report community service>90% of Alumni remain current with their continuing medical education (CME) | End-of-Didactic Year SurveyEnd-of-Clinical Year SurveyAlumni SurveyEmployer Satisfaction Survey | Annual Institutional Global Review and Data SummitAnnual Faculty Retreat | Program Director, Medical Director, Director of Research and Programmatic Outcomes, Curriculum Committee, Student Progress Committee, Office of Institutional Effectiveness, Dean of SEHS |

* Data Collection Tools: End-of-Didactic Year Survey, End-of-Clinical Year Survey, Alumni Survey
* Benchmark: >95% of students volunteer once per year, >75% students Alumni self-report community service, >90% of Alumni remain current with their continuing medical education (CME)
* Type of Data: Qualitative
* Timing of data review: Annual Global Review and Data Summit
* Responsible Party: Program Director, Medical Director, Director of Research and Programmatic Outcomes, Curriculum Committee, Student Progress Committee