UNIVERSITY OF ALABAMA AT BIRMINGHAM
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

PROGRAM GOALS AND OUTCOMES REPORT

Overview of the Program: The Physician Assistant Studies Program is an entry-level physician assistant educational program that is offered by the UAB Graduate School. The 27-month curriculum consists of 15 months of didactic courses and 12 months of clinical courses. At time of graduation, the program confers a Master of Science in Physician Assistant Studies degree (MSPAS). The program is housed within the School of Health Professions, in the Department of Clinical and Diagnostic Sciences.

Program Mission: The mission of the PA program is to attract and train culturally diverse individuals with the knowledge, skills, and judgement needed to provide competent and compassionate healthcare to all. The program faculty and students are champions of diversity and inclusivity, and our commitment to these values are at the core of who we are.

Program Philosophy: The PA program aims to provide a well-balanced didactic curriculum that focuses on both medical and surgical education. We also aim to develop a well-rounded graduate that is prepared to practice in any specialty of medicine. One that is technically proficient, intellectually sound, has excellent judgement and superior character, and PANCE prepared.

Accreditation: The UAB Physician Assistant Studies Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The University of Alabama at Birmingham (UAB) is accredited by the Southern Association of Colleges and Schools (SACS) to award baccalaureate, masters, and doctoral degrees.

Degree Conferred: At time of program completion, the Master of Science in Physician Assistant Studies (MSPAS) degree is awarded by the University of Alabama at Birmingham (UAB).

PROGRAM GOALS AND DESIRED OUTCOMES:

The UAB Physician Assistant Studies Program has established learning objectives, performance indicators, and measurable outcomes to assess students, the curriculum, faculty, and program effectiveness. The PA program faculty regularly monitors and evaluates progress toward meeting defined goals in the areas of admissions, program curriculum and preparation for clinical practice, and post-graduate satisfaction. This report presents outcomes related to performance in these areas.

Didactic-Year Learning Outcomes: Upon completion of the didactic year curriculum, students will be able to perform the following tasks:

1. Demonstrate an understanding of human anatomy, physiology, and pathology of disease and their application in clinical practice (D:1).
2. Demonstrate the ability to evaluate and manage common diseases encountered in general medicine, emergency medicine, surgery, pediatrics, women's health, and behavioral medicine (D:2).
3. Demonstrate competency in performing a complete and problem-focused history and physical examination (D:3).
4. Demonstrate competency in the technical skills needed to perform as a surgical and primary care PA (D:4).
5. Demonstrate an ability to order and interpret laboratory tests, imaging, electrocardiograms, and other diagnostic studies utilized in primary care and surgery (D:5).
6. Demonstrate proficiency in CPR and ACLS management of acutely ill patients (D:6).
7. Demonstrate knowledge of medical literature databases, literature review, clinical research designs, basic medical statistics, and interpretation of medical literature (D:7).
8. Demonstrate knowledge of the history of the PA profession, medical malpractice, medical practice guidelines, and medical ethics (D:8).
9. Consider cultural and human rights issues, including religion, ethnicity/race, disability, special healthcare needs, socioeconomic level, social determinants of health, gender identity, and human sexuality, as students provide medical care to patients in clinical practice (D:9).
10. Demonstrate knowledge of legal and regulatory requirements in the PA profession (D:10).
11. Develop clinical reasoning and problem-solving abilities (D:11).

Didactic Courses Linked to Didactic-Year Learning Outcomes											
Course	D:1	D:2	D:3	D:4	D:5	D:6	D:7	D:8	D:9	D:10	D:11
PA 601 Human Gross Anatomy and Lab	x										
PA 602 Medical Physiology	x										
PA 603 Pharmacology I	x	x									x
PA 604 Pharmacology II	x	x									x
PA 605 Clinical Pathology	x										x
PA 606 Clinical Medicine I	x	x			x						x
PA 607 Clinical Medicine II	x	x			x						x
PA 608 Surgical Disease I	x	x			x						x
PA 609 Surgical Disease II	x	x			x						x
PA 610 Clinical Laboratory Medicine					x						x
PA 611 History and Physical Examination		x	x								
PA 613 Surgical Techniques				x							
PA 614 Operating Room Techniques				x		x					
PA 615 Introduction to the Profession								x		x	
PA 616 Electrocardiography					x						
PA 617 Applied Behavioral Medicine	x	x			x				x		x
PA 618 Risk Management								x		x	
PA 619 Fundamentals of Clinical Research							x				
PA 620 Analysis of Professional Literature							x				
PA 634 Simulated Clinical Concepts	x	x	x		x	x					x
PA 635 Special Populations in Medicine									x		
GC 535 Medical Genetics Across the Lifespan	x										

Measurements for Didactic-Year Learning Outcomes

Didactic Course Syllabi	D:1	D:2	D:3	D:4	D:5	D:6	D:7	D:8	D:9	D:10	D:11
Course goals and learning outcomes that are linked to instructional objectives, course content, and course assessments	x	x	x	x	x	x	x	x	x	x	x
Mechanisms of Assessment	MCE PE CBL	MCE CBL CP SPE	SPE SC	PE SC	MCE CBL SIM	SC SIM	MCE MCP	MCE CP	CP SPE RP	MCE	MCE CBL SIM

Note: MCE=Multiple Choice Exams, PE=Practical Exam, CBL=Case-Based Learning, CP=Class Presentations, SPE=Standardized Patient Encounters, SC=Skills Checkoffs, SIM=Simulation, RP=Reflection Paper, MCP=Masters Capstone Project

GOAL: Successful completion of the didactic curriculum

Didactic End of Semester Surveys	D:1	D:2	D:3	D:4	D:5	D:6	D:7	D:8	D:9	D:10	D:11
Course instruction correlate with course objectives	x	x	x	x	x	x	x	x	x	x	x
Assessments aligned with instructional objectives	x	x	x	x	x	x	x	x	x	x	x

GOAL: Average of ≥ 3.5/5 in the survey areas listed above

Student & Faculty Surveys of the MSPAS Program	D:1	D:2	D:3	D:4	D:5	D:6	D:7	D:8	D:9	D:10	D:11
The curriculum covers topics from the NCCPA Blueprint in sufficient breadth and depth		x									
The curriculum is delivered in a manner in which students are able to meet program learning objectives and goals	x	x	x	x	x	x	x	x	x	x	x
The curriculum is sufficient to help students become proficient in clinical and technical skills needed for clinical practice		x	x	x	x						
The curriculum promotes development of clinical reasoning and problem-solving abilities											x
Overall, the program provides students with a sufficient breadth and depth of knowledge and skills needed to prepare them for clinical rotations		x	x	x	x						x

GOAL: Average of ≥ 3.5/5 in the survey areas listed above. *Note: MSPAS surveys are completed at the end of the didactic curriculum.*

UAB Physician Assistant Studies Program Didactic-Year Learning Outcomes Data Summary

Data Source	Outcome	2022 Goal Status
Successful completion of the didactic curriculum	4% attrition rate 96% graduation rate	**Met**
Didactic End-of-Semester Survey:		
Course instruction correlates with course objectives	Overall rating of 4.7/5	**Met**
Assessments are aligned with instructional objectives		
Student Survey of the MSPAS Program	Overall rating of 4.7/5	
The curriculum covers topics from the NCCPA Blueprint in sufficient breadth and depth	4.8	
The curriculum is delivered in a manner in which students are able to meet program learning objectives and goals	4.7	
The curriculum is sufficient to help students become proficient in clinical and technical skills needed for clinical practice	4.6	**Met**
The curriculum promotes development of clinical reasoning and problem-solving abilities.	4.7	
Overall, I believe the program provides students with a sufficient breadth and depth of knowledge and skills needed to prepare them for clinical rotations.	4.8	
Faculty Survey of the MSPAS Program	Overall rating of 4.9/5	
The curriculum is sufficient in breadth and depth to prepare students for the PANCE	5.0	
The curriculum is delivered in a manner in which students are able to meet program learning objectives and goals	4.9	
The curriculum is sufficient to help students become proficient in clinical and technical skills needed for clinical practice	4.9	**Met**
The curriculum promotes development of clinical reasoning and problem-solving abilities.	4.9	
Overall, I believe the program provides students with a sufficient breadth and depth of knowledge and skills needed to prepare them for clinical rotations.	5.0	

<table>
<tr><td colspan="9">Clinical-Year Learning Outcomes: Upon completion of the clinical year curriculum, students will be able to perform the following tasks at the level of an entry-level physician assistant in clinical practice:</td></tr>
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1. Demonstrate proficiency in obtaining and documenting patient encounters in various clinical settings, across the lifespan (C:1).
2. Demonstrate proficiency in performing the technical and surgical skills that are essential to PA practice (C:2).
3. Demonstrate an appropriate level of professional behaviors, including a respectful and caring attitude toward patients and a willingness to function as a cooperative member of the healthcare team (C:3).
4. Demonstrate the ability to utilize subjective and objective findings to formulate an appropriate differential diagnosis (C:4).
5. Demonstrate the ability to select and interpret appropriate diagnostic studies to formulate a most likely diagnosis (C:5).
6. Demonstrate the ability to develop a patient-centered treatment plan for common medical and surgical disorders, based on current guidelines and standard of care (C:6).
7. Develop clinical reasoning and problem-solving abilities (C:7).
8. Demonstrate an ability to interpret scientific literature and apply findings to the practice of evidence-based medicine (C:8).

Measurement for Clinical-Year Learning Outcomes								
Core Rotation-Specific Student Performance Evaluations	**C:1**	**C:2**	**C:3**	**C:4**	**C:5**	**C:6**	**C:7**	**C:8**
Demonstrates good basic fund of medical knowledge of common disorders in the setting of the core rotations							x	
Demonstrates the ability to elicit an age-appropriate comprehensive or problem-focused medical history and physical exam	x							
Demonstrates the ability to select and interpret appropriate diagnostic studies, to include labs and imaging routinely ordered in family medicine					x			
Demonstrates the ability to develop an adequate differential diagnosis				x				
Demonstrates the ability to develop a treatment plan based on current screening guidelines and standard of care						x		
Demonstrates the ability to accurately document a comprehensive or problem-focused patient encounter, including assessment and plan	x							
Demonstrates effective communication skills with patients			x					
Demonstrates the ability to work collaboratively as a member of an inter-professional, patient-centered healthcare team in the outpatient setting			x					
Demonstrates proficiency in the technical and procedural skills that are considered essential in the setting of the core rotations, as defined by the rotation-specific instructional objectives		x						
GOAL: Upon completion of core rotations #8-11, 80% of students will score ≥ 88% in the task items listed above. *(Note: This is equivalent to students scoring no less than (A) on the Student Performance Evaluation).*								
Note: Rotations #8-11 are completed during the last 4 months of the clinical year, prior to graduation								
Summative OSCE (Objective Structured Clinical Exam)	**C:1**	**C:2**	**C:3**	**C:4**	**C:5**	**C:6**	**C:7**	**C:8**
Requires students to utilize clinical reasoning and problem-solving abilities while interpreting subjective and objective data to formulate a differential diagnosis, most likely diagnosis, and treatment plan.	x			x	x	x	x	
GOAL: 90% of students will successfully pass the Summative OSCE on the first attempt. *(Note: A passing score is ≥ 80%).*								
Summative Exam	**C:1**	**C:2**	**C:3**	**C:4**	**C:5**	**C:6**	**C:7**	**C:8**
150-Question, multiple choice exam				x	x	x	x	
GOAL: 90% of students will successfully pass the Summative Exam on the first attempt. *(Note: A passing score is ≥ 70%).*								
Summative Skills Assessment	**C:1**	**C:2**	**C:3**	**C:4**	**C:5**	**C:6**	**C:7**	**C:8**
Assessment of technical, surgical, and diagnostic skills. Requires students to utilize clinical reasoning and problem-solving abilities while interpreting subjective and objective data to formulate a differential diagnosis, most likely diagnosis, and treatment plan	x	x		x	x	x	x	
GOAL: 90% of students will successfully pass the Summative OSCE on the first attempt. *(Note: A passing score is ≥ 70%).*								
PA 698 Presentation of the Research Project	**C:1**	**C:2**	**C:3**	**C:4**	**C:5**	**C:6**	**C:7**	**C:8**
Non-Thesis Research Project								x

GOAL: Successful completion of the course								
MSPAS Exit Survey: Student Perception of Preparation for Practice	**C:1**	**C:2**	**C:3**	**C:4**	**C:5**	**C:6**	**C:7**	**C:8**
Performing a comprehensive H&P	x							
Performing a problem focused H&P	x							
Assisting in surgery		x						
Administering pharmaceutical therapeutics						x		
Formulating a most likely diagnosis					x			
Selecting appropriate diagnostic & lab studies					x			
Reviewing & interpreting diagnostic & lab studies					x			
Evaluate a patient's history, physical exam findings, diagnostic results, and risk factors to develop an appropriate differential diagnosis				x				
Collaborating with supervising physicians and other members of a medical team			x					
The program curriculum helps students develop clinical reasoning skills							x	
The program fosters a culture of professionalism, responsibility, accountability, and high ethical practices			x					
Overall, the program prepares students to demonstrate mastery of the knowledge, skills, and behavior needed for an entry-level PA	x	x	x	x	x	x	x	
GOAL: Average of ≥ 3.0/5 in the survey areas listed above								

* Note: All summative assessments are completed during the last 2 months of the clinical year, prior to graduation.*

UAB Physician Assistant Studies Program Clinical-Year Learning Outcomes Data Summary		
Data Source	**Outcome**	**2022 Goal Status**
Core Rotation-Specific Student Performance Evaluations	99% of students received a score of ≥ 88% in the specified task items listed on the core rotation-specific performance evaluations	**Met**
Summative OSCE	100% first-time pass rate 96% of students scored ≥ 80%, with no need for remediation	**Met**
Summative Exam (≥ 70% = Passing Score)	97% first-time pass rate 85% of students scored ≥ 80%, with no need for remediation	**Met**
Summative Skills Assessment	99% first-time pass rate 3% of students failed 2 skills (CXR and EKG) 6% of students failed 1 skill (CXR or EKG)	**Met**
PA 698 Non-Thesis Research Project	9% of students submitted research papers for publication (1 group accepted) 91% of students presented research papers via a poster presentation	**Met**
MSPAS Exit Survey: Preparation for Practice	Average cumulative rating of 4.3/5	**Met**
Performing a comprehensive H&P	4.4	
Performing a problem focused H&P	4.5	
Assisting in surgery	4.5	
Administering pharmaceutical therapeutics	3.8	
Formulating a most likely diagnosis	4.3	
Selecting appropriate diagnostic and lab studies	3.9	
Reviewing and interpreting diagnostic and lab studies	3.9	
Evaluate a patient's history, physical exam findings, diagnostic results, and risk factors to develop an appropriate differential diagnosis	4.3	
Collaborating with supervising physicians and other members of a medical team	4.4	
The program curriculum helps students develop clinical reasoning skills	4.8	
The program fosters a culture of professionalism, responsibility, accountability, and high ethical practices	4.5	
Overall, the program prepares students to demonstrate mastery of the knowledge, skills, and behavior needed for an entry-level PA	4.8	**Met**

Program Competencies

1. Medical Knowledge
   - Appropriately diagnose common medical and surgical disease states.
   - Appropriately manage common medical and surgical disease states.
   - Order and interpret diagnostic studies utilized in medicine and surgery.
   - Demonstrate critical thinking and problem-solving abilities.
2. Interpersonal and Communication Skills
   - Effectively communicate information to patients and members of the healthcare team.
3. Patient-Centered Care
   - Provide age-appropriate, patient-centered care, in a safe and effective manner.
   - Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.
   - Appropriately apply medical literature to evidence-based decisions for patient care.
4. Professionalism
   - Demonstrate a high-level of professionalism, accountability, and integrity.

Program Competencies Linked to Clinical-Year Learning Outcomes and Program Goals	
Competency	**Outcomes and Program Goals**
Appropriately diagnose common medical and surgical disease states.	D:2 Demonstrate the ability to evaluate and manage common diseases encountered in general medicine, emergency medicine, surgery, pediatrics, women's health, and behavioral medicine. C:4 Demonstrate the ability to utilize subjective and objective findings to formulate an appropriate differential diagnosis. C:5 Demonstrate the ability to select and interpret appropriate diagnostic studies to formulate a most likely diagnosis. C:7 Demonstrate clinical reasoning and problem-solving abilities. Goal:6 Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.
Appropriately manage common medical and surgical disease states.	D:2 Demonstrate the ability to evaluate and manage common diseases encountered in general medicine, emergency medicine, surgery, pediatrics, women's health, and behavioral medicine. C:2 Demonstrate proficiency in performing the technical and surgical skills that are essential to PA practice. C:7 Demonstrate clinical reasoning and problem-solving abilities. Goal:6 Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.
Order and interpret diagnostic studies utilized in primary care and surgery.	D:5 Demonstrate an ability to order and interpret laboratory tests, imaging, electrocardiograms, and other diagnostic studies utilized in primary care and surgery. C:5 Demonstrate the ability to select and interpret appropriate diagnostic studies to formulate a most likely diagnosis. Goal:6 Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.
Demonstrate critical thinking and problem-solving abilities.	D:11 Develop clinical reasoning and problem-solving abilities. C:7 Demonstrate clinical reasoning and problem-solving abilities. Goal:4 Demonstrate clinical reasoning skills create self-directed learning. Goal:6 Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.
Effectively communicate information to patients and members of the healthcare team.	C:3 Demonstrate an appropriate level of professional behaviors, including a respectful and caring attitude toward patients and a willingness to function as a cooperative member of the healthcare team Goal:5 Demonstrate superior character with a high-level of professionalism, communication, responsibility, accountability, ethical practices, and sensitivity to diverse populations, which are needed to provide compassionate healthcare to all.

Provide age-appropriate, patient-centered care, in a safe and effective manner.	D:2 Demonstrate the ability to evaluate and manage common diseases encountered in general medicine, emergency medicine, surgery, pediatrics, women's health, and behavioral medicine.
	D:9 Consider cultural and human rights issues, including religion, ethnicity/race, disability, special healthcare needs, socioeconomic level, social determinants of health, gender identity, and human sexuality, as students provide medical care to patients in clinical practice.
	C:6 Demonstrate the ability to develop a patient-centered treatment plan for common medical and surgical disorders, based on current guidelines and standard of care.
	Goal:6 Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.
Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.	D:4 Demonstrate competency in the technical skills needed to perform as a surgical and primary care PA.
	C:2 Demonstrate proficiency in performing the technical and surgical skills that are essential to PA practice.
	Goal:6 Demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.
Appropriately apply medical literature to evidence-based decisions for patient care.	D:7 Demonstrate knowledge of medical literature databases, literature review, clinical research designs, basic medical statistics, and interpretation of medical literature.
	C:8 Demonstrate an ability to interpret scientific literature and apply findings to the practice of evidence-based medicine.
Demonstrate a high-level of professionalism, accountability, and integrity.	C:3 Demonstrate an appropriate level of professional behaviors, including a respectful and caring attitude toward patients and a willingness to function as a cooperative member of the healthcare team.
	Goal:5 Demonstrate superior character with a high-level of professionalism, communication, responsibility, accountability, ethical practices, and sensitivity to diverse populations, which are needed to provide compassionate healthcare to all.

PROGRAM GOALS:

<u>**ADMISSIONS:**</u>

> **GOAL-1:** Admit high-quality applicants who successfully complete the program within 27 months.

MEASUREMENT:
- Average cumulative GPA for the incoming cohort will be ≥ 3.5/4.0
- Average cumulative science GPA for the incoming cohort will be ≥ 3.5/4.0
- Average verbal GRE for the incoming cohort will be ≥ 50th percentile
- Academic attrition rate for the incoming cohort will be ≤ 5%
- Graduation rate for the above cohort will be ≥ 95%

Goal-1 Data Summary						
Cohort Year	Number Enrolled	Average Overall GPA	Average Science GPA	Average Verbal GRE %	Attrition Rate (%)	Graduation Rate (%)
2020-2022	71	3.6	3.5	54	4	96
2019-2021	76	3.6	3.6	59	5	95
2018-2020	80	3.5	3.4	61	0	100
2022 Goal Status	**Met**	**Met**	**Met**	**Met**	**Met**	

> **GOAL-2:** Recruit, admit, and train a diverse cohort of students.

MEASUREMENT:
- An average of ≥ 20% of incoming students will be a representative of one of the following classifications:
  - Male gender
  - First generation college graduate
  - Students who identify as members of the LGBTQ+ community
  - Underrepresented minority in medicine
    - *The AAMC defines u**nderrepresented in medicine as those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population**. This includes Black / African American, Mexican American, Native American (American Indian, Alaska Natives, and Native Hawaiians), and mainland Puerto Ricans.*
  - Students from a rural, underserved, or health professional shortage areas (HPSA)
    - *The UAB MSPAS program defines rural as a town with a population of ≤ 49,999.*

Goal-2 Data Summary													
Cohort Year	Number Enrolled	Male		First-Generation Scholar		LGBTQ+ Community		URMiM		Rural Underserved		HPSA	
2022-2024	60	11	18%	8	13%	3	5%	18	30%	30	50%	16	27%
2021-2023	59	12	20%	10	17%	5	8%	4	7%	36	61%	16	27%
2020-2022	71	18	25%	12	17%	3	4%	18	25%	30	42%	7	10%
2019-2021	76	11	14%	8	11%	1	1%	5	7%	32	42%	10	13%
2022 Goal Status	**Met**												

PROGRAM CURRICULUM AND PREPERATION FOR CLINICAL PRACTICE:

GOAL-3: Foster a culture of service and leadership.

MEASUREMENT:
- Students are expected to actively participate in community service throughout the program
  - Jimmie Hale Mission
  - Jones Valley Teaching Farm
  - Firehouse Shelter
  - UAB Food Bank
  - UAB Vaccine Clinics
  - Sight Savers of America
  - Mission trip
- ≥ 80% of students will become members of AAPA and ASPA
- Average ratings in the areas of service and leadership, in the Program Goals section of the following surveys:
  - ≥ 3.5/5 on the Student Survey of the MSPAS Program
  - ≥ 3.5/5 on the Faculty Survey of the MSPAS Program
  - ≥ 3.0/5 on the MSPAS Exit Survey

Goal-3 Data Summary								
Cohort Year	**Number of Graduates**	**Total # of Service Hours**	**% of AAPA/ASPA Student Members**	**Student Survey of the MSPAS Program (RR)**		**Faculty Survey of the MSPAS Program (RR)**		**MSPAS Exit Survey (RR)**
2020-2022	68	130	92%	4.8	26%	4.7	100%	4.5	60%
2022 Goal Status		**Met**	**Met**	**Met**		**Met**		**Met**

GOAL-4: Utilizing applied learning principles incorporated through Team-based Learning (TBL) and Case-based Learning (CBL) activities, the curriculum will immerse students in practical clinical cases throughout the didactic and clinical-year, to develop clinical reasoning skills and create self-directed learners.

MEASUREMENT:
- Average ratings in the areas of creating self-directed learners and developing clinical reasoning skills, in the Program Goals section of the following surveys:
  - ≥ 3.5/5 on the Student Survey of the MSPAS Program
  - ≥ 3.5/5 on the Faculty Survey of the MSPAS Program
  - ≥ 3.0/5 on the MSPAS Exit Survey

Goal-4 Data Summary						
Cohort Year	**Number of Graduates**	**Student Survey of the MSPAS Program (RR)**		**Faculty Survey of the MSPAS Program (RR)**		**MSPA Exit Survey (RR)**
2020-2022	68	4.9	26%	4.6	100%	4.8	60%
2022 Goal Status		**Met**		**Met**		**Met**

GOAL-5: The curriculum will incorporate both academic and non-academic resources and experiential learning opportunities to cultivate interpersonal skills and behaviors that align with our program philosophy. Incorporating the additional resources listed below will help to ensure students are not only intellectually sound, technically proficient, and PANCE prepared, but also demonstrate superior character with a high-level of professionalism, communication, responsibility, accountability, ethical practices, and sensitivity to diverse populations, which are needed to provide compassionate healthcare to all.

- Professionalism rubrics
- Professionalism section of student performance evaluations
- PA 617 Applied Behavioral Medicine
- PA 635 Special Populations in Medicine Course
- Poverty simulation
- Community service hours
- Experiential learning opportunities (Sight Savers of America, Firehouse Shelter Interdisciplinary Screening Clinic)

MEASUREMENT:
- ≤ 10% of students will receive a rating of ≤ 3/4 on the didactic-year professionalism rubrics
- ≤ 5% of students will receive a rating of unsatisfactory (U) on the clinical-year student performance evaluations
- Average ratings in the areas of delivering compassionate health services to vulnerable populations and fostering a culture of professionalism, responsibility, accountability, and high ethical practices, in the Program Goals and Preparation for Practice sections of the following surveys:
    - ≥ 3.5/5 on the Student Survey of the MSPAS Program
    - ≥ 3.5/5 on the Faculty Survey of the MSPAS Program
    - ≥ 3.0/5 on the MSPAS Exit Survey

Goal-5 Data Summary									
Cohort Year	**Number of Graduates**	**Professionalism Rubrics**	**Student Performance Evaluations**	**Student Survey of the MSPAS Program (RR)**		**Faculty Survey of the MSPAS Program (RR)**		**MSPAS Exit Survey (RR)**	
2020-2022	68	4%	2.9%	4.9	26%	4.9	100%	4.5	60%
2022 Goal Status		**Met**	**Met**	**Met**		**Met**		**Met**	

GOAL-6: Graduates will demonstrate mastery of the knowledge and technical skills needed for an entry-level PA.

MEASUREMENT:
- 90% of students will pass all summative assessments on the first attempt, without need for remediation. (This includes the summative OSCE, summative examination, and summative skills assessment)
- Annual program PANCE pass rate will be equivalent to or above the national average (NA) and students will score within 2 standard deviations of the national mean in all systems and task areas
- Average ratings in the Preparation for Practice section and the area of preparing students to demonstrate mastery of the knowledge, skills, and behavior needed for an entry-level PA on the following surveys:
    - ≥ 3.5/5 on the Faculty Survey of the MSPAS Program
    - ≥ 3.0/5 on the MSPAS Exit Survey

Goal-6 Data Summary									
Cohort Year	**Number of Graduates**	**Summative OSCE**	**Summative Exam**	**Summative Skills Assessment**	**First-Time PANCE Pass Rate**	**Faculty Survey of the MSPAS Program (RR)**		**MSPAS Exit Survey (RR)**	
2020-2022	68	100%	97%	99%	91%	4.7	100%	4.5	60%
2022 Goal Status		**Met**	**Met**	**Met**	**Not Met NA=92%**	**Met**		**Met**	

GOAL-7: Graduates will indicate satisfaction with the quality of education offered by the UAB MSPAS Program.

MEASUREMENT:
- MSPAS Exit Surveys will reflect an average overall rating of ≥ 3.0/5 with regard to the didactic curriculum and PA 643/644/645: Senior Seminar I/II/III.
- MSPAS Exit Surveys will reflect an average overall rating of ≥ 3.0/5 with regard to the clinical curriculum.
  - Core SCPEs
  - Elective SCPEs
- MSPAS Exit Surveys will reflect ≥ 80% of graduates would select UAB again, to complete their physician assistant education.

Goal-7 Data Summary						
Cohort Year	Number of Graduates	MSPAS Exit Survey Didactic Curriculum	MSPAS Exit Survey PA 641: Senior Seminar I/II/III	MSPAS Exit Survey Core SCPEs	MSPAS Exit Survey Elective SCPEs	MSPAS Exit Survey Would Choose UAB Again
2020-2022	68	3.2	3.5	3.4	3.6	93%
Survey Response Rate (RR)	60%					
2022 Goal Status	**Met**	**Met**	**Met**	**Met**	**Met**	

GOAL-8: Upon completion of the program, students will feel prepared to transition into clinical practice.

MEASUREMENT:
- MSPAS Exit Surveys will reflect an average overall rating of ≥ 3.0/5 with regard to preparation for clinical practice.

Goal-8 Data Summary			
Cohort Year	Number of Graduates	Response Rate	MSPAS Exit Survey Preparation for Practice
2020-2022	68	60%	4.2
2022 Goal Status			**Met**

GRADUATE SATISFACTION:

GOAL-9: Alumni agree that the UAB MSPAS program prepared them to transition into clinical practice.

MEASUREMENT:
- 1-Year Graduate Surveys will reflect an average overall rating of ≥ 3.0/5 with regard to preparation for clinical practice.

Goal-9 Data Summary			
Cohort Year	Number of Graduates	Response Rate	Graduate Survey Preparation for Clinical Practice
2019-2021	68	54%	3.2
2022 Goal Status			**Met**