



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

PROGRAM GOALS AND OUTCOMES REPORT

OVERVIEW OF THE PROGRAM

The Physician Associate Studies Program is an entry-level 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 the time of graduation, the program confers a Master of Science in Physician Associate 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 individuals with the knowledge, skills, and judgement needed to provide competent and compassionate healthcare to all people. We are committed to cultivating a community where all students are valued and supported to ensure we are building a highly-competent patient-centered medical workforce of individuals who are dedicated to the communities they serve.

PROGRAM PHILOSOPHY

The 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 Associate Studies Program is accredited by the Accreditation Review Commission on Education for the Physician Associate, 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.

DIDACTIC AND CLINICAL CURRICULUM LEARNING OUTCOMES

Specific, measurable skills, knowledge, and behaviors that students will be able to perform upon completion of the didactic and clinical year.

PROGRAM GOALS AND DESIRED OUTCOMES

The UAB Physician Associate Studies Program has established learning objectives, performance indicators, and measurable learning outcomes to assess students, the curriculum, faculty, and program effectiveness. The 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.

Measurements for Didactic 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	D:12
Course goals and learning outcomes are linked to instructional objectives, course content, and course assessments	x	x	x	x	x	x	x	x	x	x	x	x
Mechanisms of Assessment: <i>MCE=Multiple Choice Exam, PE=Practical Exam, CBL=Case-Based Learning, CP=Class Presentation, SPE=Standardized Patient Encounter, SC=Skills Checkoff, SIM=Simulation, RP=Reflection Paper, MCP=Masters Capstone Project</i>	MCE PE CBL	MCE CBL CP SPE	SPE SC	PE SC	MCE CBL SIM	SPE SC	SC SIM	MCE MCP	MCE CP	CP SPE RP	MCE	MCE CBL SIM
GOAL: Successful completion of the didactic curriculum with a $\leq 5\%$ attrition rate and $\geq 95\%$ graduation rate.												
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	D:12
Course instruction correlates with course objectives	x	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	x
GOAL: Average of $\geq 3.5/5$ in the survey areas listed above												
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	D:12
Curriculum covers topics from the NCCPA Blueprint in sufficient breadth and depth		x										
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	x
Curriculum is sufficient to help students become proficient in clinical and technical skills needed for clinical practice		x	x	x	x	x						
Curriculum promotes the development of clinical reasoning and problem-solving abilities												x
Overall, the program provides students with sufficient breadth and depth of knowledge and skills to prepare them for clinical rotations		x	x	x	x	x						x
GOAL: Average of $\geq 3.5/5$ in the survey areas listed above. Note: MSPAS surveys are completed at the end of the didactic curriculum.												

UAB Physician Associate Studies Program Didactic-Year Learning Outcomes Data Summary		
Successful Student Performance in the Didactic Curriculum with ≤ 5% Attrition	2025 Outcomes	2025 Goal Status
Attrition Rate	7%	UNMET
Graduation Rate	97%	MET
Didactic End-of-Semester Surveys	2025 Outcomes	2025 Goal Status
Course instruction correlates with course objectives	Average Rating = 4.8	MET
Assessments are aligned with instructional objectives		
Student Survey of the MSPAS Program	2025 Outcomes	2025 Goal Status
Curriculum covers topics from the NCCPA Blueprint in sufficient breadth and depth	4.5	MET Average Rating = 4.7
Curriculum is delivered in a manner in which students are able to meet program learning objectives and goals	4.9	
Curriculum is sufficient to help students become proficient in clinical and technical skills needed for clinical practice	4.7	
Curriculum promotes the development of clinical reasoning and problem-solving abilities	4.8	
Overall, the program provides students with sufficient breadth and depth of knowledge and skills needed to prepare them for clinical rotations	4.8	
Faculty Survey of the MSPAS Program	2025 Outcomes	2025 Goal Status
Curriculum is sufficient in breadth and depth to prepare students for the PANCE	5.0	MET Average Rating = 5.0
Curriculum is delivered in a manner in which students are able to meet program learning objectives and goals	5.0	
Curriculum is sufficient to help students become proficient in clinical and technical skills needed for clinical practice	4.8	
Curriculum promotes the development of clinical reasoning and problem-solving abilities	5.0	
Overall, the program provides students with sufficient breadth and depth of knowledge and skills to prepare them for clinical rotations	5.0	

* Note: Numerical ratings listed above are measured utilizing a Likert scale of 1.0-5.0

CLINICAL-YEAR LEARNING OUTCOMES

- C:1** Demonstrate proficiency in obtaining and documenting patient encounters in various clinical settings, across the lifespan.
- C:2** Demonstrate proficiency in performing the technical and surgical skills that are essential to PA practice.
- 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.
- 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: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:7** Develop clinical reasoning and problem-solving abilities.
- C:8** Demonstrate an ability to interpret scientific literature and apply findings to the practice of evidence-based medicine.
- C:9** Adapt documentation, clinical decisions, and interventions to deliver timely, competent, and patient-centered care across varying practice settings and levels of disease acuity.
- C:10** Demonstrate efficient and adaptable practice across diverse healthcare delivery settings and systems relevant to the clinical specialty.

Measurement for Clinical Learning Outcomes and Goals

Core Rotation-Specific Student Performance Evaluations	C:1	C:2	C:3	C:4	C:5	C:6	C:7	C:8	C:9	C:10
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								x	x
Demonstrates the ability to select and interpret appropriate diagnostic studies, to include labs and imaging routinely ordered in the setting of the core rotations					x				x	x
Demonstrates the ability to develop an adequate differential diagnosis				x						
Demonstrates the ability to develop a patient-centered 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								x	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 clinical rotations #8-11 completed during the last 4 months of the clinical year prior to graduation, ≤ 20% of students will receive a below average (BA) or unsatisfactory (U) on the Student Performance Evaluation in the task items listed above.										
Summative OSCE (Objective Structured Clinical Exam)	C:1	C:2	C:3	C:4	C:5	C:6	C:7	C:8	C:9	C:10
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	x
GOAL: 90% of students will successfully pass the Summative OSCE on the first attempt, without the need for remediation. (Note: A passing score without the need to remediate is ≥ 80%).										

Summative Exam	C:1	C:2	C:3	C:4	C:5	C:6	C:7	C:8	C:9	C:10
PAEA End of Curriculum Exam (300-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 a Z-score that is at or above -1.5.).										
Summative Skills Assessment	C:1	C:2	C:3	C:4	C:5	C:6	C:7	C:8	C:9	C:10
Assessment of technical, surgical, and diagnostic skills (includes gown/gloving, injection of a local anesthetic with suturing, reading of a CXR, EKG interpretation, and performance of a physical exam). 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 Skills Assessment on the first attempt, including all 5 sections of the assessment. (Note: A passing score without the need to remediate is $\geq 80\%$).										
PA 698 Presentation of the Research Project	C:1	C:2	C:3	C:4	C:5	C:6	C:7	C:8	C:9	C:10
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	C:9	C:10
Performing a comprehensive H&P	x								x	x
Performing a problem focused H&P	x								x	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 $\geq 3.0/5$ 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 Associate Studies Program Clinical-Year Learning Outcomes Data Summary

Successful Student Performance in the Clinical Curriculum	2025 Outcomes	2025 Goal Status
Core Rotation-Specific Student Performance Evaluations	4% of students received a concerns identified (CI) or unsatisfactory (U) in the specified task items listed on the core rotation-specific performance evaluations	MET
PA 698 Non-Thesis Research Project	100% of students passed PA 698 4% of students submitted research papers for publication 100% of submitted research papers were published 96% of students presented research via poster presentations	MET
Summative Assessments	2025 Outcomes	2025 Goal Status
Summative OSCE	91% first-time pass rate 9% of students required remediation	MET
Summative Exam (≥ 70% = Passing Score)	93% first-time pass rate 7% of students required remediation	MET
Summative Skills Assessment (Skills: gown/gloving, injection of local anesthetic with suturing, CXR and EKG interpretation, performance of a PE)	100% first-time cumulative pass rate (1 student failed EKG interpretation)	MET
MSPAS Exit Survey: Preparation for Practice	2025 Outcomes	2025 Goal Status
Performing a comprehensive H&P	4.5	MET Average Rating = 4.5
Performing a problem focused H&P	4.4	
Assisting in surgery	4.7	
Administering pharmaceutical therapeutics	4.0	
Formulating a most likely diagnosis	4.6	
Selecting appropriate diagnostic and lab studies	4.4	
Reviewing and interpreting diagnostic and lab studies	4.3	
Evaluate a patient's history, physical exam findings, diagnostic results, and risk factors to develop an appropriate differential diagnosis	4.7	
Collaborating with supervising physicians and other members of a healthcare team	4.6	
The program curriculum helps students develop clinical reasoning skills	4.9	
The program fosters a culture of professionalism, responsibility, accountability, and high ethical practices	4.3	
Overall, the program prepares students to demonstrate mastery of the knowledge, skills, and behavior needed for an entry-level PA	4.9	

PROGRAM COMPETENCIES

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

Program Competencies Linked to Clinical-Year Learning Outcomes and Program Goals	
Competency	Associated Didactic and Clinical Curriculum Learning Outcome and Program Goal
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.
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 technical and surgical skills that are essential to PA practice.
	C:7 Demonstrate clinical reasoning and problem-solving abilities.
	Goal:6 Demonstrate mastery of 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 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.
	C:9 Adapt documentation, clinical decisions, and interventions to deliver timely, competent, and patient-centered care across varying practice settings and levels of disease acuity.
	C:10 Demonstrate efficient and adaptable practice across diverse healthcare delivery settings and systems relevant to the clinical specialty.
	Goal:6 Demonstrate mastery of 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 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

1. Admissions Goals
 - a. Admit high-quality applicants who successfully complete the program within 27 months.
 - b. Recruit, admit, and train a diverse cohort of students.
2. Curriculum and Preparation for Clinical Practice Goals
 - a. Foster a culture of service and leadership.
 - b. 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.
 - c. 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.
 - d. Graduates will demonstrate mastery of knowledge and technical skills needed for an entry-level PA.
 - e. Graduates will indicate satisfaction with the quality of education offered by the UAB MSPAS Program.
 - f. Upon completion of the program, students will feel prepared to transition into clinical practice.
3. Graduate Satisfaction Goals
 - a. Alumni agree that the UAB MSPAS program prepared them to transition into clinical practice.

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

MEASUREMENT:

- Average cumulative GPA for the incoming cohort will be $\geq 3.5/4.0$
- Average cumulative science GPA for the incoming cohort will be $\geq 3.5/4.0$
- Average verbal GRE for the incoming cohort will be $\geq 50^{\text{th}}$ percentile
- Academic attrition rate for the incoming cohort will be $\leq 5\%$
- Graduation rate for the graduating cohort will be $\geq 95\%$

Cohort Year	Number Enrolled	Average Overall GPA	Average Science GPA	Average Verbal GRE %	Attrition Rate (%)	Graduation Rate (%)
2023-2025	59	3.7	3.7	53%	7%	93%
2025 Goal Status		MET	MET	MET	UNMET	UNMET

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

MEASUREMENT:

- An average of $\geq 20\%$ 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 underrepresented 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 areas as a town with a population of $\leq 49,999$.*

Cohort Year	Number Enrolled	Male		First-Generation Scholar		LGBTQ+ Community		URMiM		Rural Underserved		HPSA	
		Count	%	Count	%	Count	%	Count	%	Count	%		
2023-2025	59	8	14%	16	27%	4	7%	8	14%	20	34%	32	54%
Total Diversity % = 24%						2025 Goal Status = MET							

CURRICULUM AND PREPARATION FOR CLINICAL PRACTICE GOAL-1: 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
- Average ratings in the areas of service and leadership, in the Program Goals section of the following surveys:
 - ≥ 3.5/5.0 on the Student Survey of the MSPAS Program
 - ≥ 3.5/5.0 on the Faculty Survey of the MSPAS Program
 - ≥ 3.0/5.0 on the MSPAS Exit Survey

Cohort Year	Number of Graduates	Total # of Service Hours	Student Survey of MSPAS Program (RR%)		Faculty Survey of MSPAS Program (RR%)		MSPAS Exit Survey (RR%)	
			4.6	RR 33%	4.8	RR 66%	4.4	RR 82%
2023-2025	55	1282.5	4.6	RR 33%	4.8	RR 66%	4.4	RR 82%
2025 Goal Status			MET		MET		MET	

CURRICULUM AND PREPARATION FOR CLINICAL PRACTICE GOAL-2: 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 helping students to become self-directed learners and develop clinical reasoning skills, in the Program Goals section of the following surveys:
 - ≥ 3.5/5.0 on the Student Survey of the MSPAS Program
 - ≥ 3.5/5.0 on the Faculty Survey of the MSPAS Program
 - ≥ 3.0/5.0 on the MSPAS Exit Survey

Cohort Year	Number of Graduates	Student Survey of MSPAS Program (RR%)		Faculty Survey of MSPAS Program (RR%)		MSPAS Exit Survey (RR%)	
		4.9	RR 33%	4.8	RR 66%	4.9	RR 82%
2023-2025	55	4.9	RR 33%	4.8	RR 66%	4.9	RR 82%
2025 Goal Status		MET		MET		MET	

CURRICULUM AND PREPARATION FOR CLINICAL PRACTICE GOAL-3 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.

RESOURCES/OPPORTUNITIES:

- Didactic professionalism rubrics and professionalism section of the clinical rotation performance evaluations
- PA 617 Applied Behavioral Medicine
- PA 635 Special Populations in Medicine Course
- Poverty simulation
- Opioid 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 or receive counseling for professionalism infractions

- ≤ 5% of students will receive a rating of unsatisfactory (U) on the clinical rotation 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:
 - ≥ 3.5/5.0 on the Student Survey of the MSPAS Program
 - ≥ 3.5/5.0 on the Faculty Survey of the MSPAS Program
 - ≥ 3.0/5.0 on the MSPAS Exit Survey

Cohort Year	Number of Graduates	Didactic-Year Professionalism Rubrics	Clinical-Year Performance Evaluations	Student Survey of MSPAS Program (RR%)		Faculty Survey of MSPAS Program (RR%)		MSPAS Exit Survey (RR%)	
				4.8	RR 33%	4.0	RR 66%	4.4	RR 82%
2023-2025	55	2%	0%	4.8	RR 33%	4.0	RR 66%	4.4	RR 82%
2025 Goal Status		MET	MET	MET		MET		MET	

CURRICULUM AND PREPARATION FOR CLINICAL PRACTICE GOAL-4: 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 (including the summative OSCE, summative exam, and summative skills assessment)
- The annual program first-time 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 preparing students to demonstrate mastery of the knowledge, skills, and behavior needed for an entry-level PA on the following surveys:
 - ≥ 3.5/5.0 on the Faculty Survey of the MSPAS Program
 - ≥ 3.0/5.0 on the MSPAS Exit Survey

Cohort Year	Number of Graduates	Summative OSCE	Summative Exam	Summative Skills	PANCE Pass-Rate UAB (NA)	Faculty Survey of MSPAS Program (RR%)	MSPAS Exit Survey (RR%)
2023-2025	55	91%	93%	100%	95% (NA 91%)	4.8 (RR 66%)	4.6 (RR 82%)
2025 Goal Status		MET	MET	MET	MET	MET	MET

CURRICULUM AND PREPARATION FOR CLINICAL PRACTICE GOAL-5: 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 ≥ 3.0/5.0 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 associate education.

Cohort Year	Number of Graduates	Response Rate %	MSPAS Exit Survey Core SCPEs	MSPAS Exit Survey Elective SCPEs	MSPAS Exit Survey Choose UAB Again?
2023-2025	55	82%	3.4	3.7	96% - YES
2025 Goal Status			MET	MET	MET

CURRICULUM AND PREPARATION FOR CLINICAL PRACTICE GOAL-6: 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 $\geq 3.0/5.0$ with regard to preparation for clinical practice.

Cohort Year	Number of Graduates	Response Rate %	MSPAS Exit Survey Preparation for Practice
2023-2025	55	82%	4.4
2025 Goal Status			MET

GRADUATE SATISFACTION GOAL-1: Graduates will indicate satisfaction with the quality of education offered by the UAB MSPAS Program.

MEASUREMENT:

- 1-Year Graduate Surveys will reflect an average overall rating of $\geq 3.0/5.0$ in the preparation for clinical practice section.

Cohort Graduation Year	Number of Graduates	Response Rate %	Graduate Survey Preparation for Clinical Practice
2025	55	32%	3.6
2025 Goal Status			MET