

Effectiveness in Meeting Program Goals

1. *Prepare students to practice patient-centered medicine as graduate PAs.*

1a) Measurement tool and benchmark: The didactic communication component of the combined PAED 5250 and 5240 OSCE; an average of 85% of students will demonstrate skills in or above the “emerging” category, as per goal rubric, with the knowledge that these particular skills will be further developed during the clinical phase (phase II) of the curriculum.

1a) Data: 94.87% of the students (37 out of 39) scored in the emerging category.

1b) Measurement tool and benchmark: The clinical communication component of the PAED 6000 summative OSCE; an average of 85% of students will demonstrate communication skills that are in the “competent” category, as per goal rubric.

1b) Data: 93.55% of the students (29 of 31) scored in the “competent” category on our measurement tool and this meets benchmark.

2. *Foster intellectual curiosity in order to graduate PAs who are committed to lifelong learning, evidence-based medical practice, and continuous improvement in the practice of medicine and the delivery of patient care.*

2a) Measurement tool and benchmark: PAED 5300 Evidence Based Medicine (EBM) clinical question poster presentation; an average of 85% of students will demonstrate “comprehension” as per goal rubric.

2a) Data: 100% of students (40 out of 40) could draw patient-centered conclusions in the “comprehension” category from the collected research related to their clinical question on the project.

2b) Measurement tool and benchmark: PAED 5860 Oral Defense of Clinical EBM project question; 85% of students will demonstrate skills in the “emerging” status, as per goal rubric, with the knowledge that these skills will develop further in clinical practice.

2b) Data: 100% of students (33 out of 33) achieved emerging status.

3. *Cultivate an environment that expects and encourages respect for others and outstanding professionalism.*

3a) Measurement tool and benchmark: Phase I Professional Development Assessment (PDA) survey; 85% of students will demonstrate “emerging” knowledge of professionalism as defined by a score of 3.0 or higher on a 5-point Likert scale.

3a) Data: 88% of students (30 out of 34) scored at a 3.0 or higher on the professionalism questions of the Phase I PDA survey.

3b) Measurement tool and benchmark: Preceptor completed student evaluation; an average of 85% of students will receive a score of 3.0 or higher on a 5.0 Likert scale on the indicating “competence” on the corresponding goal rubric.

3b) Data: 92.93% of students (from 289 out of 311 preceptor completed evaluations) were scored at 3.0 or higher for professionalism.

4. *Provide a rigorous and supportive educational environment to attain a respectable first time PANCE pass rate.*

Measurement tool and benchmark: First time PANCE pass rate per cohort; no more than two percentage points below national scores.

Data: Over the past five years, the first time PANCE pass rate for each of our cohorts has been above the national average.

5. *Promote Jesuit Values to prepare students to serve their community and patients in the spirit of cura personalis.*

5) Measurement tool and benchmark: The preceptor completed student evaluation during the last 3 months of Phase II clinical rotations; students will receive a score of 3.0 or higher on a 4.0 Likert scale for the Jesuit value component, indicating “mastery”.

5) Data: The average score from the preceptor completed evaluations reviewed for questions specifically asking about Jesuit values displayed by the students on clinical rotations was 3.94.