

**The University of Tampa
Physician Assistant Program
Updated Summer 2024**

Goal #1: Select qualified applicants, through a holistic process, who successfully complete the program.

The benchmarks for this goal are:

- (1) 100% of matriculants will be the qualification for enrollment (selecting qualified applicants).
- (2) The attrition rate will be consistent with the national average reported in the annual PAEA report (consistently defined as within 2%).
- (3) The graduation rate will be consistent with the national average reported in the annual PAEA report (consistently defined as within 2%).

Results:

- (1) 100% of matriculants selected through the holistic process are qualified for entrance. The degree audit for each applicant reveals that each has met the minimal qualifications for entry.
- (2) The national average attrition rate per the PAEA Report 36 is 6%. The UT PA Program attrition rate is: 2019-2021 is 2%; 2020-2022 is 12.5%; 2021-2023 is 12.5%
The program is not meeting the goal of having an attrition rate that is consistent with the national average.
- (3) The national average graduation rate is 94% per the PAEA Report 36. The UT PA Program graduation rate is:
2019-2021 is 98%; 2020-2022 is 87.5%; 2021-2023 is 87.5%

The program is not meeting the goal of having a graduation rate that is consistent with the national average. In response, the program has established an individualized remediation program that includes success coaches to assist with content knowledge and test-taking skills.

Goal #2: Provide a quality educational experience that allows graduates to gain the knowledge, skills and competencies required for entry-level medical practice.

The benchmarks for this goal are:

- (1) The number of students who pass the summative experience (PAM 800) will be 90% or higher.
- (2) Faculty will rate the question "Did the program provide a quality educational experience with learning opportunities to gain the knowledge, skills, and competencies required for entry-level practice?" as 3.5 or greater on a 5- 5-point scale on the faculty survey of the curriculum.
- (3) Students will rate the question "Did the program provide a quality educational experience with learning opportunities to gain the knowledge, skills, and competencies required for entry-level practice?" as 3.5 or greater on a 5-point scale on the exit survey.
- (4) Preceptors will rate student knowledge, skills, and competencies on average as 2.1 (on a 3.0 scale) or better in the following categories: presentation, scope of practice, history and physical exam, diagnostics, differential diagnosis, treatment plan, patient education, disposition/follow up, medical documentation, participation level, oral report, interprofessional collaborative practice, communication, evidence-based medicine, and professionalism for students.
- (5) Students will score within 5% of the national average on all body system and task areas on the PANCE exam.
- (6) At least 95% of graduates will be licensed and credentialed to provide medical care.

Results

- (1) 100% of students passed the summative experience for the 2019, 2020, and 2021 cohort.

- (2) Faculty rated the question of educational quality as an average of 4.62 (2019: 4.78, 2020: 4.77, 2021: 4.33, 2022: 4.4 with an average of 4.57).
- (3) Students rated the question of educational quality as an average of 4.02 (2019: 4.1, 2020: 3.93, 2021: 4.14 for an average of 4.06).
- (4) In every area, the preceptor's average score for the knowledge, skills, and competencies categories was more significant than 2.1 on a 3.0 scale. See data is App14H1 Table and Graphs in Table 3.
- (5) The program struggled to meet this benchmark in 2021, with 17 out of 22 body system and task areas below 5% of the national average. In 2022, that improved to 7 areas below 5%. In 2023, there were no areas below 5% of the national average, and many were above the national average.
- (6) Ninety-nine percent of graduates are licensed and credentialed to provide medical care.

The program is now meeting this goal by all benchmarks; however, we will continue to monitor the trends closely to adjust as necessary to the curriculum due to the first two years of low PANCE performance.

Goal #3: Provide a quality educational experience that allows graduates the knowledge, skills and competencies required to provide medical care to diverse patient populations in a wide variety of clinical settings.

The benchmarks for this goal are:

- (1) The didactic curriculum will include content on the delivery of health care for the following presentations: emergent, acute, chronic, preventive, palliative/end of life, with >90% of students earning a "C" or better in each course.
- (2) The didactic curriculum will include content on cultural competency in providing medical care with consideration for disability status, ethnicity/race, gender identity, religion/spirituality, sexual orientation and social determinants of health with >90% of students earning a "C" or better in each course.
- (3) Student clinical encounters will occur in outpatient, inpatient, operating room, and emergency setting with 100% of students completing these experiences.
- (4) Student clinical encounters will include experiences with infants, children, adolescents, adults, and elderly with 100% of students completing these experiences.

Results:

- (1) Didactic curriculum includes content on the delivery on health care for the following presentations in the following courses:
 - o Emergent: PAM 674- Specialty Medicine- Emergency Medicine
 - o Acute/Chronic/Preventive: Clinical Medicine Series
 - o Preventive: PAM 660- Preventive Medicine
 - o Palliative/End of Life: PAM 675- Specialty Medicine
 - o 100% of students have completed these courses with a "C" or better from the 2019, 2020, and 96% of students completed these courses with a "C" or better in the 2021 cohorts.
- (2) Didactic curriculum includes content on providing medical care with consideration for the following categories in the following courses:
 - o Disability Status: PAM 674/675- Specialty Medicine I and II, PAM 661 Community Medicine
 - o Ethnicity/race: PAM 661 Community Medicine, PAM 660 Preventive Medicine, Clinical Medicine Series, Pharmacotherapeutics Series
 - o Gender identity: PAM 661 Community Medicine
 - o Religion/spirituality: PAM 661 Community Medicine
 - o Sexual orientation: PAM 661 Community Medicine
 - o Social determinants of health: PAM 660 Preventive Medicine and

Public Health, PAM 661 Community Medicine

o 100% of students have completed these courses with a “C” or better from the 2019 and 2020 cohort, and 96% of students completed these courses with a “C” of better in the 2021 cohorts.

(3) Student clinical encounters occurred in outpatient, inpatient, operating room, and emergency setting with 100% of students completing these experiences.

(4) Student clinical encounters occurred with infants, children, adolescents, adults, and elderly with 100% of students completing these experiences.

Student Average Encounters- By Setting

Emergency Department	128.05
Inpatient	214.63
Operating Room	46.35
Outpatient	482.70
Rotation	96.85

Student Average Encounters- By Age

Infant (< 1 year of age)	33.63
Adolescent (12 years < 18 years)	44.14
Adult (18 years < 65 years)	536.58
Children (1 year < 12 years)	74.51
Elderly (65 years +)	156.37

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Goal #4: Provide a quality educational experience that prepares graduates to meet or exceed an all-time PANCE pass rate of 95%.”

Benchmark: All-Time PANCE Pass Rate

Results: Our current all-time pass rate, measured by the number of graduates who have passed their PANCE/ divided by the total number of graduates, is: 98.5% (129/131).

The first-time pass rates are provided in the link to the PANCE report on our website and are 2021: 79%, 2022: 76%, and 2023: 90%.

We are meeting this goal.