

**ARC-PA 5th Edition *Standard A3.12b*
Effectiveness in Meeting Program Goals**

Program Goal #1 - Provide a comprehensive physician assistant curriculum to ensure that graduates will possess the clinical knowledge, skills, attitudes, and behaviors appropriate to provide competent and ethical patient care necessary to enter the workforce in the healthcare profession.

--Related Outcomes Data:

Graduate Exit Survey [Survey Data] – The Graduate Exit Survey is administered at the end of the clinical year and is one method used to assess whether the program’s curriculum was effective in helping students attain the knowledge, skills, attitudes, and behaviors necessary to provide competent and ethical patient care.

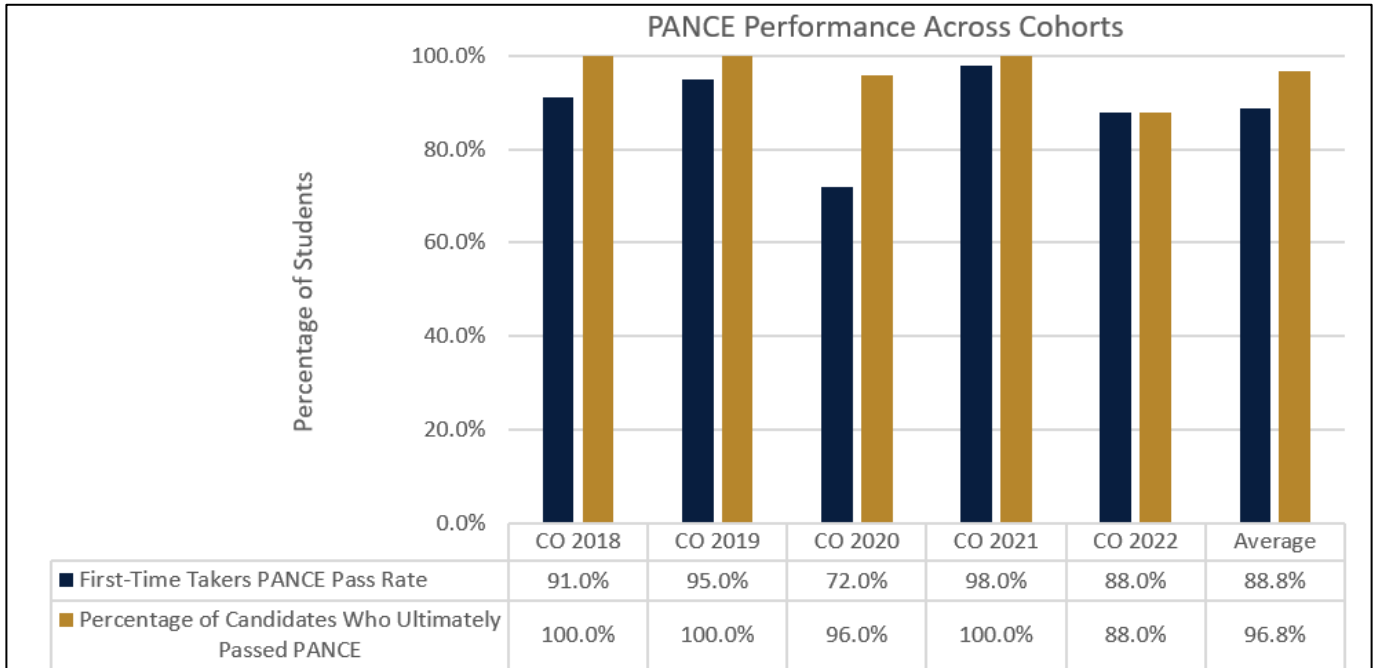
Graduate Exit Survey - Program Goal #1					
Survey Items	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Three Year Average
	Response Rate = 39/42 = 93%	Response Rate = 38/46 = 83%	Response Rate = 41/41 = 100%	Response Rate = 31/45 = 69%	
	Mean Rating*	Mean Rating	Mean Rating	Mean Rating	
The program prepared me to conduct myself in an ethical and professional manner.	4.43	4.48	4.20	4.35	4.37
The curriculum is consistent with the program’s mission and	N/U†	N/U	3.93§	3.91	3.92
The program provided a coordinated and comprehensive curriculum to ensure that I possess the knowledge, skills, and attitudes appropriate to provide competent and compassionate patient care necessary to enter the healthcare profession.	N/U	N/U	3.95	3.87	3.91
The program facilitated and fostered the development of the necessary professional, moral, intellectual, and ethical attitudes, behaviors, and beliefs essential to the role of a physician	N/U	N/U	4.00	4.14	4.07

*For the Class of 2019 and 2020, the program utilized a 4-Point Likert Scale (1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree). For the Class of 2021, the program transitioned to a 5-Point Likert Scale (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree). All data was converted to a 5-point Likert scale for reporting purposes.

†N/U is used to notate that the survey item was not utilized in the given year.

§ Items in red font indicate ratings below the program established benchmark of 4.00 (80 percent).

Physician Assistant National Certifying Examination (PANCE) [Student Outcomes Data] – Student performance on the National Commission on Certification of Physician Assistants (NCCPA) standardized exam is used to assess knowledge, skills, and abilities. PANCE performance data across cohorts are included below. Of note, Class of 2022 PANCE data is as of March 15th, 2023. Some graduates are still pending to sit for the PANCE.



Preceptor Evaluations of Students [Survey Data] – Preceptor evaluations are used to assess students’ acquisition of clinical knowledge and skillsets necessary to provide competent and ethical patient care. On a 4-Point Likert Scale, ratings greater than or equal to a 3.20 (80 percent) have met the program’s benchmark for success.

Preceptor Evaluation of Students						
Competency Assessed	Class of 2018 (n=45)	Class of 2019 (n=42)	Class of 2020 (n=46)	Class of 2021 (n=41)	Class of 2022 (n=45)	Average Across Cohorts
Basic and Medical Science Knowledge	3.70	3.75	3.61	3.73	3.74	3.71
Obtaining Medical History	3.79	3.82	3.69	3.77	3.83	3.78
Performance of Physical Examination	3.70	3.68	3.61	3.70	3.74	3.69
Medical Decision Making	3.64	3.74	3.60	3.68	3.7	3.67
Clinical Skills	3.68	3.77	3.60	3.72	3.74	3.70
Written and Oral Presentations	3.80	3.87	3.78	3.85	3.85	3.83
Professionalism	3.85	3.94	3.81	3.89	3.86	3.87
Interpersonal Skills and Communication	3.83	3.92	3.79	3.86	3.84	3.85
Knowledge of Healthcare System	3.69	3.72	3.57	3.71	3.75	3.69

*Survey is administered using a 4-Point Likert Scale (1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree). A score of 3.20 is equivalent to the program's benchmark of 80 percent.

Program Goal #2 - Recruit and support diverse students, faculty, and staff.

--Related Outcomes Data:

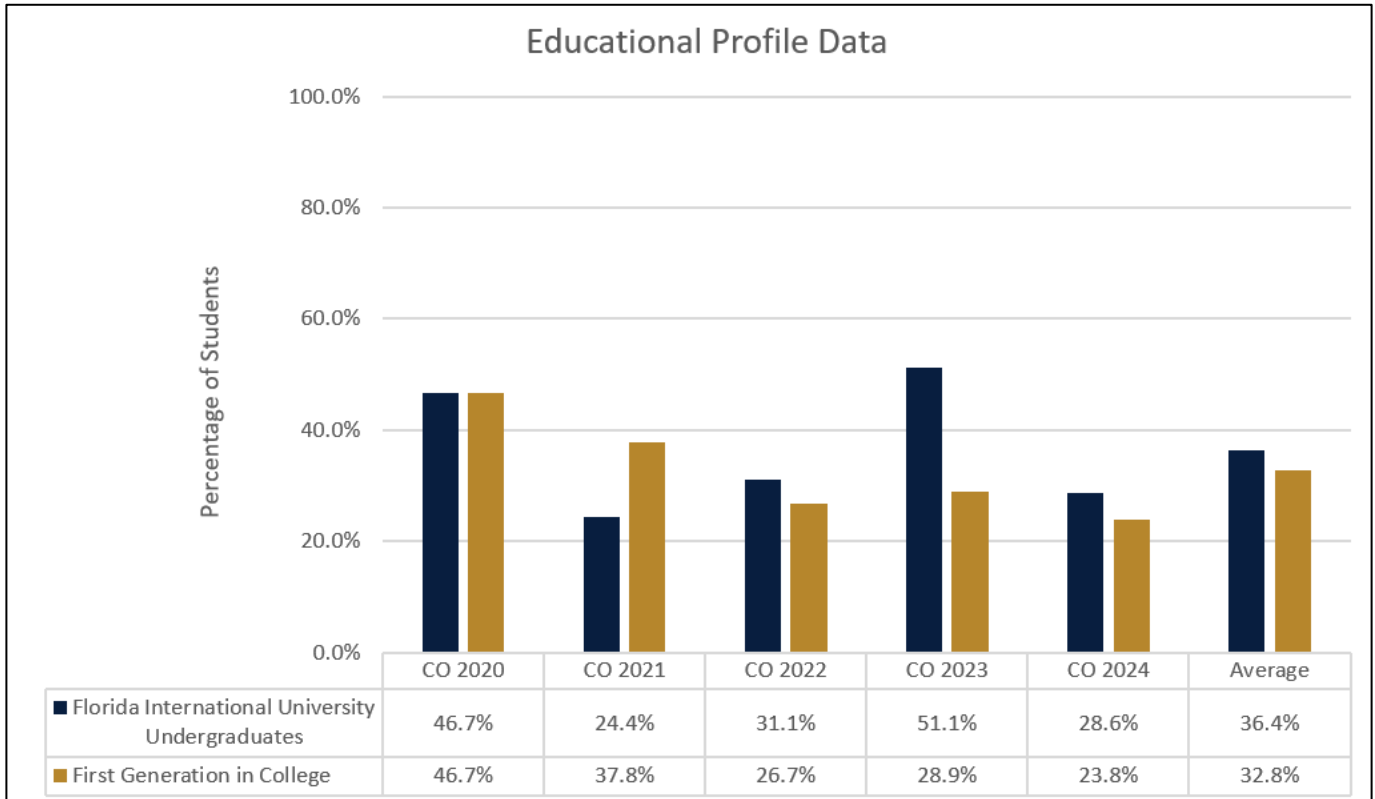
Faculty and Staff Diversity [Human Resources Data] – The program is committed to diversity, equity, and inclusion. Demographics of faculty and staff employees are included below.

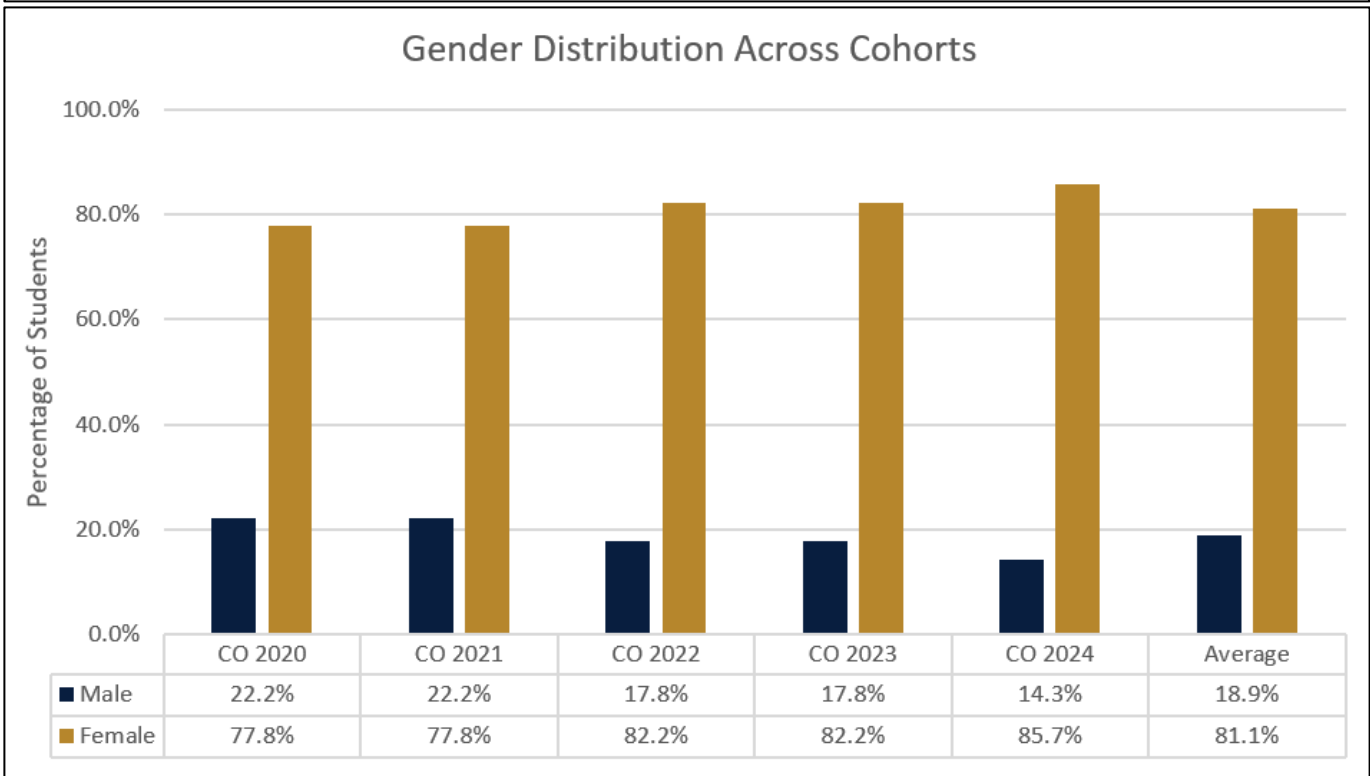
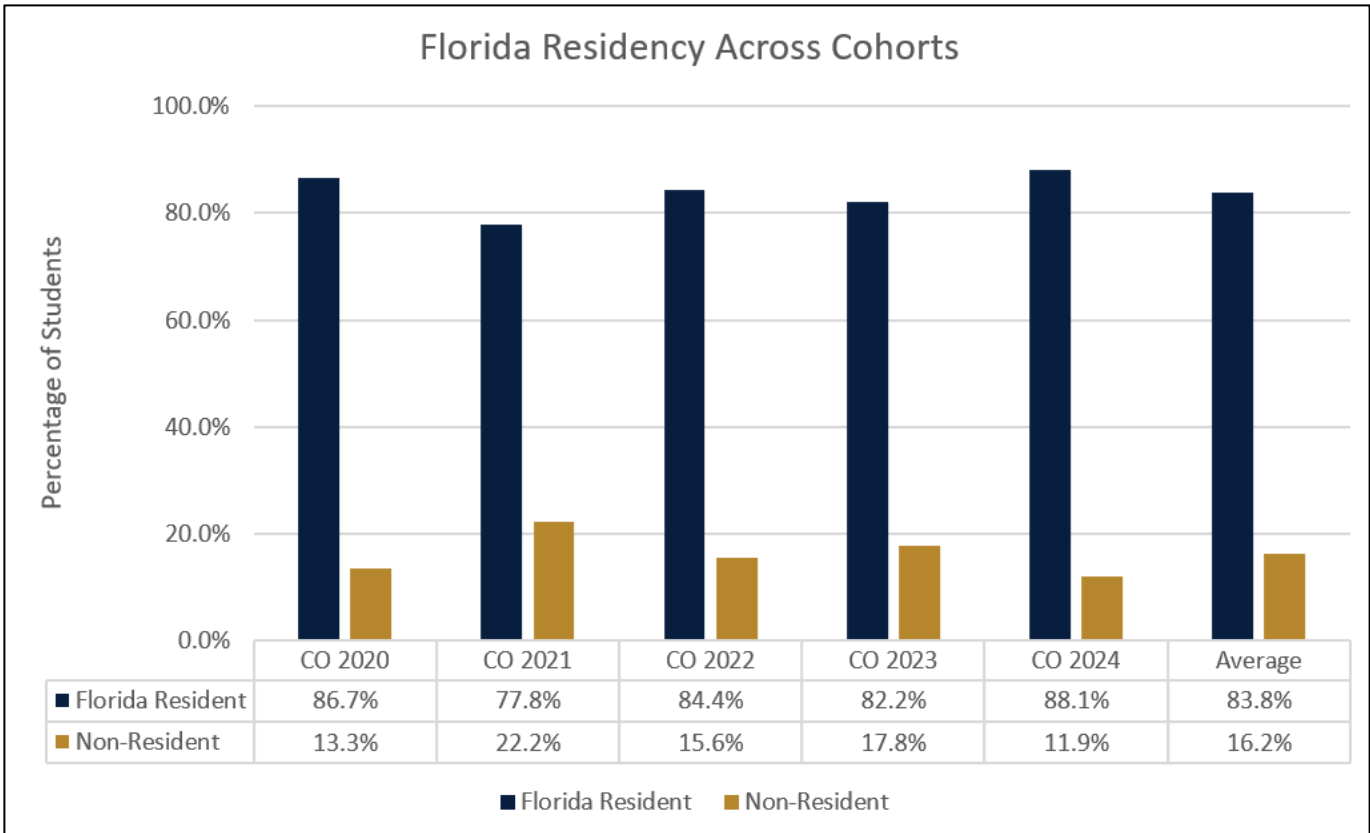
Academic Year 2023		
	Faculty† (n=14)	Staff (n=8)
Gender		
Female	57.1%	50.0%
Male	42.9%	50.0%
Race/Ethnicity		
American Indian or Alaska Native	0.0%	0.0%
African-American/Black	21.4%	12.5%
Asian	0.0%	0.0%
Hispanic	57.1%	87.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%
White (Not Hispanic)	21.4%	12.5%
*Data retrieved from faculty self-identification on applications submitted and collected by the Department of Human Resources.		
†This table includes faculty demographics for the Program Director, Associate Dean, Medical Director, and Principal Faculty only.		

Graduate Exit Survey [Survey Data] – The Graduate Exit Survey is administered at the end of the clinical year and is one method used to assess whether the program’s efforts to recruit and support a diverse student body was effective.

Graduate Exit Survey - Program Goal #2			
Survey Items §	Class of 2021	Class of 2022	Average
	Response Rate = 41/41 = 100%	Response Rate = 31/45 = 69%	
	Mean Rating	Mean Rating	
The program fosters an environment enhanced by diversity, clinical innovation, and research.	4.00	N/U†	4.00
The program recruits, mentors, and supports a diverse student body.	4.10	3.48**	3.79
*Survey is administered using a 5-Point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree).			
†N/U is used to notate that the survey item was not utilized in the given year.			
‡Survey items were implemented for the Class of 2021 survey administration. Therefore, only two years of data are available.			
**Items in red font indicate ratings below the program established benchmark of 4.00 (80 percent).			

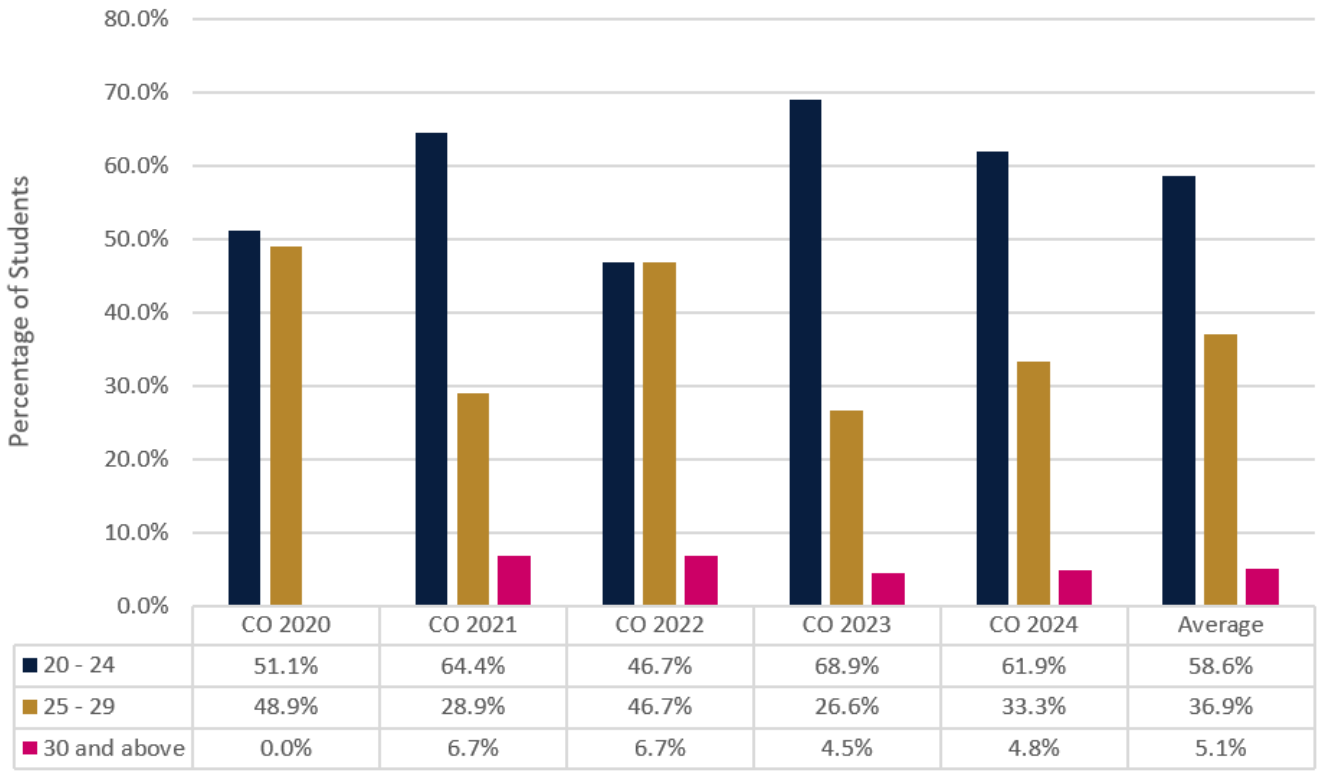
Student Diversity [Admissions Data] – The program is committed to enhancing the diversity of their student population. To help address equity in healthcare, the FIU MPAS Program is taking an active role to enhance the recruiting process to include minority students across all ethnicities. The program admits 45 students per cohort. Demographics of admitted students are included below.





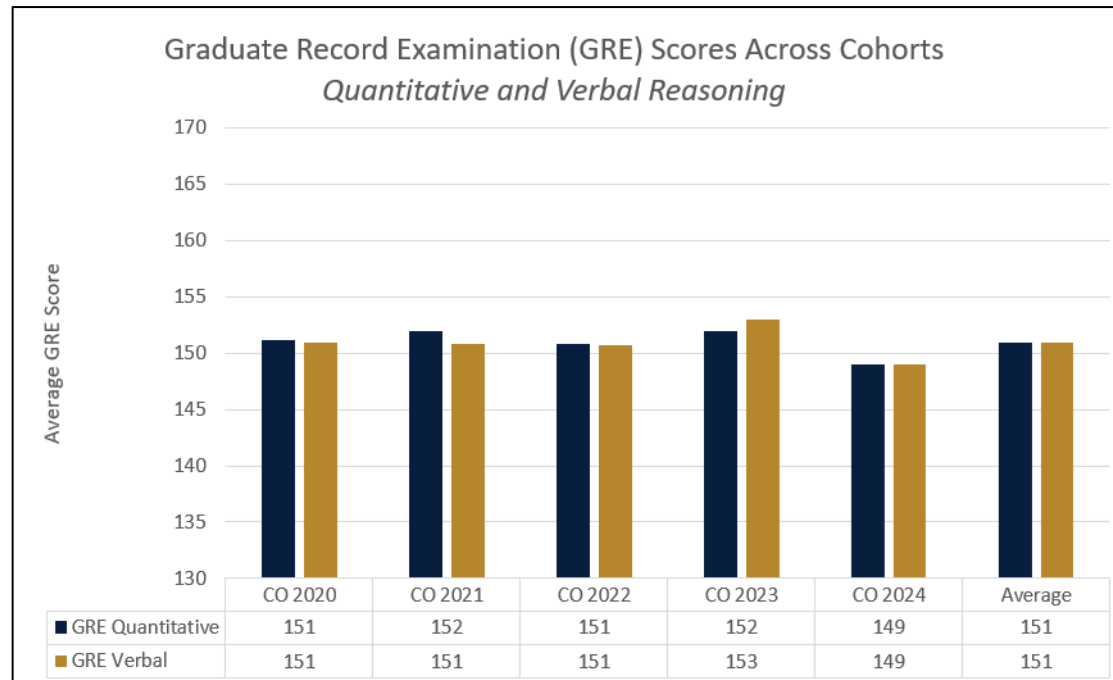
Note: The data indicates a predominant female student population. The average over the time frame is a little over 81% female. This is a similar trend to the majority of PA Programs across the country.

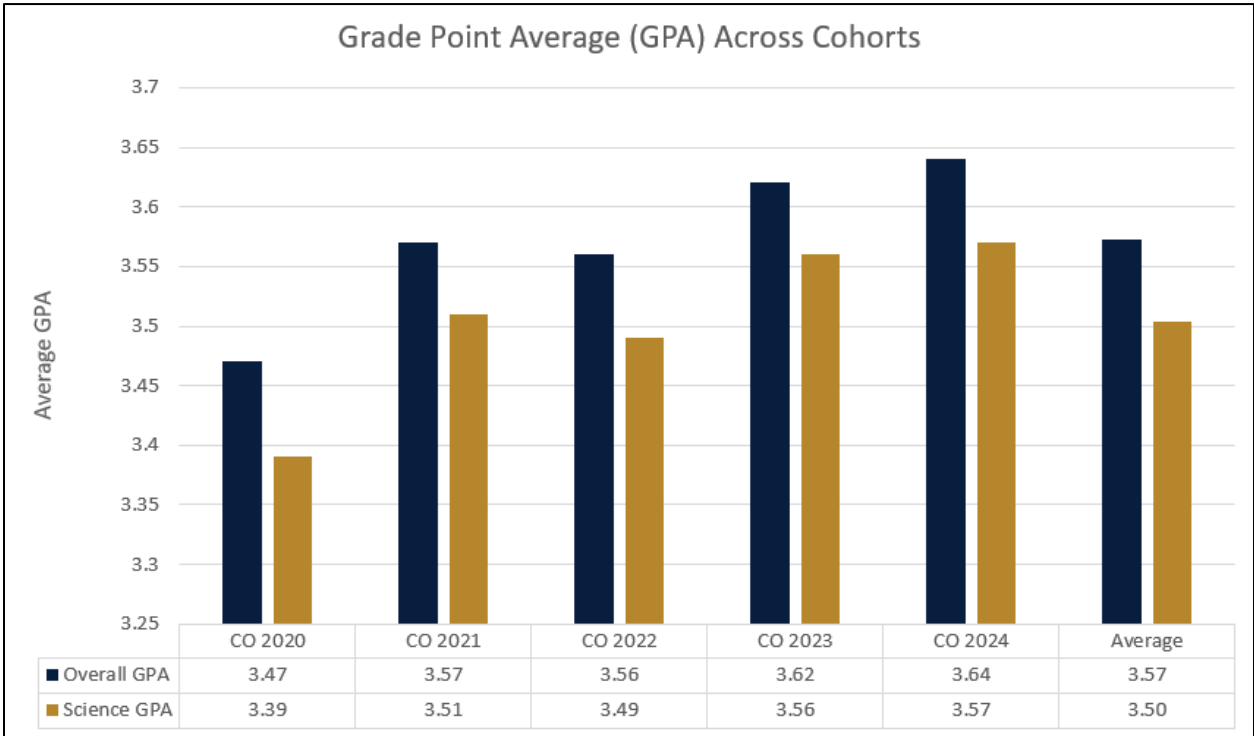
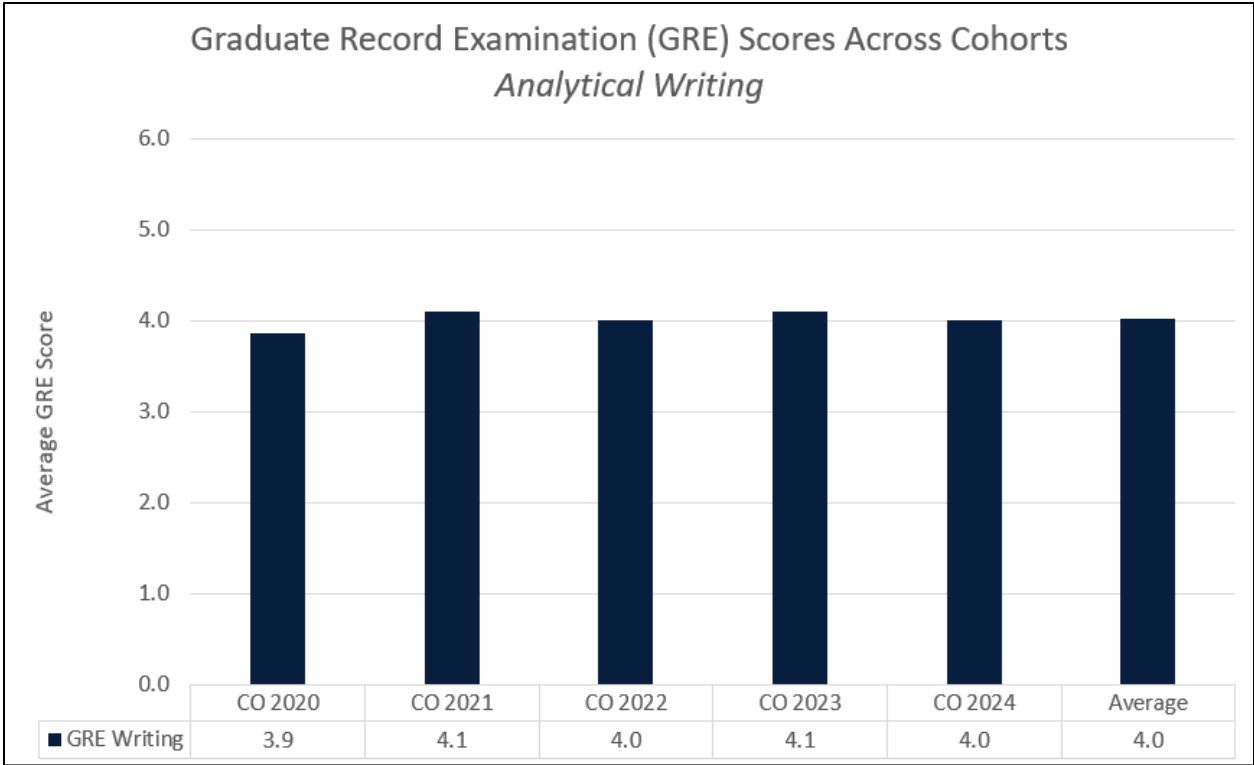
Age Distribution Across Cohorts



Student Demographic Data - Race and Ethnicity*						
	Class of 2020 (n=45)	Class of 2021 (n=45)	Class of 2022 (n=45)	Class of 2023 (n=45)	Class of 2024 (n=42)	Average Across Cohorts
Underrepresented Minority**	32 (71.1%)	31 (68.9%)	29 (64.4%)	32 (71.1%)	31 (73.8%)	69.9%
American Indian or Alaska Native	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0.0%
African-American/Black	4 (8.9%)	2 (4.5%)	3 (6.7%)	3 (6.7%)	3 (7.1%)	6.8%
Asian	5 (11.1%)	5 (11.1%)	5 (11.1%)	4 (8.9%)	6 (14%)	11.2%
Hispanic	24 (53.3%)	23 (51.1%)	21 (46.7%)	25 (55.6%)	28 (66.7%)	54.7%
Native Hawaiian or Pacific Islander	0 (0%)	1 (2.2%)	0 (0%)	0 (0%)	0 (0%)	0.4%
White (Not Hispanic)	13 (28.9%)	17 (37.8%)	18 (40.0%)	13 (28.9%)	10 (23.8%)	31.9%

*Underrepresented Minority (URiM) includes students that identify as Latinx, Hispanic, Black, African American, Alaska/Hawaii Native, Native American or Mainland Puerto Rican.
†Students may self-identify in more than one category.





Program Goal #3 - Provide a culturally responsive environment for student learning that supports community outreach and promotes interprofessional patient-centered care teams in the underserved population.

--Related Outcomes Data:

COVID-19 Testing Center [Volunteer Efforts] – Florida International University partnered with Miami-Dade County, the Florida Department of Health, and the Miami-Dade County Fair & Exposition to open a COVID-19 testing site in 2020. MPAS students had the opportunity to volunteer at the testing site and support community residents.

COVID-19 Vaccination Site [Volunteer Efforts] – The Florida International University opened its vaccination site on February 2021. This was a university-wide initiative with vaccines supplied by Miami Dade County Department of Health. MPAS students, faculty, and staff volunteered at the site.

Disability Education Active Learning Sessions [Curriculum] – The program’s didactic curriculum includes multiple small group sessions in which MPAS students are exposed to real life patients with disabilities and are taught to provide effective patient-centered care.

Graduate Exit Survey [Survey Data] – The Graduate Exit Survey is administered at the end of the clinical year and is one method used to assess whether the program’s curriculum was effective in providing a culturally responsive environment for student learning.

Graduate Exit Survey - Program Goal #3			
Survey Items†	Class of 2021	Class of 2022	Average
	Response Rate = 41/41 = 100%	Response Rate = 31/45 = 69%	
	Mean Rating	Mean Rating	
The program provides a broad, interdisciplinary education that prepared me for collaborative practice as a physician assistant. The program provided a creative and supportive environment for learning that supports community outreach, social accountability and interprofessional care in the underserved population [e.g., participation in the Green Family Foundation Neighborhood Health Education Learning Program].	4.02	4.34	4.18
	3.95§	4.34	4.15

*Survey is administered using a 5-Point Likert scale (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree).
†Survey items were implemented for the Class of 2021 survey administration. Therefore, only two years of data are available.
‡Items in red font indicate ratings below the program established benchmark of 4.00 (80 percent).

Interprofessional Workshop [Curriculum] – During the didactic phase of the program, MPAS students participate in the Herbert Wertheim College of Medicine’s Interprofessional Workshop. Students across multiple healthcare disciplines, including medicine, physician assistant studies, nursing, social work, dietetics and nutrition, occupational therapy, physical therapy, and speech pathology, are guided through an interdisciplinary case discussion that highlights the science that links collaboration to improved quality care and safety, positive patient outcomes, and patient and family-centered care.

NeighborhoodHELP Household Visits [Curriculum] – The Green Family Foundation Neighborhood Health Education Learning Program (NeighborhoodHELP) is the platform for

HWC/M/MPAS Program's community-engaged mission emphasizing social accountability and interprofessional household-centered care. This platform supports the program's goal to provide a creative and supportive environment for student learning that supports community outreach, social accountability and interprofessional care in the underserved population. Through this novel program, physician assistant students are immersed in the community as members of interprofessional teams, which include nursing, social work, and medical students, with education and law students available per each household's identified needs. During household visits — which continues throughout the curriculum— students take comprehensive patient and household histories, develop care plans to improve the health and quality of life of household members.

Student Food Pantry [Volunteer Efforts] – MPAS students have collected donations to help support the student food pantries at Florida International University, which provide non-perishable food and toiletry items to students in need.

Student Participation in Interprofessional Patient-Centered Care and Community Engagement Activities [Curriculum Data] – Data across cohorts are summarized in the below table.

Student Participation in Interprofessional Patient-Centered Care and Community Engagement Activities						
Name of Engagement Activity	CO 2020*† (n=46)	CO 2021 (n=41)	CO 2022 (n=46)	CO 2023† (n=45)	CO 2024 (n=42)	Average Across Cohorts
Disability Education Active Learning Sessions	100%	100%	100%	100%	100%	100%
Interprofessional Workshop	100%	100%	100%	100%	100%	100%
NeighborhoodHELP Program Patient Household Visits	100%	100%	100%	100%	PENDING	100%
<p>*The Disability Education Active Learning Sessions were implemented into the curriculum effective for the Class of 2020. cohort</p> <p>†Class of 2020 students participated in patient household visits utilizing a hybrid approach, including telemedicine, due to the</p> <p>‡Class of 2023 students are in the didactic phase of the program and have not yet participated in the Interprofessional Workshop and NeighborhoodHELP household visits.</p>						