

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

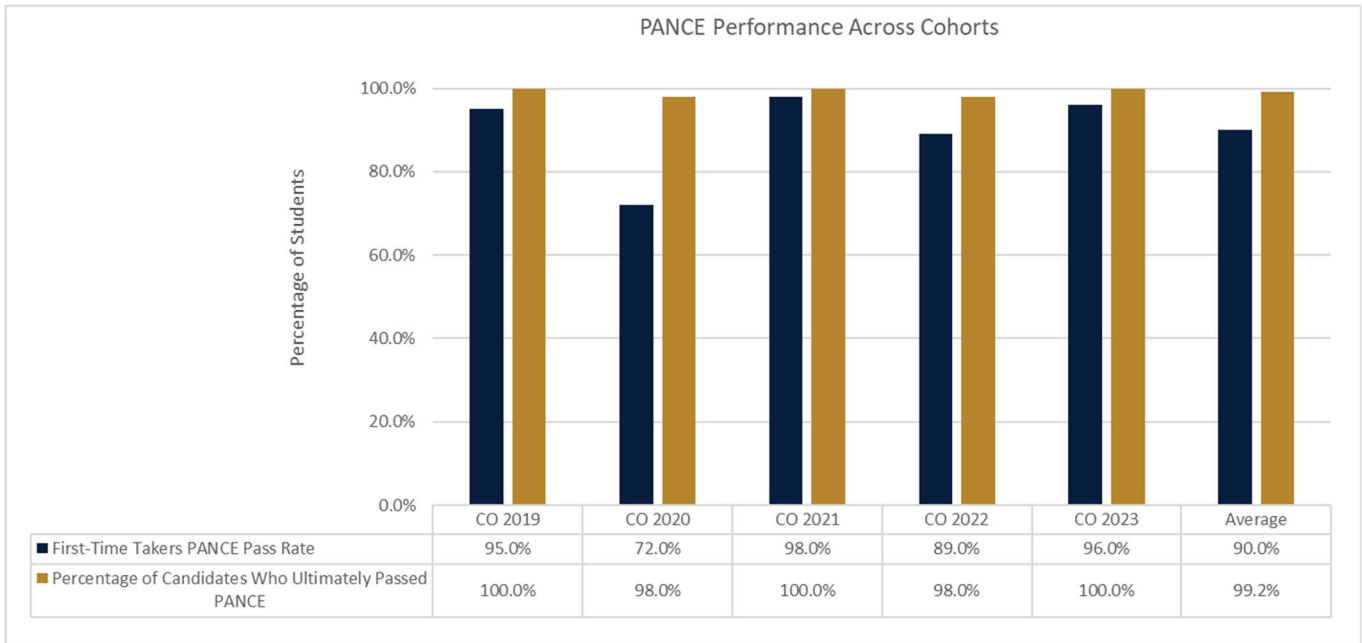
**Program Goal #1** - Provide a comprehensive physician assistant curriculum to ensure that graduates will possess the clinical knowledge, skills, attitudes, and behaviors appropriate to provide competent and ethical patient care necessary to enter the workforce in the healthcare profession.

**--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 Goals* [mSSR App14HGoals]				
*Survey items were extracted from the Graduate Exit Survey and mapped to Appendix 14H requirements.				
†Items in red font indicate ratings below the program established benchmark of 4.0 (80 percent).				
§ N/U: Not used in the given year.				
Survey Items	Class of 2021 Response Rate = 41/41 = 100%	Class of 2022 Response Rate = 32/45 = 71.1%	Class of 2023 Response Rate = 45/45 = 100%	Average Response Rate = 90.3%
	Mean Rating†	Mean Rating	Mean Rating	Three Year Average
<b>PROGRAM GOAL 1. Provide a comprehensive physician assistant curriculum to ensure the graduate will possess the clinical knowledge, skills, attitudes, and behaviors appropriate to provide competent and compassionate patient care necessary to enter the workforce in the healthcare profession.</b>				<b>4.08</b>
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 assistant.	4.00	N/U §	N/U	4.00
The curriculum is consistent with the program’s mission and	3.93†	N/U	4.31	4.12
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.	3.95	N/U	4.29	4.12

**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.



**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. Preceptors were previously asked to evaluate students in each of the following categories:

- C1. Basic and Medical Science Knowledge
- C2. Clinical Skills
- C3. Interpersonal skills and Communication
- C4. Knowledge of Healthcare System
- C5. Medical Decision Making
- C6. Obtaining Medical History
- C7. Performance of Physical Examination
- C8. Professionalism
- C9. Written and Oral Presentations

Effective for the Class of 2023, the assessment tool was updated to align with the program’s learning outcomes and preceptors were asked to assess the following:

- PL01: Knowledge of Biomedical and Clinical Sciences
- PL02 : Medical History
- PL03: Physical Exam
- PL04: Laboratory and Diagnostic Testing
- PL05: Diagnosis
- PL06: Treatment Plans
- PL07: Counseling and Patient Education
- PL08: Ethical Behavior
- PL09: Current Practice Guidelines
- PL010: Professional Communication and Department
- PL011: Healthcare Systems
- PL012: Interprofessional Collaboration
- PL013: Quality Assurance and Prevention of Medical Errors
- PL014: Self-Assessment

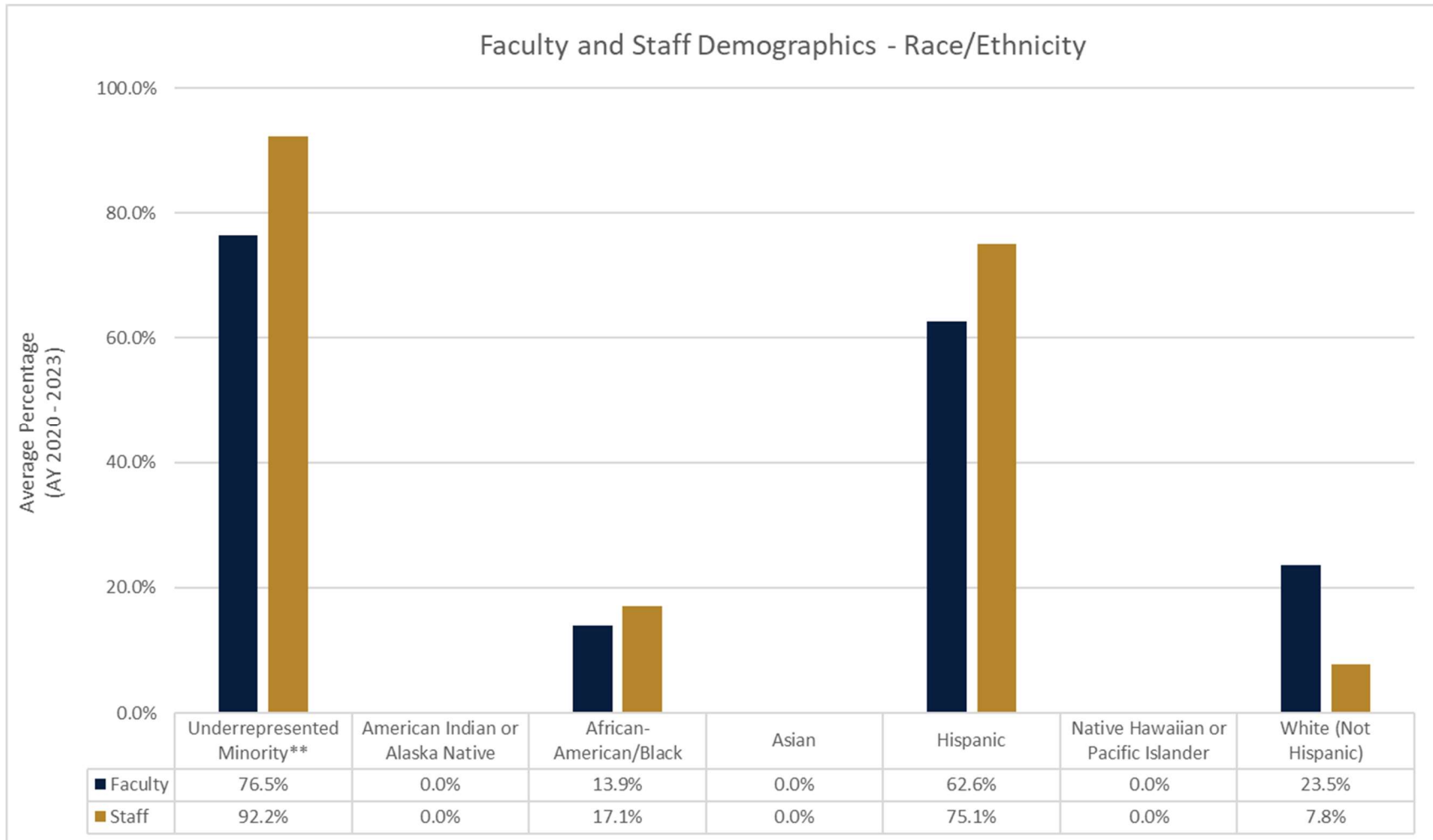
Aggregate ratings for the last three graduated cohorts are listed below. Ratings greater than or equal to 80 percent have met the program’s benchmark for success.

Preceptor Evaluation of Student - Aggregate Data Summary by Rotation Specialty [mSSR App14DClinCurric]							
<i>*Items in red font indicate ratings below the program established benchmark of 80 percent.</i>							
<i>†Students complete two elective rotations. The response rate includes all responses submitted by for the elective rotations (e.g., 42 students * 2 preceptor responses = 84 total).</i>							
Rotation Specialty	Class of 2021 (n=41)		Class of 2022 (n=45)		Class of 2023 (n=45)		Average Across Cohorts
	Mean Rating (%)	Response Rate (RR)	Mean Rating (%)	Response Rate (RR)	Mean Rating (%)	Response Rate (RR)	
PAS 6103 Internal Medicine	95.0%	RR = 25/41=61.0%	95.9%	RR = 11/45 = 24.4%	92.0%	RR 45/45= 100%	94.3%
PAS 6400 Family Medicine	91.4%	RR = 38/41=92.7%	89.7%	RR = 9/45 = 20%	90.8%	RR 45/45= 100%	90.6%
PAS 6200 General Surgery	94.6%	RR = 23/41=56.1%	86.3%	RR = 7/45 = 15.6%	88.9%	RR 45/45= 100%	89.9%
PAS 6500 Obstetrics/Gynecology	98.0%	RR = 32/41=78.0%	97.5%	RR = 10/45 = 22.2%	95.0%	RR 45/45= 100%	96.8%
PAS 6300 Pediatrics	91.1%	RR=33/41=80.5%	95.2%	RR= 7/45 = 15.6%	92.4%	RR 45/45= 100%	92.9%
PAS 6600 Emergency Medicine	94.6%	RR=24/41=58.5%	96.7%	RR = 18/45 = 40%	95.1%	RR 45/45= 100%	95.5%
PAS 6125 Psychiatry [Behavioral Medicine]	99.6%	RR=18/41=43.9%	94.3%	RR=15/45 = 33.3%	95.6%	RR 45/45= 100%	96.5%
PAS 6940 Electives	96.0%	RR = 52/82=63.4%	96.7%	RR = 76/90 = 84.4%	96.9%	RR 88/90= 98%	96.5%

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

**--Related Outcomes Data:**

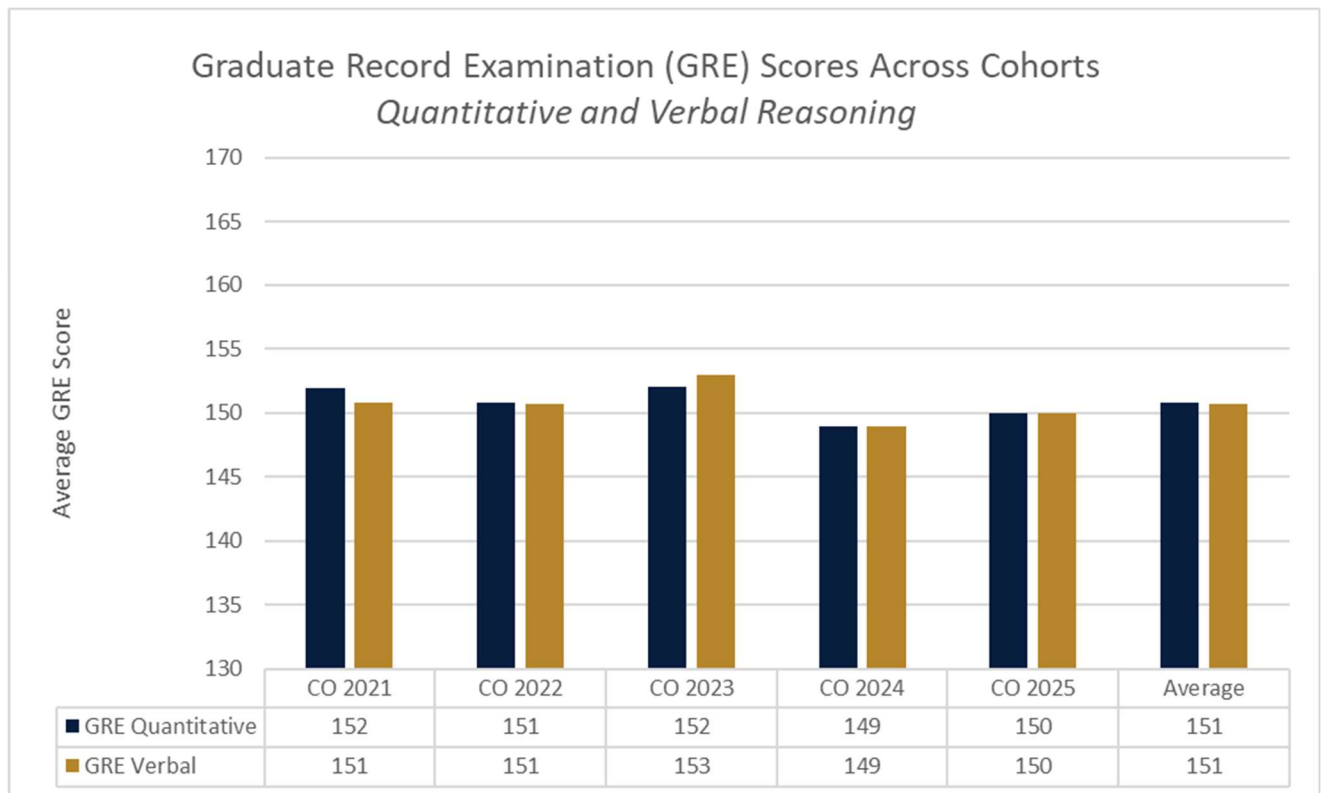
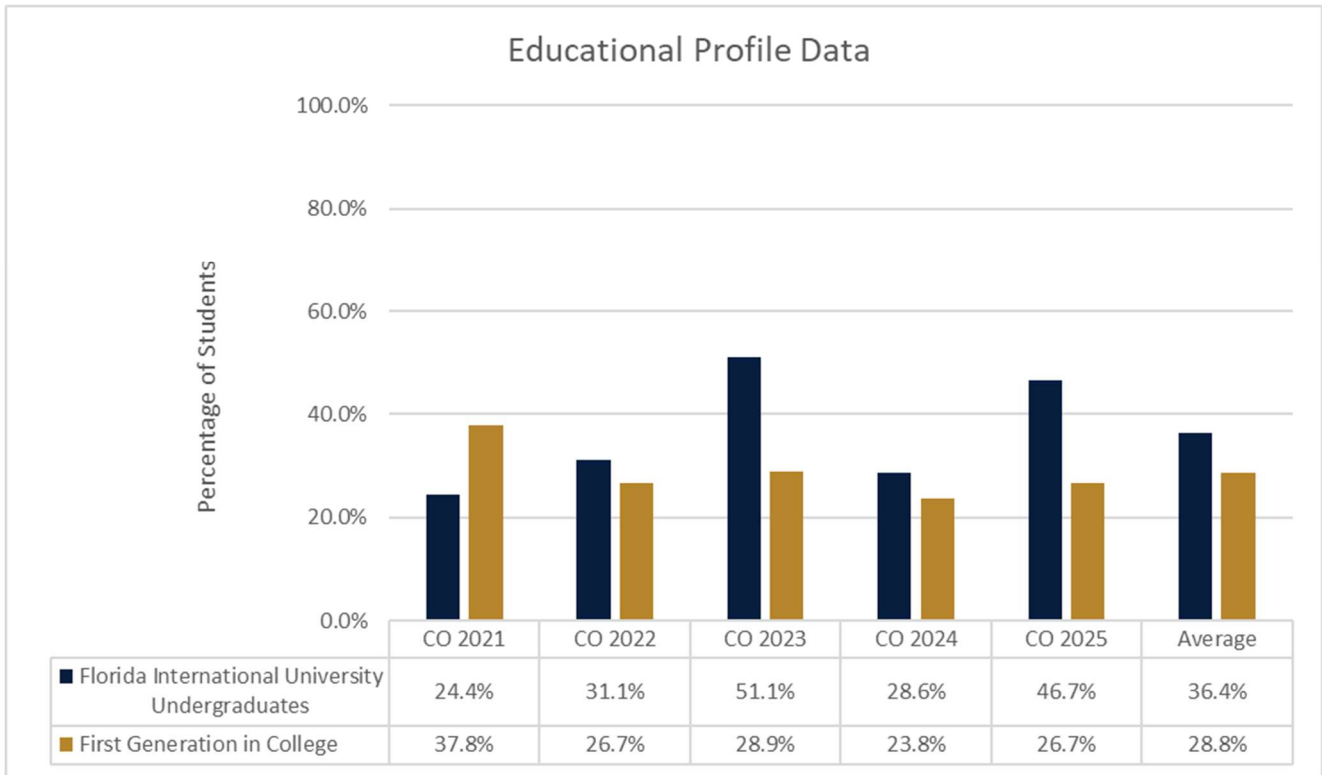
**Faculty and Staff Diversity [Human Resources Data]** – The program is committed to diversity, equity, and inclusion. Demographics of faculty and staff employees are included below.



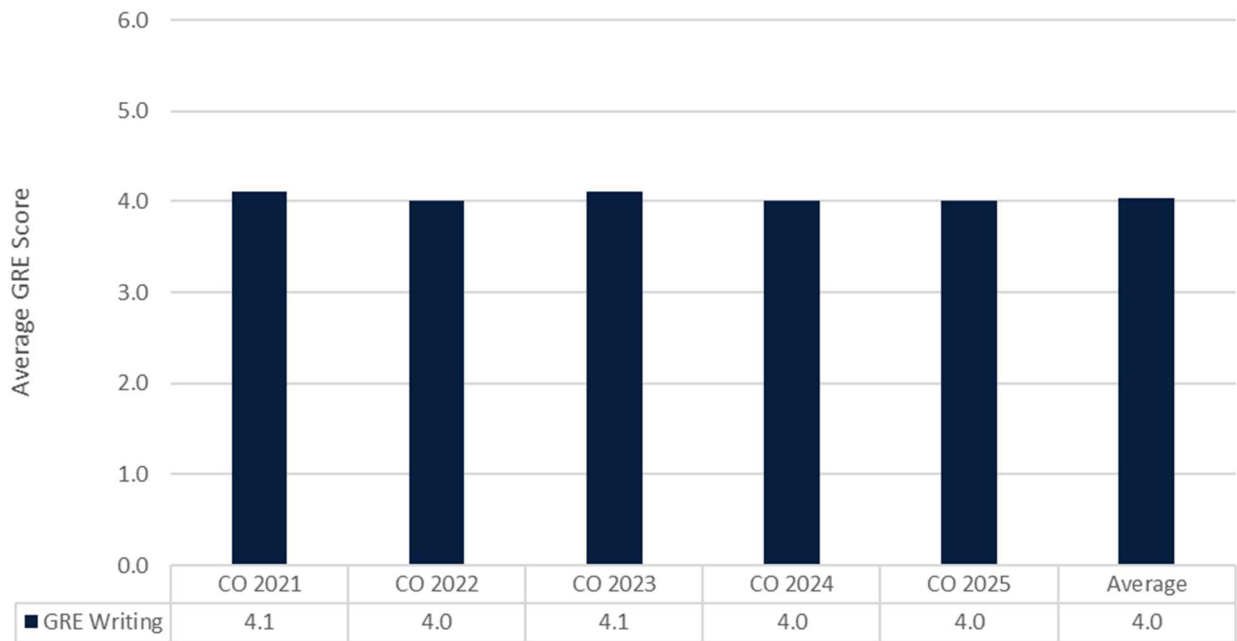
**Graduate Exit Survey [Survey Data]** – The Graduate Exit Survey is administered at the end of the clinical year and is one method used to assess whether the program’s efforts to recruit and support a diverse student body was effective.

Graduate Exit Survey - Program Goals* [mSSR App14HGoals]				
*Survey items were extracted from the Graduate Exit Survey and mapped to Appendix 14H requirements.				
†Items in red font indicate ratings below the program established benchmark of 4.0 (80 percent).				
§ N/U: Not used in the given year.				
Survey Items	Class of 2021 Response Rate = 41/41 = 100%	Class of 2022 Response Rate = 32/45 = 71.1%	Class of 2023 Response Rate = 45/45 = 100%	Average Response Rate = 90.3%
	<i>Mean Rating†</i>	<i>Mean Rating</i>	<i>Mean Rating</i>	<i>Three Year Average</i>
<b>PROGRAM GOAL 2. Recruit and support diverse students, faculty, and staff.</b>				<b>3.93</b>
The program fosters an environment enhanced by diversity, clinical innovation, and research.	4.00	N/U	3.33	3.67
The program recruits, mentors, and supports a diverse student body.	4.10	N/U	4.29	4.20

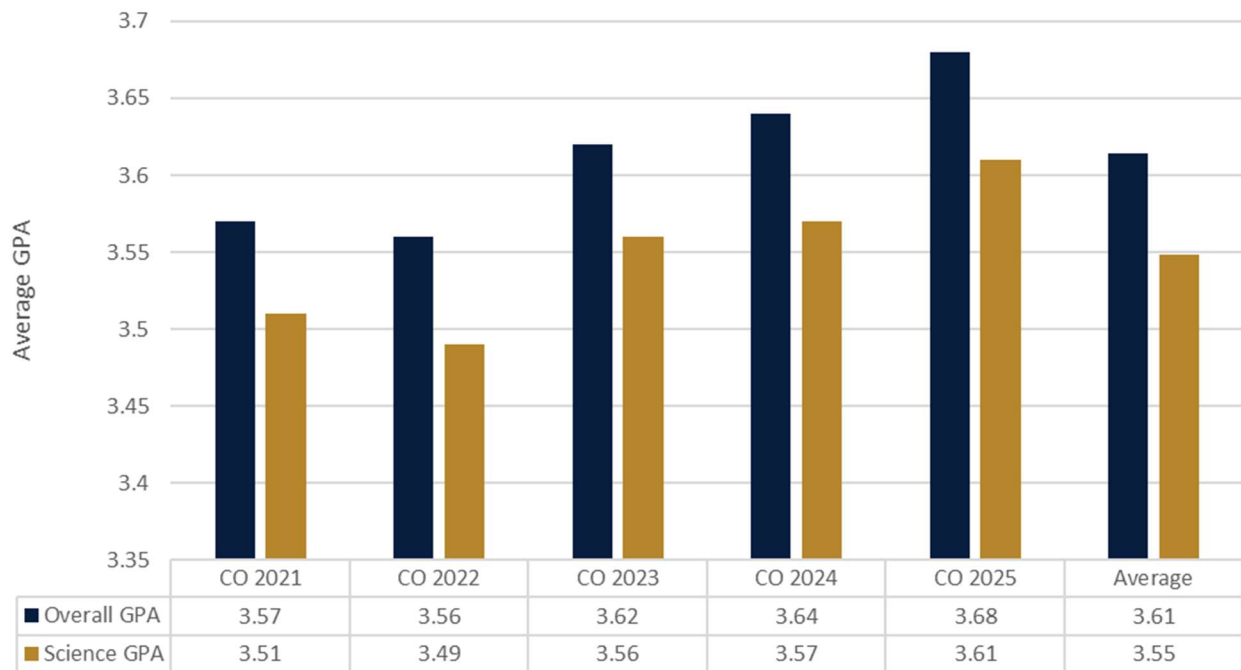
**Student Diversity [Admissions Data]** – The program is committed to enhancing the diversity of their student population. To help address equity in healthcare, the FIU MPAS Program is taking an active role to enhance the recruiting process to include minority students across all ethnicities. The program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



### Graduate Record Examination (GRE) Scores Across Cohorts *Analytical Writing*



### Grade Point Average (GPA) Across Cohorts



**Admissions Data\* [mSSR App14H Goals]**

\*The program gathers data for underrepresented minorities, Florida residency, and students that completed their undergraduate degree at the University.

†This table includes the admissions data for newly admitted students enrolled in each cohort at the onset of the program. For the purpose of this table, the n does not reflect student attrition (i.e., students that decelerated, withdrew, or were dismissed from the program).

§ Students may self-identify in more than one category.

\*\*Underrepresented Minority (URiM) includes students that identify as Latinx, Hispanic, Black, African American, Alaska/Hawaii Native, Native American or Mainland Puerto Rican.

	Class of 2021 (n=45)†		Class of 2022 (n=45)		Class of 2023 (n=45)		Class of 2024 (n=42)		Class of 2025 (n=45)		Average Across Cohorts	
	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students
<b>Gender</b>												
<b>Female</b>	35	77.8%	37	82.2%	37	82.2%	36	85.7%	37	82.2%	<b>36</b>	<b>82.0%</b>
<b>Male</b>	10	22.2%	8	17.8%	8	17.8%	6	14.3%	8	17.8%	<b>8</b>	<b>18.0%</b>
<b>Residency</b>												
<b>Florida Resident</b>	35	77.8%	38	84.4%	37	82.2%	37	88.1%	44	97.8%	<b>38</b>	<b>86.1%</b>
<b>Non-Resident</b>	10	22.2%	7	15.6%	8	17.8%	5	11.9%	1	2.2%	<b>6</b>	<b>13.9%</b>
<b>Age</b>												
<b>Age Range 20-24</b>	29	64.4%	21	46.7%	31	68.9%	26	61.9%	34	75.6%	<b>28</b>	<b>63.5%</b>
<b>Age Range 25-29</b>	13	28.9%	21	46.7%	12	26.6%	14	33.3%	9	20.0%	<b>14</b>	<b>31.1%</b>
<b>Age Range &gt;30</b>	3	6.7%	3	6.7%	2	4.5%	2	4.8%	2	4.4%	<b>2</b>	<b>5.4%</b>
<b>Race/Ethnicity §</b>												
<b>Underrepresented Minority**</b>	31	68.9%	29	64.4%	32	71.1%	31	73.8%	32	71.1%	<b>31</b>	<b>69.9%</b>
<b>American Indian or Alaska Native</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<b>0</b>	<b>0.0%</b>
<b>African-American/Black</b>	2	4.4%	3	6.7%	3	6.7%	3	7.1%	0	0.0%	<b>2</b>	<b>5.0%</b>
<b>Asian</b>	5	11.1%	5	11.1%	4	8.9%	6	14.0%	6	13.3%	<b>5</b>	<b>11.7%</b>
<b>Hispanic</b>	23	51.1%	21	46.7%	25	55.6%	28	66.7%	26	57.8%	<b>25</b>	<b>55.6%</b>
<b>Native Hawaiian or Pacific Islander</b>	1	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	<b>0</b>	<b>0.4%</b>
<b>White (Not Hispanic)</b>	17	37.8%	18	40.0%	13	28.9%	10	23.8%	11	24.4%	<b>14</b>	<b>31.0%</b>



**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 Goals* [mSSR App14HGoals]				
*Survey items were extracted from the Graduate Exit Survey and mapped to Appendix 14H requirements.				
†Items in red font indicate ratings below the program established benchmark of 4.0 (80 percent).				
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Survey Items	Class of 2021 Response Rate = 41/41 = 100%	Class of 2022 Response Rate = 32/45 = 71.1%	Class of 2023 Response Rate = 45/45 = 100%	Average Response Rate = 90.3%
	Mean Rating†	Mean Rating	Mean Rating	Three Year Average
<b>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.</b>				<b>4.08</b>
The program provides a broad, interdisciplinary education that prepared me for collaborative practice as a physician assistant.	4.02	N/U	N/U	4.02
The program provided a culturally responsive environment for student learning that supports community outreach and promotes interprofessional patient-centered care teams in the underserved population.	3.95	N/U	4.33	4.14

**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 HWCOM/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.

<b>Student Participation in Interprofessional Patient-Centered Care and Community Engagement Activities [mSSR App14H Goals]</b>				
*Data has been provided for the students that graduated from each cohort.				
	<b>Class of 2021 (n=41)*</b>	<b>Class of 2022 (n=45)</b>	<b>Class of 2023 (n=45)</b>	<b>Average Across Cohorts</b>
<b>Name of Engagement Activity</b>				
Interprofessional Workshop	100%	100%	100%	100%
Disability Education Active Learning Session	100%	100%	100%	100%
NeighborhoodHELP Program Patient Household Visits	100%	100%	100%	100%