

PA Program

Learning Assessment Worksheet

1. Please describe your program's specific learning goals (list as many as appropriate; use 1-2 sentences to describe each):

Goals of the MSHS Physician Assistant Program

Upon completion of this program, the student will demonstrate appropriate:

a. Fund of knowledge in surgery, medicine and primary care to allow entrance into clinical practice and to serve as a foundation for learning throughout the graduate's career.

Introduce students to basic and applied sciences that are fundamental to the practice of medicine and foster lifelong learning behaviors needed to maintain certification and licensure.

b. Development of behavior, suitable for inclusion in the medical profession, including abilities to function as an integral part of a medical team, to accept constructive criticism, and to assume increasing degrees of responsibility under proper supervision. Educate students regarding professionalism in PA practice and help students incorporate the elements of responsible practice into their work habits and interactions with patients, colleagues, and other healthcare stakeholders.

c. Mastery of technical skills including patient assessment techniques (i.e. history taking, physical examination skills), proficiency with oral and written clinical presentations, and facility with surgical procedures appropriate for level of training. Provide experiences such as physical diagnosis labs, procedure labs, simulation equipment, standardized patients and SCPEs that will increase practical skills and transfer to inpatient and outpatient practice settings.

d. Understanding of surgical sciences as the program places emphasis in clinical surgical training. Students will demonstrate proficiency in the pre-operative evaluation and preparation of patients, operating room skills, and caring for the patients in the post-operative period.

2. Does your program have a process in place to assess whether the students meet the defined learning goals? If so, please describe this learning assessment process, including who is involved, frequency of the assessment, and how the information is used:

Our learning assessment is comprised primarily of course exams (both written and practical) in the didactic phase and written exams and preceptor evaluations in the clinical phase. Student performance is discussed in mid-semester advisory meetings with faculty, and the Promotions and Graduation Committee considers each student's progress prior to beginning the clinical phase and again prior to graduation. The Masters Thesis Special Committee determines if the student has met the minimum standard for defense of the Master's thesis. A summative evaluation is done approximately one month prior to graduation to determine readiness to practice, preparation for licensing exam, and overall professionalism.

3. Does your program currently systematically collect, store, and/or use for learning assessment at the program level any of the following outcome measures:

	Collect systematically (Y/N)	Electronically or paper stored (E/P)	Use for learning assessment (Y/N)
Direct measures:			
• Results of exams/tests for individual courses	Y	both	Y

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• Results of Admission to Candidacy Exam	N/A	N/A	N/A
• Quality of dissertations (eg, by sampling identify trends)	N	N	N
• Number of student publications and abstracts	N	N	N
• Quality of students' presentation skills	Y	N	Y
• Program metrics (eg, time to degree, completion rates)	Y	E	Program assessment, Y
• Other (please describe): Results of PA Clinical Knowledge Rating and Assessment Tool (PACKRAT)	Y	both	Y
Indirect measures:			
• Student feedback			
○ Student surveys	Y	both	Y
○ Focus groups	Y	P	Y
○ Exit interviews	Y	both	Y
• Alumni survey	Y	both	Y
• Career tracking	Y	both	Y
• Other (please describe):			

4. Does your program regularly review and adjust (1) the program's specific learning goals, and/or (2) the manner in which outcomes are measured and how the information is used? If so, please describe how this is done:

1. Informal discussions throughout the year, monthly faculty/staff meetings and annually at a faculty retreat with the Program Director. These discussions typically involve how to achieve the learning goals, especially keeping the course topics and material current and course resources up to date.
2. Outcomes are assessed as numbers of students who successfully complete the program, earn the greatest number of 'honors' grades, and pass the NCCPA PANCE on first attempt.
3. Annual meetings are held via the program's Preclinical Curriculum Committee and Clinical Curriculum Committee to evaluate the content, sequencing and quality of PA department courses.