Success in Achieving Program Goals
Goal 1: Admit highly qualified applicants.

Outcome Measure A: Matriculated student CASPA information: Cumulative Undergraduate GPA, Cumulative Undergraduate Science GPA, and GRE scores.

Benchmark: Matriculated student Cumulative Undergraduate GPA, Cumulative Undergraduate Science GPA, and GRE scores will meet or exceed national averages.

Data:

<table>
<thead>
<tr>
<th></th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPU Caspa GPA</td>
<td>3.63</td>
<td>3.72</td>
<td>3.72</td>
<td>3.74</td>
</tr>
<tr>
<td>National Caspa GPA</td>
<td>3.55</td>
<td>3.56</td>
<td>3.57</td>
<td>3.59</td>
</tr>
<tr>
<td>HPU Caspa GPA</td>
<td>3.61</td>
<td>3.69</td>
<td>3.69</td>
<td>3.69</td>
</tr>
<tr>
<td>National Caspa GPA</td>
<td>3.49</td>
<td>3.51</td>
<td>3.51</td>
<td>3.53</td>
</tr>
<tr>
<td>GRE-Quantitative</td>
<td>151.63</td>
<td>153.20</td>
<td>150.59</td>
<td>152.91</td>
</tr>
<tr>
<td>GRE-Verbal</td>
<td>155.42</td>
<td>153.33</td>
<td>150.53</td>
<td>153.36</td>
</tr>
</tbody>
</table>

Analysis:

- HPU Class of 2017 attained benchmarks in all areas except GRE-Quantitative. The HPU result in the area below benchmark was very close to benchmark.
- HPU Class of 2018 attained benchmarks in all areas except GRE-Verbal. The HPU result in the area below benchmark was extremely close.
- HPU Class of 2019 attained benchmarks in both GPA areas but fell below the benchmark for GRE-Quantitative and GRE-Verbal.
- HPU Class of 2020 attained benchmark in both GPA areas but fell below the benchmark for GRE-Quantitative and GRE-Verbal. The HPU results in the areas below benchmark were very close to benchmark.

For the Class of 2020, the HPU matriculated students brought academic GPA performance above the national average. Incoming student GPA for each of the four classes of students shows a consistent trend of HPU meeting the benchmark. The GRE scores for the Class of 2020 fell somewhat below national averages in both areas and thus did not meet this benchmark. The Class of 2020 GRE results match up very similarly to Class of 2019 in relation to national averages. In the other two previous admission classes, one of the two GRE scores fell below national average. The trend identified is that we struggle to meet the benchmark in relation to GRE scores.

The GPAs have a higher weighting than GRE in our admissions evaluation process. This can explain why we consistently meet the benchmark in the GPAs but not the GREs. We increased our class size from 20 to 35 students between the Class of 2018 and Class of 2019, which is where we see the lower GRE scores. The average Academic Score (calculation of the GPAs and GRE scores) for the Class of 2020 is the highest it has been across the four admission years. The admitted students tend to perform very well in our PA Program, consistently pass PANCE on the first attempt, and find employment. Presently, we do not intend to change our admissions practices, rather we hope to attract more applicants with higher GRE scores as our program becomes more well-known for producing highly qualified graduates.

Overall, the HPU PA Program is partially meeting the program established goal of recruiting highly “academically” qualified applicants.
Outcome Measure B: Matriculated student prior healthcare experience.

Benchmark: Matriculated student mean healthcare experience will be at least 1,000 hours and greater than average level of patient care/responsibility. “Average” level of patient care/responsibility is 2 on a 1-4-point scale.

Data:

<table>
<thead>
<tr>
<th></th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Experience – Average # of Hours</td>
<td>3,614</td>
<td>2,036</td>
<td>3,370</td>
<td>1,835</td>
</tr>
<tr>
<td>Healthcare Experience – Median # of Hours</td>
<td>1,393</td>
<td>2,002</td>
<td>2,153</td>
<td>1,314</td>
</tr>
<tr>
<td>Healthcare Responsibility Level</td>
<td>2.05</td>
<td>2.05</td>
<td>2.09</td>
<td>1.94</td>
</tr>
</tbody>
</table>

Analysis:
- HPU Class of 2017 attained both benchmarks related to healthcare experience.
- HPU Class of 2018 attained both benchmarks related to healthcare experience.
- HPU Class of 2019 attained both benchmarks related to healthcare experience.
- HPU Class of 2020 attained the first benchmark (total hours) but fell just below the benchmark in average level of patient care/responsibility.

The average and median healthcare experience and the level of healthcare responsibility for the Class of 2020 is lower than the three preceding admissions years. There was a notable drop from the Class of 2019 to the Class of 2020 in hours of healthcare experience. Over the four admission years, there has been a fluctuation of average and median healthcare experience but a rather constant level of healthcare responsibility. This is in contrast to the total number of applications to the PA program, which has increased every year. However, the class size increased from 20 to 35 students between the Class of 2018 and Class of 2019. Class size alone does not seem to account for the decrease in healthcare experience as the class size has remained the same over the past two years.

Overall, the HPU PA Program is doing well in meeting the program established goal of recruiting highly qualified applicants related to previous healthcare experience.

Outcome Measure C: Matriculated student admission interview performance.

Benchmark: Matriculated students will attain average admission interview scores of at least 85% of the possible points.

Data:

<table>
<thead>
<tr>
<th></th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matriculated Student Average Admission Interview Score – Percent of Possible Points</td>
<td>94%</td>
<td>90%</td>
<td>90.5%</td>
<td>91.4%</td>
</tr>
</tbody>
</table>
Analysis:

- HPU Class of 2017 exceeded the program benchmark.
- HPU Class of 2018 exceeded the program benchmark.
- HPU Class of 2019 exceeded the program benchmark.
- HPU Class of 2020 exceeded the program benchmark.

The matriculated students in the PA Class of 2020 did well on their admission interviews. The average interview performance for the Class of 2020 is slightly higher than each of the two previous years, but not as high as the first admission year. The range of scores for the Class of 2020 is also comparable to the Class of 2019 scores. There has not been a significant difference between the admissions interview performance between the first three classes of students.

Overall, the HPU PA Program is doing well in admitting highly qualified applicants related to admissions interviews.
Program Goal 2: Deliver a curriculum that ensures all graduates possess the requisite knowledge and skills for entry to PA practice

Outcome Measure A: Student, faculty and preceptor ratings of the students’ preparedness and ability to perform the Program Learning Outcomes (PLO). Ratings are collected across multiple surveys that use a 5-point Likert scale where 5 = strongly agree. The following surveys are used to measure student preparedness and ability to perform Program Learning Outcomes (PLO): End of Didactic Student Survey, Faculty/Staff Survey, Preceptor Student Preparedness Survey.

Benchmark: Student, faculty and preceptor ratings will exceed 3.5 on the 5-point Likert scale for 100% of surveys.

Data: Information below reflects data from the most recent graduating class. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

<table>
<thead>
<tr>
<th>#</th>
<th>Program Learning Outcomes</th>
<th>Class 2017 % of Surveys &gt; 3.5 AVG</th>
<th>Class 2017 Range of Survey AVGs</th>
<th>Class 2018 % of Surveys &gt; 3.5 AVG</th>
<th>Class 2018 Range of Survey AVGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perform focused histories and physicals on patients across the life span and in a variety of health care delivery settings. (P)</td>
<td>100%</td>
<td>3.8 - 4.5</td>
<td>100%</td>
<td>4.6 - 4.7</td>
</tr>
<tr>
<td>2</td>
<td>Formulate a differential diagnosis based upon the patient history and physical exam and recommend the proper diagnostic studies. (C)</td>
<td>100%</td>
<td>4.2 - 4.7</td>
<td>100%</td>
<td>4.5 - 4.9</td>
</tr>
<tr>
<td>3</td>
<td>Diagnose common medical and behavioral problems likely to be seen in a primary care setting. (C)</td>
<td>100%</td>
<td>4.3 - 4.7</td>
<td>100%</td>
<td>4.3 - 4.9</td>
</tr>
<tr>
<td>4</td>
<td>Diagnose potentially life- or function-threatening medical and behavioral problems likely to be seen in a primary care setting. (C)</td>
<td>100%</td>
<td>4.4 - 4.8</td>
<td>100%</td>
<td>4.5 - 4.8</td>
</tr>
<tr>
<td>5</td>
<td>Develop, implement and monitor management plans for emergent, acute, chronic or ongoing conditions including pharmacological and non-pharmacological approaches, surgery, counseling, therapeutic procedures and/or rehabilitative therapies. (C)</td>
<td>100%</td>
<td>4.2 - 4.5</td>
<td>100%</td>
<td>4.2 - 4.6</td>
</tr>
<tr>
<td>6</td>
<td>Accurately and concisely communicate the findings of a given patient encounter in written and oral forms to all members of the health care team. (P)</td>
<td>100%</td>
<td>4.0 - 4.7</td>
<td>100%</td>
<td>4.0 - 4.6</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrate sensitivity and empathy regarding the emotional, cultural and socioeconomic aspects of the patient, the patient’s condition and the patient’s family. (P)</td>
<td>100%</td>
<td>4.6 - 4.7</td>
<td>100%</td>
<td>4.2 - 4.6</td>
</tr>
<tr>
<td>8</td>
<td>Communicate in a patient-centered and culturally responsive manner to accurately obtain, interpret and utilize subjective information and construct a patient-centered management plan. (A)</td>
<td>100%</td>
<td>4.4 - 4.7</td>
<td>100%</td>
<td>4.4 - 4.6</td>
</tr>
<tr>
<td>9</td>
<td>Provide advocacy and support to assist patients in obtaining quality care and in dealing with the complexities of health care delivery systems. (A)</td>
<td>100%</td>
<td>4.5 - 4.5</td>
<td>100%</td>
<td>4.0 - 4.6</td>
</tr>
<tr>
<td>10</td>
<td>In all encounters, demonstrate professional behavior to the highest ethical and legal standards by recognizing professional limitations, then consulting with other health care providers and/or directing patients to appropriate community resources, as needed. (A)</td>
<td>100%</td>
<td>4.7 - 4.9</td>
<td>100%</td>
<td>4.3 - 4.8</td>
</tr>
<tr>
<td>11</td>
<td>Critically evaluate the medical literature in order to use current practice guidelines and apply the</td>
<td>100%</td>
<td>4.4 - 4.9</td>
<td>100%</td>
<td>4.1 - 4.6</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>principles of evidence-based medicine to patient care. (C)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Educate patients in health promotion and disease prevention and demonstrate a working knowledge of preventive medicine in patient interactions. (P)</td>
<td>100%</td>
<td>4.5 - 4.8</td>
<td>100%</td>
<td>4.3 - 4.8</td>
</tr>
<tr>
<td>13</td>
<td>Perform clinical procedures common to primary care, including: rapid strep testing, urinalysis, collection of culture specimens, injections, wound dressings, venipuncture, interpretation of EKGs, interpretation of chest and skeletal X-rays, starting IVs, and laceration repair. (P)</td>
<td>100%</td>
<td>4.0 - 4.9</td>
<td>100%</td>
<td>4.1 - 4.6</td>
</tr>
</tbody>
</table>

**Analysis:**
HPU Class of 2017 meets the program benchmark with 100% of survey ratings exceeding 3.5 on the 5-point Likert scale.

HPU Class of 2018 meets the program benchmark with 100% of survey ratings exceeding 3.5 on the 5-point Likert scale

**Overall, the HPU PA Program curriculum is meeting the program established goal of ensuring graduates possess the knowledge and skills required for entry to PA practice based on student, faculty and preceptor surveys.**

**Outcome Measure B: Success on Summative Evaluations**

Benchmark: 85% of students pass all five components of the program summative examination after the second attempt

**Data:** Information below reflects data from the most recent graduating class. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

<table>
<thead>
<tr>
<th>High Point University Student Performance</th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Cumulative Data (2 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Evaluation: Pass on 1st or 2nd Attempt</td>
<td>89.47%</td>
<td>85.71%</td>
<td>87.59%</td>
</tr>
<tr>
<td>Meet Benchmark</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Analysis:**
HPU Class of 2017 exceeded the program benchmark.
HPU Class of 2018 exceeded the program benchmark.
Long-term analysis of 5-year data not available at this time. Analysis of 2-year data demonstrates that student performance on the Summative Evaluation exceeded the program benchmark.

**Overall, the HPU PA Program curriculum is meeting the program established goal of ensuring graduates possess the knowledge and skills required for entry to PA practice based on successful performance on Summative Evaluations.**

**Outcome Measure C: PANCE first-time test take pass rates.**

Benchmark: Each cohort achieves a First Time Taker PANCE Pass Rate at or above the 5-year running average national pass rate.

**Data:** Information below reflects data from the most recent graduating class. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.
<table>
<thead>
<tr>
<th>Class</th>
<th>Number of students who passed on first attempt</th>
<th>Number of First Time Takers</th>
<th>Program First Time Taker Pass Rate</th>
<th>Five Year National First Time Taker Average</th>
<th>Meets Program Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2017</td>
<td>18</td>
<td>19</td>
<td>95%</td>
<td>96%</td>
<td>No</td>
</tr>
<tr>
<td>Class of 2018</td>
<td>21</td>
<td>21</td>
<td>100%</td>
<td>96%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Analysis:
In 2017 program did not meet the benchmark with only one student out of 19 failing the initial attempt. Upon review of PANCE outcomes and student performance across the curriculum on standardized tests, the program incorporated formative assessments during the didactic phase and program OSCE assessments during the clinical phase of the program. Additionally, the program instituted evaluation of trends in student performance between cohorts to identify at risk students and provide early intervention to facilitate success in meeting this benchmark.

In 2018 the program met the benchmark with all students passing PANCE on the initial attempt.

**Overall, the HPU PA Program curriculum is meeting the program established goal of ensuring graduates possess the knowledge and skills required for entry to PA practice with 39 out of 40 students passing the PANCE on the first attempt.**
Program Goal 3: Educate physician assistants in a generalist model prepared to practice in a variety of health care settings and disciplines

Outcome Measure: Student performance on discipline-specific PAEA EOR™ Exams

Benchmark: Each cohort will meet or exceed the national average for each PAEA EOR™ Exam

Data: Information below reflects data from the most recent graduating class and includes only first attempt test results. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

<table>
<thead>
<tr>
<th>PAEA EOR™ Exams</th>
<th>Class of 2017</th>
<th></th>
<th>Class of 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class Average</td>
<td>Z-score</td>
<td>At or Above National Average?</td>
<td>Class Average</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>0.47</td>
<td>Yes</td>
<td>0.53</td>
<td>Yes</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>0.51</td>
<td>Yes</td>
<td>0.06</td>
<td>Yes</td>
</tr>
<tr>
<td>General Surgery</td>
<td>0.21</td>
<td>Yes</td>
<td>0.35</td>
<td>Yes</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>0.31</td>
<td>Yes</td>
<td>0.56</td>
<td>Yes</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>0.59</td>
<td>Yes</td>
<td>0.71</td>
<td>Yes</td>
</tr>
<tr>
<td>Psychiatry &amp; Behavioral Health</td>
<td>0.61</td>
<td>Yes</td>
<td>0.66</td>
<td>Yes</td>
</tr>
<tr>
<td>Women's Health</td>
<td>0.42</td>
<td>Yes</td>
<td>0.40</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Analysis:
HPU Class of 2017 exceeded the program benchmark in each specialty examination. Overall, the HPU PA Program is doing well in meeting the program established goal of educating physician assistants in a generalist model prepared to practice in a variety of health care settings and disciplines.

HPU Class of 2018 exceeded the program benchmark in each specialty examination. While each benchmark was met it was noted that there was a significant decrease in the overall class performance on the Family Medicine EOR™ exam. The program will continue to monitor this area of performance to identify potential trends so that curricular changes may be implemented, if needed, to ensure that students are prepared to practice in a variety of health settings and disciplines.

Long-term analysis of 5-year data not available at this time. Analysis of 2-year data demonstrates that student performance on the EOR™ exams exceeded the program benchmark.

Overall, the HPU PA Program is meeting the program established goal of educating physician assistants in a generalist model prepared to practice in a variety of health care setting and disciplines based on meeting or exceeding the national average for each PAEA EOR™ Exam.
Program Goal 4: Engage faculty and students in active and on-going professional, scholarly, and community engagement activities

**Outcome Measure A:** Faculty participation as committee members and leaders in local, state and national PA professional organizations.

**Benchmark:** Faculty will provide volunteer service to, serve on committees, or hold leadership roles in 66% or more of the six applicable local, state, and national PA professional organizations.

**Data:**
For 2017, HPU PA faculty members currently provide volunteer service to, serve on a committee, or hold leadership roles in all six professional organizations (100%)
For 2018, HPU PA faculty members currently provide volunteer service to, serve on a committee, or hold leadership roles in all six professional organizations (100%). Examples include:

- American Academy of Physician Assistants (AAPA)
  - Elections Committee
  - House of Delegates: Reference Committee
  - Journal article Reviewer
- Physician Assistant Education Association (PAEA)
  - Lead Facilitator-Faculty Skills 101
  - End-of-Rotation Exam Workshop and Committee
- North Carolina Academy of PAs (NCAPA)
  - Executive Board, Secretary
  - Professional Development Review Panel
  - North Carolina Representative to the AAPA House of Delegates
  - Optimal Team Practice Task Force
  - Winter Conference Task Force
  - Peer reviewer for Winter CME conference poster presentation submissions
- Piedmont Association of Physician Assistants (PAPA)
  - Secretary
- Accreditation Review Commission for the Physician Assistant (ARC-PA):
  - Site Visitor
- National Commission on Certification of Physician Assistants (NCCPA):
  - Orthopaedic Surgery Certificate of Added Qualifications (CAQ) Test-Item Writing Committee

**Analysis**
For both 2017 and 2018 the faculty excelled in their ability to provide service to, serve on committees, and hold leadership roles that support mentoring students’ in similar student-level activities and inform the program regarding current trends in the profession. They have exceeded the program established benchmark of 66%.

**Overall, the HPU PA Program is meeting the program established goal of engaging faculty and students in active and on-going professional, scholarly, and community engagement activities as evidenced by faculty participation as committee members and leaders in local, state and national PA professional organizations.**
**Outcome Measure B:** Program Peer-Reviewed Presentations and Publications

**Benchmark:** The program will have a minimum of 6 peer-reviewed presentations or publications annually.

**Data:**
For the calendar year of 2017, PA program faculty had a total 20 of peer-reviewed presentations and journal articles.
For the calendar year of 2018, PA program had a total 23 of peer-reviewed presentations and publications.
A list of this scholarship follows.

- Do Mid-Crown Enamel Formation Front Angles Reflect Factors Linked to the Pace of Primate Growth and Development? The Anatomical Record January 2018, 301 (1), 125-139.
- Rheumatology Board Review. North Carolina Academy of Physician Assistants - 32nd Annual NCAPA Recertification Exam Review Conference. Durham, NC, February 24, 2018
- Professional Practice for Physician Assistants. Buffalo, NY: RPSS Publishing; 2018
- Oblique human symphyseal angle is associated with an evolutionary rate-shift early in the hominin clade. Journal of human evolution October 1, 2018, 123, 84-95.
- Fibromyalgia; Beyond 11 tender points! Tennessee Academy of Physician Assistants Fall Fest 2018 CME Conference: Gatlinburg, TN, October 8, 2018.
• The influence of leaping frequency on secondary bone in cercopithecid primates. The Anatomical Record. October 28, 2018.

Analysis
Faculty have exceeded the program established benchmark of 6 peer-reviewed presentations or publications in both 2017 and 2018.

Overall, the HPU PA Program is meeting the program established goal of engaging faculty and students in active and on-going professional, scholarly, and community engagement activities as evidenced by the volume of program Peer-Reviewed Presentations and Publications.

Outcome Measure C: Faculty and Student participation in community service activities.

Benchmark: 100% of Faculty and Students will participate in community service activities.

Data:
• Class of 2018: 100% participation
• Class of 2019: 97% participation – one student out of class of 34 did not participate in any community service in 2018
• Class of 2020: 94% participation – two students out of a class of 35 did not participate in any community service in 2018
• Faculty: 100% participation

Examples of agencies served include:
• Community Clinic of High Point
• Westchester Country Day School – student sports physicals
• High Point Farmer’s Market
• Old Town Baptist Medical Clinic
• Forsyth County Emergency Medical Services
• Forsyth Jail and Prison Ministry
• Caring Services, Inc.
• World Relief Triad – High Point
• Salvation Army
• Lee Treadwell Society
• PA Week
• PAPA Fall Seminar
• High Point Cycling Classic
• University of North Carolina Health Professional Community Precepting Work Group
• Wake Forest Baptist Health High Point Medical Center Board of Trustees
• Martin Luther King, Jr. Day of Service
• Miles for Meals 5K
• High Point University Community Christmas
• Dusty Joy Foundation
- North Carolina Baptist Men’s Mobile Ministry
- American Red Cross
- AWSUM
- Tornado Relief Food and Supplies Collection
- HPU High School Event – Blood Pressure Training

*Analysis:*
In 2017 faculty and students excelled in their individual commitment to community engagement and succeeded in meeting the established benchmark of 100%.

In 2018 faculty excelled in their commitment to community engagement and succeeded in meeting the established benchmark of 100%. While there was not 100% participation from students, there was ≥94% of students in both cohorts who were actively engaged in community service. The program will continue to collect data on student engagement within the community.

**Overall, the HPU PA Program is meeting the program established goal of engaging faculty in active and on-going professional, scholarly, and community engagement activities as evidenced by the volume of faculty and student participation in community service activities.**

**The HPU PA Program did not meet the program established goal of engaging students in active and on-going professional and scholarly activities, and faculty involvement in community engagement activities.**