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>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPU</td>
<td>National CASPA</td>
<td>HPU</td>
<td>National CASPA</td>
<td>HPU</td>
</tr>
<tr>
<td>Cumulative Undergrad. GPA</td>
<td>3.63</td>
<td>3.55</td>
<td>3.72</td>
<td>3.56</td>
</tr>
<tr>
<td>Cumulative Undergrad. Science GPA</td>
<td>3.61</td>
<td>3.49</td>
<td>3.69</td>
<td>3.51</td>
</tr>
<tr>
<td>GRE-Quantitative GRE-Verbal</td>
<td>151.63</td>
<td>152.91</td>
<td>153.20</td>
<td>152.90</td>
</tr>
<tr>
<td></td>
<td>155.42</td>
<td>153.60</td>
<td>153.33</td>
<td>153.86</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.
- HPU Class of 2021 attained benchmark in both GPA areas but fell below the benchmark for GRE-Quantitative and GRE-Verbal. The HPU results for GRE-Quantitative was extremely close to benchmark.

For the Class of 2021, the HPU matriculated students brought academic GPA performance above the national average. Incoming student GPA for each of the five classes of students shows a consistent trend of HPU meeting the benchmark with the GPA for the Class of 2021 being the highest. The Class of 2021, 2019 and 2020 fell below in both GRE scores in relation to national averages. In the previous admission classes, only 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 2021 is the highest it has been across the five admission years. The admitted students tend to perform very well in our PA Program, consistently pass PANCE on the first attempt in accordance with ARC-PA Standards 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.

<table>
<thead>
<tr>
<th>Data</th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>Class of 2020</th>
<th>Class of 2021</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>
<td>3,231</td>
</tr>
<tr>
<td>Healthcare Experience – Median # of Hours</td>
<td>1,930</td>
<td>2,002</td>
<td>2,153</td>
<td>1,314</td>
<td>1,990</td>
</tr>
<tr>
<td>Healthcare Responsibility Level</td>
<td>2.05</td>
<td>2.05</td>
<td>2.09</td>
<td>1.94</td>
<td>2.11</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.
- HPU Class of 2021 attained both benchmarks related to healthcare experience.

The average and median healthcare experience and the level of healthcare responsibility for the Class of 2021 is higher than the four preceding admissions years with a notable drop from the Class of 2019 to the Class of 2020 in hours of healthcare experience. Over the five 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. 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 changes in healthcare experience as the class size has remained the same over the past three 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 | Class of 2017 | Class of 2018 | Class of 2019 | Class of 2020 | Class of 2021 |
Matriculated Student Average Admission Interview Score – Percent of Possible Points

<table>
<thead>
<tr>
<th></th>
<th>94%</th>
<th>90%</th>
<th>90.5%</th>
<th>91.4%</th>
<th>89.7%</th>
</tr>
</thead>
</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.
- HPU Class of 2021 exceeded the program benchmark.

The matriculated students in the PA Class of 2021 did well on their admission interviews and exceeded program identified performance. It is noted that the average interview performance for the Class of 2021 is lower than all previous years. The average interview performance for the Class of 2020 was 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 was also comparable to the Class of 2019 scores. It is noted that the range of scores for the Class of 2021 is slighter greater being 16.5 - 20 (Avg. 17.94/Med 18) compared to the Class of 2020 range of 17 - 20 (Avg. 18.27/Med 18).

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, End of Program Student Survey, Alumni Survey, Faculty 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>
<th>Class 2019 % of Surveys &gt; 3.5 AVG</th>
<th>Class 2019 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>
<td>100%</td>
<td>4.5 - 5.0</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>
<td>100%</td>
<td>4.3- 5.0</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>
<td>100%</td>
<td>4.3- 4.8</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>
<td>100%</td>
<td>4.3- 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>
<td>100%</td>
<td>3.8 – 4.5</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>
<td>100%</td>
<td>4.1 - 4.8</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. (A)</td>
<td>100%</td>
<td>4.6 - 4.7</td>
<td>100%</td>
<td>4.2 - 4.6</td>
<td>100%</td>
<td>4.3 - 4.8</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>
<td>100%</td>
<td>4.2 - 4.9</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>
<td>100%</td>
<td>3.9 - 4.7</td>
</tr>
</tbody>
</table>
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) 100% 4.7 - 4.9 100% 4.3 - 4.8 100% 4.5 - 4.9

Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of evidence-based medicine to patient care. (C) 100% 4.4 - 4.9 100% 4.1 - 4.6 100% 3.9 - 4.8

Educate patients in health promotion and disease prevention and demonstrate a working knowledge of all tiers of preventive medicine in patient interactions. (P) 100% 4.5 - 4.8 100% 4.3 - 4.8 100% 4.2 - 4.8

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) 100% 4.0 - 4.9 100% 4.1 - 4.6 100% 3.9 - 4.7

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.

HPU Class of 2019 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 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>Class of 2019</th>
<th>Cumulative Data (3 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>97.05%</td>
<td>90.74%</td>
</tr>
<tr>
<td>Meet Benchmark</td>
<td>Yes</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.
HPU Class of 2019 exceeded the program benchmark.
Long-term analysis of 5-year data not available at this time. Analysis of 3-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>National First Time Taker Pass Rate by Calendar Year</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>97%</td>
<td>96%</td>
<td>No</td>
</tr>
<tr>
<td>Class of 2018</td>
<td>21</td>
<td>21</td>
<td>100%</td>
<td>98%</td>
<td>96%</td>
<td>Yes</td>
</tr>
<tr>
<td>Class of 2019</td>
<td>30</td>
<td>34</td>
<td>88%</td>
<td>93%</td>
<td>96%</td>
<td>No</td>
</tr>
</tbody>
</table>

Analysis:

In 2017 the 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.

In 2019 the program did not meet the benchmark with four students out of 34 failing the initial attempt. While there is only three years of data for review, the program identified the following trends with regard to PANCE outcomes:

- The program notes a strong correlation between performance on EOR examinations and success on PANCE. Student who scored in the “low pass range” two or more EOR exams also ranked in the bottom 30% of the class on PANCE scores. Additionally, High Pass scorers on EOR exams correlate strongly with success on PANCE.
- Students who scored in the bottom 30% on PACKRAT 2 also scored in the bottom 30% of PANCE takers. In 2019 students who scored in the top 33% on PACKRAT 2 scored in the top 50% of PANCE takers. While this is suggested, the correlation was not as significant in 2017 and 2019.
- The program did not identify a strong correlation on the Summative evaluations and success on PANCE.
An outline of 2019 data is outlined below:

- **Student A**
  - Three EOR exam scores in the “low pass range”
  - PACKRAT 2: 146 (65%) Within cohort score rank = 31 out of 34

- **Student B**
  - Three EOR exam scores in the “low pass range”
  - PACKRAT 2: 153 (68%) Within cohort score rank = 25 out of 34

- **Student C**
  - Two EOR exam scores in the “low pass range”
  - PACKRAT 2: 132 (59%) Within cohort score rank = 33 out of 34

- **Student D**
  - Four EOR exam scores in the “low pass range”
  - PACKRAT 2: 135 (60%) Within cohort score rank = 34 out of 34

Upon review of PANCE outcomes and student performance across the curriculum on standardized tests, the program incorporated the following interventions to support student success on PANCE:

- **To promote earlier intervention for students who score in the “low pass range on EOR Examinations:**
  - 1st low pass rate score: academic intervention to better identify students who may be “at risk” early on as a means to promote successful acquisition of requisite knowledge to be successful.
  - 2nd low pass: formal academic advising that includes an outline of strategies for improvement
  - 3rd low pass: referral to Student Progress Committee for consideration of additional support measures

- **To promote strategies for future success on PANCE, the Student Progress Committee (SPC) will review PACKRAT 2 performance for those students who score in the bottom 33% of the class. The SPC will submit a formal letter to the student, student advisor, and Department Chair outlining recommendations for PANCE success including, but not limited to, recommendation for a Board Review Course and/or Test Taking Strategies Course. Formal letters will be signed by the student and included in the student’s file. The student must meet with the advisor to review these program recommendations.**

Confirmation of trends and stronger correlations will be made as more students graduate from the program in the coming years.

**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 69 out of 74 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 A:** 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>Class of 2018</th>
<th>Class of 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class Average</td>
<td>Class Average</td>
<td>Class Average</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>0.47</td>
<td>0.53</td>
<td>0.56</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>0.51</td>
<td>0.06</td>
<td>0.53</td>
</tr>
<tr>
<td>General Surgery</td>
<td>0.21</td>
<td>0.35</td>
<td>0.23</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>0.31</td>
<td>0.56</td>
<td>0.67</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>0.59</td>
<td>0.71</td>
<td>1.23</td>
</tr>
<tr>
<td>Psychiatry &amp; Behavioral Health</td>
<td>0.61</td>
<td>0.66</td>
<td>1.07</td>
</tr>
<tr>
<td>Women's Health</td>
<td>0.42</td>
<td>0.40</td>
<td>0.45</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.

HPU Class of 2019 exceeded the program benchmark in each specialty examination and overall class performance on the Family Medicine EOR™ exam improved significantly from the Class of 2018. Long-term analysis of 5-year data not available at this time. The program will continue to monitor all areas 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. Analysis of 3-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.
**Outcome Measure B:** Student performance on the HPU MPAS Program Clinical Practice Passport

**Benchmark:** 100% of Students will successfully complete all components of the Clinical Practice Passport at the completion of the Clinical Phase of the program.

**Data:** Information below reflects data from the most recent graduating class beginning with the Class of 2019 when Clinical Practice Passports were initiated into the program. 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 of 2019</th>
<th>% of Class meeting Benchmark</th>
<th>Meets Program Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEDICAL CARE ACROSS THE LIFE SPAN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Medical Care for Infants</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>B. Medical Care for Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Medical Care for Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Medical Care for Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Medical Care for Elderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WOMENS HEALTH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Prenatal Care</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>B. Gynecologic Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CARE FOR CONDITIONS REQUIRING SURGICAL MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Pre-operative Care</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>B. Intra-operative Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Post-operative Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CARE FOR BEHAVIORAL AND MENTAL HEALTH CONDITIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Care for behavioral and mental health conditions</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>PREVENTIVE EMERGENT, ACUTE, AND CHRONIC CARE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Preventive care</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>B. Care for emergent conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Care for acute conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Care for chronic conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMMUNICATION/PROFESSIONALISM/ADVOCACY/EVIDENCE BASED MEDICINE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Communication</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>B. Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Patient Advocacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Evidence Based Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLINICAL SKILLS &amp; DIAGNOSTIC TESTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Clinical Skills</td>
<td>100%</td>
<td>Yes</td>
</tr>
<tr>
<td>B. Diagnostic Tests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis:
HPU Class of 2019 successfully completed 100% of all components of the Clinical Practice Passport at the completion of the Clinical Phase of the program.

**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 the completion of Clinical Practice Passports at the end of the clinical year.
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%).
For 2019, HPU PA faculty members currently provide volunteer service to, serve on a committee, or hold leadership roles in 5 local, state, and national PA professional organizations (83.33%). Examples include:

American Academy of Physician Assistants (AAPA)
- Elections Committee
- House of Delegates

Physician Assistant Education Association (PAEA)
- Facilitator- Program Director 101

North Carolina Academy of PAs (NCAPA)
- Professional Development Review Panel
- North Carolina Representative to the AAPA House of Delegates
- Optimal Team Practice Task Force

Piedmont Association of Physician Assistants (PAPA)
- Secretary

Accreditation Review Commission for the Physician Assistant (ARC-PA):
- Site Visitor

Analysis
Since 2017, 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 faculty had a total 23 of peer-reviewed presentations and publications.

For the calendar year of 2019, PA program faculty had a total of 12 peer-reviewed presentations and publications.

A list of this scholarship follows.

- Rheumatology Board Review North Carolina Academy of Physician Assistants 33rd Annual NCAPA Recertification Exam Review Conference, Durham, NC, February 23, 2019
- Case Studies in Infectious Disease for NCCPA Winter Conference, Raleigh, NC, February 2019
- Core Competencies in Pediatrics for NCCPA Winter Conference, Raleigh, NC, February 2019
- Fibromyalgia; Beyond 11 tender points! Pennsylvania Society of Physician Assistants 44th Annual CME Conference, Lancaster, PA: October 25, 2019
- Maximizing treatment Benefits in Psoriasis and Psoriatic Arthritis: How PAs can Help Improve Outcomes; Expert Faculty Member - AAPA Clinical Dialogue, eCase Challenge, AAPA Learning Central October 2019
- Maximizing treatment Benefits in Psoriasis and Psoriatic Arthritis: How PAs can Help Improve Outcomes; The Journal of The American Academy of Physician Assistants (JAAPA), produced by MedicalLogix, December 2019

Analysis
Faculty have exceeded the program established benchmark of 6 peer-reviewed presentations or publications since 2017.

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
• Class of 2021: 100% participation
• Faculty: 100% participation

Examples of agencies served include:
• Community Clinic of High Point – weekly provider care to the uninsured
• Westchester Country Day School – student sports physicals
• Say Yes, Guilford - High Point High School 9th graders vision screenings
• Foundation for a Healthy High Point - Chairman of the grants committee, Vice Chairman of the Board
• High Point Farmer’s Market
• Forsyth County Sheriff’s Office
• Forsyth County Emergency Services
• Caring Services, Inc.
• High Point Cycling Classic
• Walk to End Alzheimers
• United Way of Greater High Point
• Salvation Army
• Lee Treadwell Society
• PA Week
• PAPA Fall Seminar
• Wake Forest Baptist Health High Point Medical Center Board of Trustees
• Martin Luther King, Jr. Day of Service
• High Point University Community Christmas
• Out of the Garden Food Bank
• Dusty Joy Foundation
• North Carolina Baptist Men’s Mobile Ministry
• American Red Cross

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.

In 2019 faculty and students excelled in their commitment to community engagement and succeeded in meeting the established benchmark of 100%.

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 faculty and student participation in community service activities.