

Physician Assistant Program

The purpose of this two-day workshop is to comprehensively review the new 5th Edition Standards regarding the Self-Study Report and ensure the program has incorporated a fully compliant assessment system.

Day One

This 8-hour workshop will introduce the program to the new requirements for Appendix 14. This includes an overview of the data assessment requirements for the following elements of Appendix 14:

8:30 - 9:15 am	Appendix 14 A:	Timeline for Data Gathering and Analysis
9:15 - 10:00 am	Appendix 14 B:	Administrative Aspects of the Program and Institutional Resources
10:00 - 10:15 am	Break	
10:15 - 11:00 am	Appendix 14 C:	Effectiveness of the Didactic Curriculum
11:00 - 11:45 am	Appendix 14 D:	Effectiveness of the Clinical Curriculum
11:45 - 12:45 pm	Lunch	
12:45 - 1:30 pm	Appendix 14 E:	Preparation of Graduates to Achieve Program Defined Competencies
1:30 - 2:15 pm	Appendix 14 F:	PANCE Performance
2:15 - 2:30 pm	Break	
2:30 - 3:15 pm	Appendix 14 G:	Sufficiency and Effectiveness of Principal and Instructional Faculty and Staff
3:15 - 4:00 pm	Appendix 14 H:	Success in Meeting the Program's Goals
4:00 - 4:45 pm		Planning for the Future Next Steps: Visioning exercise

This workshop will incorporate the program's data sources to provide examples of how the data collection data analysis, conclusions based on the data, and action plans can be integrated (see appendix A for more detail).

Day Two

The second day of the 5th Edition Standards Workshop incorporates methodology on how to bring your assessment system to the next level. Your PA program will be provided with exemplars of how committee structure and data analysis can be systematized, including examples of graphical and tabular self-assessment plans, which can be incorporated into the program's internal assessment process. The overview covered in the first day will then be incorporated into these advanced elements. The workshop facilitator will guide the program as they adopt new assessment methods to ensure compliance with the 5th Edition Standards. This aspect of the workshop includes the following overarching elements:

- 8:30 –9:00am** Discussion of first-day items
- 9:00-9:45am** Proposed assessment plan and assessment charter
 - Scott Massey will provide a prototypical example of an assessment plan and charter in both tabular and graphical representation. The program can adopt these elements and modify as needed based upon the current structure of the program's assessment system.
- 10:30-12:00pm** PA Program Committee Structure
 - DAC/assessment committee meeting: In this session the facilitator will guide the workshop participants through the process of analyzing program data and compiling action plans for the SSR. This will model this process for the program entering the final provisional SSR process. The facilitator will guide the program as the new committee structure is developed to ensure that all required elements have been incorporated
- 12:00-2:30pm** In this session (including working lunch). This will continue the assessment committee discussion from the morning meeting. The facilitator will guide the workshop participants through the process of analyzing program data and compiling action plans for the SSR.

In addition, this will also provide an opportunity to discuss curricular modifications and strategic planning for the future based upon the data analysis discussed during this workshop.

Appendix 14B

This appendix requires the program to submit data and analysis to assess the sufficiency and effectiveness of administrative aspects of the program and institutional resources, including:

- Institutional resources in support of the program
- Financial resources
- Human resources
- Physical resources
- Technology resources and support
- Safety and security, and student services (defined in the glossary as: academic advising, tutoring, career services, financial aid, student health, computing and library resources, and access)
- Support for faculty development, clinical site development, curriculum design and course selection, program assessment, and program diversity and inclusion
- Program administrative aspects
- Policies/procedures
- Admissions processes and outcomes

Appendix 14C: Effectiveness of the Didactic Curriculum

Data required:

- Student evaluation of didactic courses and instructors
- The number of final didactic course grades at C or below
- Student attrition and remediation* in didactic courses
- How many students have repeated didactic courses in the three most recent graduating classes, as well as the classes currently enrolled?

Appendix 14D

Data required:

- Student evaluation of clinical rotations and preceptors
- The number of final clinical rotation grades of C or below
- Student attrition and remediation* in clinical rotations

*Remediation is defined by the ARC-PA as the program-defined and applied process for addressing deficiencies in a student's knowledge and skills, such that the correction of these deficiencies is measurable and can be documented.

Appendix 14D: Student Evaluation of Clinical Rotations and Preceptors

- Rotations listed by type (medical discipline)
- Data included for all clinical rotations
- Preceptor aggregated by medical specialty/discipline
- If reported, individual preceptors, not identified by name but with an anonymous identifier
- Quantitative data reported in aggregate and displayed in tables or graphs that directly support the analysis. (Do not provide raw data)
- Qualitative data themes used in the analysis reported and summarized in the narrative or displayed in an appended document. (Do not provide raw data)
- Data presented in a way that allows comparison among rotation evaluations and allows appreciation of trends over time

Appendix 14D: The Number of Final Clinical Rotation Grades of C or Below

- How many students have repeated rotations in the three most recent graduating classes, as well as the classes currently enrolled?
- For how many students in the three most recent graduating classes, as well as the classes currently enrolled, has the program identified deficiencies in knowledge and skills during rotations, such that the correction of these deficiencies (remediation) was necessary for the student to continue in the program (not including those who repeated a rotation)?

Appendix 14E: Summative Evaluation Performance

Data required:

- Summative evaluation performance
- Exiting student/graduate feedback
- Faculty evaluation of the curriculum to assess its ability to prepare students to achieve program defined competencies

Appendix 14E: Summative Evaluation Performance

MM LLC will conduct regression analysis on summative evaluation versus PANCE

- Provide a tabular or graphic display of data collected by the program on the summative evaluation outcomes for the three most recent graduating classes
 - The data is to be used to support the narrative on analysis of the program's ability to prepare graduates to achieve its defined competencies

Appendix 14E: Exiting Student/Graduate Feedback

- Last three years of data

Appendix 14E

Data required:

- Faculty evaluation of the curriculum to assess its ability to prepare students to achieve program defined competencies
- Data related to measurement of program competencies

Appendix 14F: PANCE Performance

Data required: All data must be tagged for identification so this can be analyzed through regression:

- Admissions criteria as a predictor of success
 - Include admissions data from the past three graduating classes; this must be identified so the other academic variables can be longitudinally analyzed statistically
- Course outcomes
 - Include performance and percentage for all academic variables in the didactic year and clinical year
- Course and instructor evaluations by students
- Program instructional objectives, learning outcomes, and breadth and depth of the curriculum

- Student summative evaluation results
 - Include the last three years of any comprehensive exams and summative exams; this data must be tagged to prerequisite data
- Remediation practices and results
 - Include the number of times students participated in remediation; this needs to be quantitative numbers by student; this data must be tagged to all other data, so each student/graduate is analyzed separately
- Student progress criteria and attrition data
 - Any students who decelerated or those who were withdrawn or dismissed; this data needs to be analyzed against those that were successful
- Preceptor and graduate feedback
 - Employer feedback is not required but may be helpful if available to the program
 - All preceptor evaluation of student data from all disciplines; this data must be tagged to all the aforementioned data
 - All graduate data if an exit survey is not conducted

Appendix 14H: Success in Meeting the Program's Goals

- Provide a tabular or graphic display of data collected by the program for each of its goals for the past three academic years
 - If already provided in another appendix, reference that data in the analysis narrative
- When creating your data display(s), note:
 - Quantitative data must be reported in aggregate and displayed in tables or graphs that directly support the analysis. (Do not provide raw data)
 - Qualitative data themes used in the analysis must be reported and summarized in the narrative or displayed in an appended document. (Do not provide raw data)
 - Data should be presented in a way that allows comparison across years and appreciation of trends over time
 - Reference other appendices of the SSR as needed

Elements of Comprehensive Statistical Report (*Provided annually*)

Massey & Martin, LLC will provide examples of annual statistical reports comprised of the elements described below, providing valuable information relevant to components within Appendix 14.

1. Correlation between Performance Variables and PANCE Scores

	PANCE	Clinical Skills I	Physiology II	Clinical Medicine I	Pharmacology in Disease Pathology I	Clinical Application of Evidence-Based Practice I	Clinical Assessment II	Integration into Clinical Concepts I
PANCE	1							
Clinical Skills I	.462**	1						
Physiology II	.698**	.591**	1					
Clinical Medicine I	.684**	.703**	.762**	1				
Pharmacology in Disease Pathology I	.502**	.518**	.646**	.707**	1			
Clinical Application of Evidence-Based Practice I	0.298	.331*	.526**	.381*	0.240	1		
Clinical Assessment II	.621**	.504**	.571**	.620**	.432**	0.163	1	
Integration into Clinical Concepts I	.453**	.463**	.468**	.458**	.507**	0.267	.309*	1
Clinical Medicine II	.755**	.372*	.731**	.616**	.494**	0.286	.497**	.373*

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Example: Pearson correlation coefficients between performance variables and PANCE scores

	PANCE	EOR Pediatrics	EOR Emergency Medicine	EOR Psychiatry	EOR Elective	EOR Elective II	PACKRAT 2 Total Score
PANCE	1	.528**	.602**	.384*	-0.078	0.236	.753**
EOR Pediatrics	.528**	1	.503**	0.258	.421**	0.174	.407**
EOR Emergency Medicine	.602**	.503**	1	0.283	-0.085	-0.019	.485**
EOR Psychiatry	.384*	0.258	0.283	1	-0.045	0.205	0.276
EOR Elective I	-0.078	.421**	-0.085	-0.045	1	0.238	-0.139
EOR Elective II	0.236	0.174	-0.019	0.205	0.238	1	0.070
PACKRAT 2 Total Score	.753**	.407**	.485**	0.276	-0.139	0.070	1
Summative Exam	.504**	.554**	.503**	.318*	0.218	.347*	.448**

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Table X: Pearson correlation coefficients between performance variables and PANCE scores

2. Regression

- a. Stepwise Regression:
 - All Predictor Variables
- b. Stepwise Regression:
 - Phase I Predictor Variables
- c. Stepwise Regression:
 - Phase II Predictor Variables
- d. Regression:
 - Individual Predictor Variables
- e. Each academic course as a predictor of PANCE score
- f. PACKRAT 1:
 - Total Score as a Predictor of PANCE Score
- g. Each individual EORE as a Predictor of PANCE Score
- h. PACKRAT 2:
 - Total Score as a Predictor of PANCE Score
- i. Summative Exam Score as a Predictor of PANCE Score
- j. Remediation and C Grades as a predictor of PANCE scores
- k. Difference between PANCE score of candidates who received at least one remediation and the candidates who did not receive any remediation
- l. Difference between PANCE score of candidates who received at least one C grade and the candidates who did not receive any C grade