



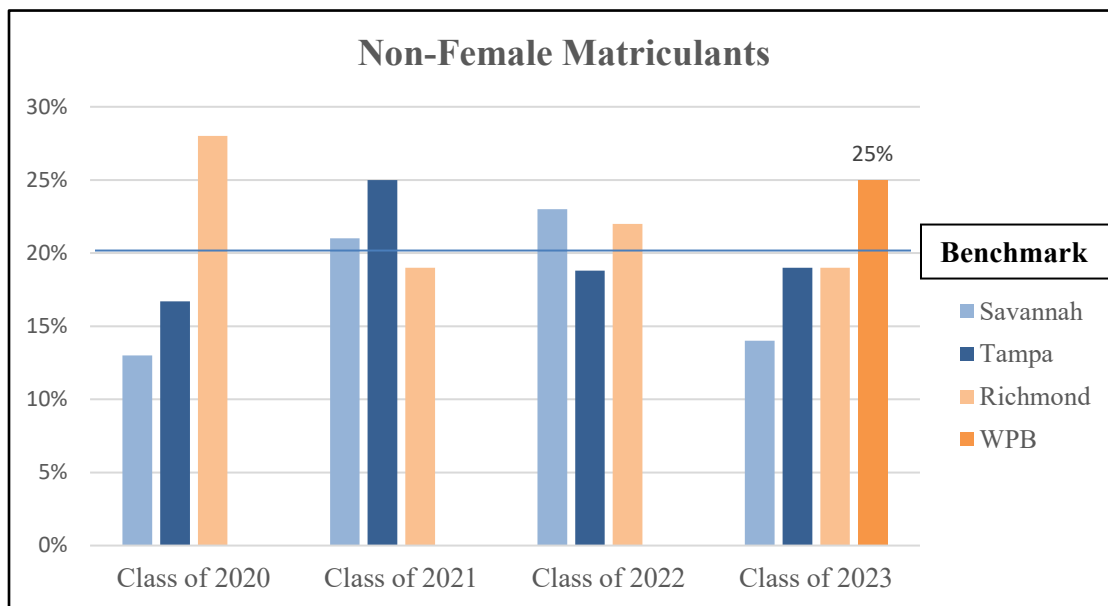
South University Physician Assistant Program Goals Savannah, GA

GOAL 1: The program will recruit a highly qualified, diverse student cohort that will foster success in the program.

- a.) matriculate $\geq 20\%$ non-female gender students
- b.) matriculate $\geq 20\%$ non-Caucasian students
- c.) matriculate $\geq 20\%$ students identified as socioeconomically disadvantaged

The program defines diversity as characteristics that include, but are not limited to, national origin, language, race, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, healthcare experience, and family structures. In recruiting a diverse student population, the programs are developing affiliations with local county school systems.

Benchmarks: Selected benchmarks of the South University, Savannah (SUSAV) Physician Assistant (PA) program were established utilizing national data from the Physician Assistant Education Association ([PAEA](#)) and regionally from sister campuses across South University. Through the Admissions Committee working in tandem with the Curriculum Committee, the program will monitor annually successful achievement in meeting this goal to include recruitment methods and tracking trends in remediation, attrition, deceleration, and graduation.



Program Diversity Goal a.) matriculate $\geq 20\%$ non-female gender students

- o **Success:** The SUSAV PA program matriculated 14% of students who identified as non-female gender through CASPA during the 2020-2021 cycle, which fell below the benchmark of 20%.



The program will continue to:

- Interface with and promote the PA profession among first responders, which are historically male-dominated, including firefighters (92% male, <https://www.nfpa.org/-/media/Files/News-and-Research/Fire-statistics-and-reports/Emergency-responders/osfdprofile.pdf>), paramedics and EMTs (77% and 65% male, <https://www.usnews.com/news/healthiest-communities/articles/2019-08-19/diversity-emergency-women-minorities-underrepresented-in-ems>) and law enforcement (87% male <https://www.statista.com/statistics/195324/gender-distribution-of-full-time-law-enforcement-employees-in-the-us/>).
- Interface with and promote the PA profession among military veterans, which are historically male-dominated (91% male, https://www.va.gov/vetdata/docs/SpecialReports/Women_Veterans_2015_Final.pdf), by creating partnerships with local colleges and universities in the Savannah area with a focus on the education facilities of local military installations (<https://home.army.mil/stewart/index.php/about/Garrison/DHR/education-center/colleges>). According to *military.com*, males comprise 80% of the population of the US Army (<https://www.military.com/daily-news/2019/03/11/historic-number-women-uniform-vet-community-about-change.html>).
- Interface with and promote the PA profession among LGBTQ-identifying individuals by establishing relationships with regional and national organizations that promote inclusivity such as the LGBT PA Caucus (<https://lbgtpa.org>). The program will recruit trainers, speakers, and lecturers from LGBTQ support organizations such as “Peaceworkmedical” (<https://www.peaceworkmedical.com>). The program will also increase faculty awareness of gender identity and LGBTQ health and wellness topics as they relate to healthcare and preventative care utilizing resources such as the “HealthyPeople2020” program (<https://www.healthypeople.gov/2020/topics-objectives/topic/lesbian-gay-bisexual-and-transgender-health>).



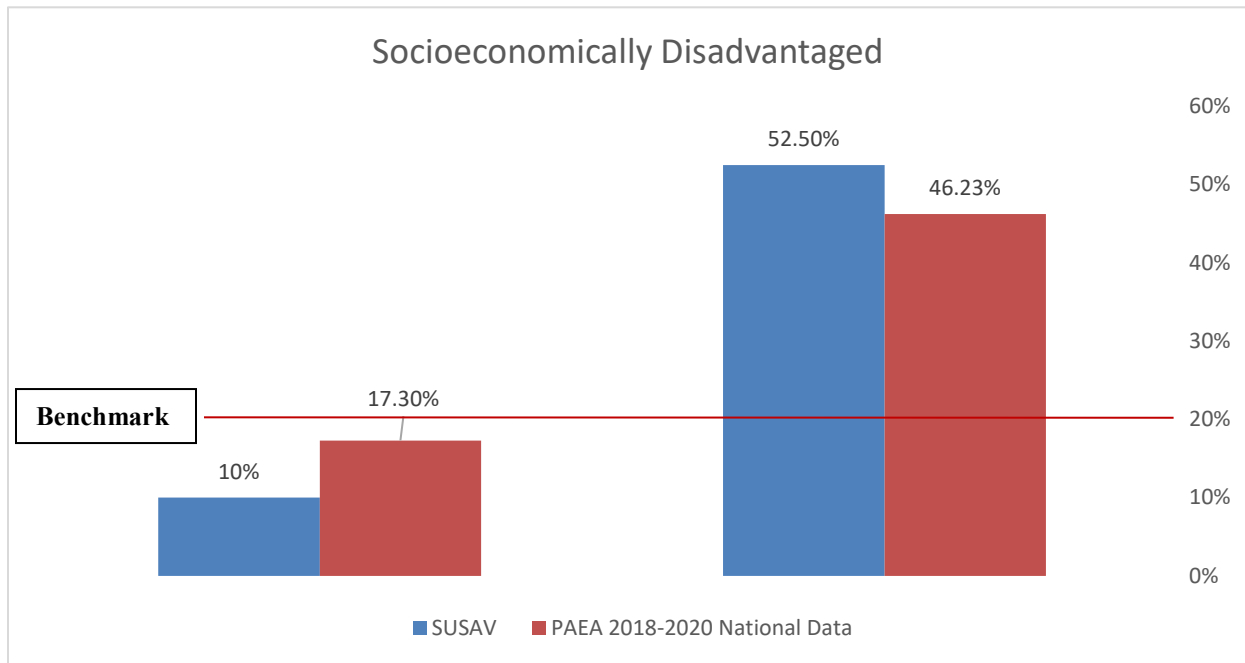
Matriculation Year	2018 (Class of 2020)	2019 (Class of 2021)	2020 (Class of 2022)	2021 (Class of 2023)
Number of Students	70	70	69	70
Mean GPA	3.54	3.64	3.59	3.59
Gender	Female 87%	Female 79%	Female 77%	Female 86%
	Male 13%	Male 21%	Male 23%	Male 14%
Race/Ethnicity	Non-Caucasian 16%	Non-Caucasian 10%	Non-Caucasian 10%	Non-Caucasian 26%
	White/Caucasian 84%	White/Caucasian 90%	White/Caucasian 90%	White/Caucasian 74%

Program Diversity Goal b.) **matriculate $\geq 20\%$ non-Caucasian students**

- **Success:** The program matriculated 26% non-Caucasian students in the Class of 2023 (Black or African American: 7%; Hispanic: 9%; Asian 9%; Other/Not Reported: 1%) as measured through CASPA during the 2020-2021 cycle and successfully exceeded the benchmark of 20%.

The program will continue to:

- Increase the visibility of the South University PA program within the local Hispanic, African-American and Asian/Pacific Islander communities. The PA program is seeking to increase awareness of the PA Profession and the South University program to matriculate students that better reflects the local population's cultural mix including Hispanic/Latin (23.4%), Black or African American (19.8%), and Asian/Pacific Islander (2.9%) students.
- Establish relationships with pre-health professions clubs at each of the historically black colleges and universities in Georgia, including Savannah State University (SSU), the oldest historically black university in Georgia. SSU hosts the annual Savannah Black Heritage Festival and numerous other cultural events of significance in the community (<http://savannahblackheritagefestival.org>).



Program Diversity Goal c.): **matriculate $\geq 20\%$ socioeconomically disadvantaged students**

- **Success:** The SUSAV PA program matriculated 10% of students identified as economically disadvantaged and 52.50% of students identified as at least one category of environmental or educational disadvantage through CASPA during the 2020-2021 cycle. The program has met and exceeded the benchmark.

The program will continue to recruit and increase the visibility of the SUSAV PA program within the regional community and area educational system. These efforts will focus on identified areas with large populations of socioeconomically disadvantaged students. Program faculty and staff are educating community faculty about the PA profession, educational pathways, and graduate school application process.



GOAL 2: The program will strive to adequately prepare graduating students to achieve a first-time pass rate that exceeds the national average upon completion of the Physician Assistant National Certification Examination (PANCE).

Benchmark: A first-time pass rate that exceeds the national average as published according to NCCPA. The faculty have developed curriculum mapped to the NCCPA blueprint and aligned to the ARC-PA standards. In addition, the program has prepared several resources to provide preparation for the PANCE exam including ROSH Review throughout the didactic year, KAPLAN Review, ROSH Review, and EHR Go during the clinical year, PANCE preparation course prior to graduation, and PACKRAT examinations at the end of the didactic and clinical years. The PA program has also developed a stringent remediation plan to identify students at risk early to provide them academic tutoring and support to successfully meet this goal upon graduation.

To assess this achievement, the program analyzes data from the Physician Assistant National Certifying Examination Program Performance Report by Class, available on the NCCPA Website. Requirements for NCCPA Certification are determined by the NCCPA and are subject to change without notification to South University. Graduation from the South University, Savannah, PA Program does not guarantee certification or employment.

Physician Assistant National Certification Examination (PANCE) Performance Data						
Class Graduation Year	Number of Candidates in Class	% of Candidates Who Took PANCE	% of Program First Time Taker PANCE Pass Rate	% of National First Time Taker Pass Rate by Calendar Yr	% of Total Class Who Ultimately Passed PANCE	National Exam Pass Rate for the Class Graduation Year
2017	70	100%	99%	97%	100%	98%
2018	70	100%	99%	98%	100%	99%
2019	69	100%	97%	93%	100%	97%
2020	69	100%	91%	95%	99%	95%
2021	70	100%	93%	93%	100%	91%

- **Success:** The program’s first-time pass rate for Class Graduation Year 2021 was 93%, which met the national average for Class Graduation Year 2021, but fell below the benchmark of exceeding the national average.

The program will continue to:

- Provide preparation for the PANCE exam including ROSH Review throughout the didactic year, KAPLAN Review, ROSH Review, and EHR Go during the clinical year, PANCE preparation course prior to graduation, and PACKRAT examinations at the end of the didactic and clinical years.
- Follow a stringent remediation plan to identify students at risk early in the curriculum to provide academic tutoring and support to students to successfully meet this goal upon graduation.



GOAL 3: The program will provide students service-learning opportunities that allow them to use their skills and education to demonstrate compassion and commitment to the community.

Nationally, college students volunteer more than any other group. When surveyed, 69% of college students volunteered over 15 hours per year. The state of Georgia ranks very low in college student volunteering at number 46 in the nation with only 24.6% of Georgia college students volunteering per the Corporation for National and Community Service. Volunteering is associated with a 22% reduction in mortality as compared to those who elect not to volunteer.

Benchmark: The program has chosen a **benchmark of providing ≥ 15 hours** of community-based service opportunities during their graduate education. By providing two or more service-learning opportunities to students during the course of their education in the program, the program strives to enhance the student's understanding of service learning and the importance of community involvement as a clinician with the long-term goal of fostering improvement of student perception related to service activities in the medical field.

Through courses such as Applied Learning Experience I-IV, and leadership programs such as the Student Society, Student Ambassadorship, and South University Physician Assistant Aid (SUPAID), the SUSAV PA program faculty and students will participate in service-learning opportunities to positively influence the health and education of the underprivileged, uninsured, and underserved individuals within the Savannah area and surrounding communities. Students will explore the integral components of community health, including the effects of health disparities, access to health care, and the impact of social environments on health and behavior.

Through these curricular and non-curricular elements, the Physician Assistant program will provide an environment that fosters quality academic and clinical education with a balanced path towards life-long service. The program's Curriculum Committee is responsible for the ongoing review of the curriculum. The Program Director, Medical Director, and Principal Faculty ensure that the curriculum is consistent with the vision and mission of the program.

- **Success:** The program will begin measuring success after the graduation of the class of 2023.