South University © Physician Assistant Program Outcomes

Austin, Texas

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

a.) Matriculate ≥ 20% non-female gender students
b.) Matriculate ≥ 20% non-Caucasian students
c.) Matriculate ≥ 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.

Selected benchmarks by the South University, Austin (SUA) 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 annually monitors successful achievement in meeting this goal to include recruitment methods and tracking trends in remediation, attrition, deceleration, and graduation.
Program Diversity Goal: a.) Matriculate ≥20% non-female gender students
   o Success: The SUA PA program matriculated 33% of students who did not identify as female gender through CASPA during the 2022-2023 cycle. This exceeded the benchmark of 20% or more.

The program will continue to:
   • Interface with and promote the PA profession among first responders, which are historically male dominated, including firefighters (92% male), paramedics and EMTs (77% and 65% male), and law enforcement (87% male).
   • Interface with and promote the PA profession among military veterans, 91% of whom are male.
   • Interface with and promote the PA profession among LGBTQ-identifying individuals by establishing relationships with regional and national organizations that promote inclusivity.
   • Increase faculty awareness of gender identity.

Program Diversity Goal: b.) Matriculate ≥20% non-Caucasian students
   o Success: The SUA PA program matriculated 30% non-Caucasian students for the Class of 2025 (Black or African American 10%, Hispanic: 20%, Asian: 13%, Two or more races 5%) as measured through CASPA during the 2022-2023 cycle and successfully exceeded the defined benchmark of 20% or more.

   o Diversity data from Travis and Williamson Counties, which supports the program’s benchmark development, was collected from the US Census data and reflects the following as of July 2021:
     o Travis County, Texas has a total population of 1,305,154 people
       • 9.1% Black or African American
       • 8.0% Asian or Pacific Islander
       • 33.4% Hispanic or Latino
Williamson Country, Texas has a total population of 643,026 people
- 7.7% Black or African American
- 9.3% Asian or Pacific Islander
- 25.4% Hispanic or Latino

The program will continue to:
- Increase the visibility of the SUA PA program within the local Hispanic/Latino, African-American and Asian/Pacific Islander communities. The SUA PA program is seeking to increase awareness of the PA Profession and the South University program to matriculate students that more accurately reflect the local population’s cultural mix including Hispanic/Latino, Black or African American, and Asian/Pacific Islander students.
- Establish and maintain relationships with pre-health profession clubs at local universities/colleges.
- Increase the diversity of the Program’s Program Advisory Committee (PAC), laboratory proctors, mentors, guest lecturers, and instructional faculty.

Program Diversity Goal: c.) Matriculate ≥20% students identified as socioeconomically disadvantaged
- **Success:** The SUA PA Program matriculated 68% students who identified as economic, environmental, or educationally disadvantaged from the 2022-2023 CASPA cycle.
The program will continue to:

- Build relationships with local schools and community organizations that serve large populations of socioeconomically disadvantaged students in order to increase the visibility of the PA program.
- Educate high school teachers and staff about the PA Profession, educational pathways, and graduate school application process.
- Provide training for faculty and staff on understanding the challenges low-income applicants may face and examine the application process to identify any barriers that would limit access to the PA Program.

**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 Certification Examination (PANCE).

**Benchmark:** A first-time pass rate that exceeds the national average as published according to NCCPA.

The program will:

- Implement developed curriculum mapped to the NCCPA blueprint and aligned to the ARCPA standards.
- Provide preparation for the PANCE including:
  - Lecturio and ROSH review throughout the didactic year
  - KAPLAN Review and ROSH review during the clinical year
  - PACKRAT examinations at the end of the didactic and clinical years
  - PANCE preparation course prior to graduation
• Develop 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 SUA PA program will analyze 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, Austin PA Program does not guarantee certification or employment.

The program will measure success with the graduation of the Class of 2025.

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

**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.

The program will measure the achievement of success through program exit surveys with the graduation of the first cohort in 2025 to identify progression of student self-reflection prior to and after exposure to service-learning opportunities throughout academic progression including hours dedicated to service.