



South University Physician Assistant Program Outcomes West Palm Beach, Florida

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

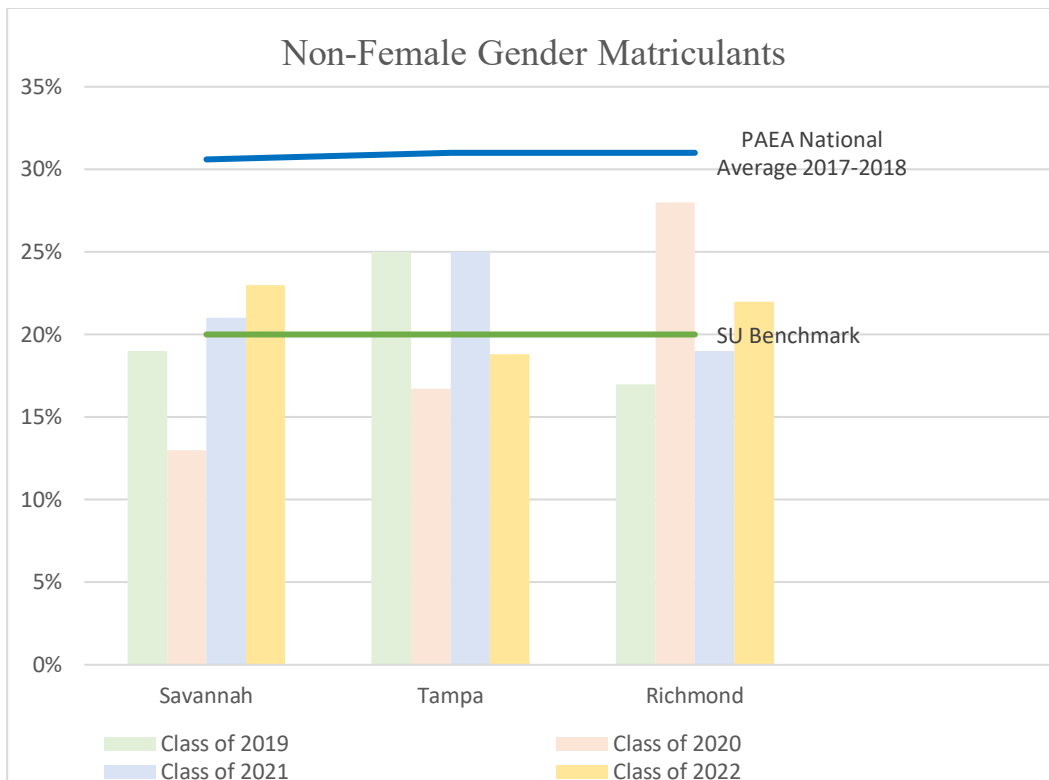
- a.) **matriculate $\geq 20\%$ non-female gender students**
- b.) **matriculate $\geq 20\%$ non-Caucasian students**
- c.) **matriculate $\geq 20\%$ students identified as socioeconomically disadvantaged**

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. The program faculty and New Student Enrollment Advisors participate throughout the year in educational programs to provide mentorship opportunities to guide students towards a successful educational path into the SU PA program.

Selected benchmarks were established utilizing data from PAEA and from sister campuses across South University in 2020. 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 through the school systems and tracking trends in remediation, attrition, deceleration, and graduation.

A1.11 The sponsoring institution must demonstrate its commitment to student, faculty and staff Diversity and inclusion by:

- a.) supporting the program in defining its goal(s) for diversity and inclusion,
- b.) supporting the program in implementing recruitment strategies,

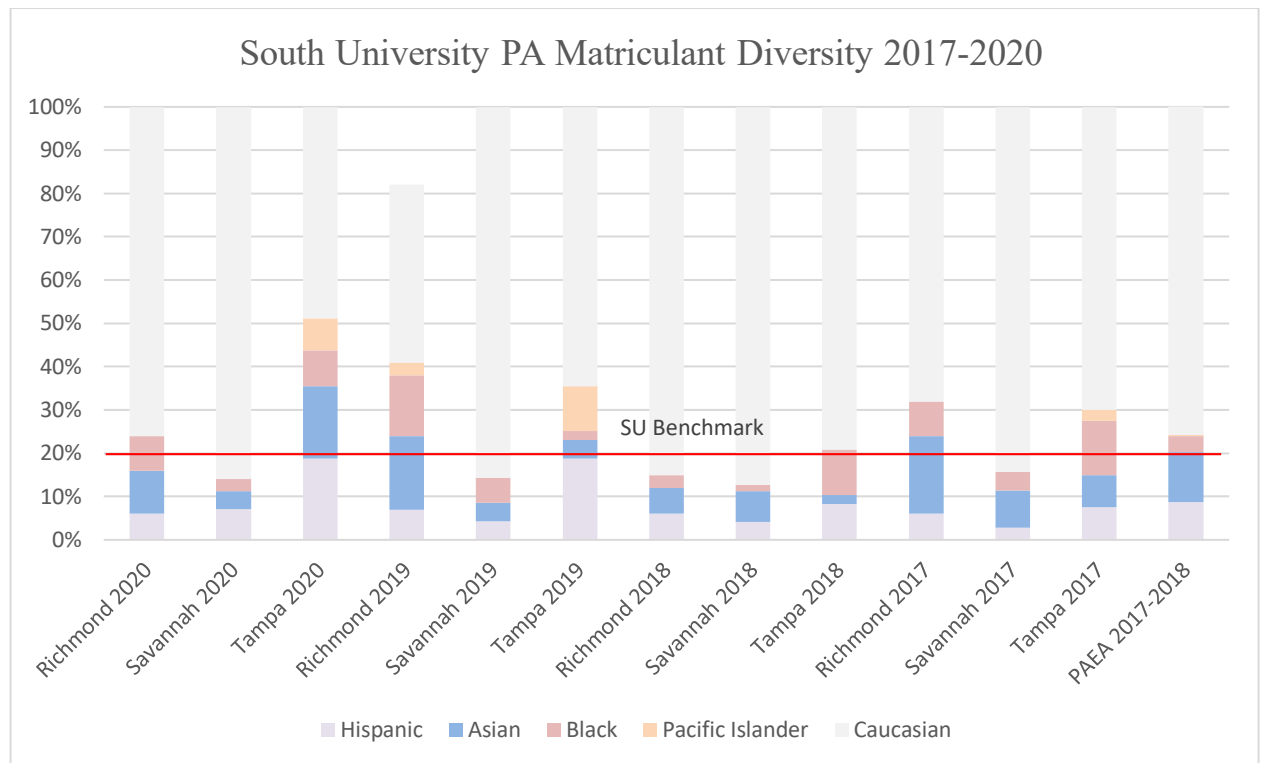


Program Diversity Goal a.): In order to **matriculate $\geq 20\%$ non-female gender students**, the program will:

- 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, 91% of whom are male (https://www.va.gov/vetdata/docs/SpecialReports/Women_Veterans_2015_Final.pdf)
- Interface with and promote the PA profession among LGBTQ-identifying individuals by establishing relationships with regional and national organizations that promote inclusivity.
- The program will also increase faculty awareness of gender identity.

Across SU PA programs (Richmond, Tampa, and Savannah PA Programs), matriculant data shows a mean of 21% non-female gender enrolled PA students in 2020 (2020 SU Admissions data).

- **Success:** The program will measure matriculation data through CASPA during the 2020-2021 cycle.



Program Diversity Goal b.): In order to **matriculate $\geq 20\%$ non-Caucasian students**, the program will:

- 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, Black or African American, and Asian/Pacific Islander students.

The program is establishing relationships with pre-health profession clubs at local universities/colleges. In addition, the program is also working to increase the diversity of the Program’s Program Advisory Committee (PAC). By increasing the diversity of the Program’s Program Advisory Committee (PAC) to include a cultural background similar to the West Palm Beach area, the program’s identified representatives from the communities of interest will aid the program in expanding its reach in settings such as Program Open Houses and Admissions Interview sessions. These PAC members will also serve as program ambassadors to local students and applicants from under-represented minorities to serve as mentors for their personal PA academic journey and their career.

Diversity data from Henrico county which supported the program’s development of the benchmark and was collected from Diversity Data from Palm Beach County collected from 2013-2018

(<https://datausa.io/profile/geo/palm-beach-county/fl#demographics>) indicate the following:

-Ethnic minorities predominately in the local community:

- Hispanics, 22.9%
- Black or African American, 18%
- Asian, 2.8%

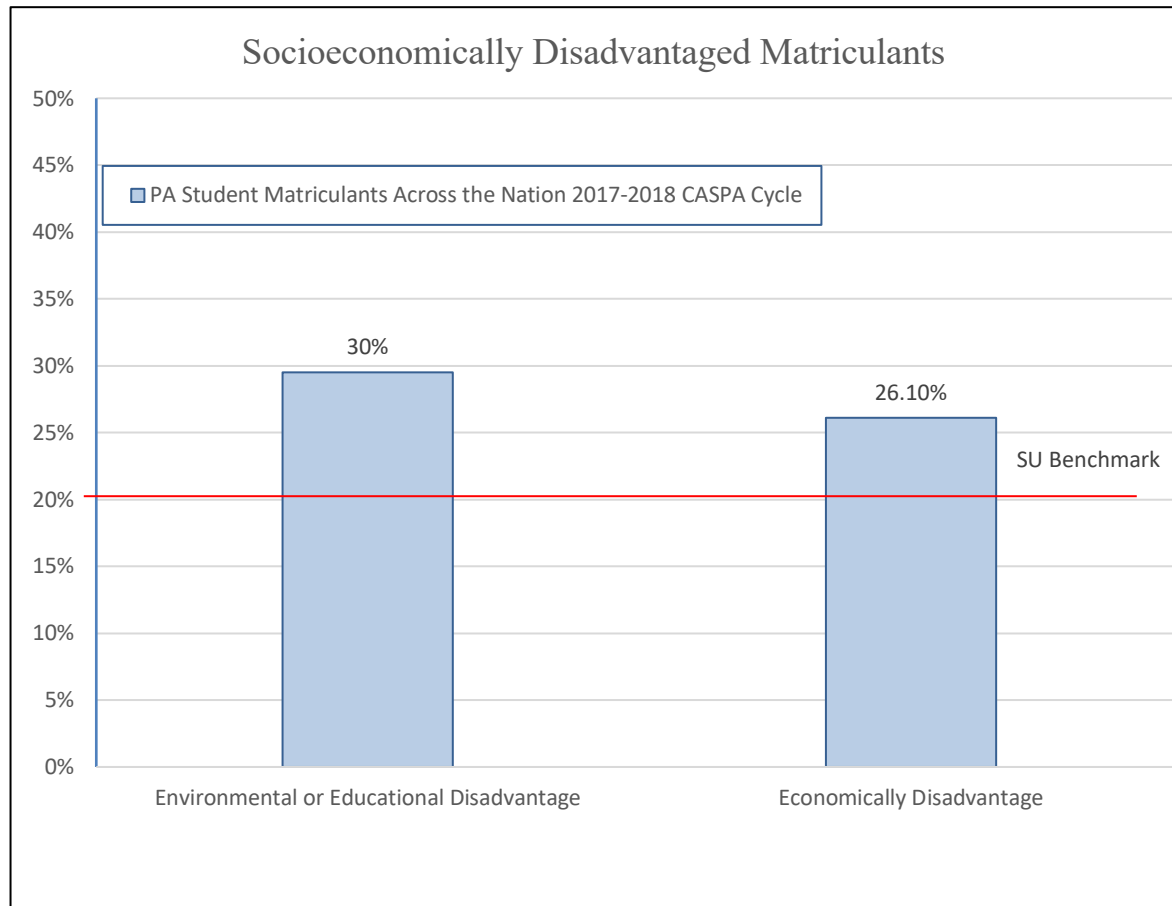
-Foreign languages spoken in the local community:

- Spanish, 19.7%
- Haitian, 5.67%
- Portuguese, 1.15%

- Global diversity in Florida:

- a. Cuban
- b. Haitian
- c. Columbian

- o **Success:** The program will measure matriculation data through CASPA during the 2020-2021 cycle.



Program Diversity Goal c.): The PA program is seeking to recruit and **matriculate $\geq 20\%$ socioeconomically disadvantaged students** by:

- Increasing the visibility of the South University PA program within the local middle/high schools identified with large populations of socioeconomically disadvantaged students.

The benchmark was selected based upon data from PAEA collected from 2017-2018 which identifies 29.5% of matriculants nationally reported at least one educational/ environmental disadvantage (CASPA Matriculant data, published 1-2020: <https://paeaonline.org/wp-content/uploads/2020/01/paea-presentation-caspa-20200106.pdf>). In addition, PAEA data collected from 2017-2018 notes 26.1% of matriculants

nationally reported an economic disadvantage. Fifty-eight % of students in Palm Beach County (PBC) receive discounted lunch according to the 2019-2020 data from Florida Department of Education (<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml>). The program will identify local middle school/high schools with a majority of students who are socioeconomically disadvantaged to inform them about the PA Profession and WPB Program. Additionally, the program will arrange opportunities for students in the area from schools with a majority of socioeconomically disadvantaged students to visit campus. Program faculty and staff are educating high school teachers and staff about the PA Profession, educational pathways, and graduate school application process. Finally, the program is developing a PA student-mentor opportunity for PBC students.

- **Success:** The program will measure matriculant from the CASPA 2020-2021. Success in achieving this benchmark will be published in 2021.

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, West Palm Beach, PA Program does not guarantee certification or employment.

- **Success:** The program will measure success with the graduation of the first cohort in 2023.

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.

Sixty-nine % of college students volunteered over 15 hours in a year and the state of Florida ranked number 45 in the nation with 24.1% of Florida college students volunteering per the Corporation for National and Community Service. The state of Florida and ranked number 45 out of 50 states in the nation for volunteer commitment. (https://www.nationalservice.gov/pdf/06_1016_RPD_college_full.pdf; <https://www.nationalservice.gov/vcla/college-students-volunteer-rate-states>).

Benchmark: Therefore, 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 PAS 5295- 5298 Applied Learning Experience I-IV, the SUWPB PA program faculty and students will participate in service-learning opportunities within the Palm Beach County School system and the local free clinics working to upgrade the health and education of the poor, uninsured, and underserved individuals in the Palm Beach area. 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. They will have the opportunity to outline the various patient assistance programs and possibilities for free access to screening and preventative health care. Finally, the PA students will identify environmental factors that are believed to influence public health and ways that these can be modified.

Through these 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. It is the Program Director, Medical Director, and Principal Faculty who ensure that the curriculum is consistent with the vision and mission of the program.

- **Success:** The program will measure the achievement of success through program exit surveys in 2023 to identify progression of student self-reflection prior to and after exposure to service-learning opportunities in the program including hours dedicated to service. Success in achieving this benchmark will be published in 2023.