

School of Health Sciences – Physician Assistant Program Mission, Vision, Core Values and Goals

MISSION

The mission of Quinnipiac's physician assistant program is to increase access to quality health care through the education and development of caring, knowledgeable and competent physician assistants who are dedicated to:

- **Clinical Competence:** Developing highly qualified health care providers who demonstrate an investigative and analytic approach to clinical situations and provide care that is effective, safe, high quality and equitable.
- **Professionalism:** Providing care with respect, compassion and integrity with a commitment to excellence and ongoing professional development.
- **Interprofessionalism:** Preparing students for a team-based care system through inter-professional education.
- **Leadership:** Working effectively with health care professionals as a member or leader of a health care team or other professional/community group. Mentoring and developing future leaders within the profession and the community.
- **Community Engagement:** Demonstrating responsibility and accountability to patients, society and the profession through active community involvement and volunteerism.
- **Cultural Humility:** A state of openness toward understanding and respecting important aspects of other people's cultural identities. This requires an awareness of one's personal and professional beliefs, biases, attitudes and actions that affect patient care and a commitment to ongoing professional development.
- **Diversity, Equity and Inclusion:** Demonstrating awareness, acceptance and accountability in creating a diverse, inclusive, equitable and just community, built upon awareness, acceptance, respect and compassion towards others.

VISION

Graduate physician assistants who are dedicated to providing quality healthcare by fostering teamwork, critical thinking skills, high ethical standards, and respect for diverse patient populations.

CORE VALUES

- **Excellence**: A commitment to teaching excellence and championing quality, evidence-based health care in an innovative and supportive learning environment that fosters the student's personal effectiveness.
- **Accountability**: Demonstrating responsibility to students, the University, patients, society and the PA profession utilizing a continuous process improvement system.
- **Integrity**: Honesty and adherence to the highest standards of professional behavior and ethical conduct.
- **Teamwork and Collaboration**: Building respectful partnerships within the University and the community to transform the health care system.
- **Advocacy and Equity**: Seeking to eliminate disparities and barriers to effective, quality health care through patient advocacy and advocacy of the PA profession.
- **Intellectual Curiosity**: Exhibiting self-reflection, intellectual curiosity and initiative, critical thinking and the enthusiastic pursuit of lifelong learning within a supportive environment that encourages research and scholarly work.
- **Wellness**: Promoting an environment of personal health and wellness and mindfulness in the care of self and others.

GOALS

Goal 1: Matriculate and retain qualified applicants from a variety of backgrounds and experiences.

| Benchmarks | | Class of 2021 | Class of 2022 | Class of 2023 |
|---|-------------------------------|---|--|--|
| > 33% of each matriculated cohort do not come from the ELMPA track (instead via CASPA application) | Cohort | 52% CASPA 48% ELMPA *Goal met | 52% CASPA 48% ELMPA *Goal met | 39% CASPA 61% ELMPA *Goal met |
| At least 25% of the class come from diverse backgrounds* | Background diversity | 35% of the class come from diverse backgrounds# *Goal met | 37% of the class come from diverse backgrounds# *Goal met | 35% of the class come from diverse backgrounds# *Goal met |
| There will be representation from at least 5 distinct direct patient care experience backgrounds for ELMPA and CASPA matriculants | Healthcare experiences | CASPA: 10 distinct health care experience backgrounds ELMPA: 10 distinct health care experience backgrounds *Goal met | CASPA: 8 distinct health care experience backgrounds ELMPA: 10 distinct health care experience backgrounds *Goal met | CASPA: 9 distinct health care experience backgrounds ELMPA: 10 distinct health care experience backgrounds *Goal met |

*Variety of backgrounds reported as male gender, coming from a medically underserved community, first-generation college student, military veterans/reservists (#Data regarding ELMPA variety backgrounds was unavailable except for gender; all other categories will be tracked for future cohorts)

Student attrition is defined as the permanent loss of a matriculated student from the course of study in a physician assistant program. For privacy reasons the program will only report average attrition rates for the last 3 cohorts.

| Benchmarks | ≤3 students per cohort | 0 students per cohort | ≤1 students per cohort |
|--|---|-------------------------------------|---|
| | Academic dismissal | Non-academic dismissal | Withdrawal |
| Average attrition (Class of 2021, 2022, and 2023) | Avg. 1 student/cohort (with no cohort >3 students) *Goal met | Avg. 0 students/cohort *Goal met | Avg. 1.6 students/cohort *Goal not met |

To promote retention, the program assigns advisors in the didactic and clinical phases of the program to promote student support and provide mentorship and guidance. The University offers student support services to promote retention including academic counseling services (Learning Commons) and mental health counselling services. In addition, the program is taking a student-centered approach with the development of a student success coaching model.

The program recognizes that some students who matriculate experience academic and personal challenges that require additional time to overcome and be successful. Therefore, the program offers a one-time deceleration opportunity to promote the long-term retention of students.

Goal 2: Engage all students in community, professional or experiential learning opportunities.

| Benchmark | | Class of 2021 | Class of 2022 | Class of 2023 |
|---|------------------------------------|----------------------|----------------------|----------------------|
| Each student will complete and log ≥ 50 hours in community/professional/experiential learning opportunities prior to graduation. | Minimum Service Hours Logged | 50 *Goal met | 50 *Goal met | 50 *Goal met |
| | Maximum Service Hours Logged | 111.17 | 94.17 | 107.25 |
| | Average Service Hours Logged | 55.32 | 56.27 | 56.26 |
| | Cohort Sum of Service Hours Logged | 2765.85 | 2925.83 | 2869.2 |

The program has also set a new benchmark that “each student will complete a reflection after completing their service requirements; the reflection will assess the impact service has on them as a developing provider”. The program has set this benchmark because we evaluate the quality of the service as it influences the individual as a developing provider. This data will be reported in 2025 (for the Class of 2024) and beyond.

Goal 3: Graduate physician assistants who have the knowledge and skills for entry-level practice.

| Benchmarks | | Class of 2021 | Class of 2022 | Class of 2023 |
|---|--|---|---------------------------------------|---------------------------------------|
| QU first-time taker PANCE pass rate \geq national average first-time taker PANCE pass rate | First-time taker PANCE pass rate | QU: 92% National: 93% *Goal not met | QU: 94% National: 92% *Goal met | QU: 96% National: 92% *Goal met |
| 100% overall pass rate of PY676 Comprehensive Examination | PY676 Comprehensive Examination overall pass rate | 100% *Goal met | 100% *Goal met | 100% *Goal met |
| $\geq 90\%$ of respondents of the “Recent Graduate Survey” agree/strongly agree that “As a result of attending the QU PA Program I have the knowledge and skills for entry-level clinical practice” | Recent Graduate Survey evaluation of entry-level clinical readiness | This is a new goal benchmark, it will be tracked and reported for future cohorts. | | |

Starting with the Class of 2022, the program implemented a PANCE prediction model to guide students for success on the PANCE.

Goal 4: Promote student and graduate involvement in activities that enrich the PA profession.

| Benchmarks | | Class of 2021 | Class of 2022 | Class of 2023 |
|--|--|---|---|---|
| ≥5 students in each cohort will present/publish peer-reviewed posters/literature at a professional level | Number of poster presentations and/or publications | 10 students presented at AAPA, 4 students presented at ConnAPA, 1 student published *Goal met | 8 students presented at AAPA, 3 students presented at ConnAPA, 3 students published *Goal met | 12 students presented at AAPA, 5 students presented at ConnAPA, 2 students published *Goal met |
| ≥ 4 students per cohort apply for a state or national level leadership role | Number of leadership role applications | 1 student elected as AAPA HOD and AOR representative; 2 students served as ConnAPA representatives; and 2 students served as ConnPAF representatives *Goal met | 1 student elected as AAPA HOD representative; 1 student elected as AAPA AOR representative; 2 students served as ConnAPA representatives; and 2 students served as ConnPAF representatives *Goal met | 1 student elected as AAPA AOR representative; 2 students served as ConnAPA representatives; and 2 students served as ConnPAF representatives *Goal met |
| ≥25 students participate in PA Day activities | Number of student participants in PA Day activities | This is a new goal benchmark, it will be tracked and reported for future cohorts | | |

| Benchmarks | | Graduate Survey 2021 | Graduate Survey 2022 | Graduate Survey 2023 |
|--|---|-----------------------------|-----------------------------|-----------------------------|
| ≥20% of alumni (responding to the survey) are involved in activities that enrich the PA Profession | Percent of alumni involved in activities that enrich the PA Profession | 65.5% *Goal met | 61.7% *Goal met | 63.9% *Goal met |

Contact Us:

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