



**Franklin Pierce University  
Master of Physician Assistant Studies Hybrid Program in Arizona  
Program Outcomes**

**GOAL 1: Recruit a talented and multicultural student body that corresponds to the diversity of the U.S. population.**

**Benchmark\*: The program will seek to recruit  $\geq 40\%$  prospective students who identify as non-Caucasian and/or socioeconomically disadvantaged.**

- The program defines diversity as characteristics that include, but are not limited to, national origin, language, race, ethnicity, gender, age, creed, religious beliefs, political beliefs, sexual orientation, gender identity or expression, socioeconomic status, healthcare experience, differing physical abilities, neurodiversity, and other ideologies.
- To recruit a diverse student population, the program is developing affiliations with local school systems to increase awareness of the PA profession and will continue to seek out medically underserved and rural areas by zip code (as indicated by the Human Resources & Services Administration, HRSA) in recruitment efforts.
- The program faculty participates in educational programs to provide mentorship opportunities to guide prospective students towards a successful path into the Franklin Pierce PA Hybrid program.
  - PAEA Project Access (2021) is one endeavor to increase visibility within middle schools and high schools located in medically underserved areas.
- The program establishes relationships with pre-PA organizations, other pre-health professional clubs, and science departments of colleges and universities.
- The program will utilize their partners that serve on the Program's Advisory Board to act as a liaison between the program and community to help strategize recruitment efforts.
- The program will conduct annual, virtual Open Houses and Admissions Inquiry sessions.
- The hybrid model lends itself to more opportunities for a diverse student population.
  - The hybrid PA program is able to reach those in medically underserved and rural areas that may not have the ability to go to PA school otherwise.

- Eliminate or reduce barriers for those applying to the PA Hybrid program.
  - Standardized entrance exams are not required.
  - All interviews are conducted virtually, thus no travel costs apply.
  - Embrace a holistic admissions process.
    - Nonacademic criteria are highlighted in addition to academic metrics during the initial screening process.
- According to the U.S. Census Bureau (2020) the U.S. population is estimated at 60.1% non-Hispanic White; 18.5 percent Hispanic; 12.5 percent non-Hispanic Black; 5.8 percent non-Hispanic Asian; 2.2 percent non-Hispanic of two or more races.
- The program’s Admissions Committee and Curriculum Committee will work together annually to monitor recruitment methods and identify trends related to remediation, attrition, deceleration, and graduation, in order to successfully meet this goal.

**Measure of Success:** The program will analyze data through access to CASPA during the 2021-2022 admissions cycle. Success in achieving this goal will be published in 2022.

*\*Benchmarks were established based on review of Census information and the PAEA Program Report 35.*

**GOAL 2: Offer a flexible schedule that encourages mindfulness and work-life balance. Our program utilizes multiple teaching and learning strategies using innovative technology to promote student success.**

**Benchmark: Greater than 80% of didactic courses will utilize an encouraged attendance policy and all instructional materials will be available on the program’s learning management system prior to the scheduled period of instruction.**

- a) The program offers a flexible schedule that encourages mindfulness and work-life balance.
  - Faculty will deliver most lectures asynchronously so that students may view them on their own time and at their own pace. Synchronous learning, where classes occur on set schedules and time frames, will be reserved for educational methodologies that promotes active learning. Varying time zones will be taken into consideration during scheduling.
  - Didactic courses will predominantly utilize an encouraged attendance policy, except during immersion weeks where participation will be required.
  - Faculty will not require students to be on Zoom (or other live virtual classroom) more than four (4) hours on any given day.
  - The program offers a course on mindfulness during the students’ first term and equips them with the tools to carryout throughout their career as a student and beyond to manage stress and prevent burnout.

- b) The program utilizes multiple teaching and learning strategies.
- Synchronous and asynchronous instruction
  - Problem-based learning
  - Team-based learning
  - Case-based learning
  - Hands-on activities during immersion weeks
  - Standardized patient encounters
  - Medical simulation
  - Self-directed learning with spaced repetition (through Osmosis and Rosh Review)
  - Clinical experience during the didactic year
- c) The program uses innovative technology to promote student success.
- Virtual classroom using Canvas Studio, Microsoft Teams, and Zoom.
  - Osmosis
  - Rosh Review
  - EKG Academy
  - Anatomy platforms such as Visible body, Primal Pictures, and Anatomy & Physiology Revealed
  - Applications via online FPU library access

**Measure of Success:** The program will analyze data from the course syllabi and Canvas learning management system for the 2021-2022 cohort. Success in achieving this goal will be published in 2022.

**GOAL 3: Prepare graduates to become competent PAs with a first-time PANCE pass rate that meets or exceeds the national average.**

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

- The faculty have developed curriculum that is aligned to the ARC-PA standards and instructional objectives have been developed with the PANCE blueprint as a guide in core courses. Instructional objectives, learning outcomes, competencies and standards have all been mapped using EXXAT.
- The program has established several resources to provide preparation for the PANCE including:
  - ROSH Review during the didactic year and clinical year
  - PACKRAT examinations at the end of the didactic and clinical years
  - PAEA End-of-Rotation exams

- PANCE preparation course prior to graduation
- Required text in Clinical Medicine series: A Comprehensive Review for the Certification and Recertification Examinations for Physician Assistants
- Osmosis flashcards and high yield notes
- The program has developed a solid remediation plan to identify students early who may be at-risk and provide them with the necessary support to successfully meet this goal upon graduation.

**Measure of Success:** The program will measure success of this goal with the graduation of the first cohort in 2024. Data from the PANCE Program Performance Report by Class will be analyzed and published at that time.

## References

Health Resources & Services Administration (HRSA) <https://data.hrsa.gov/tools/shortage-area>

PAEA Research (2019). Program Report 35. By the Numbers: Data from the 2019 Program Survey. <https://paeaonline.org/wp-content/uploads/2020/11/program-report35-20201014.pdf>

PAEA Project Access Toolkit (2021). <https://paeaonline.org/resources/public-resources/project-access-toolkit>

U.S. Census Bureau (2020). <https://www.census.gov/>