

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 Outreach** —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

To create a PA workforce that provides high-quality, affordable health care that is accessible to all people in all settings by fostering teamwork, critical-thinking skills, high ethical standards, and respect for diverse 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

Goals will be reported to include the three most recently graduated cohorts and current cohorts if data is available.

Goals of the Quinnipiac University Department of Physician Assistant Studies:

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

The program is partially meeting this goal.

The Quinnipiac University (QU) Physician Assistant (PA) Program has two admission pathways: application to the graduate program through the Centralized Application Service for Physician Assistants (CASPA) and a feeder program, the Entry Level Master Physician Assistant Program (ELMPA). ELMPA students are accepted by undergraduate admissions as undergraduate students. Admission requirements, policies and procedures for the ELMPA program are listed on the “Entry-Level Dual-Degree BS in Health Science Studies/MHS in Physician Assistant (4+27 months)” QU website. Students from the direct-entry level master physician assistant program (ELMPA) make up a percentage of the graduate PA Program class; ELMPA students must meet all outlined requirements for progression into the graduate PA Program. CASPA students make up the remainder of the QU PA Program cohort, and admission requirements, policies and procedures for the external applicants are listed on the “MHS in Physician Assistant” QU website. CASPA students must meet all outlined requirements for admission into the graduate PA Program. Each cohort is approved for up to 54 graduate PA students and the program fills each class to capacity including a mix of ELMPA, CASPA and possibly decelerated students.

The Quinnipiac University Physician Assistant program believes that excellence is inclusive and built upon equity. We recognize that all members of society deserve the best healthcare possible, and this is most effectively provided by a diverse healthcare team. We are committed to admitting a diverse group of qualified individuals from a variety of backgrounds and experiences. This blend of students creates the opportunity for discussion, personal growth, professional development, and appreciation for the individual that will lead to empathetic clinicians.

The Graduate PA Program is meeting this part of the goal and is matriculating a diverse cohort of students with a variety of backgrounds and experiences.

For the Class of 2020 through the Class of 2024:

- Approximately 22% of CASPA matriculated students self-identify as a minority ethnicity.
- Approximately 15.5% of ELMPA matriculated students self-identify as a minority ethnicity.

- Approximately 65% of CASPA matriculated students are from the Northeast and 35% are from various states across the nation including all major regions (Southeast/Southwest, North Central/Midwest, West). Approximately 88.4% of ELMPA matriculated students are from the Northeast and 11.6% are from various states across the nation.
- The average age of CASPA matriculated students is 26 years, the average age of ELMPA matriculated students is 22 years.
- Approximately 53% of CASPA matriculated students self-identify as female and 47% self-identify as male. Approximately 90% of ELMPA matriculated students self-identify as female and 10% self-identify as male.
- Approximately 4% of CASPA matriculated students are from a military background.
- Approximately 9% of CAPSA matriculated students self-identify as coming from a medically underserved community.
- In addition, the program's goal is to matriculate students with at least 5 different healthcare experiences per cohort and annually each cohort has an assortment of healthcare experiences. Health care experience of CASPA matriculated students has varied and has included all the following: nurse (RN), CNA/LPN, medical assistant/patient care technician, EMT/paramedic, surgical assistant/technologist, pharmacy technician, athletic trainer, physical therapy aide/occupational therapy aide, mental health technician, clinical researcher, dietician/nutritionist, radiology technologist, phlebotomist, respiratory therapist, military healthcare provider, and others. Health care experience of ELMPA matriculated students has varied and has included all the following: CNA/LPN, medical assistant/patient care technician, EMT/paramedic, pharmacy technician, physical therapy aide/occupational therapy aide, and others.

The Quinnipiac University Physician Assistant Program desires to maximize the number of graduates to ultimately produce highly qualified clinicians. Our admissions process involves time commitment from faculty, admissions staff, admission volunteers, and applicants. Therefore, we aim to retain those matriculants who we identify as having the greatest fit for our program.

Though an attrition table is posted on the QU PA Program website, this table does not reflect true program attrition. Attrition is defined by the PA accrediting body as "the permanent loss of a matriculated student from the course of study in a physician assistant program." In addition, it is important to note that attrition can be secondary to dismissal or withdrawal; withdrawal from the program may be due to personal or other reasons. The program's goal is to have 0% withdrawal rate, however, from the class of 2020-2024 (class of 2023 and 2024 are currently enrolled in the program and final attrition may change), the average withdrawal rate is 1.9%. The program's goal for non-academic dismissals is 0%, however, from the class of 2020-2024 (class of 2023 and 2024 are currently enrolled in the program and the final attrition may change), the average non-academic dismissal rate is 0.4%. The program's goal for academic dismissal rate is less than or equal to 5.5% (or less than or equal to 3 students) per cohort and from the class of 2020-2024 (class of 2023 and 2024 are currently enrolled in the program and the final attrition may change) and the average academic dismissal rate is 2.3%. 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, through the Academic Progression and Retention Committee, takes a holistic approach when evaluating a student profile for reasons of deficiency. To promote retention, students may decelerate to the next cohort in certain circumstances.

Goal 2: Community Service - Engage all students in active and on-going community outreach. Experiences are designed to be integrated into the curriculum and enhance knowledge through experiential learning.

The program is meeting this goal.

Community service is more than a program requirement and social obligation to give back to the community; it also serves as a method of instruction on public health issues such as barriers to health, population health, diversity, and provides the student opportunity to provide counseling and communication skills development while working on interdisciplinary teams. The program provides many service options to ensure adequate volunteering opportunities for the students (ex: Loaves and Fishes, ACES literacy program, National Kidney Foundation services, health fairs, etc.) but also allows students to participate in self-arranged community service activities that meet the program's mission.

The program's goal is for all students to complete at least 50 hours of service throughout their time at the program; all students are completing a minimum of 50 hours of service. Despite the restrictions of the Covid-19 epidemic, the last three cohorts have served local communities for a total of 9,723 hours!

	Class of 2022	Class of 2021	Class of 2020
Minimum Community Service Hours	50	50	50
Maximum Community Service Hours	94.17	111.17	272.17
Average Community Service Hours	56.27	55.32	80.63
Cohort Sum of Community Service Hours	2925.83	2765.85	4031.38

The top service activities for the classes mentioned above are as follows: service activities related to the Urban Service Track/AHEC Scholar program, self-arranged community service activities, COVID-19 related service activities, Loaves and Fishes, ACES health fairs and literacy programs, foot clinics, CT food bank, Cow Chip Bingo, medical missions, National Kidney Foundation fundraising and activities, midnight run homeless shelter activities, American Liver Foundation fundraising and activities, and Nutrition Detectives. The students' volunteerism and commitment to experiential learning has made an impact on many local communities!

Goal 3: Accreditation and PANCE Pass Rates - Maintain an accredited program with a curriculum designed to ensure the requisite knowledge and skills for entry to PA practice with first-time PANCE pass rates consistently equal to or above the national average.

At its September 2023 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Quinnipiac University Physician Assistant Program sponsored by Quinnipiac University on Accreditation-Probation status until its next review in September 2025.

Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-quinnipiac-university/>.

Accreditation standards are also maintained due to the rigorous work of our faculty. The program completes curricular analysis after each semester and again in the annual programmatic self-study. Curricular analysis leads to data driven programmatic and curricular modifications that ensure the program is providing a high-quality education consistent with professional PA practice.

Data for PANCE pass rates is obtained through the National Commission on Certification of Physician Assistants and is posted on the program's public website. The program's goal is to have the 5-year first time PANCE pass rate greater than or equal to the national average. The five-year first-time pass rate for the program is 96%, nationally it is 94%. In addition, the program's goal is to have the annual PANCE pass rate greater than or equal to the national average. The program's first time PANCE pass rate was higher than the national average for the class of 2020 and 2022, however, the first time PANCE pass rates fell below the national average for the first time for the class of 2021. Several proactive measures were implemented since 2021 to promote student success and to have continued high first-time PANCE pass rates.

Goal 4: Post-Graduate Practice - Graduate physician assistants who obtain employment as PA's in a variety of healthcare specialties or attend PA residencies within one year of graduation.

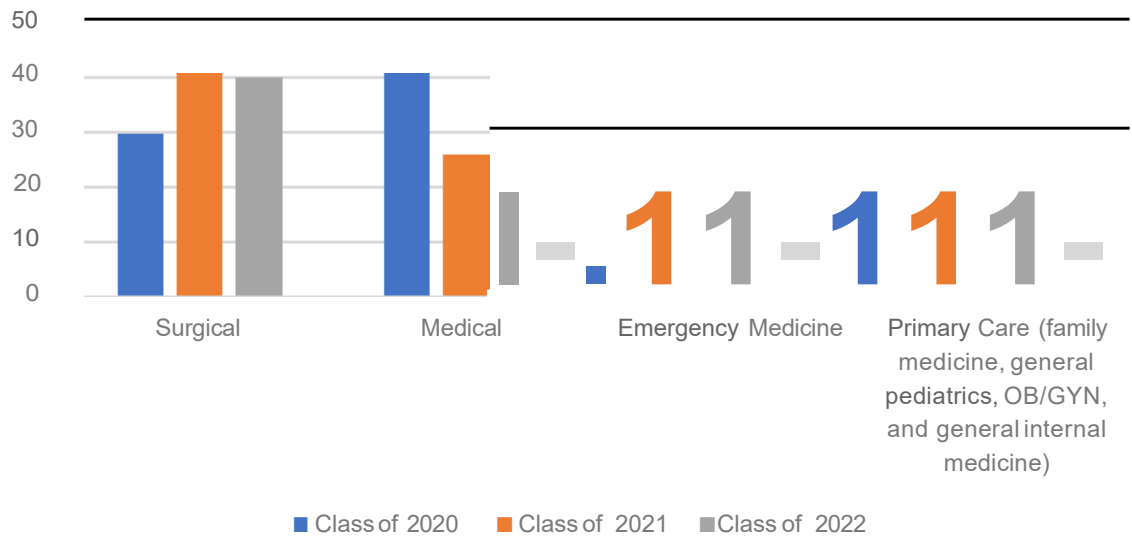
The program is meeting this goal.

For the Class of 2020 through 2022, anywhere from 18.4% of the cohort to 32% of the cohort accepted employment prior to graduation! All graduates, who responded to the survey, obtained employment within one year of graduation. Graduates that accept employment may defer employment start dates

for a variety of reasons, and respondents from the Class of 2020 to 2022 started working anywhere from one to eight months after graduation.

Physician assistants are generalist trained healthcare providers that can work in a variety of specialties including surgical, medical, emergency medicine and primary care (which includes family medicine, general pediatrics, OB/GYN, and general internal medicine). The program's goal is to have graduates obtain employment in each of these specialties. Graduates from the class of 2020 to 2022 obtained employment in each of these specialties.

Percent of Respondents in Each Specialty



Goal 5: Leadership - Support a culture of leadership in the profession and the community, including becoming PA educators.

The program is meeting this goal.

Supporting leadership is one of the missions of the PA; therefore, all PA Program faculty hold various leadership roles to model a culture of leadership. PA Program faculty hold leadership within the PA Program, School of Health Sciences and/or the University, and even local and state organizations, including ConnAPA. In addition, the former dean of School of Health Sciences and current professor emeritus of PA studies won the 2020 PAEA Lifetime Achievement Award which recognizes service in leadership in institutional, local, state and national areas, among other things.

The program also offers many leadership opportunities for students to promote the development of leadership skills. Leadership opportunities for students include class officers, AOR representatives, ConnAPA representatives, ConnPAF representatives, various student committee coordinators, and UST activities. These opportunities provide service to both the profession and the community. The program's goal is for 30% of the class to be involved in some form of leadership. An average of 65% of the class of 2020 to 2022 has been involved in leadership.

	Class of 2022	Class of 2021	Class of 2020
Number of Students in Leader Roles/Leadership Opportunities	27	42	37
Percent of Class with Involvement in Leadership (based on Cohort 54 students)	50%	77.80%	68.50%

In addition, the program values leadership and tracks this post-graduation. The program's goal is to have at least 20% of alumni involved in leadership. The annual Graduate Survey reveals that an average of 23.4% of our alumni, who completed the survey, hold leadership roles, ranging from leadership roles within place of employment, leadership roles in local and national chapters and societies (ex: ConnAPA, CT-PAF, AAPA, JAAPA), leadership roles in local community activities, and military leadership roles.

Percent of Responders Currently in:	Graduate Survey 2022	Graduate Survey 2021	Graduate Survey 2020
Leadership Position	22.70%	24.10%	23.26%
	n= 256	n= 249	n= 258

A second goal of the PA program is to support individuals becoming PA educators. When individuals agree to be adjunct faculty or clinical preceptors for the program, we offer mentorship and numerous resources to those interested. The program's goal is to have at least 20% of alumni involved in some form of PA education (including being clinical preceptors, adjunct faculty or full-time faculty). The annual Graduate Survey reveals that an average of 22.3% of our alumni who completed the survey are clinical preceptors and 13.4% serve as either adjunct faculty or full-time PA program faculty.

Percent of Responders Currently in:	Graduate Survey 2022	Graduate Survey 2021	Graduate Survey 2020
Adjunct PA Program Faculty	11.72%	9.24%	11.63%
Full-time PA Program Faculty	3.13%	2.41%	1.94%
Clinical Preceptor	19.14%	21.29%	26.36%
	n= 256	n= 249	n= 258

Contact Us:

For additional information or questions not answered, please feel free to contact Kristin Parent, Senior Associate Director of Graduate Health Sciences Admission 203-582-3639 or via e-mail at PAadmissions@quinnipiac.edu.