

MISSION STATEMENT

The Department of Physician Assistant Studies educates students in a primary care-based curriculum that emphasizes the mastery of knowledge, technical skills, critical thinking, and moral reasoning. King's Department of PA Studies fosters excellence in teaching and forms highly competent professional healthcare providers committed to patient-centered, compassionate care, and the inherent dignity of every person.

PROGRAM GOALS

INDICATORS OF SUCCESS AT ACHIEVING THE PROGRAM MISSION AND GOALS

To meet the program's mission and goals, the curriculum has been designed with an emphasis on primary care. The King's College Physician Assistant (PA) Program utilizes the Competencies for the PA Program, the content blueprint for the Physician Assistant National Certifying Exam (PANCE), and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) accreditation standards for PA education, as a guide for the curriculum content.

The program takes pride in its assessment of our goals. The program evaluates its goals and sets action plans for each of the areas which we fall below benchmark and continually monitor and adjust all outcomes as necessary. We diligently reassess our plans over time to make the best decisions for our program and students.

- 1) Develop and maintain a comprehensive didactic and clinical curriculum that will prepare students to successfully pass the PANCE to be eligible for entry level clinical practice.**
 - a) Benchmark: Our Program strives to prepare students to meet or exceed the national average on the Physician Assistant National Certifying Exam (PANCE).

Rationale: Review of Program history and national data has shown that our Program can and should meet the national average for the PANCE.

Data: National average for first-time test takers in 2025 will be released later this year. The PANCE pass rate for King's Class of 2025 is 96%.

Cohort	King's College Number of First-Time Takers	National First Time Taker Pass Rate
2023	94%	92%
2024	88%	92%
2025	96%	91%

Results: Benchmark unmet

b) Benchmark: Preceptor evaluations of student performance for basic medical knowledge during clinical rotations score a 4.0 on a 5-point scale.

i) Benchmark for qualitative data comments is 20% for it to be identified as a positive or negative trend.

Rationale: Preceptor Evaluations of medical knowledge during clinical rotations evaluate the knowledge that our students have gained during our didactic and clinical curriculum. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Use of Qualitative Data

- Survey responses with no comments are recorded as “No Comment” but are still factored into analysis.
- A recurring comment from **20% or more of respondents** is identified as a **theme** for that year.
 - This 20% threshold aligns with the program’s use of an 80% passing rate as a standard. It is the inverse of the minimum 80% required as a passing grade for students
- Qualitative themes are evaluated with quantitative data to confirm patterns or discrepancies.

If a benchmark is unmet for three consecutive years and is supported by qualitative themes, it is flagged for potential program modification or improvement. Modifications may be made or identified as an area of improvement based on the faculty’s evaluation of this data in faculty meetings. This may also be used to help identify program strength.

Data Validity and Response Rates

- Only data from survey response rates of **50% or higher** will be used for analysis to preserve data validity.

Cohort	Average Preceptor Evaluation Score of Student’s Medical Knowledge	Preceptor Response Rate
2023	4.69	100%
2024	4.72	100%
2025	4.68	100%

Cohort	Number of Comments on Student's Need to Improve/Broaden Medical Knowledge	Percentage of Comments on Student's Need to Improve/Broaden Medical Knowledge	Preceptor Response Rate
2023	40/ 576	6.94%	100%
2024	26/552	4.71%	100%
2025	40/552	7.25%	100%

Data: The class of 2025 scored a 4.68 on a 5-point scale.

Results: Benchmark met

c) Benchmark and rationale: Faculty survey regarding the effectiveness of administrative aspects of the program show how faculty rated the overall curriculum. Our benchmark is 5.6 on a 7 point scale. Our 5.6.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

The faculty feel that the program curriculum meets all the requirements in the table above. They believe the curriculum is consistent with the mission, goals, and competencies, it includes core knowledge and application, is of sufficient breadth and depth, and builds upon previously achieved learning.

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The average for the faculty survey 2024-2025 was 6.73/7 with a benchmark of a 6.0.

Statement	2022/2023 Faculty Survey of Didactic Curriculum	Faculty Response Rate 2022/2023	2023/2024 Faculty Survey of Didactic Curriculum	Faculty Response Rate 2023/2024	2024/2025 Faculty Survey of Didactic Curriculum	Faculty Response Rate 2024/2025
Consistent with mission, goals, and competencies	6.8	100%	6.9	100%	6.8	100%
Includes core knowledge and application...	6.9	100%	6.8	100%	6.9	100%
Sufficient breadth and depth...	6.9	100%	6.9	100%	6.6	100%
Builds upon previously achieved learning	6.9	100%	6.9	100%	6.6	100%

Results: Benchmark met

2) Model an interdisciplinary approach to medicine which utilizes effective oral and written communication between members of the healthcare team and the patient.

- a) Benchmark: 95% of students achieved 80% or better in the Medical Interviewing and Documentation Module.

Rationale: The Medical Interviewing and Documentation Module instructs students to effectively communicate both orally and in writing with members of the health care team and the patient. Passing grades for all modules in the PA Program is 80%, which is >2.67. All students are required to pass all modules to progress in the program. The remediation benchmark for the program is set at 10% of students based on the history of the program. This is the benchmark for individual modules. A higher benchmark of 95% of students meeting the minimum passing score was established for this particular goal. This elevated standard ensures that the majority of students are successfully mastering the key components essential for evaluating the overall effectiveness of the program's goals and competencies.

Data: 100% of students in the PA Class of 2025 received a 2.67 or better in the Medical Interviewing and Documentation Module, with the average being 3.67.

Cohort	Number of Students who Received <2.67 in Module	Percentage of Students Receiving 80% or Higher
2023	0/75	100%
2024	0/75	100%
2025	0/75	100%

Results: Benchmark met

- b) Benchmark: Preceptor evaluations of student performance partnered with healthcare professionals to improve the delivery of healthcare during clinical rotations score a 4.0 on a 5-point scale.

Rationale: Preceptor Evaluations of partnered with healthcare professionals to improve the delivery of healthcare during clinical rotations evaluate the knowledge that our students have gained during our didactic and clinical curriculum. This statement evaluates how our students use an interdisciplinary approach to improve the care of patients. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The class of 2025 scored 4.89 on a 5-point scale

Cohort	Average Preceptor Evaluation Score for Student's Ability to Partner with Healthcare Professionals	Preceptor Response Rate
2023	4.82	100%
2024	4.92	100%
2025	4.89	100%

Results: Benchmark met

- b) Benchmark: Preceptor evaluations of student performance for presented cases orally in an organized manner during clinical rotations score a 4.0 on a 5-point scale.
 - i) Benchmark for qualitative data comments is 20% for it to be identified as a positive or negative trend.

Rationale: Presenting cases orally in an organized manner requires our students to orally communicate with members of the healthcare team to improve patient care. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Use of Qualitative Data

- Survey responses with no comments are recorded as “No Comment” but are still factored into analysis.
- A recurring comment from **20% or more of respondents** is identified as a **theme** for that year.
 - This 20% threshold aligns with the program’s use of an 80% passing rate as a standard. It is the inverse of the minimum 80% required as a passing grade for students
- Qualitative themes are evaluated with quantitative data to confirm patterns or discrepancies.

If a benchmark is unmet for three consecutive years and is supported by qualitative themes, it is flagged for potential program modification or improvement. Modifications may be made or identified as an area of improvement based on the faculty’s evaluation of this data in faculty meetings. This may also be used to help identify program strength.

Data Validity and Response Rates

- Only data from survey response rates of **50% or higher** will be used for analysis to preserve data validity.

Data: The class of 2025 scored 4.80 on a 5-point scale

Cohort	Average Preceptor Evaluation Score for Student's Case Presentations	Preceptor Response Rate
2023	4.79	100%
2024	4.77	100%
2025	4.80	100%

Cohort	Number of Comments on Student's Need to Improve Case Presentations	Percentage of Comments on Student's Need to Improve Case Presentations	Preceptor Response Rate
2023	9/576	1.56%	100%
2024	11/552	1.99%	100%
2025	2/552	0.36%	100%

Results: Benchmark met

d) Benchmark: Preceptor evaluations of student performance for documented data in a complete yet concise manner during clinical rotations scores a 4.0 on a 5-point scale.

Rationale: Documenting data in a complete yet concise manner requires that our students can effectively communicate to other health care providers and patients in writing to improve patient care. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The class of 2025 scored 4.81 on a 5-point scale

Cohort	Average Preceptor Evaluation Score of Student's Documentation	Preceptor Response Rate
2023	4.79	100%
2024	4.77	100%
2025	4.81	100%

Results: Benchmark met

e) Benchmark: Benchmark: Preceptor evaluations of student performance for effectively documented patient encounters that facilitated communication with members of the health care team during clinical rotations score a 4.0 on a 5-point scale.

Rationale: Effectively documenting patient encounters that facilitate communication with members of the health care team requires that our students can effectively communicate to other health care providers in writing to improve patient care. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The class of 2025 scored 4.80 on a 5-point scale

Cohort	Average Preceptor Evaluation Score Student's Communication with a Team	Preceptor Response Rate
2023	4.79	100%
2024	4.82	100%
2025	4.80	100%

Results: Benchmark met

f) Benchmark: Preceptor evaluations of communicated effectively with patient/family about treatment plan during clinical rotations score a 4.0 on a 5-point scale.

Rationale: The clinical preceptor evaluation of students appraises how well a clinical student educates patients and their family about treatment plans. This education can be done both orally and in writing and shows how well our students communicate with patients to improve their healthcare. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The class of 2025 scored 4.62 on a 5-point scale.

Cohort	Average Preceptor Evaluation Score on Student's Communication with Patient/Family About Treatment Plan	Preceptor Response Rate
2023	4.73	100%
2024	4.74	100%
2025	4.62	100%

Results: Benchmark met

3) Develop PAs that utilize a comprehensive approach to health and disease by emphasizing primary care, health maintenance, and disease prevention.

a) Benchmark: Preceptor evaluations of recognized and effectively educated patients about the behaviors that can be modified to prevent illness/injury during clinical rotations score a 4.0 on a 5-point scale.

Rationale: The clinical preceptor evaluation of students appraises how well a clinical student recognizes and educates patients about behaviors that can be modified to prevent health concerns to maintain their health. This education can be done both orally and in writing and shows how well our students communicate with patients to improve their healthcare. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The class of 2025 scored 4.62 on a 5-point scale.

Cohort	Average Preceptor Evaluation Score on Students' Preventative Care	Preceptor Response Rate
2023	4.82	100%
2024	4.81	100%
2025	4.62	100%

Results: Benchmark met

b) Benchmark: 95% of students receive a 3.0 rotation grade or better for the Family Medicine Rotation

Rationale: The family medicine rotation is a primary care rotation that is required of all students. All students are required to pass all rotations to progress in the program. In the clinical year a 3.0 is a B, which is passing. The remediation benchmark for the program is set at 10% of students based on the history of the program. This is the benchmark for individual modules. A higher benchmark of 95% of students meeting the minimum passing score was established for this particular goal. This elevated standard ensures that the majority of students are successfully mastering the key components essential for evaluating the overall effectiveness of the program's goals and competencies.

Data: 98.55% of students received a 3.0 or better for their Family Medicine Rotation, with an average score of a 3.57 for the class of 2024.

Cohort	Number of Students Receiving a 3.0 or Better for Family Medicine Rotation	Percentage of Students Who Received a 3.0 or Better for Family Medicine Rotation
2023	72/72	100%
2024	68/69	98.55%
2025	67/69	97.10%

Results: Benchmark met

c) Benchmark: 95% of students receive 80% or better in the Patient Centered Care Plan Module.

Rationale: The Patient Centered Care Plan Module reviews patient centered care and the implementation of acute and chronic care plans for the patient in a primary care setting of all ages across the lifespan. It includes implementation of health maintenance and preventive care plans, as well as effective patient education and identification of appropriate referrals. Passing grades for all modules in the PA Program is 80%, which is >2.67. All students are required to pass all modules to progress in the program. The remediation benchmark for the program is set at 10% of students based on the history of the program. This is the benchmark for individual modules. A higher benchmark of 95% of students meeting the minimum passing score was established for this particular goal. This elevated standard ensures that the majority of students are successfully mastering the key components essential for evaluating the overall effectiveness of the program’s goals and competencies.

Data: Data: 100% of students in the PA Class of 2024 received a 2.67 or better in the Patient Centered Care Plan Module, with the average being 3.67.

Cohort	Number of Students who Received <2.67 in Module	Percentage of Students Receiving 80% or Higher
2023	0/72	100%
2024	0/72	100%
2025	0/69	100%

Results: Benchmark met

4) Advocate information literacy and technological competency to be effective healthcare providers.

a) Benchmark: 95% of students receive an 87% or higher score on the written component of the Master’s Research Project.

Rationale: The written component of the Master’s Research Project requires the utilization of information technology skills. 87% is a B for Master’s Research Project. Students in PA Program are required to achieve a 3.0 GPA (B) for all courses in the clinical phase of the Program to progress in the Program. The remediation benchmark for the program is set at 10% of students based on the history of the program. This is the benchmark for individual modules. A higher benchmark of 95% of students meeting the minimum passing score was established for this particular goal. This elevated standard ensures that the majority of students are successfully mastering the key components essential for evaluating the overall effectiveness of the program’s goals and competencies.

Data: Class of 2025 2 below 87% 97% of students above 87%

Cohort	Number of Students Receiving <87% on	Percentage of Students Receiving <87% on Written
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	Written Component of Master's Research Project	Component of Master's Research Project
2023	2/72	2.78%
2024	1/69	1.44%
2025	2/68	2.94%

Results: Benchmark met

b) Benchmark: 95% of students received 80% or better in the Research Methods Module.

Rationale: The Research Methods Module requires that students read, evaluate and discuss medical literature. Passing grades for all modules in the PA Program is 80%, which is >2.67. All students are required to pass all modules to progress in the program. The remediation benchmark for the program is set at 10% of students based on the history of the program. This is the benchmark for individual modules. A higher benchmark of 95% of students meeting the minimum passing score was established for this particular goal. This elevated standard ensures that the majority of students are successfully mastering the key components essential for evaluating the overall effectiveness of the program's goals and competencies.

Data: 100% of students in the PA Class of 2025 received a 2.67 or better in the Research Methods Module, with the average being 4.0.

Cohort	Number of Students who Received <2.67 in Module	Percentage of Students Receiving 80% or higher
2023	0/71	100%
2024	0/70	100%
2025	0/69	100%

Results: Benchmark met

c) Preceptor evaluations of expanding medical knowledge with appropriate reference materials during clinical rotations score a 4.0 on a 5-point scale.

Rationale: The clinical preceptor evaluation of students appraises how well a clinical student can expand their medical knowledge by using appropriate reference materials during clinical rotations. These students will need to interpret medical literature and access the appropriate technological databases to gather the information that they need to expand their knowledge. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The Class of 2025 had a 4.74 score on a 5-point scale.

Cohort	Average Preceptor Evaluation Score of Student's Ability to Use Reference Materials	Preceptor Response Rate
2023	4.75	100%
2024	4.77	100%
2025	4.74	100%

Results: Benchmark met

5) Cultivate moral values, and ethical and professional behavior required for the practice of medicine.

a) Benchmark: 95% of students score 80% or better in the Ethics Module.

Rationale: The Ethics Module instructs students to understand and utilize moral values and ethical behaviors. Passing grades for all modules in the PA Program is 80%. which is >2.67. All students are required to pass all modules to progress in the program. The remediation benchmark for the program is set at 10% of students based on the history of the program. This is the benchmark for individual modules. A higher benchmark of 95% of students meeting the minimum passing score was established for this particular goal. This elevated standard ensures that the majority of students are successfully mastering the key components essential for evaluating the overall effectiveness of the program's goals and competencies.

Data: 100% of students in the PA Class of 2025 received a 2.67 or better in the Ethics Module, with the average being 3.67.

Cohort	Number of Students who Received <2.67 in Module	Percentage of Students Receiving 80% or Higher
2023	0/72	100%
2024	0/72	100%
2025	0/69	100%

Results: Benchmark met

b) Preceptor evaluations of exhibited ethical behaviors during clinical rotations score a 4.0 on a 5-point scale.

Rationale: The clinical preceptor evaluates how the students exhibited ethical behaviors during clinical rotations. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Response rates are important to the validity of the data. Anything below a 50% response rate is not used in our analysis because lower response rates could affect the validity of the data.

Data: The Class of 2025 had a 4.92 score on a 5-point scale.

Cohort	Average Preceptor Evaluation Score of Student's Ethical Behaviors	Preceptor Response Rate
2023	4.97	100%
2024	4.98	100%
2025	4.92	100%

Results: Benchmark met

c) Preceptor evaluations of professionalism during clinical rotations score a 4.0 on a 5-point scale.

Rationale: The clinical preceptor evaluates how students exhibited professionalism during clinical rotations. A student can meet expectations with a score of 3.0, however, our program would like to see our students score at 80% of the 5-point scale as we have noted that the preceptor evaluations historically are higher. The Program would like to see that this trend continues. Our 4.0 benchmark equates to 80%, which is the minimum passing score for all didactic modules in our program. This has been used for the history of our program.

Data: The Class of 2025 had a 4.93 score on a 5-point scale.

Cohort	Average Preceptor Evaluation Score of Student's Professionalism	Preceptor Response Rate
2023	4.94	100%
2024	4.96	100%
2025	4.93	100%

- d) Professional Probations are given to 5% of per didactic and clinical phase of the program annually.

Rationale: The 5% benchmark for professional probation per didactic and clinical phase of the program reflects the program's goal of maintaining high standards of professionalism. By aiming for 5% of students on probation, the program ensures that most students meet key professional expectations, while also emphasizing early support and intervention to address any issues. 5% was chosen because that is the benchmark for any module performance that relates to program goals and competencies, 95% of class does not have Professional Probation.

Cohort	Number of Students on Didactic Professional Probation	Percentage of Students on Didactic Professional Probation	Number of Students on Clinical Professional Probation	Percentage of Students on Clinical Professional Probation
2023	1/72	1.39%	1/72	1.39%
2024	1/69	1.45%	3/69	4.35%
2025	0/68	0%	1/68	1.47%

Results: Benchmark met