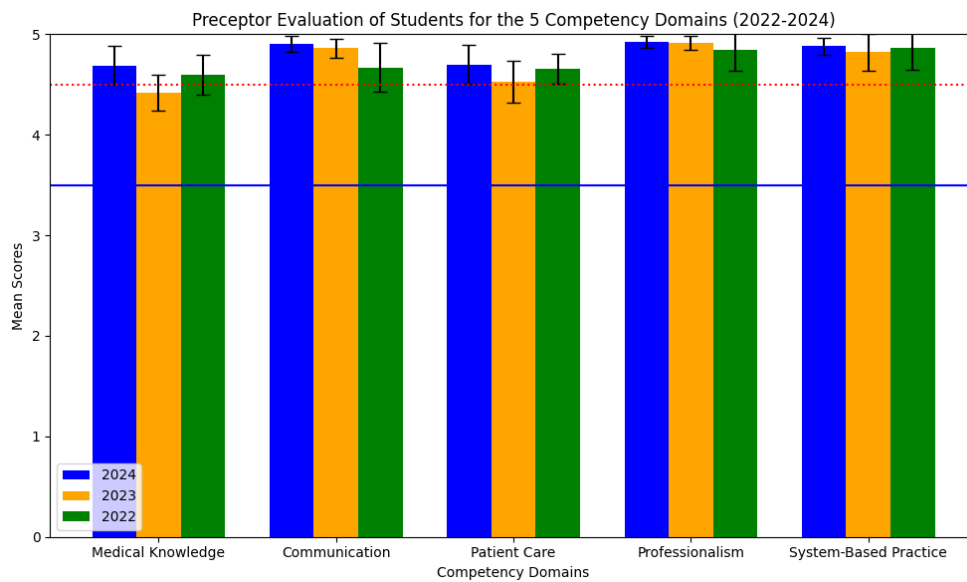


Towson University Physician Assistant Studies Program Goals

Goal 1: For each student cohort, the program will provide the highest level of PA education, medical competencies, and professionalism.

- The benchmark for this goal is a complex analysis without a singular number.
- An average score above 4.0 out of 5 on the **five program learning outcomes** (Competencies) for each graduate.
- First, it will be an average score above 4.0 out of 5 on the five program learning outcomes (Competencies) for each graduate. In addition, we use this goal to hold up a mirror to the curriculum.

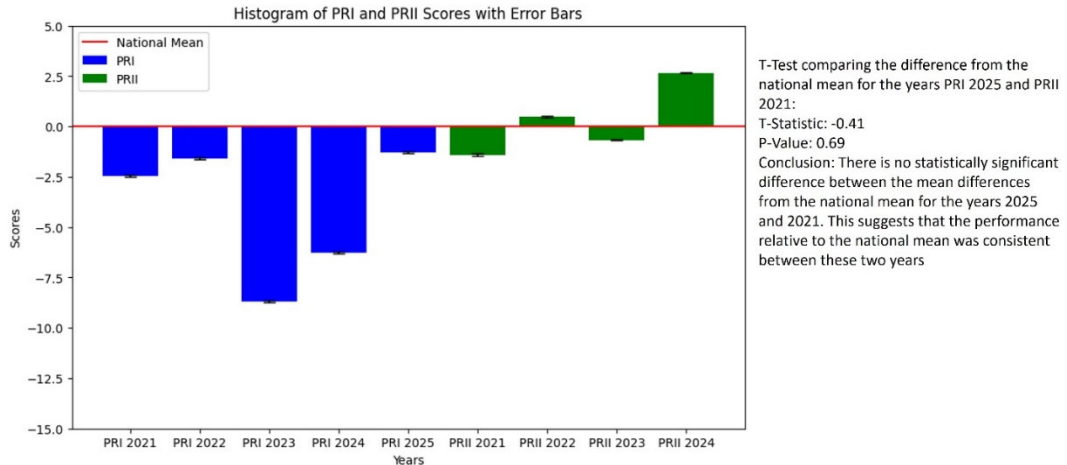


- PACKRAT exams are formative exams that provide us the opportunity to assess the success of our didactic (PACKRAT I) and clinical (PACKRAT II) curriculum.
- Our benchmark for PACKRAT scores is within one s (standard deviation), or above, of the national average for each test. These tests and our use of them is discussed elsewhere in these reports. Briefly, we are meeting our benchmark for PACKRAT II, but not PACKRAT I.

○ **PACKRAT II Scores**

Year	National Average (students within 10 months of graduation)	Standard Deviation	Benchmark Score	Towson University Score
2022	156.8	22.16	134.64	155.8
2023	148.5	18	130.5	162.2
2024	156	17	139	155

○ **Difference of TU PACKRAT (I and II) Scores from National Mean**



- The benchmark for this goal is a complex analysis without a singular number. There will be elements of the SSR that will be used as benchmarks. For example, PACKRAT exams are formative exams that provide us the opportunity to assess the success of our didactic (PACKRAT I) and clinical (PACKRAT II) curriculum. Our benchmark for PACKRAT scores (and all standardized exams) is within one s (standard deviation), or above, of the national average for each test. These tests and our use of them is discussed elsewhere in these reports. We discuss PACKRAT in Appendix C. PACKRAT II, EORs, and EOC are discussed in Appendix D and F. Briefly, we are meeting our benchmark for PACKRAT II but would like to score better on PACKRAT I. Yet, in the last three years we have seen an increase in our PACKRAT I scores as we have changed faculty, and they have made intentional changes in course delivery and content (see Appendix 14C). Not all changes were strictly data driven such as intentional incorporation of PANCE and PEAE blueprints into course content.
- Lastly, we have stated a high expectation for competency and professionalism. We have collected and analyzed the data for Preceptors Evaluation of the Students for their progress toward our Programs competency domains. While Medical Knowledge is an important Competency, our clinical year tests (PACKRAT II, EORs, EOC) are better measures of a student’s Medical Knowledge especially as we can include a separate triangulation from our internal data and relate it to national comparators. Having said this, these data make it clear that our students are rated very high by our Preceptors on the Medical Knowledge, Communication, Patient Care, Professionalism and System-Based Practice. The only domain that fell short of being identified by our benchmark as a strength (our aspirational goal) of the Program is Medical Knowledge for 2023.

○ **Communication and Patient Care**

Year	Average Score: Communication Skills	Average Score: Patient Care
2022	4.67 + 0.24	4.66 + 0.15
2023	4.89 + 0.09	4.53 + 0.21
2024	4.90 + 0.08	4.70 + 0.19

- **Therapeutics and Clinical Intervention**

Year	National Mean: Clinical Therapeutics	TU Mean: Clinical Therapeutics	National Mean: Clinical Intervention	TU Mean: Clinical Intervention	TU Average Score: Preceptor Evaluation of Medical Knowledge
2022	65	62	71	73	4.60 + 0.20
2023	64	66	71	75	4.42 + 0.18
2024	64	65	73	74	4.69 + 0.19

- **Learning Behaviors and Professionalism**

Year	Average Score: Preceptor Evaluation of Learning Behaviors	Average Score: Preceptor Evaluation of Professional Behaviors
2022	4.86 + 0.21	4.84 + 0.20
2023	4.82 + 0.18	4.91 + 0.07
2024	4.88 + 0.08	4.92 + 0.06

- Thus, we have concluded that our students excel at demonstrating the Medical Competencies for the Profession that have been identified by the AAPA and PAEA. This is why we have adopted these competencies for our Program based on those outlined for the profession by the PAEA and the AAPA. We believe students demonstrate that the competency domains are a strength of the Program, based on Preceptor evaluation of students and by qualitative themes generated throughout the clinical year. Additionally, because these are the Competencies of the PA Profession, and our preceptors rate our students so highly, the Program feels these score reflect very positively on the Graduates preparedness to enter into clinical practice.

Goal 2: The program will maintain a PANCE 1st time pass rate within one s (standard deviation), or above, the national average for each graduating class.

- This is benchmarked:
 - Cohort students' **mean performance on overall** first-time pass rate (Benchmark National First-time pass rate).



**Physician Assistant National Certifying Examination
Five Year First Time Taker Summary Report**

Program Name: Towson University
Program Number: 1045
Report Date: 10-29-2024

Definitions of the report headings are provided at the end of the report.
All information is current as of the date the report was generated.

Class*	Class Graduation Year	Number of First Time Takers	Program First Time Taker Pass Rate
Class of 2019	2019	33	79%
Class of 2020	2020	29	100%
Class of 2021	2021	32	91%
Class of 2022	2022	31	87%
Class of 2023	2023	29	97%
Class of 2024	2024	29	90%

Five Year First Time Taker Average Pass Rate for Program: 90%

*Note: The PANCE testing window ends each year near mid-December. Classes that graduate in December may be required to test in the following calendar year due to their graduation dates. Similarly, individual December graduates may elect to test after the start of the new year. Accordingly, it may be appropriate for programs that graduate in December to compare their first-time taker pass rates with the national averages from the following calendar year.

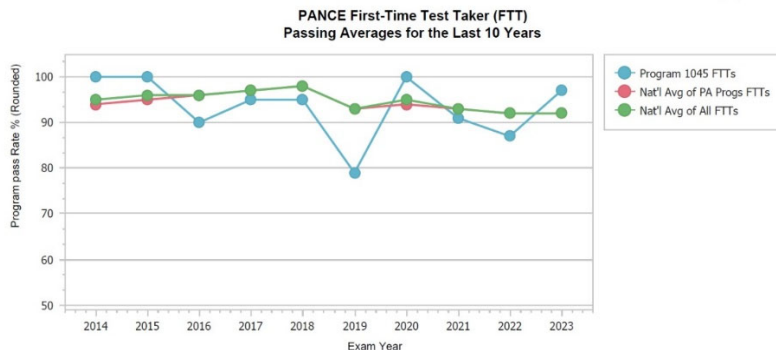
**Physician Assistant National Certifying Examination
Five Year First Time Taker Summary Report**

Year	Pass Rate
2019	93%
2020	95%
2021	93%
2022	92%
2023	92%
2024**	Available in 2025

Five Year National First Time Taker Average: 93%

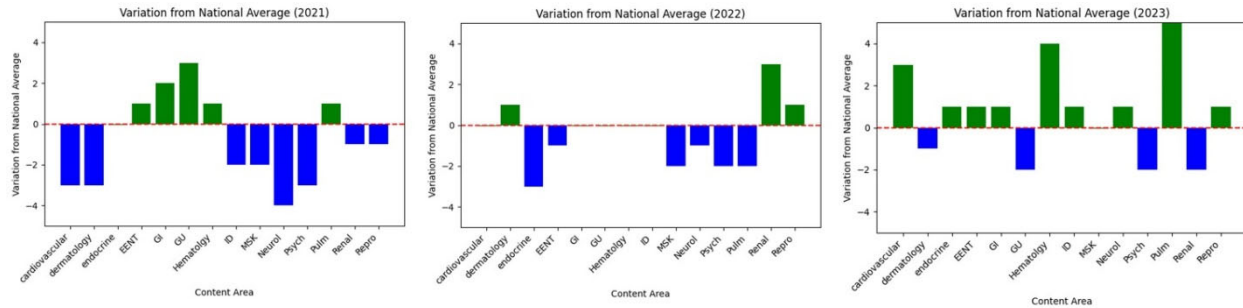
**Note: NCCPA conducts practice analysis and standard setting studies approximately every three to five years and, based on the most recent analyses, implemented a new PANCE blueprint and passing standard effective January 1, 2019. The pass rate, based on first-time taker performance for the 2024 calendar year, will be available in early 2025.

TU First-time Pass Rate vs National Average



- The **mean on all organ systems** for each content area (mean for cohort against a benchmark of national first-time mean for each area) and the **mean performance on each task** areas for our cohort (benchmarked against the mean for all first time PANCE takers).

Comparison of Content Areas against TU Scores

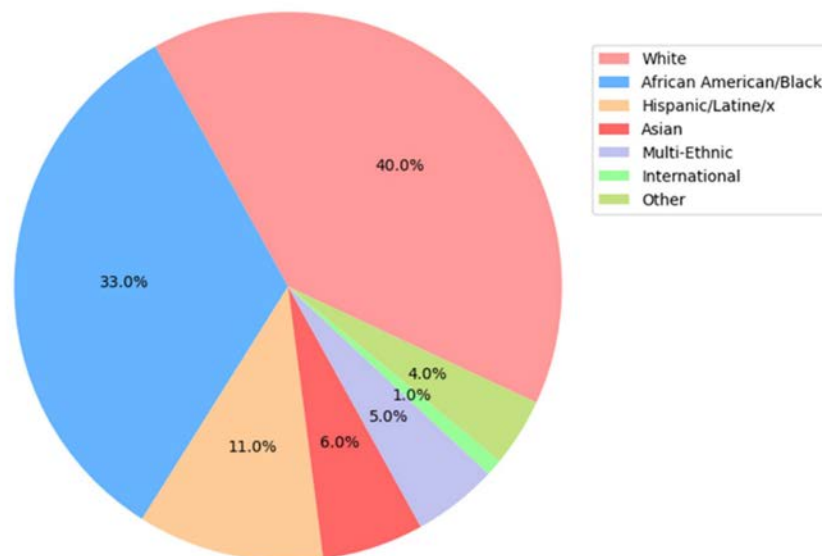


- This year over year comparison indicates a small positive and consistent trend upwards. This is similar to trends we documented in our PACKRAT II scores. There were similar findings for all Task Areas as well.
- The rationale for this Benchmark is that we want to document and illustrate how competitive our graduates are relative to the national data in medical knowledge. It also provides us with specific granular information on how we are delivering medical knowledge across many different domains of medical knowledge. Our analysis shows that.

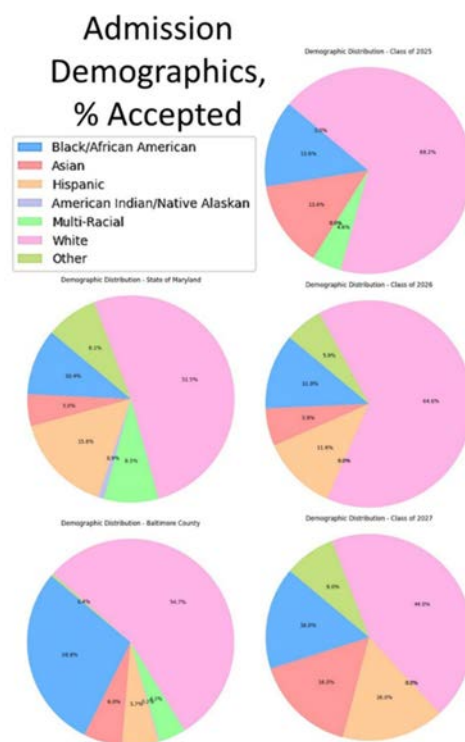
Goal 3: With each admissions cycle, the program will continue to enhance and strengthen the admission process to create a diverse student population that is reflective of the communities we serve.

- Communities we serve:
 - Diverse student population admission
 - Reflect the community of north Baltimore
 - The State of Maryland
 - The university community
 - Applicants and matriculants regarding their experience with TU and their sense of feeling welcomed or belonging
- This is benchmarked by current region census data, reflective of diverse student population admission. Ideally, we will reflect the community of north Baltimore, and eventually the State of Maryland and the university community. Additionally, we will survey applicants and matriculants regarding their experience with TU and their sense of feeling welcomed or belonging.
- This is benchmarked by current region census data, reflective of diverse student population admission. Ideally, we will reflect the community of north Baltimore, and eventually the State of Maryland and the university community. Additionally, we will survey applicants and matriculants regarding their experience with TU and their sense of feeling welcomed or belonging.
- Towson University has a diverse student body, reflecting a variety of backgrounds and identities. Here are some key points about the diversity at Towson University:

Racial and Ethnic Demographics of Students at Towson University



- Racial/Ethnic Diversity: Approximately 48.6% of the undergraduate students are from racial or ethnic minority groups¹. The breakdown includes:
 - White: 7,945
 - Black or African American: 4,322
 - Hispanic: 1,500
 - Asian: 1,089
 - Multi-Ethnic: 949
 - International: 2372
- Gender Diversity: The undergraduate population is about 60% female and 40% male.
- Geographic Diversity: Around 22.45% of students come from out of state, and 1.2% are international students.



Accepted Student Resident Status

Year	In State	In State %	Out of State	Out of State %	Total	Total %
2024	23	76.67%	7	23.33%	30	100%
2025	18	81.80%	4	18.20%	22	100%
2026	16	94.10%	1	5.90%	17	100%
2027	19	76.00%	6	24.00%	25	100%

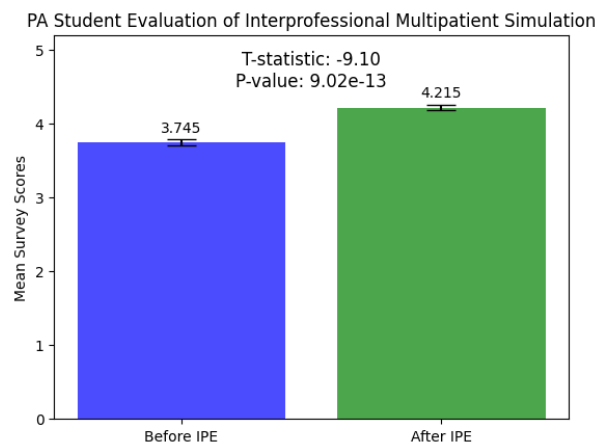
- Support for Diversity: Towson University has a Center for Student Diversity that provides academic, social, and transition support for underserved students. They also promote multicultural learning and dialogue through various programs and services.

Goal 4: The program will provide each student with opportunities for interprofessional collaborative experiences (IPE) and a foundation for leadership, clinically oriented research with the intent to strengthen continued life-long learning.

- Students will participate in our required IPE educational activities each year.
- They will participate in the Institute of Healthcare Improvement (IHI),
- Collaborative learning simulation with other healthcare students, and student-led volunteering.
- We intend to assess the impact of these session and clinically oriented research toward the stated goal of life-long learning.
- Discussion and analysis of our IPE experience:
 - We have a brand-new simulation center in the College of Health Professions Building. Our students have had IPE in the past, but this is the first year where we are taking advantage of a different environment that is close to real-world. We are highlighting this experience because it was transformative.
 - Student are required to do multi-patient simulations with IPE teams where they interact with nursing, pharmacy, laboratory, social work in an intense situation. Our PA Students act as the medical provider and are guided by PA faculty. There is a pre-brief for the IPE Team and a debrief. Students go into the hectic setting of our intensive care multi-patient simulation “prepared.” However, this is intense, as students have said. We collect survey data and publications have been written from the nursing side. For our PA Students, they rate their aggregate experience a 3.75/5.0 prior to the simulation and then a 4.215/5.0 following simulation. The average overall change from before the simulation to after the simulation was 0.47 ± 0.16 . This indicates that the students felt they improved over the many domains covered in the survey, such as teamwork, Communication, relating to the patient and family to name a few.
- Qualitative themes:
 - Positive Learning Experience
 - Confidence Building
 - Constructive Feedback
 - Suggestions for Improvement
 - Supportive Faculty
- As you can see, the student appreciated this experience. They generally have a better understanding of the roles and functions within the healthcare team. Certain skills were evaluated, even though the IPE was formative. They were given solid feedback on relating to the patient, the family and other members of the team, ward clerk, nursing, social work.
- Further Quantitative Analysis
 - PA and Nursing Students were given matched surveys assessing their experience. Here we report in 20 before and matched after 20 questions that were specific to the experience, communication and patient care. The survey results indicate a significant

improvement in students' perceptions of their interprofessional education (IPE) experience after participating in the learning activities. In the communication category, students reported higher mean scores after the activities in areas such as promoting effective communication (4.3 after vs. 3.8 before), actively listening to team members' ideas and concerns (4.4 after vs. 3.9 before), and providing constructive feedback (4.1 after vs. 3.4 before). These improvements suggest that the IPE activities were effective in enhancing students' communication skills within an interprofessional team. However, there was a slight decrease in the mean score for expressing ideas and concerns without being judgmental (3.8 after vs. 3.9 before), indicating a potential area for further development.

- In the interprofessional patient care category, the survey results also show notable improvements. Students felt more capable of working effectively with IP team members to enhance care (4.5 after vs. 4.0 before), learning with, from, and about team members (4.5 after vs. 4.0 before), and being accountable for their contributions (4.4 after vs. 3.9 before). Additionally, there were significant increases in students' abilities to understand the contributions of team members (4.1 after vs. 3.5 before) and to use an IP team approach to assess health situations (4.1 after vs. 3.5 before). These findings highlight the positive impact of the IPE activities on students' abilities to collaborate and provide comprehensive patient care. Overall, the survey results suggest that the IPE activities were successful in enhancing students' interprofessional skills and competencies.



- Qualitative Analysis

- Based on the qualitative comments provided by PA students regarding their Interprofessional Education (IPE) experience, several key themes emerged. Many students highlighted the positive learning experience, expressing gratitude for the opportunity and wishing for more frequent similar experiences. Comments such as "It was a great opportunity and experience" and "Overall a good scenario" reflect this sentiment. Additionally, the IPE activities were noted for building confidence, with students describing the experience as "Wonderful real-life experience. Boosts confidence!" and "It was great." Constructive feedback was also appreciated, even when

the experience was nerve-wracking, as one student mentioned, "It was nerve-wracking, but the unbiased feedback was really appreciated." Some students provided suggestions for improvement, such as shortening the duration of the day, and praised the supportive faculty, specifically mentioning a professor.

- The nursing students' comments further emphasize the impact of IPE on communication skills and confidence. They reported improvements in describing professional roles, using effective questioning, and communicating with respect and empathy. For instance, students noted better communication strategies and the ability to seek input from patients and families. The experience also enhanced their ability to verify understanding and integrate patient and family values into care plans. Increased confidence and preparedness were recurring themes, with students feeling more confident in their assessment skills, clinical decision-making, and ability to provide patient-centered care. The value of debriefing sessions was also highlighted, as they contributed to learning, self-reflection, and improving clinical judgment. Overall, these comments underscore the comprehensive benefits of IPE activities in enhancing students' interprofessional skills and competencies.