

University of Saint Francis | Physician Assistant Studies Program
 Program Goals and Outcomes | Updated 3-2026

Program Mission:

Grounded in the tenets of Catholic identity and Franciscan charism, the Physician Assistant Program advances formation of the whole person through rigorous academic and clinical education. The program prepares competent physician assistants for lives of virtue, service, and joy who are committed to professional excellence and engaged in the communities they serve.

Mission Components:

1. Catholic identity and Franciscan Charism
2. Formation of the Whole Person
3. Rigorous Academic and Clinical Education
4. Virtue, Service, and Joy
5. Professional Excellence
6. Community Engagement

Program Goal	Mission Component
1. Graduates will demonstrate the medical knowledge, clinical reasoning, and patient care skills necessary to provide evidence-based care.	Rigorous Academic and Clinical Education Professional Excellence
2. Graduates will demonstrate effective interpersonal skills and professional behaviors with all patients.	Formation of the Whole Person Professional Excellence
3. Graduates will demonstrate the values of virtue, service, and joy in a manner consistent with the physician assistant profession.	Catholic Identity and Franciscan Charism Formation of the Whole Person Virtue, Service, and Joy Community Engagement
4. Graduates will collaborate effectively with interprofessional healthcare teams.	Professional Excellence

By achieving these goals, we are forming the whole person, personally and professionally.

- Formation of the Whole Person: The program intentionally develops students in professional behaviors (goal 2), ethical conduct (goal 3), reflective practice (goal 3), interpersonal effectiveness (goals 2 and 4), resilience/well-being (goal 3), humanistic awareness (goal 2), and commitment to the dignity of patients and colleagues (goals 2 and 4).

GOAL 1

Graduates will demonstrate the **medical knowledge, clinical reasoning, and patient care skills** necessary to provide **evidence-based care**.

a. Mission Alignment: Rigorous academic and clinical education, professional excellence

b. Measure & Benchmark:

i. Medical knowledge:

1. First-time PANCE test takers pass rate \geq national average
2. Preceptor Evaluation of Student Performance for “medical knowledge” \geq 3.5/5
3. Faculty Evaluation of the Curriculum for “medical knowledge” \geq 3.5/5
4. Graduate Exit Survey for “medical knowledge” \geq 3.5/5

Success of Measure 1 for Goal 1:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
First-time PANCE test taker pass rate National Average	92% 93%	100% 92%	94% 92%	92% 92%	88% 91%
Medical Knowledge Items					
Preceptor Evaluation of Student Performance	4.4	4.4	4.4	4.4	4.5
Faculty Evaluation of the Curriculum	4.3	4.6	4.5	4.4	4.8
Graduate Exit Survey	4.2	4.4	4.4	4.1	4.2

**The “medical knowledge” measure was established as a new goal component in 2026.*

ii. Clinical reasoning:

1. Average overall score on the Clinical Year Summative Evaluation – Critical Thinking and Short Answer Exam \geq 70%
2. Preceptor Evaluation of Student Performance for “problem-solving and critical thinking skills” \geq 3.5/5
3. Faculty Evaluation of the Curriculum for “clinical reasoning and problem-solving abilities” \geq 3.5/5
4. Graduate Exit Survey for “clinical reasoning and problem-solving abilities” \geq 3.5/5

Success of Measure 2 for Goal 1:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average overall score on the Clinical Year Summative Evaluation – Critical Thinking and Short Answer Exam	N/A	N/A	N/A	N/A	N/A
Critical Thinking/Clinical Reasoning and Problem-Solving Items					
Preceptor Evaluation of Student Performance	4.4	4.5	4.4	4.4	4.5
Faculty Evaluation of the Curriculum	4.7	4.7	4.9	4.9	4.8
Graduate Exit Survey	4.3	4.5	4.5	4.3	4.2

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation will be provided beginning with Cohort 2026.*

iii. Patient care skills:

1. Average score on the Clinical Year Summative Evaluation – OSCE for clinical skills and technical skills components $\geq 70\%$
2. Preceptor Evaluation of Student Performance for “history taking,” “physical exam,” “patient management,” “clinical intervention,” and “technical skills” $\geq 3.5/5$
3. Faculty Evaluation of the Curriculum for “patient interviewing and eliciting a medical history across all age groups,” “performing complete and focused physical exams across all age groups,” “patient management,” “clinical intervention,” and “technical skills” $\geq 3.5/5$
4. Graduate Exit Survey for “patient interviewing and eliciting a medical history across all age groups,” “performing complete and focused physical exams across all age groups,” “patient management,” “clinical intervention,” and “technical skills” $\geq 3.5/5$

Success of Measure 3 for Goal 1:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average score on the Clinical Year Summative Evaluation – OSCE for Clinical Skills Components	N/A	N/A	N/A	N/A	N/A
Average score on the Clinical Year Summative Evaluation – OSCE for Technical Skills Components	N/A	N/A	N/A	N/A	N/A
History Taking Items					
Preceptor Evaluation of Student Performance	4.4	4.4	4.4	4.4	4.5
Faculty Evaluation of the Curriculum	4.7	4.6	4.6	4.4	4.9
Graduate Exit Survey	4.3	4.7	4.4	4.4	4.5
Physical Exam Items					
Preceptor Evaluation of Student Performance	4.4	4.5	4.4	4.4	4.4
Faculty Evaluation of the Curriculum	4.4	4.6	4.6	4.4	4.8
Graduate Exit Survey	4.2	4.5	4.3	4.3	4.4
Patient Management Items					
Preceptor Evaluation of Student Performance	4.3	4.3	4.3	4.2	4.3
Faculty Evaluation of the Curriculum	N/A	N/A	N/A	N/A	4.4
Graduate Exit Survey	N/A	N/A	N/A	N/A	4.0
Clinical Intervention Items					
Preceptor Evaluation of Student Performance	4.3	4.3	4.3	4.2	4.3
Faculty Evaluation of the Curriculum	4.1	4.4	4.5	4.1	4.4
Graduate Exit Survey	3.9	4.3	4.3	4.1	4.0
Technical Skills Items					
Preceptor Evaluation of Student Performance	4.5	4.5	4.5	4.4	4.5
Faculty Evaluation of the Curriculum	4.1	4.1	4.4	4.1	4.4
Graduate Exit Survey	3.8	3.7	4.3	3.8	4.1

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation components will be provided beginning with Cohort 2026. Survey data on “Patient Management” was not collected from faculty and clinical students until Cohort 2025.*

iv. Evidence-based care:

1. Average score on the Clinical Year Summative Evaluation – OSCE for evidence-based care components $\geq 70\%$
2. Preceptor Evaluation of Student Performance for “practicing evidence-based medicine” $\geq 3.5/5$
3. Faculty Evaluation of the Curriculum for “practicing evidence-based medicine” $\geq 3.5/5$
4. Graduate Exit Survey for “practicing evidence-based medicine” $\geq 3.5/5$

Success of Measure 4 for Goal 1:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average score on the Clinical Year Summative Evaluation – OSCE for Evidence-Based Care Components	N/A	N/A	N/A	N/A	N/A
<i>Practicing Evidence-Based Medicine Items</i>					
Preceptor Evaluation of Student Performance	4.4	4.4	4.4	4.4	4.5
Faculty Evaluation of the Curriculum	4.4	4.3	4.8	4.4	4.5
Graduate Exit Survey	4.3	4.5	4.5	4.1	4.3

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation will be provided beginning with Cohort 2026.*

GOAL 2

Graduates will demonstrate effective **interpersonal skills** and **professional behaviors** with all patients.

- a. Alignment: Catholic identity and Franciscan charism (with reference to respect in the definition of interpersonal skills), formation of the whole person, professional excellence
- b. Definitions:
 - i. Interpersonal skills involve effectively communicating medical information in a clear and appropriate manner, consistently showing respect and empathy through attentive listening and valuing diverse perspectives, actively engaging in teamwork and collaboration, and demonstrating active engagement with verbal and non-verbal cues that convey attentiveness and understanding.
 - ii. Professional behaviors involve consistently arriving on time for all scheduled commitments, maintaining a professional appearance and personal hygiene, exhibiting responsibility and accountability by reliably completing tasks and learning from mistakes, maintaining appropriate professional boundaries, and showing respect for the clinical environment by adapting behavior to meet the needs and expectations of the setting.
- c. Measures & Benchmarks:
 - i. Interpersonal skills:
 1. Average score on the Clinical Year Summative Evaluation – OSCE for interpersonal skills component $\geq 70\%$
 2. Preceptor Evaluation of Student Performance for “interpersonal skills,” “patient education,” and “cultural sensitivity and working with diverse patients” $\geq 3.5/5$
 3. Faculty Evaluation of the Curriculum for “interpersonal skills,” “patient education and patient-centered counseling skills,” and “cultural sensitivity and working with diverse patients” $\geq 3.5/5$
 4. Graduate Exit Survey for “interpersonal skills,” “patient education and patient-centered counseling skills,” and “cultural sensitivity and working with diverse patients” $\geq 3.5/5$

Success of Measure 1 for Goal 2:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average score on the Clinical Year Summative Evaluation – OSCE for Interpersonal Skills Components	N/A	N/A	N/A	N/A	N/A
Interpersonal Skills Items					
Preceptor Evaluation of Student Performance	N/A	N/A	N/A	N/A	4.7
Faculty Evaluation of the Curriculum	N/A	N/A	N/A	N/A	N/A
Graduate Exit Survey	N/A	N/A	N/A	N/A	N/A
Patient Education Items					
Preceptor Evaluation of Student Performance	4.4	4.5	4.4	4.4	4.4
Faculty Evaluation of the Curriculum	4.3	4.6	4.6	4.3	4.5
Graduate Exit Survey	4.1	4.2	4.6	4.1	4.1
Cultural Sensitivity and Working with Diverse Patients Items					
Preceptor Evaluation of Student Performance	4.6	4.6	4.6	4.6	4.6
Faculty Evaluation of the Curriculum	4.4	4.6	4.5	3.8	4.4
Graduate Exit Survey	4.0	4.1	4.4	4.0	4.0

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation will be provided beginning with Cohort 2026. Though other aspects of “interpersonal skills” were assessed via survey previously, these items were not formally added to preceptor evaluations until Cohort 2025 and faculty and student evaluations until Cohort 2026.*

ii. Professional behaviors:

1. Average score on the Clinical Year Summative Evaluation – OSCE for professional behaviors component $\geq 70\%$
2. Preceptor Evaluation of Student Performance for “professional behaviors” $\geq 3.5/5$
3. Faculty Evaluation of the Curriculum for “professional behaviors” $\geq 3.5/5$
4. Graduate Exit Survey for “professional behaviors” $\geq 3.5/5$

Success of Measure 2 for Goal 2:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average score on the Clinical Year Summative Evaluation – OSCE for Professional Behaviors Components	N/A	N/A	N/A	N/A	N/A
<i>Professional Behaviors Items</i>					
Preceptor Evaluation of Student Performance	4.8	4.8	4.8	4.7	4.8
Faculty Evaluation of the Curriculum	4.4	4.3	4.6	4.4	4.5
Graduate Exit Survey	4.3	4.6	4.4	4.3	4.3

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation will be provided beginning with Cohort 2026.*

GOAL 3

Graduates will demonstrate the values of **virtue**, **service**, and **joy** in a manner consistent with the physician assistant profession.

a. Alignment: Catholic identity and Franciscan charism; formation of the whole person; virtue, service and joy; professional excellence; community engagement

b. Definitions:

- i. Virtue: Consistent demonstration of **ethical conduct** and **integrity**.
- ii. Service: Commitment to **patient** and **community needs**.
- iii. Joy: **Professional development**, **resilience**, and purposeful **engagement**.

c. Measures & Benchmarks:

i. Virtue (ethical conduct and integrity):

1. Average score on the Clinical Year Summative Evaluation – OSCE for integrity component $\geq 70\%$
2. Average score on the Clinical Year Summative Evaluation – Critical Thinking and Short Answer Exam for ethical conduct component $\geq 70\%$
3. Preceptor Evaluation of Student Performance for “ethical conduct” and “integrity” $\geq 3.5/5$
4. Faculty Evaluation of the Curriculum for “demonstrating ethical conduct” and “demonstrating integrity” $\geq 3.5/5$
5. Graduate Exit Survey for “demonstrating ethical conduct” and “demonstrating integrity” $\geq 3.5/5$

Success of Measure 1 for Goal 3:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average score on the Clinical Year Summative Evaluation – OSCE for Integrity Components	N/A	N/A	N/A	N/A	N/A
Average score on the Clinical Year Summative Evaluation – Critical Thinking and Short Answer Exam for Ethical Conduct Components	N/A	N/A	N/A	N/A	N/A
<i>Ethical Conduct Items</i>					
Preceptor Evaluation of Student Performance	N/A	N/A	N/A	N/A	N/A
Faculty Evaluation of the Curriculum	4.4	4.4	4.9	4.5	4.5
Graduate Exit Survey	4.2	4.0	4.2	4.0	3.9
<i>Integrity Items</i>					
Preceptor Evaluation of Student Performance	N/A	N/A	N/A	N/A	N/A
Faculty Evaluation of the Curriculum	N/A	N/A	N/A	N/A	4.6
Graduate Exit Survey	N/A	N/A	N/A	N/A	4.2

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation components will be provided beginning with Cohort 2026. “Ethical Conduct” and “Integrity” items were added to preceptor evaluations beginning with Cohort 2027. “Integrity” was added to faculty and student evaluations beginning with Cohort 2025.*

ii. Service (patient and community needs):

1. Average score on the Clinical Year Summative Evaluation – Written Reflection for service component $\geq 70\%$
2. Average number of underserved patients seen by each cohort (logged in Typhon) ≥ 300 visits per student
3. Calculated average of student submitted community service hours ≥ 28 hours per student
4. Faculty Evaluation of the Curriculum for “community service experiences” and “the program fostered a commitment to service in healthcare” $\geq 3.5/5$
5. Graduate Exit Survey for “community service experiences” and “the program fostered a commitment to service in healthcare” $\geq 3.5/5$

Success of Measure 2 for Goal 3:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average score on the Clinical Year Summative Evaluation – Written Reflection for Service Components	N/A	N/A	N/A	N/A	N/A
Average number of underserved patients per cohort	273	517	503	921	978
Average community service hours per student	12	14	13	14	13
Community Service Experiences					
Faculty Evaluation of the Curriculum	4.3	4.1	4.4	3.9	4.1
Graduate Exit Survey	3.8	3.9	4.1	3.9	4.0
Commitment to Healthcare					
Faculty Evaluation of the Curriculum	N/A	N/A	N/A	N/A	N/A
Graduate Exit Survey	N/A	N/A	N/A	N/A	N/A

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation will be provided beginning with Cohort 2026. Benchmark for community service hours was increased in 2026 from ≥ 10 hours per student to ≥ 28 hours per student. The survey item, “fostering a commitment to healthcare,” was added to faculty and student surveys beginning with Cohort 2026.*

iii. Joy (professional development, resilience, engagement):

1. Professional development:
 - a. Average score on the Clinical Year Summative Evaluation – Written Reflection for professional development components $\geq 70\%$
 - b. Average class participation in professional organizations $\geq 70\%$
 - c. Average class attendance at a professional conference $\geq 70\%$
2. Resilience:
 - a. Average score on the Clinical Year Summative Evaluation – Written Reflection for resilience components $\geq 70\%$
 - b. Preceptor Evaluation of Student Performance for “resilience” $\geq 3.5/5$
 - c. Faculty Evaluation of the Curriculum for “resilience” $\geq 3.5/5$
 - d. Graduate Exit Survey for “resilience” $\geq 3.5/5$
3. Engagement:
 - a. Faculty Evaluation of the Curriculum for “the program prepared students to find meaning and purpose in patient care” $\geq 3.5/5$
 - b. Graduate Exit Survey for “my education prepared me to find meaning and purpose in patient care” and “my work as a PA student is professionally fulfilling” $\geq 3.5/5$

Success of Measure 3 for Goal 3:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Professional Development					
Average score on the Clinical Year Summative Evaluation – Written Reflection for Professional Development Components	N/A	N/A	N/A	N/A	N/A
Average class participation in professional organizations	N/A	N/A	48%	36%	52%
Average class attendance at a professional conference	N/A	N/A	94%	100%	33%
Resilience					
Average score on the Clinical Year Summative Evaluation – Written Reflection for Resilience Components	N/A	N/A	N/A	N/A	N/A
Preceptor Evaluation of Student Performance	N/A	N/A	N/A	N/A	N/A
Faculty Evaluation of the Curriculum	N/A	N/A	N/A	N/A	N/A
Graduate Exit Survey	N/A	N/A	N/A	N/A	N/A
Engagement					
Faculty Evaluation of the Curriculum – Meaning and Purpose in Patient Care	N/A	N/A	N/A	N/A	N/A
Graduate Exit Survey – Meaning and Purpose in Patient Care	N/A	N/A	N/A	N/A	N/A
Graduate Exit Survey – Work is Professionally Fulfilling	N/A	N/A	N/A	N/A	N/A

*Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation will be provided beginning with Cohort 2026. Class participation in professional organizations (e.g., SAAAPA) was not tracked until Cohort 2023. Class attendance at a professional conference was not recorded until Cohort 2023. Survey items for “resilience,” “meaning and purpose in patient care,” and “work is professionally fulfilling” were added to their respective surveys beginning with Cohort 2026.

GOAL 4

Graduates will collaborate effectively with **interprofessional healthcare teams**.

a. Alignment: Professional excellence

b. Definitions:

- i. Interprofessional teams: Practice involving individuals from different health care professions working together to provide patient-centered care in a collaborative manner.

c. Measure & Benchmark:

i. Interprofessional healthcare teams

1. Average score on the Clinical Year Summative Evaluation – OSCE for interprofessional healthcare team collaboration component $\geq 70\%$
2. Preceptor Evaluation of Student Performance for “interprofessional team care” $\geq 3.5/5$
3. Faculty Evaluation of the Curriculum for “collaborate with interprofessional, patient-centered teams” $\geq 3.5/5$
4. Graduate Exit Survey for “collaborate with interprofessional, patient-centered teams” $\geq 3.5/5$

Success of Measure 1 for Goal 4:

Criteria	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024	Cohort 2025
Average score on the Clinical Year Summative Evaluation – OSCE for Interprofessional Healthcare Team Collaboration Components	N/A	N/A	N/A	N/A	N/A
<i>Interprofessional Team Care</i>					
Preceptor Evaluation of Student Performance	4.6	4.7	4.6	4.6	4.7
Faculty Evaluation of the Curriculum	4.0	4.0	4.6	4.0	4.8
Graduate Exit Survey	4.2	4.3	4.3	3.8	4.3

**Goal was established in 2026 along with a revision of the Clinical Year Summative Evaluation. Data for the Clinical Year Summative Evaluation will be provided beginning with Cohort 2026.*