The assessment of student learning at Butler University is designed to improve teaching and learning in academic departments and programs. The institution requires that academic departments and programs set student learning outcomes for majors, assess these goals, and use assessment findings to improve its programs. An annual review of student learning outcomes is also expected of every department and program, based on internally devised and conducted metrics as well as disciplinary or interdisciplinary expectations. This strategy ensures that academic assessment resides at the unit level, that faculty play a key role in shaping student learning outcomes and assessment methods, and that the learning inherent to assessing these outcomes enables faculty to improve the curriculum and instruction. Academic departments need not assess all student learning outcomes every year. It is suggested that they assess one-third of the student learning outcomes annually, so that all student learning outcomes are assessed in a three year period.

College/Department/Program:
COPHS/Health Sciences Department/Physician Assistant Program

Authors: (Please list everyone involved in your annual assessment review of student learning outcomes [SLOs])
- Don Frosch, MS, PA-C, Associate Professor and Assessment Coordinator for the Health Sciences Dept.
- Mike Roscoe, PhD, PA-C. Assoc. Professor and Dean of Interprofessional Studies, Dept. Chair of Health Sciences, and PA Program Director
- Other members of the PA Assessment Committee: John Lucich, MD; Larry Lynn, MD; and Jennifer Synder, MPAS, PA-C

Table of Departmental/Program SLOs: Start by listing the mission statement of your department/program. List the SLOs for your department/program. Directly below summarize any changes you made to this table from the previous year. Appendix A includes definitions for terms used in this table.

Mission Statement:
To develop citizens with the knowledge, skills, attitudes and commitment necessary to enter the practice of medicine as physician assistants and assume responsibility, with physician supervision, for the primary health care needs of their patients.
For each SLO, list two methodologies and the criteria for successful performance (such as a measurement, rubric or scale that indicates a baseline for competency).

<table>
<thead>
<tr>
<th>Student Learning Outcome (SLO)</th>
<th>Methodologies (Direct &amp; Indirect)</th>
<th>Criteria for Success</th>
<th>Term Assessed (F12 or S13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of knowledge to patient care.</td>
<td>1.1 PA3 student performance on rotation-specific examinations (Direct)</td>
<td>1.1 90% of higher pass rate (defined as a score of &gt;70%) on each exam for first-time takers</td>
<td>2012-2013 academic year</td>
</tr>
<tr>
<td></td>
<td>1.2 PA3 student performance on end-PA3-year PACKRAT exam subsets (Direct)</td>
<td>1.2 Class mean exam score at or above the national average in each exam subset</td>
<td></td>
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<tr>
<td></td>
<td>1.3 PA3 student performance at relevant stations of the PA program’s Summative Exam (Direct)</td>
<td>1.3 Exam stations passed by 90% or more students for first-time takers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)</td>
<td>1.4 Mean Likert ratings &gt;3.5 out of 5.0 for each item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Most recent graduating class’s pass rate % on the PA National Certifying Exam (PANCE) (Direct)</td>
<td>1.5 90% or higher exam pass rate for first-time takers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.6 Most recent graduating class’s performance on PANCE with content area scores for 13 organ system and 7 tasks (Direct)</td>
<td>1.6 Class mean at or above the national average for all content area scores</td>
<td></td>
</tr>
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| 2. Students will be able to assess, evaluate, and improve patient care practices. | 2.1 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)  
2.2 PA3 student performance on relevant questions on the PA program’s Summative Exam (Direct) | 2.1 Mean Likert ratings >3.5 out of 5.0 for each item  
2.2 Items answered correctly by 90% or more students on the first attempt | 2012-2013 academic year |
| 3 Students will be able to interpret and respond to the larger system of healthcare to provide patient care that is of optimal value. | 3.1 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)  
3.2 PA3 student performance on relevant questions on the PA program’s Summative Exam (Direct)  
3.3 PA3 student performance on Exam #1 in AP525 (Issues & Prof. Practice-2) (Direct) | 3.1 Mean Likert ratings >3.5 out of 5.0 for each item  
3.2 Items answered correctly by 90% or more students on the first attempt  
3.3 90% or higher class pass rate for first time takers on this exam | 2012-2013 academic year |
| 4 Students will be able to use investigatory and analytic thinking approaches to clinical situations. | 4.1 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)  
4.2 PA3 student performance on relevant questions on the PA program’s Summative Exam (Direct)  
4.3 Preceptor evaluations of PA3 students on relevant items on Preceptor Evaluations (Direct) | 4.1 Mean Likert ratings >3.5 out of 5.0 for each item  
4.2 Items answered correctly by 90% or more students on the first attempt  
4.3 Mean class rating of ≥3.5 out of 5.0 for each item | 2012-2013 academic year |
| 5 Students will be able to display interpersonal and communication skills that result in effective information exchange with patients, patients’ families, physicians, professional associates, and the healthcare system. | 5.1 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)  
5.2 PA3 student performance on relevant questions on the PA program’s Summative Exam (Direct)  
5.3 Preceptor evaluations of PA3 students on relevant items on Preceptor Evaluations (Direct) | 5.1 Mean Likert ratings >3.5 out of 5.0 for each item  
5.2 Items answered correctly by 90% or more students on the first attempt  
5.3 Mean class rating of ≥3.5 out of 5.0 for each item | 2012-2013 academic year |
| 6 Students will be able to show care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. | 6.1 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)  
6.2 PA3 student performance on relevant questions on the PA program’s Summative Exam (Direct)  
6.3 Preceptor evaluations of PA3 students on relevant items on Preceptor Evaluations (Direct) | 6.1 Mean Likert ratings >3.5 out of 5.0 for each item  
6.2 Items answered correctly by 90% or more students on the first attempt  
6.3 Mean class rating of ≥3.5 out of 5.0 for each item | 2012-2013 academic year |
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| 7 Students will be able to display a high level of responsibility and sensitivity to a diverse patient population. | 7.1 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)  
7.2 PA3 student performance on relevant questions on the PA program’s Summative Exam (Direct)  
7.3 PA1 class performance on Exam #1 in AP313 (Social & Behavioral Medicine) (Direct) | 7.1 Mean Likert ratings >3.5 out of 5.0 for each item  
7.2 Items answered correctly by 90% or more students on the first attempt  
7.3 90% or higher exam pass rate for first-time takers | 2012-2013 academic year |
| 8 Students will be able to conform to high standards of ethical practice and to legal/regulatory requirements. | 8.1 Professionalism violations cited by the COPHS Academic & Prof. Affairs Committee (Direct)  
8.2 PA3 student responses to relevant items on the end-PA3-year Exit Survey (Indirect)  
8.3 PA3 student performance on relevant items on the PA program’s Summative Exam (Direct)  
8.4 Preceptor evaluations of PA3 students on relevant items on Preceptor Evaluations (Direct) | 8.1 No professionalism violations committed by PA1, PA2, or PA3 students  
8.2 Mean Likert ratings >3.5 out of 5.0 for each item  
8.3 Items answered correctly by 90% or more students on the first attempt  
8.4 Mean class rating of ≥3.5 out of 5.0 for each item | 2012-2013 academic year |