

1. The second program goal is mapped to the following program-defined competency domains: Professionalism (PLO #1, PLO #2, PLO #3, PLO #4)
2. The second program goal is mapped to the following program competency assessments:
  - Clinical Problem-Solving Sessions I-III (PAS 542-544) course grade (Class 2020-2022)/ faculty evaluation rubrics (beginning with Class of 2023)
  - Participation in PA week and submission of personal reflection in PA Professional Issues II (PAS 554)
  - Clinical Applications I-IV Lab (PAS 561-564) practicum rubrics (Class 2020-2022)/ Professionalism section of Standardized Patient rubrics (beginning with Class of 2023)
  - Evidence-Based Medicine I-III (PAS 582-584) course grade (Class 2020-2022)/faculty evaluation rubrics (starting with Class of 2023)
  - Preceptor Evaluation of the Students (Class 2020-2022)/ Professionalism section of Preceptor Evaluation of Students (beginning with Class of 2023)
  - Clinical Year Assignment: Service in Leadership and Advocating for the Profession
  - Clinical Summative rubric (Class 2020-2022)/ Problem-Based Practicum Standardized Patient Clinical Summative rubric (beginning with Class of 2022)
  - Disclosure of Medical Error Standardized Patient Scenario rubric (beginning with Class of 2023)
  - Professionalism section of Final PAS Competency Self-Evaluation Survey (beginning with Class of 2022)
  - Exit survey response to membership in a professional PA organization (i.e., RPC, MAPA, AAPA)
  - Exit survey response to leadership in a professional PA organization (i.e., RPC, MAPA, AAPA)
3. Student performance in program-defined competency assessments is triangulated with data from the following sources to determine the program's efficacy in meeting the second program goal:
  - Quantitative and qualitative feedback from students' self-assessment of competency attainment
  - Alumni feedback on the Alumni Survey regarding the alum's perception of their overall preparation for clinical practice
  - Faculty feedback on the Faculty and Staff Survey regarding the faculty's perception of the sufficiency of the program curriculum and the curriculum's consistency with the program mission, goals, and competencies
  - Supervised clinical practice experience preceptor feedback on student's competency attainment