



South College Orlando Physician Assistant Program

Success in Meeting Program Goals

Success of the South College Orlando Physician Assistant Studies Program in Achieving its Goals

The South College Master of Health Science Physician Assistant Program is in Orlando, FL. The first cohort of students that will matriculate is the class of 2027, beginning their course of study in the Fall quarter of 2025. The program will update this sheet on at least an annual basis as cohort data becomes available.

The South College Physician Assistant (PA) program has 6 primary goals, designed to achieve our mission and vision of educating the next generation of highly qualified physician assistants.

Goal 1: Select highly qualified applicants for admission into the program.

The South College Orlando PA Program is dedicated to recruiting and selecting applicants who demonstrate strong academic ability, healthcare experience, and the personal attributes necessary for success in PA education and clinical practice. Admissions data—including cumulative and science GPAs, patient care hours, and program graduation rates—are benchmarked against national averages published by the PAEA. The admissions process utilizes holistic review to assess academic preparation, interpersonal skills, and alignment with the program's mission. As student data becomes available, success in achieving this goal will be demonstrated by metrics that fall within or exceed one standard deviation of national benchmarks and by high graduation rates reflective of a well-prepared cohort.

| Goal Areas | National Average* | Cohort Graduation Year | | | | | 5-Year Mean | Std Dev |
|---------------------------------------|-------------------|------------------------|------|------|------|------|-------------|---------|
| | | 2027 | 2028 | 2029 | 2030 | 2031 | | |
| Cohort mean undergraduate GPA | 3.6 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Cohort mean undergraduate science GPA | 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Patient Care Experience (hours) | 3,235 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| PA Program Graduation Rate | 94.20% | TBD | TBD | TBD | TBD | TBD | TBD | TBD |

*Averages for PA students nationally (Physician Assistant Education Association, By the Numbers: Program Report 36: Data from the 2021 Program Survey, Washington, DC: PAEA; 2024). TBD – to be determined. Students in the entering class of 2025 will graduate in December 2027. The South College benchmark is to be comparable to national averages (within 1 standard deviation or better).



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QUALITATIVE DATA:

Class 2027: TBD

ANALYSIS & CONCLUSIONS:

Class 2027: TBD

ACTION PLAN:

Class 2027: TBD

Goal 2: Provide an educational curriculum that prepares students for evidence-based clinical decision-making.

The South College Orlando PA Program is committed to fostering clinical reasoning grounded in evidence-based medicine. The curriculum includes a structured Evidence-Based Medicine course, integration of current literature into didactic instruction, and assessments that promote critical thinking. Students will apply EBM principles during their clinical year and are evaluated through multiple sources, including PACKRAT performance, clinical preceptor assessments, and didactic summative outcomes. Survey tools administered at the end of both didactic and clinical phases measure student perceptions of preparation in this domain.

Success in achieving this goal will be determined through multiple direct and indirect measures. These include student performance in the dedicated Evidence-Based Medicine course (target final grade $\geq 80\%$), PACKRAT I cohort scores exceeding the national mean, and final grades in the didactic summative review course. Additionally, student self-assessments through the End of Didactic Phase Survey and Graduate Exit Survey must average above 3.5 on a 5-point Likert scale. Clinical preceptor evaluations will also be used to assess students' ability to apply evidence-based practices in real-world settings, with a benchmark mean score above 3.5.



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| Goal Areas | Benchmark | Cohort Graduation Year | | | | | 5-Year Mean | Std Dev |
|---|------------------------|------------------------|------|------|------|------|-------------|---------|
| | | 2027 | 2028 | 2029 | 2030 | 2031 | | |
| Student End of Didactic Phase Survey: The curriculum effectively prepares students for clinical practice through promotion of lifelong learning skills and evidence-based medicine skills. | Cohort Mean ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Student Graduate Exit Survey: South College Orlando's PA program provides an educational curriculum that promotes lifelong learning and evidence-based practice. | Cohort Mean ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| PAS 5351 Evidence-Based Medicine (final grade, cohort mean) | $\geq 80\%$ (B) | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Clinical Preceptor Evaluation of Student: (SCPE 1, cohort mean) General Student Performance Assessment - Evidence-Based Practice | Cohort Mean ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| PACKRAT I Score (cohort mean) | \geq Nat Avg | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Didactic Summative Review Course (final grade, cohort mean) | $\geq 80\%$ (B) | TBD | TBD | TBD | TBD | TBD | TBD | TBD |

QUALITATIVE DATA:

Class 2027: TBD

ANALYSIS & CONCLUSIONS:

Class 2027: TBD



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ACTION PLAN:

Class 2027: TBD

Goal 3: Prepare students to pass the Physician Assistant National Certifying Exam (PANCE) at a rate at or above the national average.

The Orlando PA Program curriculum is intentionally designed to prepare students for first-time success on the PANCE. Beginning with foundational didactic coursework and continuing through structured end-of-rotation (EOR) reviews and a final summative assessment, students are supported in their development of testable medical knowledge, clinical reasoning, and practical skills. The program incorporates regular formative assessments, PACKRAT examinations, and a board-style review course to monitor progress.

This goal will be measured by comparing each graduating cohort's PANCE performance to national averages reported by the NCCPA. Success is defined as meeting or exceeding the national mean in first-time pass rate, all-takers pass rate, and overall mean score. Additionally, student performance will be analyzed by content areas and task domains to ensure comprehensive preparation across the breadth of tested competencies.

| Goal Areas | Benchmark | Cohort Graduation Year | | | | | | | | | | 5Y Mean | | Std Dev | |
|---------------------------|-----------|------------------------|----------|--------|----------|--------|----------|--------|----------|--------|----------|---------|---------|---------|---------|
| | | 2027 | | 2028 | | 2029 | | 2030 | | 2031 | | | | | |
| | | Cohort | National | Cohort | National | Cohort | National | Cohort | National | Cohort | National | Cohort | Nationa | Cohort | Nationa |
| Pass Rate (first attempt) | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Pass Rate (all takers) | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Mean Score | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| ORGAN SYSTEMS | | | | | | | | | | | | | | | |
| Cardiovascular System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |



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|--|----------|--|--|--|--|--|--|--|--|--|--|-----|-----|-----|-----|
| Dermatologic System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Endocrine System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Eyes, Ears, Nose, and Throat | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Gastrointestinal System/Nutrition | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Genitourinary System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Hematologic System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Infectious Diseases | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Musculoskeletal System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Neurologic System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Psychiatry/Behavioral Science | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Pulmonary System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Renal System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Reproductive System | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Professional Practice* | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| TASK AREAS | | | | | | | | | | | | | | | |
| History Taking and Performing Physical Examination | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Using Diagnostic and Laboratory Studies | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Formulating Most Likely Diagnosis | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Managing Patients | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Health Maintenance, Patient Education, and Preventive Measures | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Clinical Intervention | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Pharmaceutical Therapeutics | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |
| Applying Basic Scientific Concepts | ≥Nat Avg | | | | | | | | | | | TBD | TBD | TBD | TBD |



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|------------------------------------|----------|--|--|--|--|--|--|--|--|--|--|--|-----|-----|-----|-----|
| Professional Practice* | ≥Nat Avg | | | | | | | | | | | | TBD | TBD | TBD | TBD |
| QUALITATIVE DATA: | | | | | | | | | | | | | | | | |
| Class 2027: TBD | | | | | | | | | | | | | | | | |
| ANALYSIS & CONCLUSIONS: | | | | | | | | | | | | | | | | |
| Class 2027: TBD | | | | | | | | | | | | | | | | |
| ACTION PLAN: | | | | | | | | | | | | | | | | |
| Class 2027: TBD | | | | | | | | | | | | | | | | |

Goal 4: Prepare students to practice patient-centered care.

The South College Orlando PA Program emphasizes a patient-centered approach in both instruction and assessment. From their first quarter, students are trained to recognize the individual values, needs, and preferences of patients while learning to communicate effectively and empathetically. Instructional objectives throughout the curriculum align with principles of shared decision-making and respect for patient autonomy. Clinical preceptors evaluate these competencies during supervised clinical practice experiences. Survey responses and performance evaluations will provide evidence that students are well-prepared to deliver care that is compassionate, respectful, and responsive to diverse patient populations.

Achievement of this goal will be evaluated through student feedback and clinical performance measures. End of Didactic Phase and Graduate Exit Surveys must yield mean scores above 3.5, indicating student confidence in their ability to deliver patient-centered care. Preceptor evaluations during clinical rotations further assess student demonstration of patient-centered skills, with success defined by a mean score exceeding 3.5 on relevant performance domains.

| Goal Areas | Benchmark | Cohort Graduation Year | 5-Year Mean | Std Dev |
|------------|-----------|------------------------|-------------|---------|
|------------|-----------|------------------------|-------------|---------|



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| | | 2027 | 2028 | 2029 | 2030 | 2031 | | |
|---|------------------|------|------|------|------|------|-----|-----|
| Goal 4: Prepare students to practice patient-centered care. | | | | | | | | |
| Student End of Didactic Phase Survey: The curriculum effectively prepares students to practice patient-centered care. | Cohort Mean ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Student Graduate Exit Survey: South College Orlando's PA program adequately prepared me to practice patient-centered care. | Cohort Mean ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Clinical Preceptor Evaluation of Student: (SCPE 1, cohort mean) General Student Performance Assessment - Patient-Centered Care | Cohort Mean ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| QUALITATIVE DATA: | | | | | | | | |
| Class 2027: TBD | | | | | | | | |
| ANALYSIS & CONCLUSIONS: | | | | | | | | |
| Class 2027: TBD | | | | | | | | |
| ACTION PLAN: | | | | | | | | |
| Class 2027: TBD | | | | | | | | |

Goal 5: Ensure that graduates possess the technical skills needed to practice medicine.

Mastery of clinical and technical skills is a foundational element of the Orlando PA Program. Through skills labs, simulation, and hands-on experiences embedded throughout the didactic phase and reinforced during clinical rotations, students are taught to perform and interpret essential procedures and diagnostics. Clinical preceptor evaluations across multiple disciplines—including Family Medicine, Internal



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Medicine, Emergency Medicine, Surgery, and more—are used to assess proficiency. Summative skills assessments further ensure students are competent in clinical procedures prior to graduation.

This goal will be assessed through a combination of didactic and clinical evaluations. Key benchmarks include a final grade $\geq 80\%$ in the Clinical Summative Skills Assessment, survey responses averaging >3.5 on student self-assessments, and preceptor evaluations of technical and clinical skills across core rotations. Specific skill domains such as EKG interpretation, wound management, suturing, and physical exam techniques will be evaluated in discipline-specific contexts, with all targeted skill assessments requiring a cohort mean of >3.5 for success.

| Goal Areas | Benchmark (Cohort Mean) | Cohort Graduation Year | | | | | 5-Year Mean | Std Dev |
|---|----------------------------|------------------------|------|------|------|------|-------------|---------|
| | | 2027 | 2028 | 2029 | 2030 | 2031 | | |
| Student End of Didactic Phase Survey: The curriculum effectively prepares students with the technical skills needed to practice medicine. | ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Student Graduate Exit Survey: South College Orlando's PA program adequately prepared me with the technical skills needed to practice medicine. | ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Clinical Summative Review: Skills Assessment (final grade, cohort mean) | $\geq 80\%$ (B) | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Clinical Preceptor Evaluation of Student: Clinical and Technical Skills (SCPE 1, cohort mean) | | | | | | | | |
| Family Medicine: | | | | | | | | |
| Interpretation of EKG (C) | ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Interpretation of lab results (C) | ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Interpretation of vital signs (C) | ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Internal Medicine: | | | | | | | | |
| Interpretation of EKG (C) | ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Interpretation of lab results (C) | ≥ 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |



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|--|------|-----|-----|-----|-----|-----|-----|-----|
| Interpretation of vital signs (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Emergency Medicine: | | | | | | | | |
| Interpretation of EKG (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Interpretation of radiologic studies (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Wound closure (suture, staple, and skin adhesive) (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Wound management (wound irrigation, wound packing) (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Incision and drainage (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Interpretation of vital signs (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Behavioral Medicine: | | | | | | | | |
| Risk assessment for suicide, self-harm, and violence (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Perform a mental status exam (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Interpret mental health screening tools (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Pediatrics: | | | | | | | | |
| Recognize normal vs abnormal growth patterns (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Calculate pediatric medication dosage (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Interpretation of vital signs (C) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Women's Health: | | | | | | | | |
| Perform a pelvic examination (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Perform a breast examination (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Fundal height measurement (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Surgery: | | | | | | | | |
| Surgical wound closure (staple, suture, and skin adhesive) and knot tying techniques (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Aseptic technique and sterile field maintenance (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |



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|--|------|-----|-----|-----|-----|-----|-----|-----|
| Post-operative dressing application and management (T) | ≥3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
|--|------|-----|-----|-----|-----|-----|-----|-----|

Key: C = Clinical Skill, T = Technical Skill

| | |
|------------------------------------|--|
| QUALITATIVE DATA: | |
| Class 2027: TBD | |
| ANALYSIS & CONCLUSIONS: | |
| Class 2027: TBD | |
| ACTION PLAN: | |
| Class 2027: TBD | |

Goal 6: Provide a curriculum that fosters interprofessional education and team-based health care.

Interprofessional collaboration is a core tenet of modern health care, and the Orlando PA Program prepares students to contribute effectively to team-based care. Throughout the curriculum, students engage in interprofessional learning activities, case-based discussions, and simulation scenarios involving health professionals from other disciplines. Clinical preceptors assess the student's ability to function within a health care team during rotations. Faculty and staff surveys further support evaluation of this goal. Program success will be reflected in high ratings of teamwork competence and student confidence in working collaboratively with other providers to deliver patient-centered care.

Success in meeting this goal will be measured through student and faculty perceptions as well as clinical assessments. A mean score above 3.5 on student End of Didactic and Graduate Exit Surveys, as well as faculty/staff surveys, will indicate adequate preparation in interprofessional collaboration. Additionally, clinical preceptors will evaluate student performance in team-based care environments, with benchmarks met when the cohort average for interprofessional teamwork exceeds 3.5.

| | | | | |
|--|--|------------------------|-------------|---------|
| | | Cohort Graduation Year | 5-Year Mean | Std Dev |
|--|--|------------------------|-------------|---------|



Success in Meeting Program Goals

| Goal Areas | Benchmark | 2027 | 2028 | 2029 | 2030 | 2031 | | |
|---|-----------|------|------|------|------|------|-----|-----|
| Student End of Didactic Phase Survey: The curriculum fosters interprofessional education and team-based health care. | 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Student Graduate Exit Survey: South College Orlando's PA program adequately prepared me to practice interprofessional team-based healthcare. | 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Faculty and Staff Annual Survey: Our students are well prepared for the following areas addressed in the curriculum: d) Interprofessional practice with providers from a variety of disciplines. | 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |
| Clinical Preceptor Evaluation of Student: (SCPE 1, cohort mean) General Student Performance Assessment - Interprofessional Teamwork | 3.5 | TBD | TBD | TBD | TBD | TBD | TBD | TBD |

QUALITATIVE DATA:

Class 2027: TBD

ANALYSIS & CONCLUSIONS:

Class 2027: TBD

ACTION PLAN:

Class 2027: TBD