

Basic Program Information

Department Name:

Primary Care Associate Program

Division Name:

Biological and Health Science

Program Mission(s):

To educate physician assistants for practice in primary care and in medically underserved communities in California
 To increase the enrollment and deployment of underrepresented minorities

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Lucinda Hirahoka	Primary Care Associate Program	Program Director
Valerie Berry	Primary Care Associate Program	Medical Director

Total number of Full Time Faculty:	7
Total number of Part Time Faculty:	6

Please list all existing Classified positions:

Director Admissions
 Director Student Affairs
 Coordinator Admissions and Finance
 Data Manager
 Preceptor Coordinator
 Program Scheduler
 Finance Manager

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
<i>Primary Care Associate Program</i>	yes	Yes	

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

1-Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
<i>A.S. Degree</i>	5		3	
Certificate of Achievement	42	42	36	-14%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				
None				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any

N/A

supporting data.

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	616	980	1156	18%
Productivity (College Goal 2013-14: 535)	Not listed on Data sheet	Not listed on Data sheet	Not listed on Data sheet	
Success	597/97%	943/97%	1122/98%	1%
Full-time FTEF	Not listed on Data sheet	Not listed on Data sheet	Not listed on Data sheet	
Part-time FTEF	Not listed on Data sheet	Not listed on Data sheet	Not listed on Data sheet	

- 1- The programs enrollment data for 2012-13 shows that the percentages of distribution based on ethnicity has been consistent in the last 2 years.
- 2- The 2012-13 data shows a rate of female (63%) versus males (37%) students, but there is a slight decreased in the number of females and an increased in the number of males compared to the 2011-12 data female (72%) males (28%).
- 3- The mean age for the program is around 35 years old which is reflected in the program's review data.
- 4- The data shows a higher number of students entering the program with a BS/BA degree (73%) compared to last year (63%). The trend in the last two years shows a difference of a 10% increase. The students that hold a BS/BA degree have the option to start a master degree program and receive their master degree at the completion of the program. The trend on PA education is to hold a master degree as an entry level into the profession.

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to State Chancellor's Office
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
x	Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

N/A

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The enrollment data shows that for the 2012-13 period shows an increase of 18% compared to the 2011-12 period. The increase in enrollment reflects the growth of the profession and the high demand of Physician Assistants in the job market. The program extended the curriculum from 16 months to 21 months in Summer 2011.

- e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

- f. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The PCA program productivity data provided by Foothill program review data is hard to analyze because it shows #INF for the last three years. The PCA course success data for the last three years has been consistently 97% to 98% which indicates that the students are successfully accomplishing the program's educational goals.

- g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

The enrollment trends overall have been increasing in the last three years. This is a reflection of the increase in length of the program from 16 to 21 months. The program didn't cancel any courses due to low enrollment. The courses are sequential and offered once per entering class.

- h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All courses were reviewed for Title 5 Fall 2011.
The program director works directly with the Curriculum Office to get the required guidelines before implementing any curriculum change
The program did a comprehensive review of the curriculum in the spring 2010. This purpose of the review was to implement the change from a 16 month to a 21 month curriculum. The program is continuously evaluating the curriculum and this fall 2013 the curriculum was revised and updates were created. The updates included the creation of new courses and updating content in other courses

Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with

The program director and faculty attend the annual national Physician Assistant Educators meetings to learn about changes and direction in PA education. The program revised and updated course content this year to reflect additional changes in the curriculum. The changes will become effective summer 2014.

the most recent developments in your discipline?

- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The program's curriculum includes a Community Health Project. Each student is required to complete this project during their clinical year. Through the project the student identifies a community health need and develops an intervention to address it. The project has provided a wonderful opportunity for students to apply public health principles as well as population health guidelines to help improving the health of the community. There is limited number of computer rooms available at the Stanford campus. Within the last year the program has been using the computer lab at Foothill main campus for testing. This opportunity has helped the program tremendously. The curriculum was revised and updated this fall 2013 to reflect changes in PA education

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

The overall program's success rate is 98%.
The success rate for targeted groups is 96% versus not target groups 98%. There is not much variability between the two groups.
The program is very proud of the level of instruction provided to the students during the length of the program.

b. Institutional Standard for Retention: 50%

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

The program has developed methods to identify and address academic needs of students early in the first two quarters to prepare them for success in the program.
The attrition rate for the period 2012-13 is around 2% based on academic dismissal. One student left in the summer 2012 due to personal reason but will come back next year.
The 2012-13 data shows a non course success of 4% for targeted groups versus 2% in the not targeted group. The program identifies areas of educational need early in the first quarter and provides advice and tutoring as needed.

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of PCA students awarded the AS degrees has been low because the students were not requesting the degree after graduating from the program.
The program will request completion of AS degree request form at the time of graduation to increase this number
All program graduates have the required coursework to receive their AS degree
The program has a high rate of students that hold a BS at the start of the program 63% 2011-12 and 73% 2012-13.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The number of students who received a certificate completion had maintain steadily (42) for the 2010 -11 and 2011-2012. The number decreased 2012-13 to 36 reflecting the number of graduates for that year.

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

N/A

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

N/A

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

N/A

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

N/A

- d. Please analyze and discuss Articulation data regarding this program.**

N/A

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

According to the Primary Care Associate Program report for greater Santa Clara and San Mateo counties the number of jobs for PAs in 2012 was 534. The Bureau of labor and Statistics (BLS) expects the total number to increase by 7.7% over the next three years. The PA program is the only program located in the peninsula and most of the graduates have job offers as soon as they are graduating from the program.

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

The Primary Care Associate program is the only program in the San Mateo and Santa Clara counties that educates physician assistants to practice in primary care.

g. Discuss any job placement and/or salary data available for your students after graduation.

According to our 2013 survey results for job placement 100% of our graduates found a job within the first 6 months after graduation. The salary range for new graduates fluctuate between \$60,000 to \$140,000

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

The average salary data for San Mateo and Santa Clara counties for physician assistants shows an average hourly rate of \$50.51 with an expected growth of 7.7% by 2016. The data also shows that the median earning in Santa Clara County is \$50.28 compared to San Mateo County \$54.97

It is interesting because according to our survey data the new graduate salary fluctuates between 60K to 140K with an average of 100-112K which reflects the hourly rate of \$50 hourly rate

- i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

The program receives accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The last site visit was March 2012 and the program was awarded continued accreditation for seven years. The next review is scheduled for September 2019.

- j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The students complete a community health project to address health needs in their specific communities. This year we have twelve Community Health projects implemented.

Included are some of the projects and the community in which they were implemented:

- 1- Addressing Transportation as a barrier to care in eastern Rural Kern County
- 2- Diabetes Management in South Asians: Santa Clara County
- 3- The Human Daily Dozen-Improving health education: San Diego County
- 4- Reducing Obesity in the Underserved Population: Los Angeles County
- 5- Facing Anxiety: project CALM: Santa Barbara County
- 6- The Difference between Viral and Bacterial Upper Respiratory Infection: Los Angeles County
- 7- Exercise in the Older Adult
- 8- Learning to cope with Stress: Alameda County
- 9- Increasing Cervical Cancer Awareness: Humboldt County

- k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

The program uses various methods to measure outcomes. The national examination for physician assistant (PANCE) is one of the most important outcomes to measure program's success. The program aggregate PANCE rate for the class 2013 is 96% compared to the national which is 94%.

The program also includes graduate, alumni, and employer's survey to obtain feedback about curriculum effectiveness.

- m. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

The program director meets frequently with the chief of the Division of General Medical Disciplines to give updates and receive feedback on issues affecting the program.

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- b. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

The program is continuously reviewing and evaluating the curriculum. The curriculum committee completed the last review of the curriculum this fall 2013 and submitted a series of new course proposals and changes to current courses. The curriculum committee decided to add an additional Pharmacology course and Behavioral medicine course starting summer 2014.

- b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

The courses learning outcomes are directly related to the program's learning outcomes and the college mission. The course learning outcomes for all courses are set to educate physician assistant students to provide primary care and to serve underserved populations. The program's learning outcome is to increase the number of primary care providers in medically underserved communities, increase the enrollment and deployment of underrepresented minorities, and to respond to the needs of the community. The program review data on distribution by ethnicity for enrollment in 2012-2013 shows 22% Latino, 11% Asian, 2% African American, 3% Native American. The program has an outreach program that target potential applicants from Imperial, San Diego, Kern, Salinas, LA, and Humboldt counties. Program data for class 2011 and 2013 of students that are from the above target areas shows that 44.8% (13/29) work in Primary Care, 58.6% (17/29) worked in underserved sites, and 69% (20/29) worked in the target community.

The program review data on course success by targeted ethnic groups showed: 2010-2011 was 97%, 2011-2012 was 97%, and for 2012-2013 was 96%. The course success rate for the targeted ethnic groups is steady at above 95% but the program would like it to be close to 98%.

The college mission is to increase deployment of underrepresented minorities in areas of need. The program's outcomes show that the program is in line with the college mission.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

The program completed a total revision of its curriculum in 2010 and implemented the new 21 month program in the summer 2011. The first data to help us evaluate the effectiveness of this change was through the results of the national examination (PANCE). The aggregated PANCE rate for the first class was 96% which was above the national aggregate of 94%.

The program continues to review and update the curriculum and has updated and created new courses for the curriculum starting next summer 2014.

d. If your program has other outcomes assessments at the program level, comment on the findings.

The program surveyed the graduates from targeted areas to find out the number of them working in underserved sites and working with targeted communities. Data for 2011 and 2013 graduates from targeted areas showed 58.6% worked in underserved sites and 69% worked with targeted communities. The target communities are: Humboldt, Monterey/Salinas, Kern, Ventura/LA, San Diego, Imperial counties. The program is fulfilling its mission to recruit students and deploy PAs from targeted areas.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

The faculty has monthly meetings to review curriculum implementation and student's progress. The curriculum committee evaluates curriculum implementation, student's performance against program's student learning outcomes and proposes changes based on findings.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

Overall the program-level student learning outcomes have been met and have been able to consistently provide excellent physician assistants. The program is constantly evaluation its curriculum to improve it.

The program follows standards provided by the accrediting body as well as the blueprint from the Physician Assistant National Certifying Examination to guide the curriculum.

The curriculum has been revised to closely match the national mean on number of hours for didactic and clinical training. The curriculum has been updated to include Public Health principles, more Evidence Base Medicine content, increase the number of hours for Surgical, In-patient, Emergency, Mental Health, Women’s Health and Pediatric rotations.

g. What summative findings can be gathered from the Program Level Assessments?

The class of thirty six students who graduated March 2013 had an overall passing rate for the **didactic course** of 100%. Thirty four students (90%) received a test score higher than 75%. The rest of the students received a score between 70%-75%. The overall passing rate for the **clinic course** was 100%. Thirty six (100%) students received a grade higher than 70%. The target was met.

Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Continue to provide outreach in target areas to increase number of	Course success for targeted groups 2010-2011=97%	Increase the number of underrepresented minorities to be deploy in target areas	The number of underrepresented minorities that graduate from the

underrepresented minorities	2011-2012=97% 2012-2013=96%	of unmet need	program will increase and their course success will be 98% or higher
2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1- Prepare students to address community health issues and health disparities in the context of societal and economic systems	yes		All students of class 2013 completed a Community Health project to address health disparities
2- Create new mental and behavioral clinical training	yes		The program has secured fifty four mental health rotation slots with mental health clinics
3- Expose students to inter-professional experiences to improve health care team dynamics	yes		The students had opportunities to do clinical rotations with other PAs, NPs, and hospital teams. The PA and medical student participated in workshops

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1 Create an introduction to research course to include evidence base medicine	2014-2016	It will provide fund of knowledge essential to prepare the student for advanced degree option	Developed timeline to create syllabus Develop new course proposal document and present to curriculum committee by Fall 2014
2 Explore option to provide a master degree at the culmination of the program (this effort is mandated by the PA programs accrediting Body)	2014-2020	The student will have the academic credentials required by the PA accrediting body	Develop framework of how the program will be at the master level Develop time line of the proposed changes Create advisory committee to help direct the

			implementation of the degree project
3 Create additional hospital and outpatient specialty rotation	2014-2015	The student will enrich their clinical experience by adding specialty rotation and will increase their medical knowledge.	Develop a database of specialty rotation available at this time. Create timeframe to start new educational agreements Specialty rotations should be available by July 2015

Section 7: Program Resources and Support

Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

The PA program has an instructional agreement with Foothill College. The PA program receives from Foothill \$315,000 annually to implement the operations of the program. All instruction is provided by the PA program faculty and takes place at the Stanford University Medical School. The dollar amount of the instructional agreement has not been increased for the last 9 years, so I would like to request an increased for the next renew agreement due in 2015.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. There were no recommendations from the Dean	The program will continue to excel in educating PA students.

a. After reviewing the data, what would you like to highlight about your program?

The program continues to provide excellent PAs to work in primary care under the supervision of a physician. The program accreditation last site visit took place March 2012, and the program received 7 years of continued accreditation. The successful accreditation results indicated that the program's curriculum satisfied the national standards for PA education. The 2013 graduating class had a 97% aggregate passing rate for the national board. This indicates that the PA who graduates from the program has achieved the expected competencies of the PA professional.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The PCA program has an exceptional track record for high student success rates (>95%). This has been a consistent trend thru the last 3 years and is realized in targeted and non-targeted student populations. Thus, with regard to student equity, there is no disparity in student outcomes.

b. Areas of concern, if any:

None

c. Recommendations for improvement:

Continued outreach to attract more targeted student ethnicities is warranted.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The program faculty and director are to be commended for their attention to the student learning outcomes, and their connection to the profession.

e. Areas of concern, if any:

None.

f. Recommendations for improvement:

g. Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Primary Care Associate (PCA)

- Mission Statement:** The mission of the primary Care Associate program is:
- to educate physicia assistants for practice in primary care and in medically underserved communities in California
 - to increase the enrollment and deployment of underrepresented minorities
 - to respond to the needs of our communities and stakeholders, including Stanford medical center

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Primary Care Associate (PCA) - PCA 290 - ENRICHMENT COURSE DIDACTIC PRINCIPLES - A. medical knowledge - A.The student will be able to demonstrate mastery of knowledge of basic science principles pertinent to the practice of primary care medicine (Created By Department - Primary Care Associate (PCA))	Assessment Method: Quizzes, final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will achieve 75% grade in their final exam	12/12/2013 - 100% of students enrolled in this course achieve a grade higher than 75% in their final examination. Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: Target was met and students were able to demonstrate mastery of basic science principles.	
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 290 - ENRICHMENT COURSE DIDACTIC PRINCIPLES - A. medical knowledge_1 - B. The student will be able to apply appropriate critical thinking skills necessary for the practice of medicine (Created By Department - Primary Care Associate (PCA))	Assessment Method: Quizzes, final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will achieve 75% grade in their final exam		
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 291 - PRECEPTORSHIP ENRICHMENT COURSE - Clinical skills - A- The student will demonstrate all clinical skills and techniques previously experience and learned in primary care courses B- The student will be able to interpret information gathered from the patient assessment data and formulate a	Assessment Method: preceptor evaluation, final exam Assessment Method Type: Field Placement/Internship Target for Success: Students will obtained a rate higher than 3 in the preceptor evaluation form. 80% of the stduents will get 75% grade on their final exam		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>comprehensive treatment plan for each patient (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Preceptor evaluation, final exam</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: Students will received a ranking of 3 and above in their preceptor evaluation 80% of students will receive a 75% grade on their final exam</p>		
<p>Department - Primary Care Associate (PCA) - PCA 50 - ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM - health stream modules - A successful student will be able to access and complete the following health stream modules: HIPAA, safety, professional behavior, needs and rights of patients, and abuse reporting (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 04/01/2012</p> <p>End Date: 06/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: completion of portfolio</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students need to complete the portfolio in order to advance in the program</p>	<p>12/02/2013 - 100% of the students completed their portfolio on time</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>01/31/2012 - The portfolio is an important component of the student's progress in the program. The information is updated every year and the students use it to complete additional requirements during their clinical training. The completion of the portfolio requires the student to communicate with PCAP faculty regarding their portfolio requirements and show high level of professionalism in completing their portfolio.</p>
<p>Department - Primary Care Associate (PCA) - PCA 50 - ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM - health stream modules_1 - The student will provide the health screening documentation required by the program (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 04/01/2012</p> <p>End Date: 06/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: completion of portfolio</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 100% of students need to complete the portfolio in order to advance in the program</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 51A - BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE - cell structure - A successful student will be able to describe and explain the structure and function of a living cell. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/05/2012</p> <p>End Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly self assessment on line quizzes mid-term exam final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a grade of 75% or higher in the final test</p>	<p>12/02/2013 - At the end of the quarter 82% of students received a grade higher than 75%. This year we have one student that withdrew from this course before the quarter ended. Four out of 46 students needed additional instruction to succeed in this course</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: The Basic Science course includes concepts in Microbiology, cell physiology, molecular basis of biological processes including genetics and the immune response. The data shows that the students were able to learn the concepts taught in this course and will be able to apply them in the future courses, and meets the IL-GLO creative, critical, and analytical thinking.</p>	<p>11/29/2012 - Continue to use weekly self assessment assignments to help understand all the concepts taught in this course.</p> <hr/>
<p>Department - Primary Care Associate (PCA) - PCA 51A - BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE - B. Microorganisms - 1. The student will be able to identify the causative role of microorganisms in disease process 2. The student will be able to describe strategies for differentiating minor infection or illness from life-threatening infection (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 52A - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I - general systems survey - A</p>	<p>Assessment Method: self assessment quizzes, mid-term and final exam</p>	<p>12/02/2013 - At the end of Summer 2013 89% of students received a grade of 75%. The students were able to recognize normal and physiologic</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>successful student will be able to recognize manifestations of normal anatomic and physiologic principles of the systems of the human body (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2012</p> <p>End Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 75% grade of the final exam</p>	<p>principles of the systems of the human body</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Continue to use the anatomy/cadaver lab</p> <p>GE/IL-SLO Reflection: The success of this course helps fulfill the IL -GLO of communication, creative, critical, and analytical thinking.</p>	
<p>Department - Primary Care Associate (PCA) - PCA 52A - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I - B. Pathophysiology - 1. The student will be able to discuss the normal tissue response to infection or damage, with emphasis on immune response, inflammation and healing (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 52B - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II - Body response to disease - A successful student will be able to recognize, analyze and integrate understanding of the pathophysiologic mechanism in disorders that affect the systems of the human body. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/23/2013</p> <p>End Date: 12/13/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly self assessment quizzes, mid-term exam, and final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 75% on the final exam</p>	<p>12/13/2013 - 100% of the students receive a grade higher than 75% on their final exam</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: The students were able to recognize, analyze and integrate understanding of the pathophysiologic mechanism in disorders that affect the systems of the human body. The added teaching done by the Anatomy Instructor from the Stanford Anatomy laboratory has help the students understand concepts and integrate them better.</p> <p>GE/IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>The students were able to recognize, analyze and integrate understanding of the pathophysiologic mechanism in disorders that affect the systems of the human body. The added teaching done by the Anatomy Instructor from the Stanford Anatomy laboratory has help the students understand concepts and integrate them better. The success of this course meets the IL-GLO of creative, critical, and analytical thinking.</p>	
<p>Department - Primary Care Associate (PCA) - PCA 52B - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II - B. Gross anatomy - 1. The student will be able to correlate gross anatomy findings from cadaver with the physiology and pathophysiology related to diseases (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 53A - PHARMACOLOGY I - pharmacology principles - A successful student will be able to describe the principles of pharmacodynamics and pharmacokinetics. The student will be able to describe the basic mechanism of action of drugs (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2012 End Date: 09/30/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly self assessment quizzes, mid-term and final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will receive a 75% grade on their final exam.</p>	<p>12/02/2013 - At the end of Summer 2013 86% of students received higher grade than 75% for the course This year the pharmacology curriculum included more review of basic pharmacology concepts and more case base presentation. The results showed that students had a good understanding of the basic pharmacology principles. In addition, there were new faculty added to teach this course which helped with providing the content of the course Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: The success of this course meets the IL-</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GLO of communication, computation and creative, critical, and analytical thinking.	
<p>Department - Primary Care Associate (PCA) - PCA 53A - PHARMACOLOGY I - B. Prescribing Medications - 1. The student will be able to compare and contrast the indications and dosing of medications with children, adults, pregnant/lactating women and elders (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 53B - PHARMACOLOGY II - Drug function in management of disease - A successful student will be able to demonstrate competency in pharmacologic choices in disease management (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2012 End Date: 09/30/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly self assessment quizzes, mid-term, final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will receive a grade of 75% in the final exam</p>	<p>12/16/2013 - 100% of students received a grade of 75% or higher in the final examination Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: This course fulfills the IL-GLO of creative, critical and analytical thinking. the concepts learned will help the student with problem solving, judgement, decision making, synthesis and evaluation</p>	
<p>Department - Primary Care Associate (PCA) - PCA 53B - PHARMACOLOGY II - B. Medication use - 1. The student will be able to describe the indications, contraindications, adverse effects, drug-drug interactions, and cost effectiveness of medications used to treat disorders treated in a primary care setting (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 53C - PHARMACOLOGY III - Chronic Disease and multisystem - A successful student will be able to discuss with physician the pharmacological management of chronic diseases and multisystem diseases seen in the outpatient setting (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 53C - PHARMACOLOGY III - Hospital/ ER - A successful student will be able to discuss with physician the pharmacological management of patients in the hospital or emergency room setting (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54A - PRE-CLINICAL I - Interview skills and screening physical examination - A successful student will be able to obtain an accurate medical history and will be able to perform a complete screening examination (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2012 End Date: 09/30/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: Performed history taking of standardized patients. Performed physical examination of standardize patients. review video tapes of history taking and physical examination</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 80% of students will pass the history taking and screening physical examination with a 75% grade</p>	<p>12/16/2013 - 95% of students received a grade 75% or higher in their final exam. One student withdraw from the program and another was dismissed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This course fulfills the IL-GLO for communication and community/global consciousness and responsibility. This course prepares students to communicate with patients and families. Provide respect, empathy, cultural awareness and sensitivity while encountering patients</p>	
		<p>12/02/2013 - At the end of the quarter 97% of students passed the history taking and screening physical exam</p>	<p>12/02/2013 - This course will include more students interactions with standardized patients to help</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: This course teaches the PA student to learn basic skill on taking a thorough patient history and performed a basic screening physical examination. According to the evaluation data the course was able to fulfill the stated goals. The outcome of this course are in direct relationship with the Foothill College ILO. The students need to demonstrate competency in communication, creative, critical, and analytical thinking and have a global perspective of their patients and communities.</p>	<p>practice physical examination examinations and history taking skills</p> <hr/>
<p>Department - Primary Care Associate (PCA) - PCA 54A - PRE-CLINICAL I - B. Differential Diagnosis - 1. The student will be able to identify two to three differential diagnoses associated with the presenting symptom 2. The student will be able to discuss the influence of age, gender, risk factors, past medical history and family history in the identification of the differential diagnoses (Created By Department - Primary Care Associate (PCA))</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54B - PRE-CLINICAL II - history taking of patients with behavioral issues - A successful student will be able to use evaluation tools to identify and diagnose behavioral issues like depression, anxiety, addiction, personality disorders, and others. (Created By Department - Primary Care</p>	<p>Assessment Method: weekly quizzes, history taking of standardized patients, physical exams of standardized patients, test Assessment Method Type: Observation/Critique Target for Success: 80% of students will receive a grade of 75%</p>	<p>12/13/2013 - 90% of students received a grade 75% in their final exam Result: Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: The students were able to demonstrate</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Associate (PCA))</p> <p>Start Date: 09/09/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>in the final test</p>	<p>effective skills to interview and complete a physical exam in a simulated outpatient visit. Students were video taped during the encounter so they can get feedback. The students were able to demonstrate skills on interviewing a difficult patient. Students were video taped interviewing a simulated patient.</p> <p>This course fulfills the IL-GLO for communication, creative, critical and analytical thinking and community/global consciousness and responsibility</p> <p>GE/IL-SLO Reflection:</p> <p>The students were able to demonstrate effective skills to interview and complete a physical exam in a simulated outpatient visit. Students were video taped during the encounter so they can get feedback. The students were able to demonstrate skills on interviewing a difficult patient. Students were video taped interviewing a simulated patient.</p>	
<p>Department - Primary Care Associate (PCA) - PCA 54B - PRE-CLINICAL II - Special physical exam techniques - A successful student will be able to perform special physical exam techniques to differentiate abnormal physical findings from normal findings of the human body (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/09/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly quizzes, history taking of standardized patients, physical exams of standardized patients, test</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 80% of students will receive a grade of 75% in the final test</p>		
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III -</p>	<p>Assessment Method: Students will complete an interview and</p>	<p>12/16/2013 - 100% of students received a grade higher than 75% on their final exam. Student were</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Geriatric/pediatric patients. Domestic violence/death and dying/technical skills - A successful student will be able to take a complete history and do a physical exam on a geriatric and pediatric patient. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/06/2013</p> <p>End Date: 03/29/2013</p> <p>Course-Level SLO Status: Active</p>	<p>perform a physical exam on a standardized patient with a complaint of chronic health problem that affects the geriatric patient</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: 80% of students will receive a grade of 75% on their final exam</p>	<p>able to address the health problems brought up by the geriatric patient during the medical encounter</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This course meets the IL-GLO of communication, creative, critical and analytical thinking as well as community/global consciousness and responsibility</p> <p>GE/IL-SLO Reflection: This course meets the IL-GLO of communication, creative, critical and analytical thinking as well as community/global consciousness and responsibility.</p>	
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Geriatric/pediatric patients. Domestic violence/death and dying/technical skills_1 - A successful student will be able to identify and use special tools to help address issues of domestic violence/ death and dying issues. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Office procedures - A successful student will be able to demonstrate appropriate technical skills to perform procedures in the outpatient setting (Created By Department - Primary</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54D - PRE-CLINICAL IV - mental health, hospital/surgical/emergency care - A successful student will be able to assess, diagnose mental health problems in a primary care setting, (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/22/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: preceptor evaluation, demonstration of skills in history taking, physical examination, assessment, diagnosis, oral presentation, medical record documentation</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of students will be able to obtain a score of higher than 3 in a scale of 1 to 5 on the preceptor evaluationform.</p>	<p>12/16/2013 - 97% of students received a score of 3 or higher on the preceptor evaluation form. Students were able to show competency in history taking, physical exam skills, assessment, oral presentation, diagnosing and complete medical records documentation successfully</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This course fulfills the IL-GLO for communication, creative, critical, and analytical thinking, computation, and community/global consciousness and responsibility</p>	
<p>Department - Primary Care Associate (PCA) - PCA 54D - PRE-CLINICAL IV - medical knowledge/ clinical skills - A successful student will demonstrate the skills to participate in the care of patients in the outpatient,pediatric, and OB/GYN settings. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/22/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: preceptor evaluation, demontration of skills in history taking, physical examination, assessment, diagnosis, oral presentation, medical record documentation</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of students will be able to obtain a score of higher than 3 in a scale of 1 to 5 on the preceptor evaluationform.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55A -</p>	<p>Assessment Method: The student will write a self reflection paper</p>	<p>11/27/2012 - At the end of the quarter 100% of students received a grade of 100%</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PROFESSIONALISM/CULTURAL MEDICINE I - PA profession/cultural competence - A successful student will be able to describe the history and current trends of the PA profession. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2011</p> <p>End Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>comparing their prior role and it's impact in the transition to the PA profession. The paper should discuss prior professional scope of practice, legal and ethical responsibilities.</p> <p>The student will write a self reflection paper discussing their awareness of their health belief and its impact on their role as a physician assistant.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of the students will get a 100% passing rate in their papers</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: This course introduce students to the PA profession history and national trends on PA education. The students were able to compare and contrast their prior health care experiences and the transition to the PA role.</p> <p>The outcomes of this course satisfy the Foothill College ILO because the students were able to demonstrate communication skills, creative, critical and analytical thinking.</p>	
<p>Department - Primary Care Associate (PCA) - PCA 55A -</p> <p>PROFESSIONALISM/CULTURAL MEDICINE I - cultural competence - A successful student will be able to explain and discuss cultural competence and its relationship to the delivery of cultural appropriate health care (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2011</p> <p>End Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will write a self reflection paper comparing their prior role and it's impact in the transition to the PA profession. The paper should discuss prior professional scope of practice, legal and ethical responsibilities.</p> <p>The student will write a self reflection paper discussing their awareness of their health belief and its impact on their role as a physician assistant.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of the students will get a 100% passing rate in their papers</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55B -</p> <p>PROFESSIONALISM/CULTURAL MEDICINE II - PA profession ethics/PA profession accreditation. - A successful student will be able to describe the</p>	<p>Assessment Method: final exam on professionalism.</p> <p>Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>accreditation process for PA programs. The student should be able to compare the functions of the various national and state regulatory PA organizations (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>literacy and health beliefs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 100% passing grade for the test and the paper.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - Cultural Medicine:health literacy - A successful student should be able to define and discuss the ethical principles that guide the PA profession (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 100% passing grade for the test and the paper.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - language barriers - The student will be able to discuss the effect of health literacy, and language barriers in the delivery of health care. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 100% passing grade for the test and the paper.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - health disparities_1 - The student should be able to analyze the causes of health disparities in the delivery of health care to diverse populations. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 100% passing grade for the test and the paper.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - PA profession laws and regulations in California - A successful student will be able to discuss the laws and regulations that govern the PA profession in California (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 100% grade in the exam and paper</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - Cultural medicine: medical underserved areas - A successful student will be able to define and describe the factors that determine the medically underserved areas and populations (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date:</p>	<p>Assessment Method: Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 100% grade in the exam and paper</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>01/09/2012 End Date: 03/30/2012 Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - ethnogeriatrics - A successful student will be able to identify risk factors that affect the ethnogeriatric populations (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will receive a 100% grade in the exam and paper</p>		
<p>Start Date: 01/09/2012 End Date: 03/30/2012 Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 55D - PROFESSIONALISM/CULTURAL MEDICINE IV - PA profession prep for practice. Cultural medicine: end of life issues/mental health - A successful student will be able to identify key components related to preparation for clinical practice: certification, licensing, medical liability, medical malpractice, delegation of services document.</p>	<p>Assessment Method: Final exam Reflection paper discussing a clinical experience with end of life issues Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will achieve 100% passing rate on the final exam and paper</p>		
<p>A successful student will be able to discuss end of life issues and mental health diagnoses in a cultural sensitive way. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2013 End Date: 03/30/2013 Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 55D - PROFESSIONALISM/CULTURAL MEDICINE IV - B. PA practice - 1. The PA student will be able to compare and contrast the role of the PA in the various health care delivery systems 2. The PA student will be able to use skills on resume writing, and negotiation of employment contracts. (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 56A - CORE MEDICINE I - A. Medicine Knowledge B. Clinical skills - A. The student will be able to describe the alterations in anatomic/physiologic/biochemical function of the hematologic, dermatologic, musculo-skeletal, neurologic, ophthalmological, ear, nose, mouth/throat, and respiratory system caused by common infections found in primary care B. Students can utilize their ability to recognize physical and functional abnormalities in order to diagnose common disorders in primary care (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quizzes, final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will achieve a 75% passing rate in the final test</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56B - CORE MEDICINE II - A. Medicine knowledge B. Risk factors for disease - A. The student will be able to describe the alterations in anatomic/physiologic/biochemical function of the cardiovascular, gastrointestinal, renal-</p>	<p>Assessment Method: quizzes, final test Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will achieve a 75% passing grade on the final exam</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>urologic, reproductive-obstetrics, endocrine, psychiatric/behavioral, multisystem-rheumatologic that results in disease and disorders common in primary care</p> <p>B. The student will be able to describe risk factors for the development of disorders in the cardiovascular, gastrointestinal, renal-urologic, reproductive-obstetrics, endocrine, psychiatric/behavioral, multisystems-rheumatologic common in primary care</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 56C - CORE MEDICINE III - A. Pediatric care and elder care B. Emergency care - A. The students will be able to differentiate signs, symptoms and management in the pediatric, adult and elder populations</p> <p>B. The student will be able to differentiate the emergent presentation from the acute and chronic disease presentations</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: quizzes, final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a 75% grade in the final exam</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56C - CORE MEDICINE III - C. Primary Care principles - A successful student will be able to apply primary care principles in the outpatient clinical to assess and diagnosed acute health problems</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Primary Care Associate (PCA) - PCA 56D - CORE MEDICINE IV - A. Primary Care Adult Medicine - A. The student will be able to recognize, assess and coordinate treatment for selected chronic diseases (Created By Department - Primary Care Associate (PCA))	Assessment Method: weekly quizzes, mid-term, final written exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of student will get a 75% or above grade in the course		
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 56D - CORE MEDICINE IV - B. Evidence base medicine - B. the student will be able to access up-to-date practice guidelines and other evidence base resources for optimal managing of chronic diseases (Created By Department - Primary Care Associate (PCA))	Assessment Method: weekly quizzes, mid-term and final written exams Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will get a grade of 75% or above in the course		
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 56E - CORE MEDICINE V - A. Public health - A. The student will be able to discuss and describe the epidemiologic principles underlying Public Health (Created By Department - Primary Care Associate (PCA))	Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will receive a grade of 75% or above for the course		
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 56E - CORE MEDICINE V - B. System-based practice - 1. The student will use the appropriate referrals and utilization of the Public Health services to benefit the patient's outcome. 2. The student will develop a patient based project utilizing your understanding of the function of the Public Health Department (Created By Department - Primary Care Associate (PCA))	Assessment Method: final written exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will get 75% or above grade in the course		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 56F - CORE MEDICINE VI - A. Global Health - 1. The student will be able to describe the epidemiologic principles of Global Public Health (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will receive a 75% or above grade in the course</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 56F - CORE MEDICINE VI - B. Global health prevention - 1. The student will be able to recognize the emerging conditions of global Public Health concern 2. The student will be able to recognize primary, secondary and tertiary approaches to prevention and their deployment in global settings (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: final exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will receive 75% or above grade in the course</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 56G - CORE MEDICINE VII - A. Core medicine - 1. The student must demonstrate competency in managing disorders of pediatric, adult and elder populations (Created By Department - Primary Care Associate (PCA))</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 56G - CORE MEDICINE VII - B. Information literacy and evidence base medicine - 1. The student will demonstrate competence in information literacy and evidence base medicine 2. The student will demonstrate mastery of</p>	<p>Assessment Method: final written exam, capstone project Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will receive a grade of</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
skills necessary to present a Ground Round case to medical peers (Created By Department - Primary Care Associate (PCA))	75% or above in the course		
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 60A - PRECEPTORSHIP I - A. Communication skills - A. The student will be able to apply communication skills appropriately during a clinical patient encounter (Created By Department - Primary Care Associate (PCA))	Assessment Method: quizzes, preceptor evaluation, rotation exam Assessment Method Type: Field Placement/Internship Target for Success: 80% of students will get a passing preceptor evaluation		
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 60A - PRECEPTORSHIP I - B. Clinical skills - 1. The student will be able to obtain an accurate, complete and focused medical history on a patient with a single acute problem. Perform a complete and focused physical examination. Identify appropriate diagnostic studies to develop a differential diagnosis. Interpret information gathered from the patient assessment data. Develop an accurate diagnosis based on a single acute problem (Created By Department - Primary Care Associate (PCA))			
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 60B - PRECEPTORSHIP II - A. Chronic care - 1. The student will be able to take an accurate history and perform a physical examination on a patient with multiple chronic problems. 2. The student will be able to address any			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>changes in the chronic disease process and provide accurate and safe updates to the treatment plan (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60B - PRECEPTORSHIP II - B. pediatric, Obstetric/Gynecological, elder care</p> <p>- 1. The student will be able to obtain an accurate, complete and focused medical history on a pediatric, OB/GYN, and elder patient. Perform a complete and focused physical examination. Identify appropriate diagnostic studies to develop a differential diagnosis. Interpret information gathered from the patient assessment data.</p> <p>2. The student will be able to assess and evaluate pediatrics, obstetric/gynecological and elder patients based on medical knowledge learned in the medicine courses.</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: quizzes, rotation test, preceptor evaluation</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 80% of students will receive a passing preceptor evaluation.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 60C - PRECEPTORSHIP III - A. Longitudinal care</p> <p>- 1. The student will maintain the Evaluate patient tracking system logging in the number of patients and the frequency in which they are following the same patients in the primary care setting</p> <p>2. The student will monitor the patient's progress overtime to include reassessment of subjective and objective data, reconsideration of differential diagnosis, and modification of management plans, based on patient's health status and adherence issues</p> <p>(Created By Department - Primary Care Associate (PCA))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60C - PRECEPTORSHIP III - B. Interprofessional team - 1. The student will be able to provide patient center care using the inter-professional team approach (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: End of rotation exam Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will receive a grade of 75% or above in the course</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60D - PRECEPTORSHIP IV - A. Geriatric care - 1. The student will be able to use his/her clinical skills in providing medical care to the geriatric population in the outpatient setting. 2. The student will be able to identify specific clinical problems related to the aging population (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: end of rotation exam, OSCES, clinical practicum Assessment Method Type: Exam - Standardized Target for Success: 80% of students will receive 75% or a higher grade for the course</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60D - PRECEPTORSHIP IV - B. Hospital rotation - 1. The student will participate in hospital rotations as a member of the medicine, surgical or emergency room medical team. 2. The student will be able to apply their medical knowledge and clinical skills in providing care to hospitalized patients (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: final exam, end of rotation exam, clinical testing Assessment Method Type: Exam - Standardized Target for Success: 80% of the students will receive a 75% or higher grade in this course</p>		
<p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 60E - PRECEPTORSHIP V - A- Geriatric care in a hospital setting - 1- The student will assess, evaluate and develop treatment plans for geriatric patients in the hospital setting. 2- The student will analyze the results of geriatric patient's functional assessments and develop an appropriate plan to improve the patient's quality of life 3. The student will work with the the case manager and other health care professional to develop a safe plan discharge plans for the geriatric patient</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: preceptor evaluation, end of rotation test Assessment Method Type: Field Placement/Internship Target for Success: 80% of the students will get a score of 75% in their end of rotation exam 100% of students will receive 3 or above on their preceptor evaluation</p>		
<p>Department - Primary Care Associate (PCA) - PCA 60E - PRECEPTORSHIP V - B. Mental Health - 1. The student will be able to provide health care to individuals with mental health problems. 2. The student will develop treatments plans that are inter-professional and include mental health care providers as well as primary care providers (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam, OSCEs, clinical test Assessment Method Type: Exam - Standardized Target for Success: 80% of students will receive 75% or higher grade in this course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 61A - PROFESSIONALISM/CULTURAL MEDICINE I - PA profession - A successful student will be able to describe the history and current trends of the PA profession (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>07/01/2014 End Date: 12/19/2014 Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 61A - PROFESSIONALISM/CULTURAL MEDICINE I - Cultural competence - A successful student will be able to explain and discuss cultural competence and its relationship to the delivery of cultural appropriate health care (Created By Department - Primary Care Associate (PCA)) Start Date: 07/01/2014 End Date: 12/19/2014 Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 61B - PROFESSIONALISM/CULTURAL MEDICINE II - PA profession - A successful student will be able to describe the accreditation process for PA programs The student will be able to compare the functions of the various national and state regulatory PA organizations (Created By Department - Primary Care Associate (PCA)) Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 61B - PROFESSIONALISM/CULTURAL MEDICINE II - PA Laws - A successful student will be able to discuss the laws and regulations that govern the PA profession in California (Created By Department - Primary Care Associate (PCA))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 61B - PROFESSIONALISM/CULTURAL MEDICINE II - Language Barriers - The student will be able to discuss the effect of health literacy and language barriers in the delivery of health care (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 61C - PROFESSIONALISM/CULTURAL MEDICINE III - PA prep for practice - A successful student will be able to identify key components related to clinical practice, certification, licensing, medical liability and malpractice, and delegation of services (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 61C - PROFESSIONALISM/CULTURAL MEDICINE III - Cultural medicine and end of life - A successful student will be able to discuss end of life issues in a cultural sensitive way (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 62A - BEHAVIORAL MEDICINE I - Interviewing skill - A successful student will be able to use effective interviewing skills</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>during a patient encounter (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 62A - BEHAVIORAL MEDICINE I - Difficult patient encounter - A successful student will be able to use effective techniques to interview difficult patients (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 62B - BEHAVIORAL MEDICINE II - Patients with Behavioral Diagnosis - A successful student will be able to use evaluations tools to assess and diagnose behavioral diagnosis ike depression, anxiety, addiction, personality disorders (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 62B - BEHAVIORAL MEDICINE II - Abuse/Domestic violence - A successful student will be able to assess, identify and report cases of abuse and domestic violence (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 62C - BEHAVIORAL MEDICINE III - Chronic disease - A successful student will be able to provide effective patient education to patients with chronic disease by using motivational interviewing skills (Created By</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 62C - BEHAVIORAL MEDICINE III - Adolescent, and pediatric patients - A successful student will be able to use effective communication skills with adolescents and family members of the pediatric patient (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			

Unit Assessment Report - Four Column

Foothill College

Program (BHS-PCA) - Primary Care Associate Program AS/CA

Primary Core Mission: Workforce
Secondary Core Mission: Workforce

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BHS-PCA) - Primary Care Associate Program AS/CA - 1 - Upon completion of the Primary Care Associate Program the student will be able to demonstrate competency skills to practice primary care services with physician supervision.</p> <p>SLO Status: Active</p>	<p>Assessment Method: The student will complete a comprehensive final exam of 240 questions and a final clinical test (practicum) with a standardized patient at the completion of all program requirements</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 98% of students will get a grade of above 70% in both test</p>	<p>03/28/2013 - 100% of the students obtained a grade of above 70% of their comprehensive final exam. 100% of the students obtained a grade of above 70% on their clinical test.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Would like more computer lab for testing</p>	<p>03/28/2013 - Overall the students demonstrated achievement of the expected Physician Assistant competencies which will help them practice in primary care settings. The students demonstrated knowledge of medical information and the use of such knowledge in the development of treatment plans.</p>
<p>Program (BHS-PCA) - Primary Care Associate Program AS/CA - 2 - Upon completion of the Primary Care Associate Program the student will demonstrate knowledge of the national and state regulations for the practice of the physician assistant</p> <p>SLO Status: Active</p>	<p>Assessment Method: Preparation for practice final test. The test covers questions about national and state Physicain Assistant laws and regulations</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 100% of the students will received a 75% grade on the final test</p>	<p>03/28/2013 - 100% of students passes the final test with an 85% average</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: computer lab for testing</p> <p>GE/IL-SLO Reflection: At the completion of the program the students had a good understanding of the laws and regulations governing the PA profession. They were knowledgeable of the scope of practice of the role of the PA as part of the health care team. They were also aware that they were practicing under the supervision of a physician.</p>	<p>03/28/2013 - The students demonstrated knowledge and understanding of the laws and regulations governing the PA profession. The students understood the PA scope of practice and their role in the health care team. They also undertood their role as dependent professionals working under the supervision of a physician</p>