

## Physician Assistant Department

### Program Evaluation Plan

#### Program Evaluation Plan Summary Table – 2019-2020

Per the Standards of Accreditation, 4<sup>th</sup> Edition by the Accreditation Review Commission on Education for the Physician Assistants, Inc. (ARC-PA), physician assistant programs need to have a “robust and systematic process of ongoing self-assessment to review the quality and effectiveness of their educational practices, policies and outcomes.” The process for physician assistant (PA) program assessment should follow the context of the PA program goals and occur throughout all the phases of the program, to include the program personnel and resources, didactic and clinical curriculum, students, and clinical sites. Program assessment should include a plan for ongoing program evaluation, identification of strengths and weaknesses, as well as plans for corrective interventions.

#### Specific ARC-PA standards relating to program self-assessment:

C1.01 The program *must* implement an ongoing program self-assessment process that is designed to document program effectiveness and foster program  
ANNOTATION: A well designed self-assessment process reflects the ability of the program in collecting and interpreting evidence of student learning, as well as program administrative functions and outcomes. The process incorporates the study of both quantitative and qualitative performance data collected and critically analyzed by the program. The process provides evidence that the program gives careful thought to data collection, management and interpretation. It shows that outcome measures are used in concert with thoughtful evaluation about the results, the relevance of the data and the potential for improvement  
C1.02 The program *must* apply the results of ongoing program self-assessment to the curriculum and other dimensions of the program.

#### Program Goals

Providing excellent didactic and clinical medical education to every student.

Educating physician assistants to be integral members of the interprofessional team by serving community healthcare needs.

Promoting scholarly activity through the creation of curricular innovations, integration of validated assessment methodologies, and peer-reviewed research publications to demonstrate our commitment to lifelong learning.

Promoting the development of state and national leaders to serve the physician assistant profession.

Promoting diversity in our admissions process via a holistic application review process to give balanced consideration to all components of an

# Physician Assistant Department

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Programmatic Outcomes	Method of Assessment	Responsible for Assessment	Reporting Schedule	Outcome Data Analysis (Data from 2018-2019)	Outcome Actions (Actions taken regarding data from 2018-2019 to be implemented in 2019-2020)	Follow-Up on Previous Outcome Actions Taken (Actions taken 2017-2018 and implemented in 2018-2019)	Outcome Data Analysis (Data from 2019-2020)	Outcome Actions (Actions taken regarding data from 2019-2020 to be implemented in 2020-2021)	Follow-Up on Previous Outcome Actions Taken (Actions taken 2018-2019 and implemented in 2019-2020)
Program will maintain higher than national average for first time takers pass rate, and all graduates will pass the Physician Assistant National Certification Exam.	NCCPA PANCE exam	Department Chair	Annually Reported to dean upon receipt of scores from National Commission on Certifications of Physician Assistants (NCCPA)	2019 Pass rate for 1st time takers of the NCCPA Physician Assistant National Certification Exam (PANCE): RFUMS PA Program - 98% National average - 93%, all graduates passed by second attempt	Additional resources provided to student who did not pass the first attempt, to succeed in second attempt	Continued early identification of students needing remediation based on formative assessments throughout didactic and clinical years.	2020 Pass rate for 1 <sup>st</sup> time takers of the NCCPA Physician Assistant National Certification Exam (PANCE): RFUMS PA Program - 98% National average - 95%	Additional resources provided to student who did not pass the first attempt, to succeed in second attempt. PANCE Preparation expanded for 2020-2021 during clinical year.	Continued early identification of students needing remediation based on formative assessments throughout didactic and clinical years.
The program will graduate at least 90% of matriculated students.	Program Admissions report	Physician Assistant (PA) program faculty CHP Dean	Annually	The attrition rate for the Class of 2019 was 3%, graduation rate of 97%	No new action taken	Attrition rate for Class of 2018 was 0%; three students returned from LOA into cohort, and all graduated. No additional action was taken for 2018-2019	The attrition rate for the Class of 2020 was 3%, graduation rate 97%	No new action taken	No new action taken
The program will promote scholarship through curricular innovations, assessment methods, and research.	Faculty workload models Annual performance evaluations	Physician Assistant (PA) program faculty Department chair	Annually	44% program principal faculty published in peer review journals and/or presented at national conferences. This included 5 published articles, 5 abstracts or posters presented externally, and 5 seminar presentations. 7 of involved a student in the publication or presentation. 25% of faculty advanced from instructor to assistant professor, meaning all faculty are at appropriate rank for experience and degree.	No new action taken	Continue to promote scholarly activity through primary research in Master's Project model, and mentorship by experienced faculty in the department and at the university	25% of program principal faculty published in peer review journals and/or presented at external conferences. 2 involved students in the publication or presentation. One faculty member completed a PhD.	Delays in work and publication can in part be explained by the change in workload by the end of the 2020 academic year secondary to the pandemic. This will be reassessed throughout 2020-2021 with intent to increase scholarly work again.	Continue to promote scholarly activity through primary research and mentorship by experienced faculty in the department and at the university.
The program will promote leadership in the Physician Assistant profession	Faculty workload models Annual performance evaluations	Department Chair CHP Dean	Annually	44% of program faculty serve in leadership positions on state and/or national PA organizations, faculty service in three of the four major national organizations (NCCPA, ARC-PA, PAEA) and at the local chapter of the fourth (AAPA). A faculty member became an affiliate and PA representative in the Lake County Opioid Initiative.	Encourage faculty involvement in state and/or national PA and Healthcare organizations	A faculty member became an affiliate and PA representative in the Lake County Opioid Initiative.	44% of program faculty serve in leadership positions on state and/or national PA organizations, faculty service in three of the four major national organizations (NCCPA, ARC-PA, PAEA) and at the local chapter of the fourth (AAPA). A faculty member joined the IDPH Diversity in Health Professions Task Force.	Encourage faculty involvement in state and/or national PA and Healthcare organizations	Leadership positions and service continue, and additional representation added as described.
The program will promote diversity in the admissions process.	Program admissions report	Director of Admissions Program Admissions Committee	Annually	Matriculated class had decrease from 30% to 27% for Black, Indigenous, and People of Color (BIPOC), an increase in male students (36%) and military (4%). All other value-added groups (VAG) remained stable.	Revisited holistic review process, and evaluated processes. Continued to promote efforts to increase the number of matriculated students who reflect the VAG	Continue to promote efforts to increase the number of matriculated students who reflect the value added groups.	Matriculated class had an increase from 27% to 35% for Black, Indigenous, and People of Color (BIPOC), and increases across all reported groups and an increase in military (7%). There was a decrease in male students (29%) and first generation college students (from 27% to 25%). All other value-added groups (VAG) remained stable.	Revisited holistic review process, and evaluated processes. Continued to promote efforts to increase the number of matriculated students who reflect the VAG	Improvements were seen in certain VAG, and analysis continues to drive future efforts.