

Physician Assistant Department

Program Evaluation Plan

Program Evaluation Plan Summary Table – 2022- 2023	Method of Assessment	Responsible for Assessment	Reporting Schedule	Outcome Data Analysis (Data from 2021-2022)	Outcome Actions (Actions taken regarding data from 2021-2022 to be implemented in 2022-2023)	Follow-Up on Previous Outcome Actions Taken (Actions taken 2020-2021 and implemented in 2021-2022)	Outcome Data Analysis (Data from 2022-2023)	Outcome Actions (Actions taken regarding data from 2022-2023 to be implemented in 2023-2024)	Follow-Up on Previous Outcome Actions Taken (Actions taken 2021-2022 and implemented in 2022-2023)
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)	2021 Pass rate for 1st time takers of the NCCPA Physician Assistant National Certification Exam (PANCE): RFUMS PA Program - 97% National average - 93% 2022 Pass rate for 1st time takers of the NCCPA Physician Assistant National Certification Exam (PANCE): RFUMS PA Program - 83% National average - Released in Spring 2023	Additional resources provided to students who did not pass the first attempt to succeed on subsequent attempts. Self Study Report submitted to ARC-PA. Internal and external consultant reviews ongoing regarding 2022 pass rate. Final analysis and report will be completed by Summer 2023.	Continued early identification of students needing remediation based on formative assessments throughout didactic and clinical years. Revised database and tracking developed and implemented.	2022 Pass rate for 1st time takers of the NCCPA Physician Assistant National Certification Exam (PANCE): RFUMS PA Program - 82% National average - 92% 2023 Pass rate will be finalized in fall 2023	Continued early identification of students needing remediation through self study analysis and predictors of success. Fullutilization of student database tracking. Implementation of remediation survey/inventory for further mentorship.	Ongoing program self-study regarding 2022 first time pass rate. Required PANCE report submitted to ARC-PA. Full utilization of student database and tracking.
The program will graduate at least 90% of matriculated students.	Program Admissions report, ARC-PA required attrition table	Physician Assistant (PA) program faculty CHIP Dean	Annually	The attrition rate for the Class of 2021 was 1.5%, graduation rate 98.5%. The attrition rate for the Class of 2022 was 3%, graduation rate 97%	No new action taken	No new action taken	The attrition rate for the Class of 2022 was 3%, graduation rate 97%. The attrition rate for the Class of 2023 was 1.5%, graduation rate 98.5%	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	38% of program principal faculty published in peer review journals and/or presented at external conferences in 2021-2022.	Additional principal faculty member earned PhD in 2021. Three members of principal faculty hold PhD and are capable of providing mentorship to faculty within the department.	Continue to promote scholarly activity through primary research 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 in 2022-2023.	The percentage of faculty publishing or presenting has been decreasing over the past three years. We have reevaluated our current model and will implement new mentorship initiatives.	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 CHIP Dean	Annually	38% of program faculty serve in leadership positions on state and/or national PA organizations, faculty service in three of the four major national organizations (AAPA, ARC-PA, PAEA) and at the local chapter of AAPA .	Encourage faculty involvement in state and/or national PA and Healthcare organizations	Leadership positions and service continue, and opportunities are explored for other faculty in the department.	38% of program faculty serve in leadership positions on state and/or national PA organizations, faculty service in three of the four major national organizations (AAPA, ARC-PA, PAEA) and at the local chapter of AAPA .	Encourage faculty involvement in state and/or national PA and Healthcare organizations	Leadership positions and service continue, and opportunities are explored for other faculty in the department.
The program will promote diversity in the admissions process.	Program admissions report	Director of Admissions Program Admissions Committee	Annually	Matriculated classes had increases in all Strategic Diversity Groups (SDG) during the 2020-2021 and 2021-2022 admissions cycles. Currently 75% and 76% of the cohort falls into at least one SDG respectively.	Revisited holistic review process, and evaluated processes. Continued to promote efforts tomatriculate students who meet the mission of the PA Program, and those within the established Strategic Diversity Groups.	Improvements were seen in certain SDG, and analysis continues to drive future efforts.	Through holistic process, matriculated classes continue to maintain greater than 75% of students in at least one Strategic Diversity Group.	Revisited holistic review process, and evaluated processes. Continue to promote efforts to matriculate students who meet the mission of the PA Program, and those within the established Strategic Diversity Groups.	Improvements were seen in certain SDG, and analysis continues to drive future efforts.

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Per the 5th Edition of ARC-PA Accreditation Standards for Physician Assistant Education the program must have a robust and systematic process of ongoing self-assessment to review the quality and effectiveness of their educational practices, policies and outcomes. This process must be conducted within the context of the mission and goals of both the sponsoring institution and the program, using the 5th edition Accreditation Standards for Physician Assistant Education (Standards) as the point of reference. A well-developed process occurs throughout the academic year and across all phases of the program. It includes analysis of quantitative and qualitative data collected from students, graduates, faculty (principal and instructional) and staff, as applicable. It critically assesses all aspects of the program relating to sponsorship, resources, students, operational policies, curriculum and clinical sites. Ongoing assessment of educational

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

C1.01 The program must define its ongoing self-assessment process that is designed to document program effectiveness and foster program improvement. At a minimum, the process must address:

- a) administrative aspects of the program and institutional resources,
- b) effectiveness of the didactic curriculum,
- c) effectiveness of the clinical curriculum,
- d) preparation of graduates to achieve program defined competencies,
- e) PANCE performance,
- f) sufficiency and effectiveness of principal and instructional faculty and staff, and
- g) success in meeting the program's goals.

C1.02 The program *must* implement its ongoing self-assessment process by:

- a) conducting data collection,
- b) performing critical analysis of data, and
- c) applying the results leading to conclusions that identify:
 - i. program strengths,
 - ii. program areas in need of improvement, and
 - iii. action plans.

Program Goals

Provide all students with the knowledge, skills and attitudes required for entry-level PA practice.

Support the enrichment of the PA profession by fostering a culture of service and leadership.

Prepare PA students to be integral members of an interprofessional healthcare team.

Increase the diversity of the PA workforce and effectively instruct students to provide medical care to patients with consideration for the needs of