

## **Radford University PA Program Mission**

The mission of the Radford University Physician Assistant Program is to graduate ethical, competent, and compassionate PAs who are well versed in the art and science of medicine and are prepared to effectively function as members of the interprofessional healthcare team.

## **Radford University PA Program Goals**

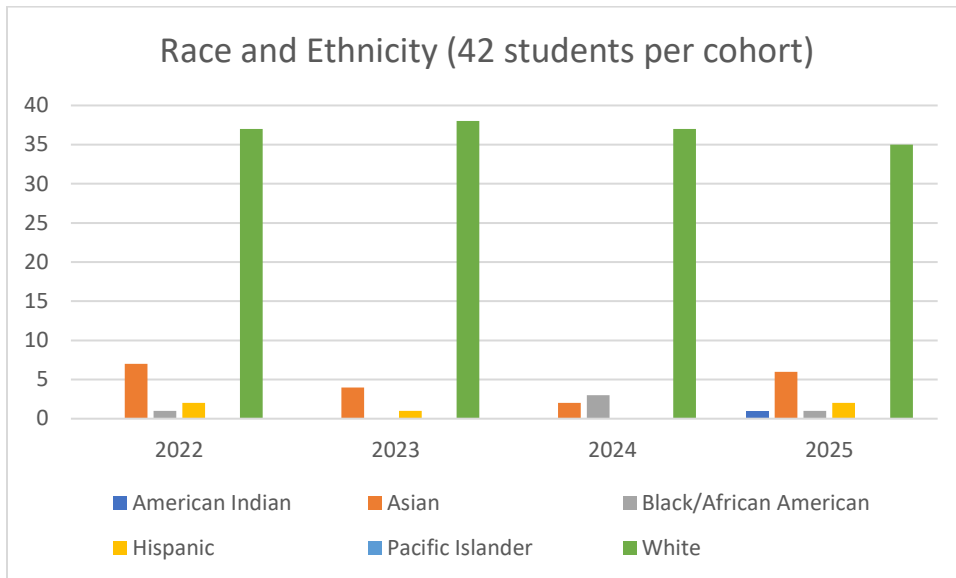
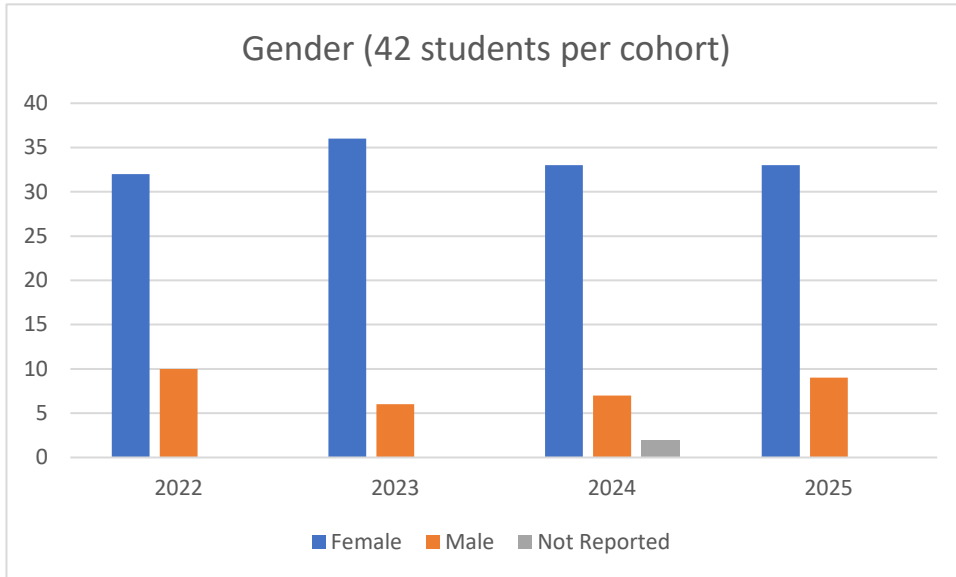
***Goal 1. Recruit and enroll students from diverse backgrounds who demonstrate academic excellence and a commitment to the healthcare profession.***

The following tables reveal the diversity of the class using characteristics including gender, race, ethnicity, state and geographic origin, reported HRSA indicators, and veteran/military status. From these, the RU PA Program faculty have identified 13 characteristics that could help to increase diversity of our program and the PA profession (male gender, 4 non-white race identifiers, 1 ethnicity identifier, out-of-state, urban, rural, first-generation college student, received public assistance, attended a high school from which 50% or less of graduates attended college, and veteran/military status). These characteristics were chosen because the PA demographics are typically white female. The program faculty felt that the inclusion of out-of-state status, urban geographic origin, HRSA indicators, and veteran status serve to increase the diversity of the PA class at RU. The rural geographic origin was also included because of the great need for healthcare providers in rural areas and the knowledge that those who are from rural areas are more likely to return to those areas to provide care.

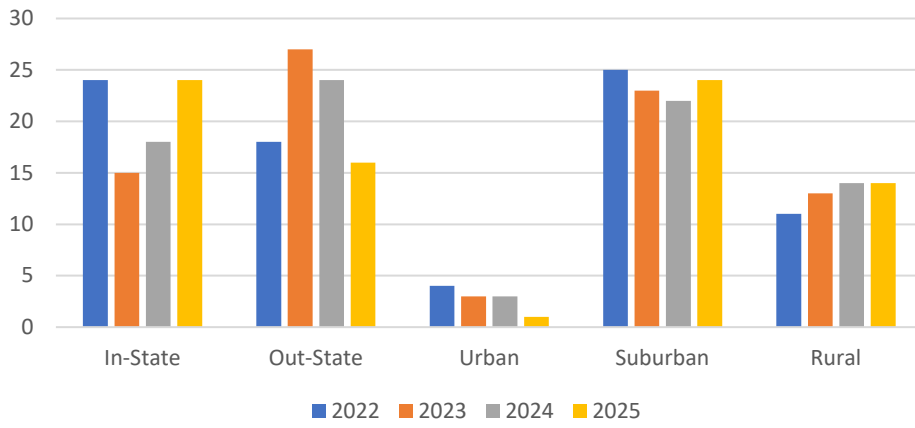
Historical review shows that the RU PA Program has been able to enroll cohorts of students that collectively include at least 10 of these diversity characteristics. Therefore, the faculty have determined a benchmark of enrolling cohorts of students who are diverse in at least 10 of the above-mentioned characteristics.

Students begin the PA Program at Radford University in the Fall semester. The 2026 cohort that starts in Fall 2024 will be reflected in the next update of goals.

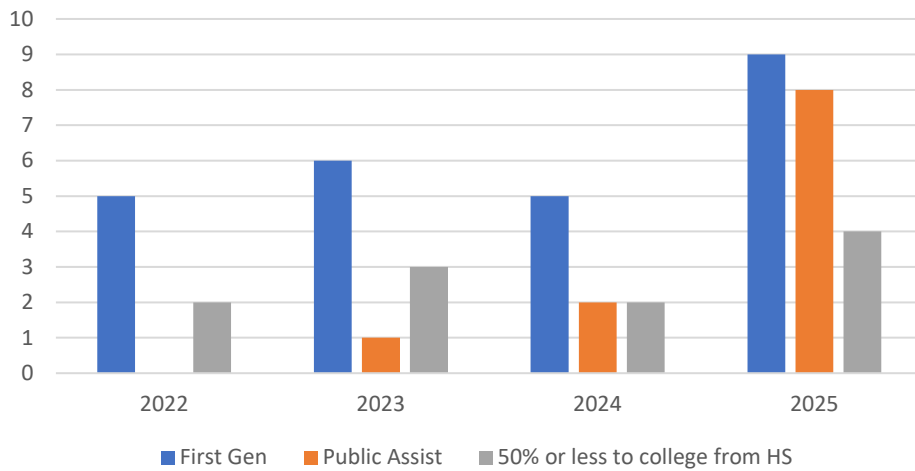
- Diversity of Cohorts

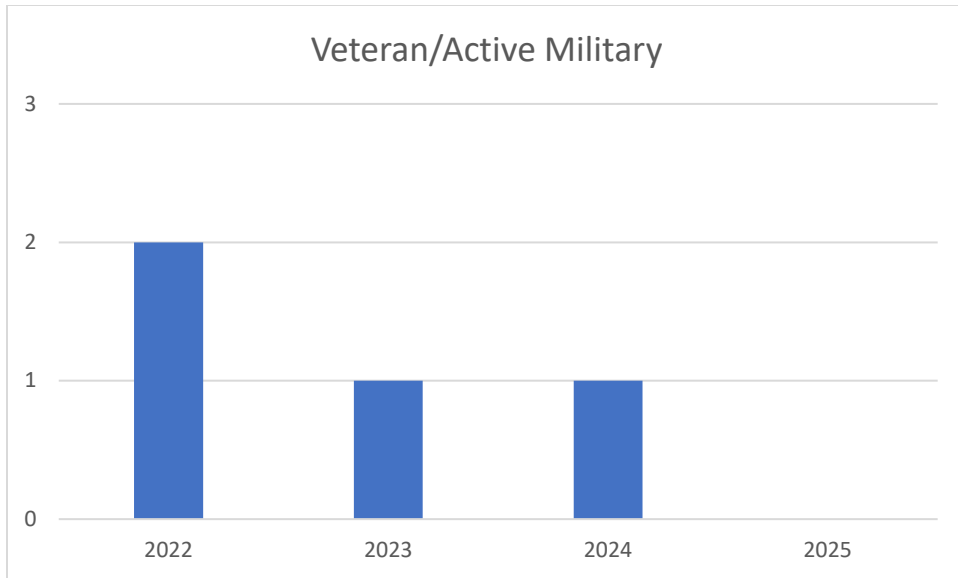


State and Geographic Origin (42 students per cohort)



HRSA Indicators (42 student per cohort)

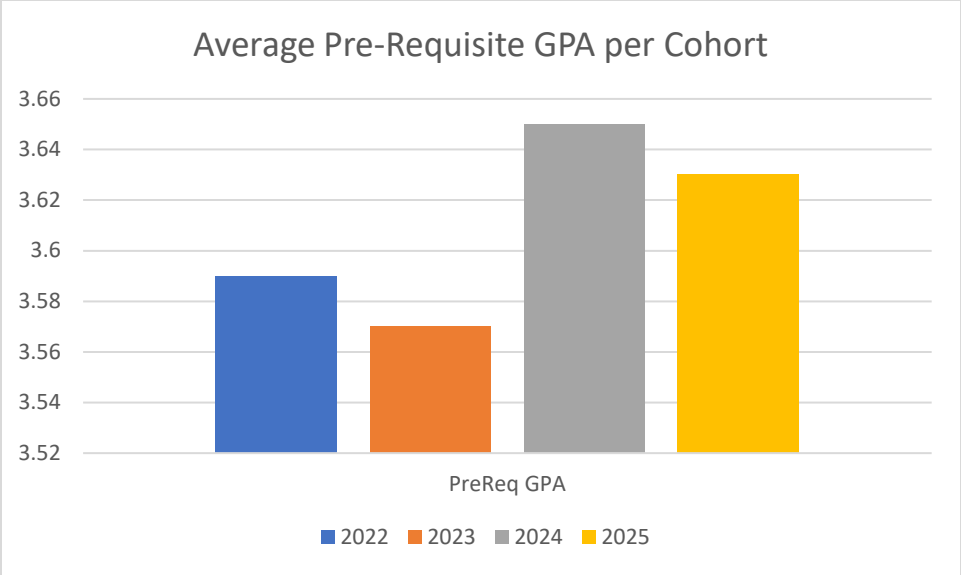




The PA Program evaluates the average pre-requisite GPA of each cohort (benchmark  $\geq 3.5$ ) as a measure of academic excellence. The PA Program discerns commitment to the healthcare profession through assessment of the average number of reported patient care hours per cohort (benchmark  $\geq 1000$  hours).

- Average Cohort Prerequisite GPA of 3.5

Cohort	# Characteristics	Goal Met?
<b>2022</b>	10	Yes
<b>2023</b>	10	Yes
<b>2024</b>	10	Yes
<b>2025</b>	11	Yes
<b>2026</b>	pending	pending



Cohort Graduation Year	Average Pre-Req GPA	Goal Met
2022	3.59	Yes
2023	3.57	Yes
2024	3.65	Yes
2025	3.63	Yes
2026	pending	pending

- Average reported patient care hours per cohort (benchmark  $\geq 1000$  hours). The minimum requirement for consideration for enrollment is 500 hours of hands-on patient care experience.

Cohort	Average Clinical Hours	Goal Met
2022	2278	Yes
2023	2389	Yes
2024	1891	Yes
2025	3046	Yes
2026	pending	pending

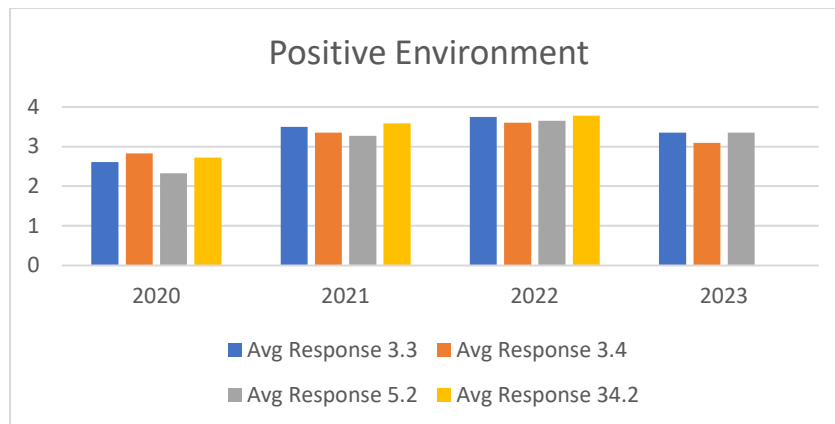
- The PA Program has developed a recruitment mailer to send to undergraduate programs that foster diversity. The goal is to send a minimum of 50 recruitment mailers per year.

Year	# Mailers	Goal Met
2024	61	Yes

**Goal 2. Provide a positive, inclusive, and equitable learning environment that fosters the retention and success of a diverse student population.**

This goal is evaluated using questions from the Graduate Survey and the Administrative Survey completed by students annually. Items from these surveys are indicated below.

- The Graduate Survey administered by the Office of Institutional Effectiveness at Radford University includes the following 4 questions answered on a 4-point Likert scale (benchmark  $\geq 3.00$ ). Questions 3.3 and 3.4 fall under the section titled “General Knowledge, Skills, and Abilities,” and question 5.2 falls under the section titled “Rate your Radford University education in the following general education areas.” Question 34.2 falls under the section titled “Physician Assistant Program Goals and Learning Outcomes.”
  - 3.3 Interpersonal interactions that reflect dignity and respect.
  - 3.4 Appreciation of the diversity of human behavior and culture.
  - 5.2 How well did Radford University/Radford University Carilion faculty and administration provide a positive environment for learning.
  - 34.2 The PA Program provided a positive learning environment that was conducive to attainment of student learning outcomes.



Cohort Grad Year	Avg Response 3.3	Avg Response 3.4	Avg Response 5.2	Avg Response 34.2	n	Goal Met?
2020	2.61	2.83	2.33	2.72	18	No
2021	3.50	3.35	3.27	3.59	34/34/33	Yes
2022	3.75	3.60	3.65	3.78	40	Yes
2023	3.35	3.09	3.35	replaced	23	Yes

The PA Program did not meet the benchmark ratings for the 2020 graduating cohort. This cohort encountered many obstacles including a merger and the COVID-19

pandemic. Also, there was a response rate of less than 50% of the cohort. The low ratings provided by the 2020 Cohort did not trend out and the PA Program met the benchmark for the following three graduating classes.

- Goal 2 was new for the PA Program in 2023. The program faculty determined that additional data is important for thorough evaluation of the students’ perception of the ability of the program to provide a positive, equitable, and inclusive learning environment for a diverse cohort. Therefore item 34.2 reference above was removed and the following were added to the Graduate Survey. These items are answered on a 4-point Likert scale on the Graduate Survey. The benchmark is 3 based on the 4-point Likert scale used.
  - 34.2a The PA Program provides a positive learning environment.
  - 34.2b The PA Program provides an equitable learning environment.
  - 34.2c The PA Program provides an inclusive learning environment.

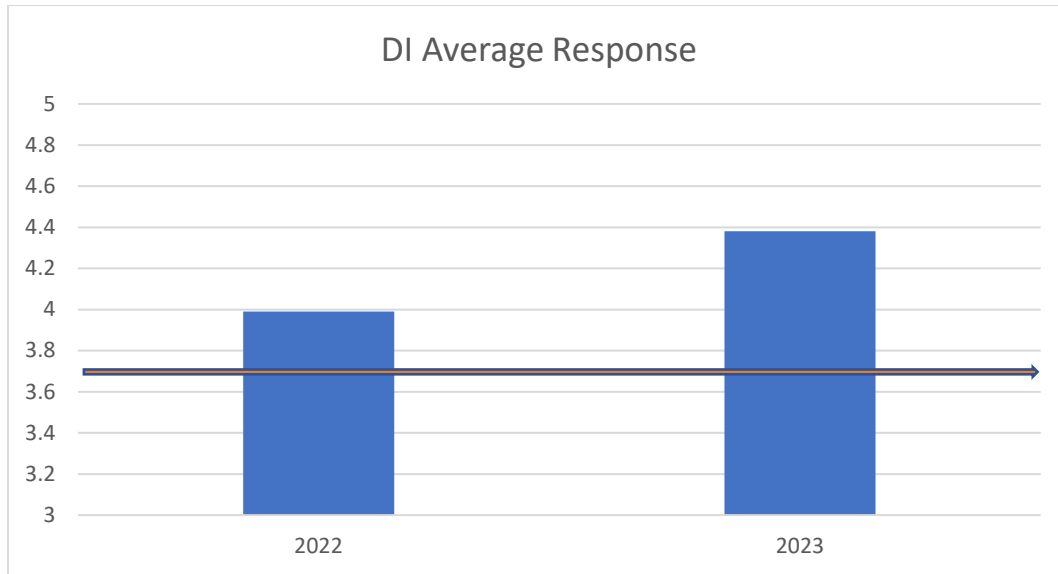
Data from the 2023 cohort is as follows:

<b>Cohort Grad Year</b>	<b>Avg Response 34.2a</b>	<b>Avg Response 34.2b</b>	<b>Avg Response 34.2c</b>	<b>n</b>	<b>Goal Met?</b>
<b>2023</b>	3.52	3.52	3.61	23	Yes

The number of respondents to this survey dropped in 2023. Faculty believe this is due to the fact that an attestation was not required for this survey. The faculty will work to ensure the attestation is added for the 2024 cohort to increase the number of respondents.

- The Administrative Survey is administered to all enrolled PA students in the Spring of each year. All students should complete this survey twice during enrollment. This survey was initially administered in 2022. The statement “Radford University is committed to students, faculty, and staff diversity and inclusion by supporting the PA Program in defining its goals for diversity and inclusion, implementation of recruitment and retention strategies, and making resources available that promote diversity and inclusion” was used to assess this goal, with the following results. Benchmark for analysis is 3.75 out of a possible score of 5 on a 5-point Likert scale response option.

<b>Assessment Year</b>	<b>Average response</b>	<b>n</b>	<b>Goal Met</b>
<b>2022</b>	3.99	70	Yes
<b>2023</b>	4.38	81	Yes



- The PA Program faculty re-evaluated this item for goal measurement and revised the Administrative Survey to divide the key concepts of the statement into 3 separate items for assessment on the same 5-point Likert scale. Data from the new items were initially collected in 2024 and reflected below. The data analysis is based on a benchmark of 3.75 out of 5, consistent with benchmarks set by the program for surveys assessed using a 5-point rating scale.
  - 1. Radford University demonstrates a commitment to students, faculty, and staff diversity, equity, and inclusion by supporting the PA Program in defining its goals for diversity, equity, and inclusion.
  - 2. Radford University demonstrates a commitment to students, faculty, and staff diversity, equity, and inclusion by supporting the PA Program in implementation of recruitment and retention strategies.
  - 3. Radford University demonstrated a commitment to students, faculty, and staff diversity, equity, and inclusion by supporting the PA Program in making resources available that promote diversity, equity, and inclusion.

Assessment Year	Avg Resp - #1	Avg Resp - #2	Avg Resp - #3	n	Goal Met?
2024	4.73	4.73	4.73	82	Yes

- Retention of students is evaluated by assessing the attrition rate for each cohort. The PA Program’s goal is an attrition rate of 5% or less per cohort.

Cohort	Entering Class Size	Attrition Number	Attrition Rate	Graduation Rate	Goal Met
2020	42	1	2%	98%	Yes
2021	42	1	2%	98%	Yes
2022	42	1	2%	98%	Yes



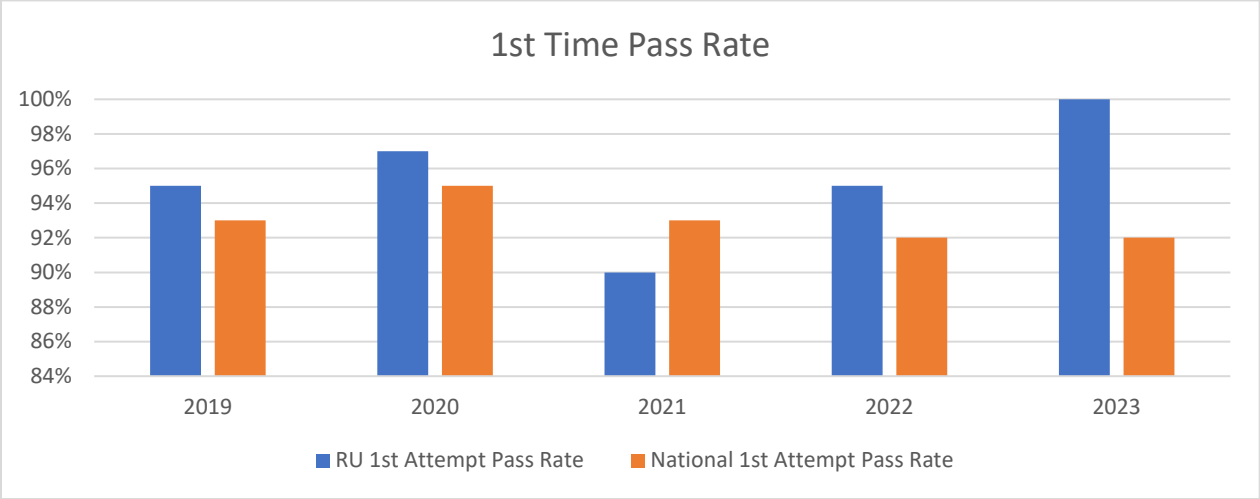
<b>2023</b>	42	2	5%	95%	Yes
<b>2024</b>	42	1	2%	pending	pending
<b>2025</b>	42	0	0%	pending	pending

**Goal 3. Provide a strong foundation of medical knowledge, clinical skills, and ethical and professional behaviors that will meet the needs of a practicing PA.**

The PA Program assesses medical knowledge using the PANCE first time pass rate of each cohort. The Summative Evaluation outcomes are also used to assess this goal as the components of the evaluation include medical knowledge, clinical skills, application of ethical standards, and professionalism displayed during an Objective Structured Clinical Examination (OSCE).

The benchmark for achievement of this goal, as it relates to PANCE outcomes, is for the first-time pass rate to meet or exceed the national first-time pass rate for the cohort graduating year.

- PANCE first time pass rate of cohorts compared to national average.



Cohort Grad Year	RU 1st Attempt Pass Rate	National 1st Attempt Pass Rate	Goal Met
<b>2019</b>	95%	93%	Yes
<b>2020</b>	97%	95%	Yes
<b>2021</b>	90%	93%	No
<b>2022</b>	95%	92%	Yes
<b>2023</b>	100%	92%	Yes

- The graduating cohorts in 2019 and 2020 exceeded the national 1<sup>st</sup> attempt pass rate. The 2021 graduating cohort fell below the national 1<sup>st</sup> attempt pass rate. We believe this is due to effects of the pandemic that equated to decreased face-to-face learning in the didactic year and during the PANCE review portion of the program. The 2022 cohort completed the PANCE review in-person, and the program instituted additional assignments to clinical students at risk of lower performance. The 1<sup>st</sup> attempt pass rate was again above the national average for the 2022 Cohort, and the 2023 cohort had a 100% pass rate.

The Summative Evaluation includes assessments of knowledge, clinical skills, application of ethical standards in clinical practice, student performance during an OSCE, and application of evidence-based medicine to a case encountered by the student, presented in poster format. Students must pass each portion of the Summative Evaluation to pass the overall evaluation and qualify for graduation. The program faculty set the goal of having all students pass the Summative Evaluation without need for remediation of any portion of the evaluation tool.

- Summative Evaluation with 100% pass rate with or without remediation

Cohort	Summ Eval Pass Rate (%)	# of Students Requiring Remediation (# portions remediated)	Goal Met
2019	100	0	Yes
2020	100	0	Yes
2021	100	1 (1)	No
2022	100	0	Yes
2023	100	0	Yes

***Goal 4. Prepare students to provide patient centered, evidence-based medical care.***

The PA Program assesses this goal using the Master’s Capstone Poster project assessment and responses to related questions on the Graduate Survey.

The Master’s Capstone Poster assignment requires students to answer a clinical question encountered during their time on clinical rotations using principles of evidence-based medical practice. Students must demonstrate appropriate search strategies and assessment of evidence to answer their question, include references in requested format, and provide reflection of their experience with evidence-based practice during their clinical rotations. The

minimum grade for passing is 70%. The benchmark for goal achievement is 100% of students receiving a grade of 85% (equates to 3.0) or better.

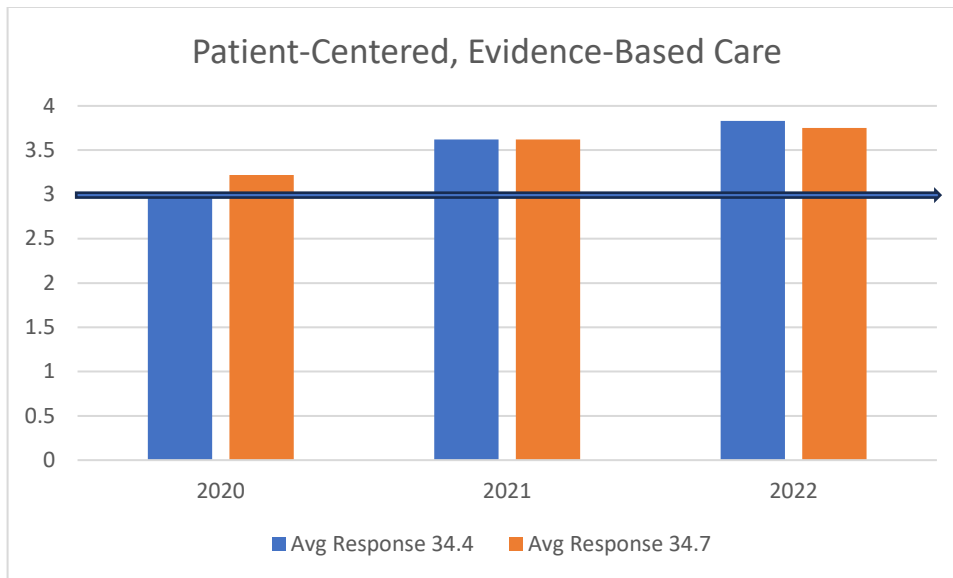
- Master’s Capstone Poster with a passing grade of at least 85%.

<b>Cohort</b>	<b>Poster &gt;85% (%)</b>	<b>Goal Met</b>
<b>2020</b>	100	Yes
<b>2021</b>	100	Yes
<b>2022</b>	100	Yes
<b>2023</b>	100	Yes

- Graduate Survey Questions with benchmark of 3.00

The Graduate Survey items were updated between the 2022 and 2023 cohort assessments to better align with the content of Goal 4. The items below that are indicated as 34.4 and 34.7 were administered to the 2021 and 2022 cohorts. These two items were removed from the assessment and have been replaced with the items indicated as updated. These items are included in the Graduate Survey disseminated by the Radford University Office of Institutional Effectiveness. These questions/statements are answered on a 4-point Likert scale (benchmark 3.00).

- 34.4: The PA Program instilled an appreciation for life-long learning skills and the need to provide the most current patient-centered care possible.
- 34.4 (updated): The PA Program instilled an appreciation for patient-centered, evidence-based medical care.
- 34.7: The PA Program prepared you to recognize healthy versus ill patients in the context of the patient’s lives and determine the stage of illness using up-to-date scientific evidence to inform clinical reasoning and judgement.
- 34.7 (updated): The PA Program prepared you to provide appropriate evidence-based, culturally sensitive, patient-centered care across the lifespan.



<b>Cohort Grad Year</b>	<b>Avg Response 34.4 (2020-2022)/Avg Response 34.4 updated (2023)</b>	<b>Avg Response 34.7 (2020-2022)/Avg Response 34.7 updated (2023)</b>	<b>n</b>
<b>2020</b>	3.00	3.22	17/18
<b>2021</b>	3.62	3.62	34
<b>2022</b>	3.83	3.75	40
<b>2023</b>	3.70	3.57	23

- The program met the benchmark for each item per cohort.