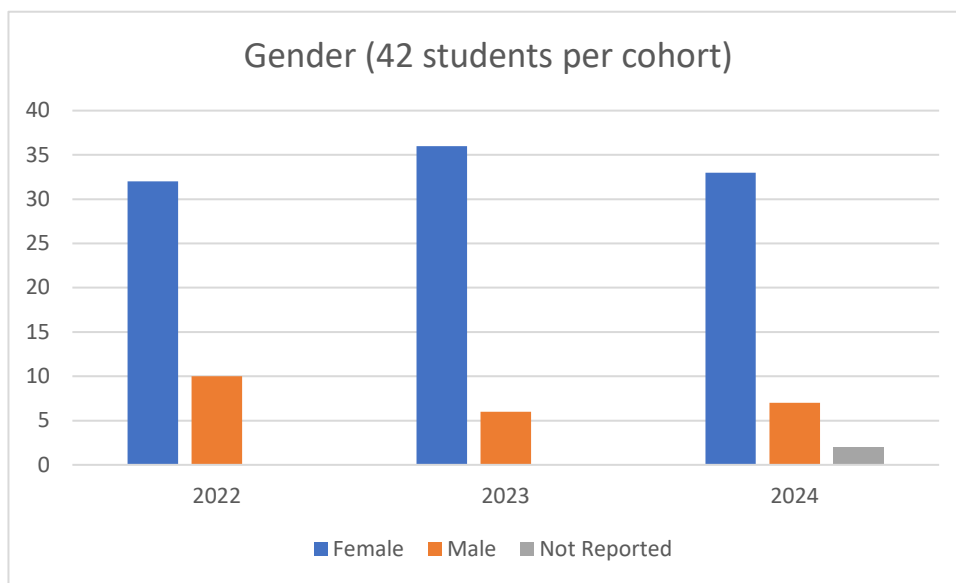# Radford University PA Program Mission

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.
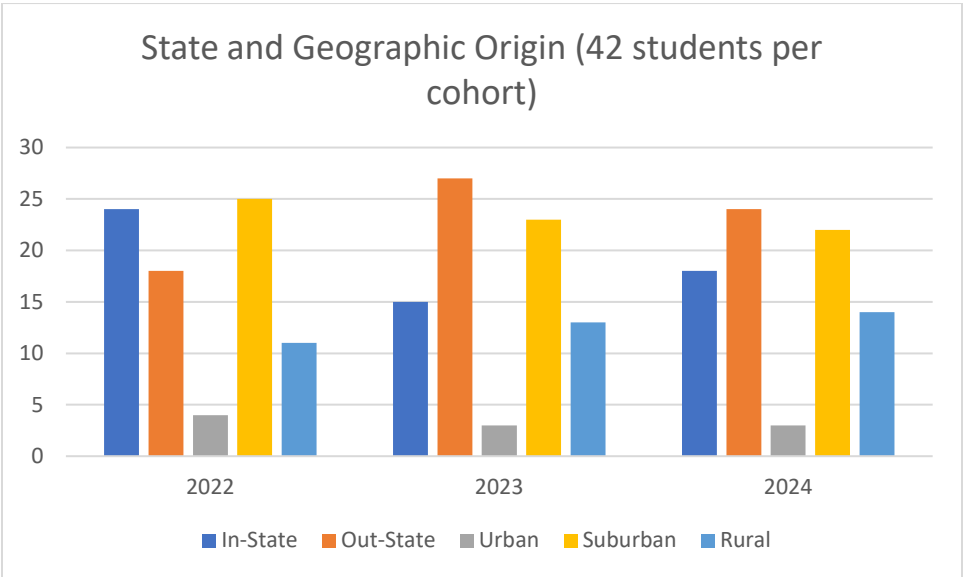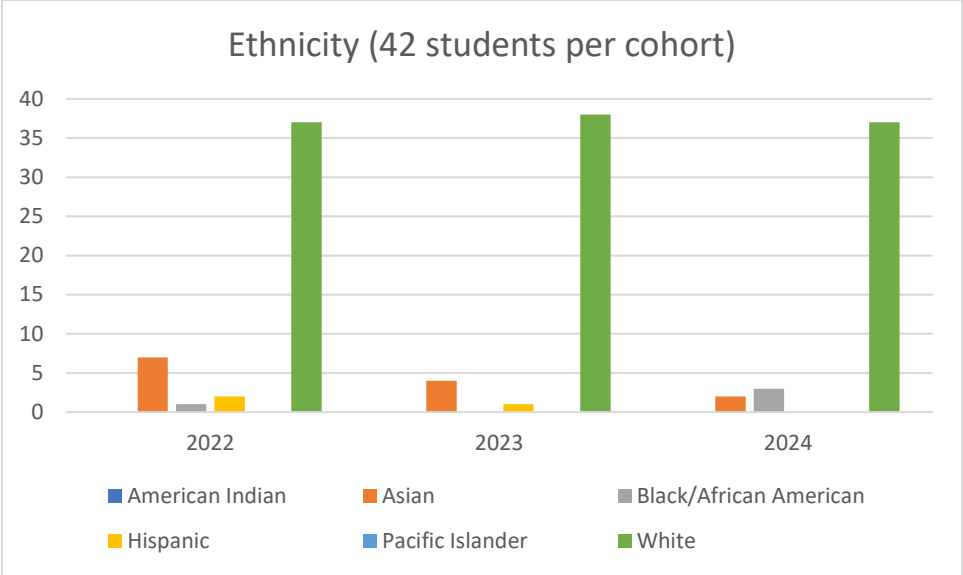
Radford University PA Program Goals

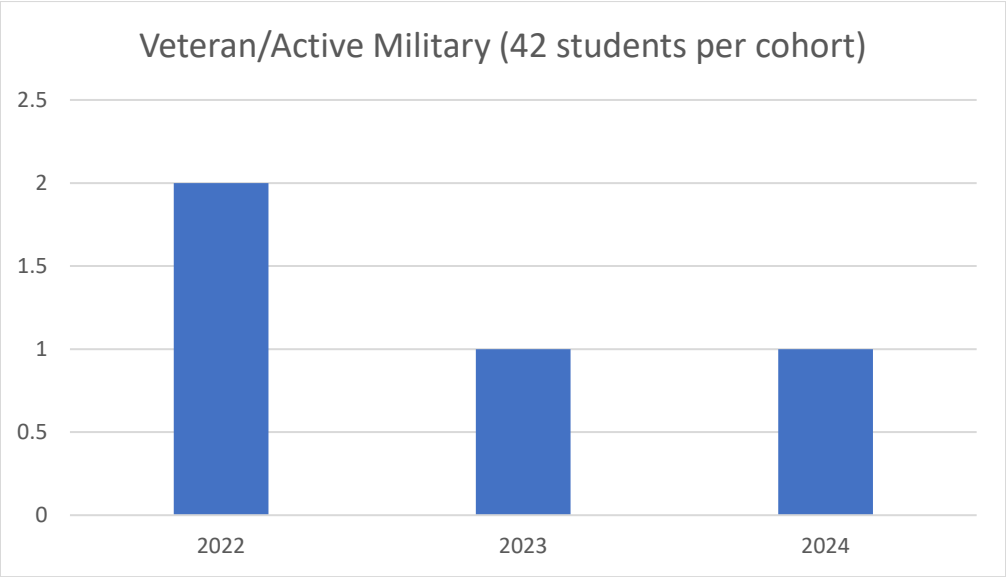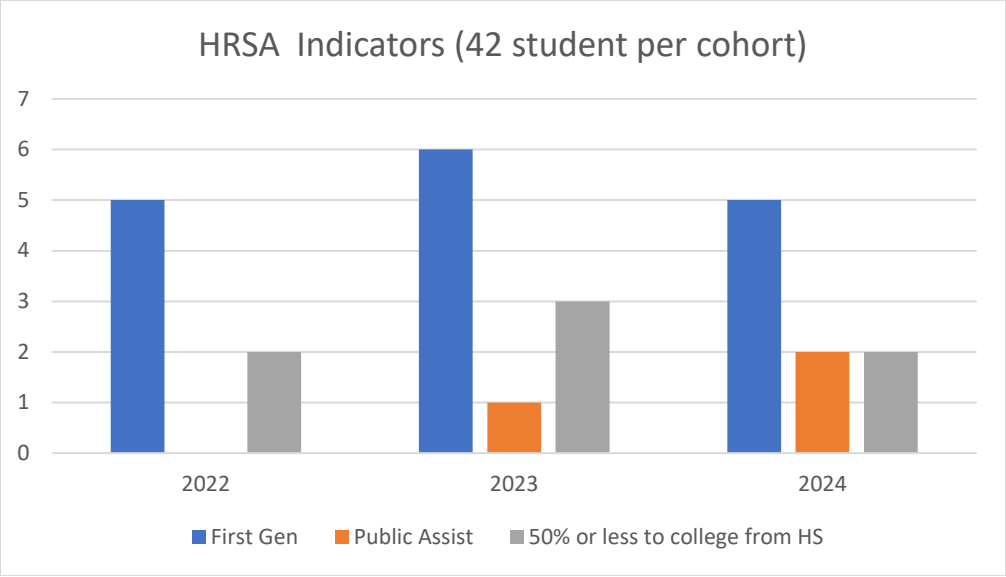## *Goal 1. Recruit and enroll students from diverse backgrounds who demonstrate academic excellence and a commitment to the healthcare profession.*

The following tables reveal the diversity of the class using markers such as gender, ethnicity, state in which the applicant spent the majority of their first 18 years of life, geographic origin, reported HRSA indicators, and veteran status.

- Diversity of Cohorts

Ethnicity (42 students per cohort)

Legend: American Indian, Asian, Black/African American, Hispanic, Pacific Islander, White

	2022	2023	2024
American Indian	0	0	0
Asian	7	4	2
Black/African American	1	0	3
Hispanic	2	1	0
Pacific Islander	0	0	0
White	37	38	37

State and Geographic Origin (42 students per cohort)

Legend: In-State, Out-State, Urban, Suburban, Rural

	2022	2023	2024
In-State	24	15	18
Out-State	18	27	24
Urban	4	3	3
Suburban	25	23	22
Rural	11	13	14

HRSA Indicators (42 student per cohort)

Year	First Gen	Public Assist	50% or less to college from HS
2022	5		2
2023	6	1	3
2024	5	2	2

Veteran/Active Military (42 students per cohort)

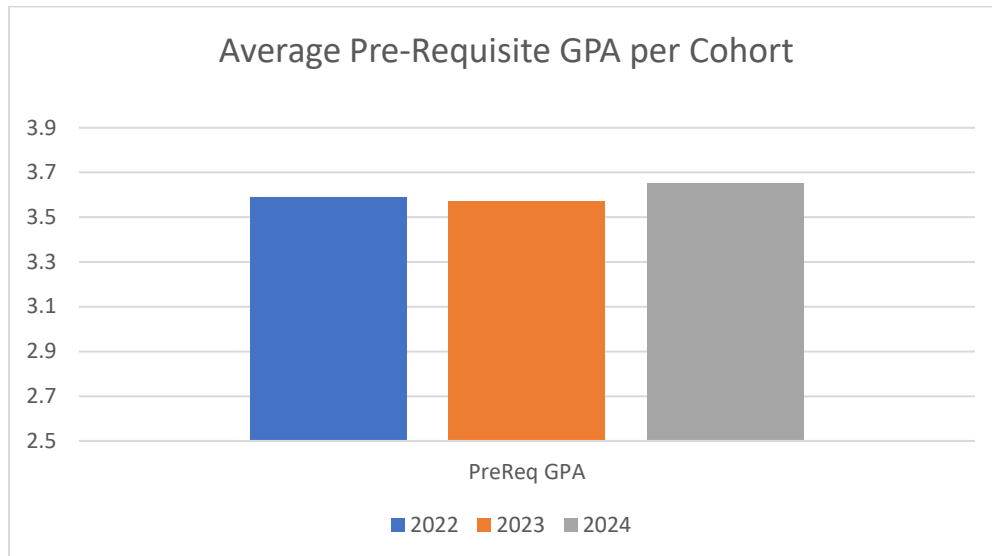| Year	Value
2022	2
2023	1
2024	1

The PA Program evaluates the average pre-requisite GPA of each cohort (benchmark ≥ 3.5) and average number of reported patient care hours per cohort (benchmark ≥ 1000 hours).

- Average Cohort Prerequisite GPA of 3.5

Average Pre-Requisite GPA per Cohort

Legend: ■ 2022 ■ 2023 ■ 2024 (category: PreReq GPA)

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

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

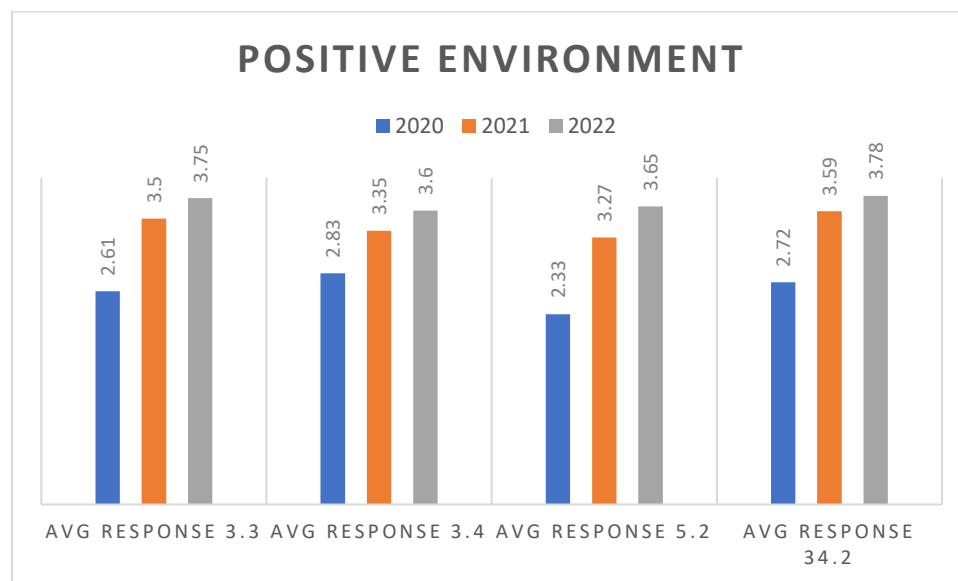| Cohort	Average Clinical Hours	Goal Met
2022	2278	Yes
2023	2389	Yes
2024	1891	Yes

- The PA Program is implementing additional recruitment strategies that will be measured and reported on future goal assessments. The GRE has been removed from the admission requirements for the 2026 Cohort. Data analysis will occur at the conclusion of the application cycle in 2023 to determine if the removal of the GRE requirement had any impact on the diversity of the applicant pool.

- 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 mailers per year.

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 Administration Surveys completed by students annually. Questions 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 ≥ 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.


POSITIVE ENVIRONMENT

2020 2021 2022

AVG RESPONSE 3.3: 2.61, 3.5, 3.75
AVG RESPONSE 3.4: 2.83, 3.35, 3.6
AVG RESPONSE 5.2: 2.33, 3.27, 3.65
AVG RESPONSE 34.2: 2.72, 3.59, 3.78

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	3.5	3.35	3.27	3.59	34/34/33	Yes
2022	3.75	3.6	3.65	3.78	40	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 two graduating classes.

- The Administration 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" is 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.

Assessment Year	Average response	n	Goal Met
2022	3.99	70	Yes
2023	4.38	81	Yes

DI Average Response
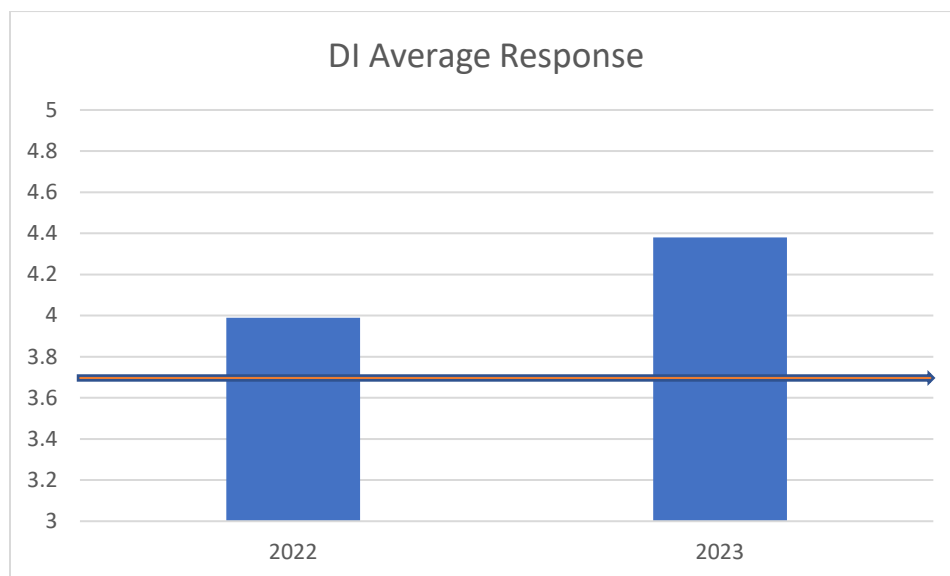
- The PA Program faculty have re-evaluated this question and will be revising the Administration Survey to divide the key concepts of the statement into 3 separate statements for evaluation on the same 5-point Likert scale. Future statements for evaluation will be:
    - Radford University demonstrates 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.
    - 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.
    - 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.

- Goal 2 is new for the PA Program, so we will be adding the following questions to future didactic, clinical, and graduation surveys to explicitly assess the student's evaluation of provision of a positive, equitable, and inclusive learning environment for a diverse cohort. This frequent feedback from students will allow the faculty to identify areas in need of improvement in the didactic and/or clinical year. These questions will be answered on a 5-point Likert scale on each program survey, and a 4-point Likert scale on the Graduate Survey. The benchmarks are 3.75/5 or 3/4 based on the Likert scale used.

    - The PA Program provides a positive learning environment.
    - The PA Program provides an equitable learning environment.
    - The PA Program provides an inclusive learning environment.

- Retention of students is evaluated by assessing the attrition rate for each cohort. The PA Program's goal is an attrition rate less than 5% 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
2023	42	1	2%	pending	pending
2024	42	1	2%	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.

1st Time Pass Rate
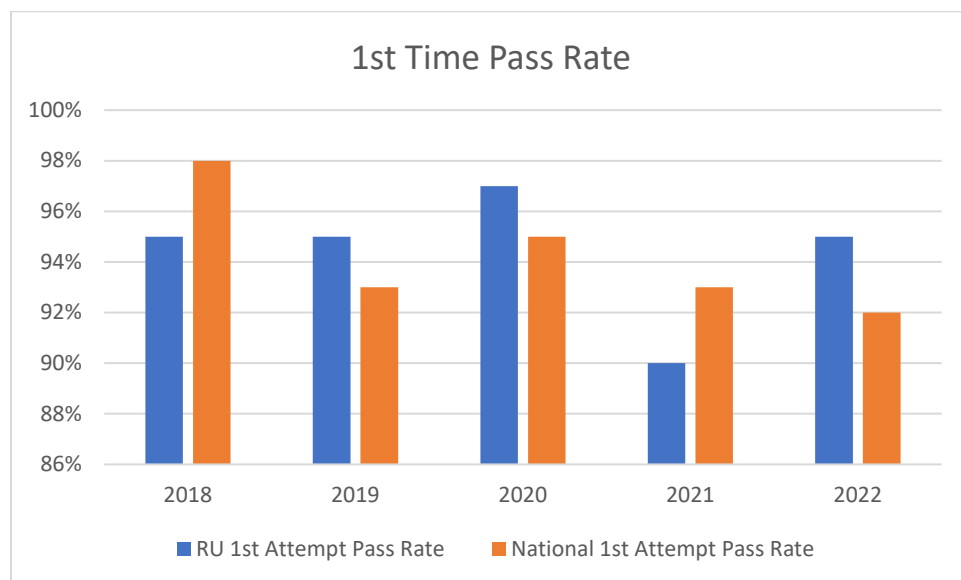
Cohort Grad Year	RU 1st Attempt Pass Rate	National 1st Attempt Pass Rate	Goal Met
2018	95%	98%	No
2019	95%	93%	Yes
2020	97%	95%	Yes
2021	90%	93%	No
2022	95%	92%	Yes

- The 1st Attempt Pass Rate fell below the National Rate in 2018 and 2021 for the Radford University graduating cohorts. A 95% pass rate equates to failure by 2 graduates. The 2018 pass rate for the PANCE was high nationally. The graduating cohorts in 2019 and 2020 exceeded the national 1st attempt pass rate. The 2021 graduating cohort fell below the national 1st 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 1st attempt pass rate was again above the national average for the 2022 Cohort.

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
2018	100	0	Yes
2019	100	0	Yes
2020	100	0	Yes
2021	100	1 (1)	No
2022	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 appreciation of evidence-based practice. 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%.

Cohort	Poster >85% (%)	Goal Met
2020	100	Yes
2021	100	Yes
2022	100	Yes

- Graduate Survey Questions with benchmark of 3.00

The following questions assess the students' response to their appreciation for life-long learning using up-to-date evidence to provide appropriate patient-centered care. These items are included in the Graduate Survey disseminated by the Radford University of Institutional Effectiveness. These questions/statements are answered on a 4-point Likert scale (benchmark 3.00). These questions/statements are included in the survey section titled "Physician Assistant Program Goals and Learning Outcomes."

- 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.
- 34.7 The PA Program prepared you to recognize health 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.

Patient-Centered, Evidence-Based Care
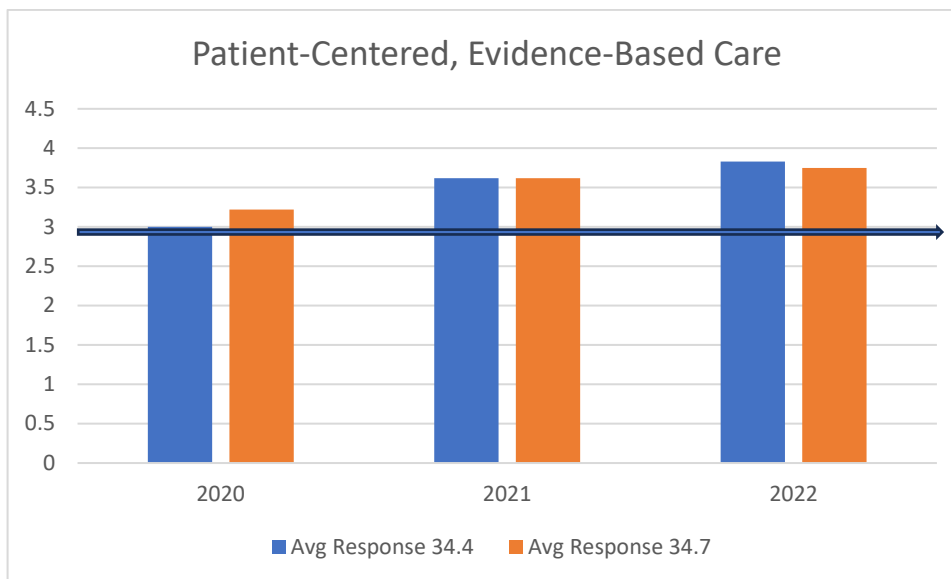
Cohort Grad Year	Avg Response 34.4	Avg Response 34.7	n
2020	3	3.22	17/18
2021	3.62	3.62	34
2022	3.83	3.75	40

- The program met the benchmark for each question per cohort assessed.