



HIGH POINT UNIVERSITY  

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Physician Assistant Studies

# **Success in Achieving Program Goals**

## Program Goal 1: Admit highly qualified applicants.

**Outcome Measure A:** Matriculated student CASPA information: Cumulative Undergraduate GPA, Cumulative Undergraduate Science GPA, and GRE scores.

Benchmark: Matriculated student Cumulative Undergraduate GPA, Cumulative Undergraduate Science GPA, and GRE scores will meet or exceed national averages.

*Data:*

	Class of 2018 2015-2016 Cycle		Class of 2019 2016-2017 Cycle		Class of 2020 2017-2018 Cycle		Class of 2021 2018-2019 Cycle		Class of 2022 2020-2021 Cycle	
	HPU	National CASPA	HPU	National CASPA	HPU	National CASPA	HPU	National CASPA	HPU	National CASPA
Cumulative Undergrad. GPA	3.72	3.56	3.72	3.57	3.74	3.59	3.78	3.58	3.81	3.41
Cumulative Undergrad. Science GPA	3.69	3.51	3.69	3.51	3.69	3.53	3.74	3.59	3.79	3.31
GRE-Quantitative	153.20	152.90	150.59	153.14	152.91	153.22	152.34	152.98	153	
GRE-Verbal	153.33	153.86	150.53	153.89	153.36	153.86	151.75	153.54	152	

Analysis:

- HPU Class of 2018 attained benchmarks in all areas except GRE-Verbal. The HPU result in the area below benchmark was extremely close.
- HPU Class of 2019 attained benchmarks in both GPA areas but fell below the benchmark for GRE-Quantitative and GRE-Verbal.
- HPU Class of 2020 attained benchmark in both GPA areas but fell below the benchmark for GRE-Quantitative and GRE-Verbal. The HPU results in the areas below benchmark were very close to benchmark.
- HPU Class of 2021 attained benchmark in both GPA areas but fell below the benchmark for GRE-Quantitative and GRE-Verbal. The HPU results for GRE-Quantitative was extremely close to benchmark.
- HPU Class of 2022 exceeded benchmark for GPA in both areas. National GRE scores have not yet been published.

For the Class of 2022, the HPU matriculated students brought academic GPA performance above the national average. Incoming student GPA for each of the five classes of students shows a consistent trend of HPU meeting the benchmark with the GPA for the Class of 2022 being the highest.

The Class of 2021, 2019 and 2020 fell below in both GRE scores in relation to national averages. In the previous admission classes, only one of the two GRE scores fell below national average. The trend identified is that we struggle to meet the benchmark in relation to GRE scores. We do not have current national GRE data for the class of 2022, and are unable to perform analysis.

The GPAs have a higher weighting than GRE in our admissions evaluation process. This can explain why we consistently meet the benchmark in the GPAs but not the GREs. We increased our class size from 20 to 35 students between the Class of 2018 and Class of 2019, which is where we see the lower GRE scores. While we do not have the data for review, the class size has increased by an additional 10 students. A similar trend is anticipated. The admitted students tend to perform very well in our PA Program, consistently pass PANCE on the first attempt in accordance with ARC-PA Standards and find

employment. Presently, we do not intend to change our admissions practices, rather we hope to attract more applicants with higher GRE scores as our program becomes more well-known for producing highly qualified graduates.

**Overall, the HPU PA Program is partially meeting the program established goal of recruiting highly “academically” qualified applicants.**

**Outcome Measure B:** Matriculated student prior healthcare experience.

Benchmark: Matriculated student mean healthcare experience will be at least 1,000 hours and greater than average level of patient care/responsibility. “Average” level of patient care/responsibility is 2 on a 1-4-point scale.

*Data:*

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Healthcare Experience – Average # of Hours	2,036	3,370	1,835	3,231	3082
Healthcare Experience – Median # of Hours	2,002	2,153	1,314	1,990	2269
Healthcare Responsibility Level	2.05	2.09	1.94	2.11	2.04

Analysis:

- HPU Class of 2018 attained both benchmarks related to healthcare experience.
- HPU Class of 2019 attained both benchmarks related to healthcare experience.
- HPU Class of 2020 attained the first benchmark (total hours) but fell just below the benchmark in average level of patient care/responsibility.
- HPU Class of 2021 attained both benchmarks related to healthcare experience.
- HPU Class pf 2022 attained both benchmarks related healthcare experience

Over the five admission years, there has been a fluctuation of average and median healthcare experience but a rather constant level of healthcare responsibility. This is in contrast to the total number of applications to the PA program, which has increased every year. Class size increased from 20 to 35 students between the Class of 2018 and Class of 2019, and further increased from 35 students to 45 with the Class of 2022. Despite increasing class size, healthcare experience levels have remained fairly consistent. The Class of 2022 experienced unavailability of opportunities for healthcare experience due to COVID, but was still able to attain the benchmark.

**Overall, the HPU PA Program is doing well in meeting the program established goal of recruiting highly qualified applicants related to previous healthcare experience.**

**Outcome Measure C:** Matriculated student admission interview performance.

Benchmark: Matriculated students will attain average admission interview scores of at least 85% of the possible points.

*Data:*

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Matriculated Student Average Admission Interview Score – Percent of Possible Points	90%	90.5%	91.4%	89.7%	93%

Analysis:

- HPU Class of 2018 exceeded the program benchmark.
- HPU Class of 2019 exceeded the program benchmark.
- HPU Class of 2020 exceeded the program benchmark.
- HPU Class of 2021 exceeded the program benchmark.
- HPU Class of 2022 exceeded the program benchmark.

The matriculated students in the PA Class of 2022 did well on their admission interviews and exceeded program identified performance. It is noted that the average interview performance for the Class of 2022 is higher than all previous years. It is noted that the range of scores for the Class of 2022 is greater being 16.5 - 20 (Avg. 17.94/Med 18) compared to the Class of 2020 range of 17 - 20 (Avg. 18.27/Med 18).

**Overall, the HPU PA Program is doing well in admitting highly qualified applicants related to admissions interviews.**

## Program Goal 2: Deliver a curriculum that ensures all graduates possess the requisite knowledge and skills for entry to PA practice

**Outcome Measure A:** Student, faculty and preceptor ratings of the students' preparedness and ability to perform the Program Learning Outcomes (PLO). Ratings are collected across multiple surveys that use a 5-point Likert scale where 5 = strongly agree. The following surveys are used to measure student preparedness and ability to perform Program Learning Outcomes (PLO): End of Didactic Student Survey, End of Program Student Survey, Alumni Survey, Faculty Survey, Preceptor Student Preparedness Survey.

**Benchmark:** Student, faculty and preceptor ratings will exceed 3.5 on the 5-point Likert scale for 100% of surveys.

**Data:** Information below reflects data from the most recent graduating class. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

#	Program Learning Outcomes	Class 2017 % of Surveys > 3.5 AVG	Class 2017 Range of Survey AVGs	Class 2018 % of Surveys > 3.5 AVG	Class 2018 Range of Survey AVGs	Class 2019 % of Surveys > 3.5 AVG	Class 2019 Range of Survey AVGs	Class 2020 % of Surveys > 3.5 AVG	Class 2020 Range of Survey AVGs
1	Perform focused histories and physicals on patients across the life span and in a variety of health care delivery settings. (P)	100%	3.8 - 4.5	100%	4.6 - 4.7	100%	4.5 - 5.0	100%	4.8-5.0
2	Formulate a differential diagnosis based upon the patient history and physical exam and recommend the proper diagnostic studies. (C)	100%	4.2 - 4.7	100%	4.5 - 4.9	100%	4.3- 5.0	100%	4.6-4.8
3	Diagnose common medical and behavioral problems likely to be seen in a primary care setting. (C)	100%	4.3 - 4.7	100%	4.3 - 4.9	100%	4.3- 4.8	100%	4.7-4.8
4	Diagnose potentially life- or function-threatening medical and behavioral problems likely to be seen in a primary care setting. (C)	100%	4.4 - 4.8	100%	4.5 - 4.8	100%	4.3 - 4.8	100%	4.6-4.8
5	Develop, implement and monitor management plans for emergent, acute, chronic or ongoing conditions including pharmacological and non-pharmacological approaches, surgery, counseling, therapeutic procedures and/or rehabilitative therapies. (C)	100%	4.2 - 4.5	100%	4.2 - 4.6	100%	3.8 – 4.5	100%	4.2-4.3
6	Accurately and concisely communicate the findings of a given patient encounter in written and oral forms to all members of the health care team. (P)	100%	4.0 - 4.7	100%	4.0 - 4.6	100%	4.1 - 4.8	100%	4.5-4.8
7	Demonstrate sensitivity and empathy regarding the emotional, cultural and socioeconomic aspects of the patient, the patient's condition and the patient's family. (A)	100%	4.6 - 4.7	100%	4.2 - 4.6	100%	4.3 - 4.8	100%	4.5-4.6
8	Communicate in a patient-centered and culturally responsive manner to accurately obtain, interpret and utilize subjective information and construct a patient-centered management plan. (A)	100%	4.4 - 4.7	100%	4.4 - 4.6	100%	4.2 - 4.9	100%	4.5-4.8
9	Provide advocacy and support to assist patients in obtaining quality care and in dealing with the complexities of health care delivery systems. (A)	100%	4.5 - 4.5	100%	4.0 - 4.6	100%	3.9 - 4.7	100%	4.2-4.5
10	In all encounters, demonstrate professional behavior to the highest ethical and legal standards by recognizing professional limitations, then consulting with other health care providers and/or directing patients to appropriate community resources, as needed. (A)	100%	4.7 - 4.9	100%	4.3 - 4.8	100%	4.5 - 4.9	100%	4.7-5.0

11	Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of evidence-based medicine to patient care. (C)	100%	4.4 - 4.9	100%	4.1 - 4.6	100%	3.9 - 4.8	100%	4.6-4.8
12	Educate patients in health promotion and disease prevention and demonstrate a working knowledge of all tiers of preventive medicine in patient interactions. (P)	100%	4.5 - 4.8	100%	4.3 - 4.8	100%	4.2 - 4.8	100%	4.6-4.8
13	Perform clinical procedures common to primary care, including: rapid strep testing, urinalysis, collection of culture specimens, injections, wound dressings, venipuncture, interpretation of EKGs, interpretation of chest and skeletal X-rays, starting IVs, and laceration repair. (P)	100%	4.0 - 4.9	100%	4.1 - 4.6	100%	3.9 - 4.7	100%	4.5-4.6

**Analysis:**

HPU Class of 2017 meets the program benchmark with 100% of survey ratings exceeding 3.5 on the 5-point Likert scale.

HPU Class of 2018 meets the program benchmark with 100% of survey ratings exceeding 3.5 on the 5-point Likert scale.

HPU Class of 2019 meets the program benchmark with 100% of survey ratings exceeding 3.5 on the 5-point Likert scale.

HPU Class of 2020 meets the program benchmark with 100% of survey ratings exceeding 3.5 on the 5-point Likert scale.

**Overall, the HPU PA Program curriculum is meeting the program established goal of ensuring graduates possess the knowledge and skills required for entry to PA practice based on student, faculty and preceptor surveys.**

**Outcome Measure B:** Success on Summative Evaluations

Benchmark: 85% of students pass all components of the program summative examination after the second attempt

*Data:* Information below reflects data from the most recent graduating class. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

High Point University Student Performance	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Cumulative Data
Summative Evaluation: Pass on 1st or 2nd Attempt	89.47%	85.71%	97.05%	100%	93.05%
Meet Benchmark	Yes	Yes	Yes	Yes	Yes

**Analysis:**

HPU Class of 2017 exceeded the program benchmark.  
HPU Class of 2018 exceeded the program benchmark.  
HPU Class of 2019 exceeded the program benchmark.  
HPU Class of 2020 exceeded the program benchmark.

Long-term analysis of 5-year data not available at this time. Analysis of 4-year data demonstrates that student performance on the Summative Evaluation exceeded the program benchmark.

**Overall, the HPU PA Program curriculum is meeting the program established goal of ensuring graduates possess the knowledge and skills required for entry to PA practice based on successful performance on Summative Evaluations.**

**Outcome Measure C:** PANCE first-time test take pass rates.

Benchmark: Each cohort achieves a First Time Taker PANCE Pass Rate at or above the 5-year running average national pass rate.

*Data:* Information below reflects data from the most recent graduating class. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

Class	Number of students who passed on first attempt	Number of First Time Takers	Program First Time Taker Pass Rate	National First Time Taker Pass Rate By Calendar Year	Five Year National First Time Taker Average	Meets Program Benchmark
Class of 2017	18	19	95%	97%	96%	No
Class of 2018	21	21	100%	98%	96%	Yes
Class of 2019	30	34	88%	93%	96%	No
Class of 2020	35	35	100%	95%	96%	Yes

Analysis:

In 2017 the program did not meet the benchmark with only one student out of 19 failing the initial attempt. Upon review of PANCE outcomes and student performance across the curriculum on standardized tests, the program incorporated formative assessments during the didactic phase and program OSCE assessments during the clinical phase of the program. Additionally, the program instituted evaluation of trends in student performance between cohorts to identify at risk students and provide early intervention to facilitate success in meeting this benchmark.

In 2018 the program met the benchmark with all students passing PANCE on the initial attempt.

In 2019 the program did not meet the benchmark with four students out of 34 failing the initial attempt. While there is only three years of data for review, the program identified the following trends with regard to PANCE outcomes:

- The program notes a strong correlation between performance on EOR examinations and success on PANCE. Student who scored in the “low pass range” two or more EOR exams also ranked in the bottom 30% of the class on PANCE scores. Additionally, High Pass scorers on EOR exams correlate strongly with success on PANCE.
- Students who scored in the bottom 30% on PACKRAT 2 also scored in the bottom 30% of PANCE takers. In 2019 students who scored in the top 33% on PACKRAT 2 scored in the top 50% of PANCE takers. While this is suggested, the correlation was not as significant in 2017 and 2019.
- The program did not identify a strong correlation on the Summative evaluations and success on PANCE.

An outline of 2019 data is outlined below:

- Student A
  - Three EOR exam scores in the “low pass range”
  - PACKRAT 2: 146 (65%): Within cohort score rank = 31 out of 34
- Student B
  - Three EOR exam scores in the “low pass range”

- PACKRAT 2: 153 (68%) Within cohort score rank = 25 out of 34
- Student C
  - Two EOR exam scores in the “low pass range”
  - PACKRAT 2: 132 (59%) Within cohort score rank = 33 out of 34
- Student D
  - Four EOR exam scores in the “low pass range”
  - PACKRAT 2: 135 (60%) Within cohort score rank = 34 out of 34

Upon review of PANCE outcomes and student performance across the curriculum on standardized tests, the program incorporated the following interventions to support student success on PANCE:

- To promote earlier intervention for students who score in the “low pass range on EOR Examinations:
  - 1<sup>st</sup> low pass rate score: academic intervention to better identify students who may be “at risk” early on as a means to promote successful acquisition of requisite knowledge to be successful.
  - 2<sup>nd</sup> low pass: formal academic advising that includes an outline of strategies for improvement
  - 3<sup>rd</sup> low pass: referral to Student Progress Committee for consideration of additional support measures
- To promote strategies for future success on PANCE, the Student Progress Committee (SPC) will review PACKRAT 2 performance for those students who score in the bottom 33% of the class. The SPC will submit a formal letter to the student, student advisor, and Department Chair outlining recommendations for PANCE success including, but not limited to, recommendation for a Board Review Course and/or Test Taking Strategies Course. Formal letters will be signed by the student and included in the student’s file. The student must meet with the advisor to review these program recommendations.

In 2018 the program met the benchmark with all students passing PANCE on the initial attempt.

Confirmation of trends and stronger correlations will be made as more students graduate from the program in the coming years.

**Overall, the HPU PA Program curriculum is meeting the program established goal of ensuring graduates possess the knowledge and skills required for entry to PA practice with 104 out of 109 students passing the PANCE on the first attempt.**



### Program Goal 3: Educate physician assistants in a generalist model prepared to practice in a variety of health care settings and disciplines

**Outcome Measure A:** Student performance on discipline specific PAEA EOR™ Exams

**Benchmark:** Each cohort will meet or exceed the national average for each PAEA EOR™ Exam

**Data:** Information below reflects data from the most recent graduating class and includes only first attempt test results. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

PAEA EOR™ Exams	Class of 2017		Class of 2018		Class of 2019			Class of 2020	
	Class Average Z-score	At or Above National Average?	Class Average Z-score	At or Above National Average?	Class Average Z-score	Class Average Scale score	At or Above National Average?	Class Average Scale score	At or Above National Average?
Emergency Medicine	0.47	Yes	0.53	Yes	0.56	417	Yes	418	Yes
Family Medicine	0.51	Yes	0.06	Yes	0.53	416	Yes	423	Yes
General Surgery	0.21	Yes	0.35	Yes	0.23	421	Yes	425	Yes
Internal Medicine	0.31	Yes	0.56	Yes	0.67	420	Yes	430	Yes
Pediatrics	0.59	Yes	0.71	Yes	1.23	435	Yes	431	Yes
Psychiatry & Behavioral Health	0.61	Yes	0.66	Yes	1.07	430	Yes	418	Yes
Women's Health	0.42	Yes	0.40	Yes	0.45	413	Yes	425	Yes

**Analysis:**

HPU Class of 2017 exceeded the program benchmark in each specialty examination.

Overall, the HPU PA Program is doing well in meeting the program established goal of educating physician assistants in a generalist model prepared to practice in a variety of health care settings and disciplines.

HPU Class of 2018 exceeded the program benchmark in each specialty examination. While each benchmark was met it was noted that there was a significant decrease in the overall class performance on the Family Medicine EOR™ exam.

HPU Class of 2019 exceeded the program benchmark in each specialty examination and overall class performance on the Family Medicine EOR™ exam improved significantly from the Class of 2018. Long-term analysis of 5-year data not available at this time. The program will continue to monitor all areas of performance to identify potential trends so that curricular changes may be implemented, if needed, to ensure that students are prepared to practice in a variety of health settings and disciplines. Analysis of 3-year data demonstrates that student performance on the EOR™ exams exceeded the program benchmark.

HPU Class of 2020 exceeded the program benchmark in each specialty examination. There was a slight decrease in overall performance on the Pediatrics exam and a significant decrease in performance on the Psychiatry exam and a significant increase in performance on the Family Medicine, Internal Medicine, and Women’s Health Exams. Long-term analysis of 5-year data is not available at this time, and the change in reporting from the z-score to the scale score further complicates analysis, however it remains clear that despite some oscillation in scoring from one cohort to the next, students continue to exceed the program benchmark, demonstrating a continued ability to practice in a variety of health settings and disciplines.

**Overall, the HPU PA Program is meeting the program established goal of educating physician assistants in a generalist model prepared to practice in a variety of health care setting and disciplines based on meeting or exceeding the national average for each PAEA EOR™ Exam.**

**Outcome Measure B:** Student performance on the HPU MPAS Program Clinical Practice Passport

*Benchmark:* 100% of Students will successfully complete all components of the Clinical Practice Passport at the completion of the Clinical Phase of the program.

*Data:* Information below reflects data from the most recent graduating class beginning with the Class of 2019 when Clinical Practice Passports were initiated into the program. Data is updated in the Spring of each year. Long-term analysis will include data from the previous 5 years.

	Class of 2019		Class of 2020	
	% of Class meeting Benchmark	Meets Program Benchmark	% of Class meeting Benchmark	Meets Program Benchmark
<b>MEDICAL CARE ACROSS THE LIFE SPAN</b> A. Medical Care for Infants B. Medical Care for Children C. Medical Care for Adolescents D. Medical Care for Adults E. Medical Care for Elderly	100%	Yes	100%	Yes
<b>WOMENS HEALTH</b> A. Prenatal Care B. Gynecologic Care	100%	Yes	100%	Yes
<b>CARE FOR CONDITIONS REQUIRING SURGICAL MANAGEMENT</b> A. Pre-operative Care B. Intra-operative Care C. Post-operative Care	100%	Yes	100%	Yes
<b>CARE FOR BEHAVIORAL AND MENTAL HEALTH CONDITIONS</b> A. Care for behavioral and mental health conditions	100%	Yes	100%	Yes

<b>PREVENTIVE EMERGENT, ACUTE, AND CHRONIC CARE</b> A. Preventive care B. Care for emergent conditions C. Care for acute conditions D. Care for chronic conditions	100%	Yes	100%	Yes
<b>COMMUNICATION/PROFESSIONALISM/ADVOCACY/EVIDENCE BASED MEDICINE</b> A. Communication B. Professionalism C. Patient Advocacy D. Evidence Based Medicine	100%	Yes	100%	Yes
<b>CLINICAL SKILLS &amp; DIAGNOSTIC TESTS</b> A. Clinical Skills B. Diagnostic Tests	100%	Yes	100%	Yes

Analysis:

HPU Class of 2019 successfully completed 100% of all components of the Clinical Practice Passport at the completion of the Clinical Phase of the program.

**Overall, the HPU PA Program is meeting the program established goal of educating physician assistants in a generalist model prepared to practice in a variety of health care setting and disciplines based on the completion of Clinical Practice Passports at the end of the clinical year.**

## **Program Goal 4: Engage faculty and students in active and on-going professional, scholarly, and community engagement activities**

**Outcome Measure A:** Faculty participation as committee members and leaders in local, state and national PA professional organizations.

**Benchmark:** Faculty will provide volunteer service to, serve on committees, or hold leadership roles in 66% or more of the six applicable local, state, and national PA professional organizations.

**Data:**

For 2017, HPU PA faculty members currently provide volunteer service to, serve on a committee, or hold leadership roles in all six professional organizations (100%).

For 2018, HPU PA faculty members currently provide volunteer service to, serve on a committee, or hold leadership roles in all six professional organizations (100%).

For 2019, HPU PA faculty members currently provide volunteer service to, serve on a committee, or hold leadership roles in 5 local, state, and national PA professional organizations (83.33%).

For 2020, HPU PA faculty members provided volunteer service to, held committee positions, or held leadership roles in 4 local, state, and national PA professional organizations (66%).

Examples include:

American Academy of Physician Assistants (AAPA)

- House of Delegates

Physician Assistant Education Association (PAEA)

- Board of Directors
- EOR Exam Writing Committee

North Carolina Academy of PAs (NCAPA)

- Professional Development Review Panel
- North Carolina Representative to the AAPA House of Delegates
- Optimal Team Practice Task Force

Accreditation Review Commission for the Physician Assistant (ARC-PA)

- Site Visitor

Analysis

The faculty continue to believe in the importance of leadership and participation in local, state, and national PA professional organizations as shown by the department's success in meeting or exceeding the benchmark set for this outcome measure annually since 2017. The faculty believes leadership and participation in these PA professional organizations leads students to participate in similar student-level activities and informs the program regarding current trends in the profession. The faculty met the program established benchmark of 66%.

**Faculty participation in leadership and participation in local, state and national PA professional organizations helps the HPU PA Program meet the program established goal of engaging faculty and students in active and on-going professional, scholarly, and community engagement activities.**

**Outcome Measure B:** Program Peer-Reviewed Presentations and Publications

**Benchmark:** The program will have a minimum of 6 peer-reviewed presentations or publications annually.

**Data:**

For the calendar year of 2017, PA program faculty had a total 20 of peer-reviewed presentations and journal articles.

For the calendar year of 2018, PA program faculty had a total 23 of peer-reviewed presentations and publications.

For the calendar year of 2019, PA program faculty had a total of 12 peer-reviewed presentations and publications.

For the calendar year of 2020, PA program faculty had a total of 1 peer-reviewed presentations and publications.

A list of this scholarship follows.

- Rheumatology Board Review North Carolina Academy of Physician Assistants 34th Annual NCAPA Recertification Exam Review Conference, Durham, NC, February 2020.

#### Analysis

Faculty did not meet the program established benchmark of 6 peer-reviewed presentations and publications in 2020 after consistently surpassing the benchmark from 2017-2019. The reduction in peer-reviewed presentations and publications is likely related to faculty transition in the department over the last year and a half. These new faculty have been focused on departmental onboarding and orientation to their new roles and likely created a temporary decrease in focus on scholarly activity.

**The volume of program Peer-Reviewed Presentations and Publications for 2020 was below the program established benchmark and did not help the HPU PA Program to meet the program established goal of engaging faculty and students in active and on-going professional, scholarly, and community engagement activities.**

**Outcome Measure C:** Faculty and Student participation in community service activities.

**Benchmark:** 100% of Faculty and Students will participate in community service activities.

#### Data:

- Class of 2018: 100% participation
- Class of 2019: 97% participation – one student out of class of 34 did not participate in any community service in 2018
- Class of 2020: 94% participation – two students out of a class of 35 did not participate in any community service in 2018
- Class of 2021: 100% participation
- Class of 2022: 77% participation – ten students out of a class of 44 did not participate in any community service in 2020.
- Faculty: 90% participation - 1 out of 10 faculty members did not participate in any community service in 2020.

Examples of agencies served include:

- HPU Pro Bono PT Clinic
- Glenn High School
- Guilford County “Go Red for Women”
- NC Baptist Men Medical Van
- United Way of Greater High Point
- Triad Adult and Pediatric Medicine
- “Walk with the Doc”, Klamath Falls, OR
- Deep River Drug COVID-19 Vaccination Clinic
- UNCG COVID-19 Mass Vaccination Clinic
- Walk to End Alzheimer’s

- Salvation Army
- PA Week
- Lee Treadwell Society
- Forsyth County Sheriff's Office
- Forsyth County Emergency Services
- American Red Cross
- North Carolina Medical Journal (NCMJ) Editorial Board
- Journal of the American Academy of Physician Assistants Peer Reviewer
- Bon Secours COVID-19 Information Liaison
- Novant Health Community Influenza Vaccination Clinic

*Analysis:*

In 2017 faculty and students excelled in their individual commitment to community engagement and succeeded in meeting the established benchmark of 100%.

In 2018 faculty excelled in their commitment to community engagement and succeeded in meeting the established benchmark of 100%. While there was not 100% participation from students, there was  $\geq 94\%$  of students in both cohorts who were actively engaged in community service. The program will continue to collect data on student engagement within the community.

In 2019 faculty and students excelled in their commitment to community engagement and succeeded in meeting the established benchmark of 100%.

In 2020 faculty and students fell below the program established benchmark of 100% participation in community service. Faculty and students met the benchmark in 2019. The COVID-19 Pandemic severely reduced community services opportunities over 2020.

**HPU PA Program Faculty and Students participation in community service was below the program benchmark for 2020 and did not help the program meet the established goal of engaging faculty and students in active and on-going professional, scholarly, and community engagement activities as evidenced by the volume of faculty and student participation in community service activities.**