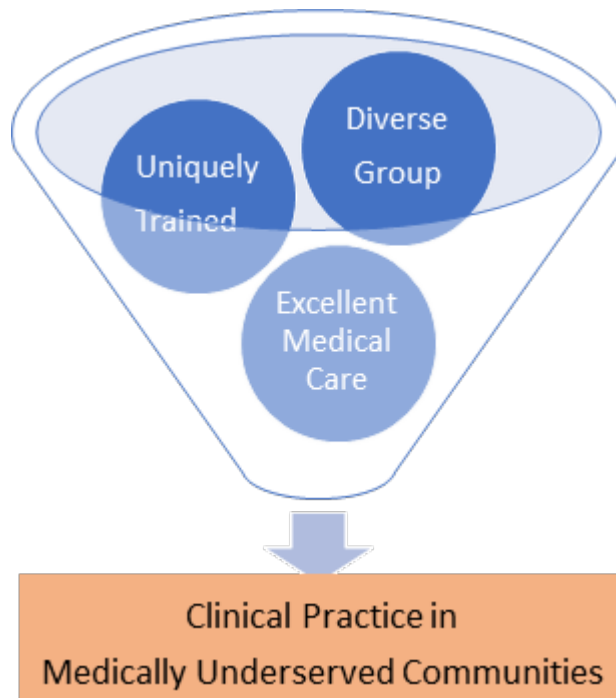


## Introduction to program goals

In conjunction with institutional leadership, the PA program at CDU has selected 5 goals and corresponding key performance indicators (KPIs) that support the program mission. The on-going self-assessment closely monitors the KPIs to ensure that they are met, and any revisions to program policies and processes are data-driven. The program's ongoing self-assessment process includes the collection, management, analysis, and interpretation of a variety of student, personnel, program, and operational data throughout the year to identify areas of strength and weakness, suggest the need for modifications, and formulate action plans to meet program goal benchmarks. Several members of the team collaborate in the on-going self-assessment process as individually assigned or as part of a committee. The program also receives operational and analytical support from the office of the provost and from faculty based in the college of medicine.

## Program mission

The mission of the Charles R. Drew University Physician Assistant program is to prepare a diverse group of uniquely qualified physician assistants who provide excellent medical care with compassion while addressing health disparities, seeking social justice, and improving the health of medically underserved communities.



**Goal 1: Promote diversity and inclusion in the PA profession.**

Goal 1: Promote Diversity and Inclusion in the PA profession.							
Key Performance Indicators	Benchmark	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Admitted students from communities underrepresented in medicine <sup>1</sup> [National average, 2019=14% <sup>2</sup> ]	40%	62%	64%	52%	54%	54%	65%
Admitted students are first-generation college students <sup>3</sup>	25%	35%	32%	38%	42%	27%	50%

Excludes those who did not report race/ethnicity.

<sup>1</sup> Racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.

<https://www.aamc.org/what-we-do/mission-areas/diversity-inclusion/underrepresented-in-medicine>

<sup>2</sup> PAEA data, 2020

<sup>3</sup> Students enrolled in postsecondary education whose parents have not attended college <https://nces.ed.gov/pubs2018/2018421.pdf>

**Goal 2: Prepare students with the knowledge and skills necessary for entry-level PA practice**

Goal 2: Prepare students with the knowledge and skills necessary for entry-level PA practice					
Key Performance Indicator 1	Benchmark	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Students meeting overall competencies based on preceptor evaluation	90%	98%	100%	98%	92%

Key Performance Indicator 2	Benchmark	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Students completing program courses successfully	90%	100%	100%	100%	100%

Goal 2: Prepare students with the knowledge and skills necessary for entry-level PA practice					
Key Performance Indicator 3	Benchmark	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Students passing all components of the summative evaluation at 1 <sup>st</sup> or 2 <sup>nd</sup> attempt	90%	100%	100%	100%	100%

Goal 2: Prepare students with the knowledge and skills necessary for entry-level PA practice						
Key Performance Indicators (KPI 4, 5)	Benchmark	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
PANCE first-time attempt pass rate	86% [Aspirational goal > National average]	86%	91%	90%	92%	pending
Graduates who ultimately pass PANCE	95% [Aspirational goal =100%]	100%	100%	100%	100%	pending

**Goal 3: Prepare students who will apply the principles of community engagement, cultural sensitivity, and health equity.**

Goal 3: Prepare students who apply the principles of community engagement, cultural sensitivity, and health equity.					
Key Performance Indicators (KPI)	Benchmark	Actual for Graduating Class			
		Class of 2020	Class of 2021	Class of 2022	Class of 2023
<b>KPI 1:</b> Students participating in community engagement service-learning activities in underserved communities	100%	100%	100%	100%	in progress
<b>KPI 2:</b> Students with at least one clinical rotation site at a Medically Underserved Area/Population (MUA/P)	100%	100%	100%	100%	in progress
<b>KPI 3:</b> Students meeting competency for cultural sensitivity based on preceptor evaluation	100%	100%	95%	in progress	in progress

**Goal 4: Prepare students who will practice medicine in medically underserved shortage areas.**

Goal 4: Prepare students who will practice medicine in medically underserved shortage areas				
Key Performance Indicators (KPI)	Benchmark	Actual for Graduating Class		
		Class of 2019	Class of 2020	Class of 2021
<b>KPI 1:</b> Graduates practicing in a Medically Underserved Area/Population (MUA/P)^ or Health Professional Shortage Area (HPSA)^	50%	64%	59%	64%
<b>KPI 2:</b> Graduates practicing in primary care* specialties [National Average# 2019:23%; 2020:24%; 2021: 22%]	50%	50%	58%	55%

^ Medically underserved shortage area = Health Professional Shortage Area (HPSA) and Medically Underserved Area/Population (MUA/P).  
<https://bh.w.hrsa.gov/workforce-shortage-areas/shortage-designation>

\* Family medicine/general practice, general internal medicine, and general pediatrics.

#NCCPA, Statistical Profile of recently Certified PAs, 2019, 2020, 2021 (<https://www.nccpa.net/resources/nccpa-research/>)

**Goal 5: Engage students, faculty and staff in active and on-going professional leadership, advocacy, research, and scholarly activities.**

Goal 5: Engage students, faculty and staff in active and on-going professional leadership, advocacy, research, and scholarly activities					
Key Performance Indicators (KPI)	Benchmark	Actual for Graduating Class			
		Class of 2020	Class of 2021	Class of 2022	Class of 2023
<b>KPI 1:</b> Successful completion of scholarly projects in topics of health equity and social justice	100%	100%	100%	100%	In progress
<b>KPI 2:</b> Students participating as class officers or student-led committees	90%	100%	100%	100%	100%

**I. Student Scholarship**

<b>Completed Systematic Reviews</b>
<b>Class of 2018</b>
100% presented posters at CDU Poster Day and Urban Food Systems Symposium
<b>Class of 2019</b>
1. Is Maternal morbidity and mortality in African American Women Affected More by Preventable Causes or Non-preventable Causes: A Systematic Review
2. Gender Disparity in Analgesic Administration for Acute Pain in the Emergency Department: A Systematic Review
3. School-based Interventions Addressing Emotional Regulation in Adolescents: A Scoping Review
4. U.S. Deployment to Iraq/Afghanistan and the Incidence of Acute Respiratory Illness: A Systematic Review
5. The Impact of Transgender Focused Health Education on Medical Trainees' Knowledge, Attitude, and Preparedness: A Systematic Review
6. Comparison of Aerobic Exercise and Selective Serotonin Reuptake Inhibitors (SSRIs) for Treatment of Adults with Major Depressive Disorder (MDD): A Systematic Review
<b>Class of 2020</b>
1. Use of Nutritional Supplementation in Diabetic Wound Care
2. The Effects of Nitric Oxide Therapy on Cardiovascular Disease: A Systematic Review
3. The Effects of a Plant-based Diet on Type 2 Diabetes: Risk and Management
4. A Systematic Literature Review of Cannabidiol and its Medical Efficacy
5. The Role of Influenza Vaccination in Preventing Adverse Events in Pediatric Populations
6. Interventions that decrease African American Maternal Mortality- A systematic Review

<b>Class of 2021</b>
1. Gender Disparity in Analgesic Administration of Acute Pain in the Emergency Department: A Systematic Review
2. Barriers to Accessing Primary Care Services in the Transgender Population: A Systematic Review
3. Influenza Vaccination Uptake: A Systematic Review Analyzing the factors influencing disparities among the elderly Hispanic population of the US
4. Clinical Manifestations and Perinatal Outcomes in non-Hispanic Blacks Who are Pregnant and Infected with SARS-CoV-2: A systematic review
5. Could Robots Replace Human Teachers in the Classroom for Children with Autism Spectrum Disorder (ASD): A Systematic Review
6. Analyzing the Impact Low Health Literacy Has on Diabetes-related Health Outcomes in Hispanic Populations with Type 2 DM: A Systematic Review
7. An Integrative Review Exploring the Effectiveness of Mobile Technology in the Management of Prediabetes in Adults: A Systematic Review
8. Influence of Physician's Specialty in Rural Healthcare on Rates of Cesarean Section Deliveries Performed: A Systematic Review
9. The impact of COVID-19 pandemic on the obese African American population in United States of America
<b>Class of 2022</b>
1. A Systematic Review on the Impact of COVID-19 on Higher Education in
2. Within Ambulatory Care in the United States and Canada, how does Quality of Care Compare Between Nurse Practitioners and Physician Assistants?
<b>Class of 2023</b>
In progress

Samples of student's posters presented at AAPA conference

<https://www.aapa.org/wp-content/uploads/2020/06/128-Maternal-Morbidity-Mortality.pdf>  
<https://drive.google.com/file/d/1q65O92KVkqY4gaGib89TVHVWOZxLSa-Q/view>  
<https://www.aapa.org/wp-content/uploads/2020/06/148-Pediatric-Emotion-Regulation.pdf>

### **Other notable accomplishments:**

Class of 2023 student, Kristen Hernandez, hosted a virtual, national [Hyperhidrosis panel](#) in November 2021.

Class of 2023 student, Inez Olson completed Global Health Leaders fellowship in collaboration with [Rise UPI Zambia](#)

Class of 2022 student [1<sup>st</sup> PA student \(ever\)](#) to complete the Yale University REACH scholar program

All students and faculty are members of AAPA and CAPA

Students participate in AAPA and CAPA Challenge Bowl competitions

See more student achievements [here](#)

In tandem with student research/scholarship and leadership, the program encourages, and offers opportunities for faculty and staff to continually participate in professional leadership activities, advocacy, research, and scholarship.

The program has set the following targets for faculty and staff. The program has exceeded all these targets.

Details can be found at <https://www.cdrewu.edu/cosh/pa/meet-the-team>

	No. of publications	No. of scientific presentations	No. of grants
Benchmark	1 per year		1 per year
2019	2	0	2
2020	1	4	3
2021	18	10	5
2022 (as of Sept)	10	6	5

### I. Faculty Publications and Scientific Presentations

**Target:** At least one publication or scientific presentations every year

*The program has exceeded this target*

### III. Funded Grants

**Target:** At least one active grant every year

*The program has exceeded this target*

**Current Active Grants:**

⇒ Project Title: Impact of a Colorectal Cancer and Nutrition Education Program among Minority Patients with Type 2 Diabetes

FY 2022-26: \$600,000

Funder: American Cancer Society, Clinical Scientist Development Grant

⇒ Project Title: Knowledge, Attitudes, Beliefs and Risk Factors Related to Colon Cancer and Screening in Adults from Underserved Communities

FY 2022-23: \$30,000

Accelerating Excellence in Translational Science (AXIS) Pilot Grant

Funder: National Institute of Health/National Institute on Minority Health and Health Disparities (NIH/NIMHD)

⇒ Project Title: *Black Males Applicants in PA Education: A Comparative Review of Applicant Parameters*

FY 2022-2023: \$10,500

Funder: PAEA: Don Pederson Research Grants Program

⇒ Project Title: *COVID-19 Attributes and Cardiovascular Disease Risk Factors on Older African Americans*

FY 2021-2023: \$70,000

Accelerating Excellence in Translational Science (AXIS) Pilot Grant

Funder: National Institute of Health/National Institute on Minority Health and Health Disparities (NIH/NIMHD)

⇒ Project Title: *Primary Care Training and Enhancement*

FY2019-2024: \$2,000,000

Funder: Health Research and Service Administration (HRSA)

⇒ Project Title: *PRAC-ED Pilot Substance Abuse Disorder Training*

FY2020-21: \$5,000

Funder: PAEA

⇒ Project Title: *Multilevel, Multidisciplinary, Faith-Based Participatory Interventions to Reduce COVID-19 Related- Risks among underserved African Americans*  
 FY 2020-2021: \$200,000  
 Funder: National Institute of Health/National Institute on Minority Health and Health Disparities (NIH/NIMHD)

**Other Grants**

California Department of Health Care Access and Information (HCAI-Song Brown): 2017- (\$79,998) 2019- (\$120,000) 2022 - (\$120,000) 2023 - (\$168,000)	LA Helping LA (LAHLA): 2018- CDU Mini Grant (\$2500) 2019- CDU Mini Grant (\$2000) 2020- CDU Mini Grant (\$1900)
Move Your Feet Then Eat: 2018-City of Hope (\$5000)	Homeboy Institute: 2018- CDU Mini Grant (\$1000)
CDU PA Program Learning and Healing Garden: 2020- CDU Mini Grant (\$2120)	Pre-PA Conference: 2018- CDU Mini Grant (\$2500) 2019- CDU Mini Grant (\$2500)

**II. Faculty and Staff in advocacy, service, or professional leadership role**

**Target: At least 2 activities every year**

*The program has exceeded this target*

Current Active Roles:

- ⇒ 1 faculty: Chair, member, Commission on Research and Strategic Initiatives, American Academy of Physician Assistants 2019-2022
- ⇒ 1 faculty: Member, Leadership Mission Advancement Commission (LMAC), Physician Assistant Education Association 2022-current
- ⇒ 1 faculty: Item Writer, ROSH Review -Current
- ⇒ 1 faculty: Member, member CDU Strategic Planning committee 2021-22
- ⇒ 1 faculty: Member, search committee for Dean of Undergraduate Studies 2020
- ⇒ 1 faculty: Member, search committee for Assistant Provost Institutional for Clinical Education and Partnerships 20201-22
- ⇒ 1 faculty: Member, Sub-committee Chair Academic Reopening Task Force (ARTF) 2020-current
- ⇒ 3 faculty & 2 Staff: Members Sub-committee Chair Academic Reopening Task Force (ARTF) 2020-current

**Community Engagement, Leadership and Advocacy**

The Student-run Social Justice Society (SJS) coordinates community engagement service-learning activities

**Examples:**

- ⇒ Program Staff Members, and students manage the [Learning and Healing Garden at CDU- "Straight Outta the Garden"](#). The garden revitalization project was a university wide collaboration project involving students, faculty, and staff from Saturday Science, and the School of Nursing. Since then, we have developed a garden club and received at University Mini Grant for our efforts. The goal of the garden is to promote wellness and prevent burnout for students, faculty, and staff.
- ⇒ Students host community leaders and change-makers through guest speakers such as: Rep. Karen Bass (D-CA) (<https://youtu.be/RqfmXXT82wk>), author Rebecca Skloot and Lacks family members ([https://www.youtube.com/watch?v=qvP\\_M7m8GmA](https://www.youtube.com/watch?v=qvP_M7m8GmA)), author and community advocate Natalie Houser (<https://www.youtube.com/watch?v=hWOKbJtb9gl>), and Assembly member Mike Gipson (<https://youtu.be/Q5WYEIEuUlo>).

- ⇒ Faculty and students partner with organizations, such as TENA, Homies Care, TrapMedicine to organize health screenings and health literacy information events for the community. These initiatives target the issues of homelessness, nutrition, and mental health in underserved communities.
- ⇒ Sustained community presence - Monthly health fairs at Calvary Baptist Church (Compton), and Center of Hope in (Watts). Students, faculty, and alumni participate.
- ⇒ SJS sponsored on-campus blood drives
- ⇒ Volunteer at soup kitchens, food pantries, and food delivery for elderly neighbors
- ⇒ COVID-19 testing and community canvassing to promote vaccinations
- ⇒ Neighborhood beautification events
- ⇒ Pre-PA events for PA applicants and high school students
- ⇒ Promoting social justice and equity on social media
- ⇒ On-campus and off-campus marches to promote social justice and women's reproductive rights

See more community and advocacy events [here](#)