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# UND SMHS Strategic Plan Individual Unit Report for 2020

## GOAL 5 for **Physician Assistant Studies**

### LEARNING

**One UND Strategic Plan Goal 5: Foster a welcoming, safe, and inclusive campus climate, Goal by 2022, diverse segments (identified in IPEDS) fully participate in improvements in graduation rates and credit hours.**

**UND SMHS Strategic Plan Goal 5: UND SMHS will foster a welcoming, safe, and inclusive environment across all campuses.**

### 1. Describe if/how your unit has addressed this goal.

Upon distribution of the SMHS Strategic Goal Plan, the DPAS was informed of an appointed workgroup related to this goal which would involve membership from multiple departments as a school-wide effort rather than repetitive work of individual departments. There is one faculty member from the DPAS involved in the workgroup, which has met twice thus far. Reportedly, the workgroup has been exploring definitions related to diversity and inclusion and have spent some time analyzing the current population of the state in terms of racial and ethnic diversity.

In addition, faculty have been involved in various educational sessions related to diversity, equity and inclusion (DEI) through a recent virtual national PA education conference where this topic has become priority within the profession. Further, the new edition of PA accreditation standards released September of 2020 include a standard specific to this topic. In addition, many resources have been posted for review in the Physician Assistant Education Association (PAEA) Digital Learning Hub. This will continue to provide resources necessary for informational discussion and further plan development related to DEI for the DPAS.

The admission process for the PA program is holistic in nature, meaning each applicant receives a comprehensive review of all aspects related to their application for acceptance. The program does not include specific admission criteria or recruitment processes for any racial or ethnic population subgroup. There is a published preference to applicants from ND and those from rural communities.

Interestingly, current PA student demographics cover 16 states of which 78% are from the tri-state area of ND (39%), MN (28%) and SD (11%); 69% female/31% male; age range of 21-52 with an average of 30 years of age. Of the student population, 87% are white and 13% are non-white. Graduation rate average over the past five years has been at 93%.

### 2. Describe how your efforts are being assessed.

At this point, the work of the DPAS related to this goal has been educational involvement. The department will work together in the future to develop a plan to further assess DEI.

Related to the demographic data, the program defined benchmark of students from ND is between 70-85% (clinical site availability being the limiting factor). There is no gender, age or racial/ethnic benchmark. The program strives for a graduation rate as high as possible understanding that not all students will have the capacity to graduate due to a variety of factors.

**3. Describe how your unit analyzed these data and what assessments were determined.**

As above; no DEI data to analyze as of yet. See description of demographic data in previous text box.

**4. Describe how your unit will implement any further changes and what barriers may exist.**

Future plans for the DPAS may include an evaluation of student instruction related to DEI with potential revision or augmentation of related topics. Additionally, evaluation of student exposure in the clinical setting would be informative as well.

Demographic data re student population will continue to be analyzed comparatively over time.

**PROVIDE A RATING OF YOUR PROGRESS ON THIS GOAL:  On Track;**

