



FOR THOSE WITH A PASSION TO GET AHEAD

**Physician Assistant Studies Program Goals and
Measures of Success**

2020

Program Goal 1

Provide students with a strong foundation to practice at an entry-level proficiency.

The Mercy College Physician Assistant Studies Program strives to provide students with a strong foundation to practice medicine at an entry-level proficiency. Competency is demonstrated in a variety of ways as outlined below.

- a. Graduation Rates: Maintain a program graduation rate of 90% or better.

Graduating Class	2016	2017	2018	2019	2020
Graduation Rate	98.4% 62/63 enrollees	92.5% 62/67 enrollees	100% 62/62 enrollees	90.3% 56/62 enrollees	96.6% 57/59 enrollees

Students who do not satisfactorily progress academically are provided an option to return with the following cohort with individualized action plans in place to help improve their chances for successful completion of the program. Other reasons for students not graduating include withdrawal for personal reasons or dismissal.

Analysis: Mercy College (MC) Classes 2016 – 2020 exceeded the program benchmark

- b. Clinical Rotation Pass Rate: Maintain an aggregate clinical rotation pass rate of 95% or better.

Graduating Class	2016	2017	2018	2019	2020
Clinical Rotation Pass Rate	98.6% 489/496 Rotations	99.6% 502/504 Rotations	99.3% 491/494 Rotations	99.1% 444/448 Rotations	98.5% 449/456 Rotations

Analysis: MC Classes 2016 – 2020 exceeded the program benchmark

The Program has successfully exceeded its benchmark for the past five classes.

- c. Clinical Preceptor Evaluation of preparedness for rotation: Aggregate preceptor ratings for each class will equal or exceed 3.5 on a 4- point Likert scale where 4 equals extremely prepared.

Graduating Class	2016	2017	2018	2019	2020
Preceptor rating for rotation preparedness	3.79	3.68	3.73	3.72	Pending

Analysis: MC classes 2016 - 2019 exceeded the program benchmark

The Program is achieving its established benchmark. The clinical preceptors are in a unique position to assess student preparedness in the clinical setting.

Program Goal 2

Foster a commitment to serving traditionally medically underserved communities by providing opportunities for community involvement and service in diverse populations locally and abroad.

Support the program's mission to educate physician assistant students to medically underserved and diverse communities including recent immigrants, low-income neighborhoods and other patient populations out of the mainstream of health care delivery. This is demonstrated as follows:

- a. Number of students completing clinical rotations in medically underserved and diverse communities: The program expects 100% of its students will complete one or more clinical rotations in a medically underserved community (i.e., geographic areas and populations with a lack of access to primary care services as defined by the Health Resources and Services Administration).

Graduating Class	2016	2016	2017	2018	2020
% of students completing 1 or more clinical rotations in medically underserved communities	100%	100%	100%	100%	100%

Analysis: MC classes 2016 – 2020 met the program benchmark.

The program consistently meets its established benchmark for placing each student in at least one clinical rotation in a medically underserved area.

- b. Students report the curriculum prepared them to provide medical care to patients from diverse populations:

Exit surveys completed ask students to respond to the question “*The curriculum prepared me to provide medical care to patients from diverse populations.*” Students’ responses were recorded using a Likert scale from 1 to 4 where 4=Strongly Agree: The program expects that 85% of students will respond with agree or strongly agree.

Graduating Class	2016	2017	2018	2019	2020
The curriculum prepared me to provide medical care to patients from diverse populations	89.0% N = 36	85.18% N = 58	91% N = 32	90% N = 20	93.8% N = 32

Analysis: MC classes 2016 – 2020 met the program benchmark

The program met or exceeded its benchmark for the past five cohorts. The program values feedback from students. These results indicate that our students perceive they are prepared to appropriately provide medical care to patients from diverse populations.

- c. The program offers opportunities for students to volunteer to provide various health services in medically underserved areas.

The program's mobile health vehicle initiative provides health screenings and education to members of medically underserved communities in the Bronx, NY. Many students volunteer on weekends and during school breaks to provide these services.

For the past eight years, the program conducted international medical missions to countries including Mali, Nicaragua, Ghana, Colombia, Gambia and the Dominican Republic. Every student is offered the opportunity to participate in these missions. During these missions, students, faculty and practitioners work collaboratively with in country health care providers, and organizations to provide diagnostic and treatment services under supervision of faculty.

To date, 169 students have participated in the medical missions. Below is a breakdown of the country, year and number of students that shared in these experiences.

Missions	Cohort	Number of students
Mali	2012	44.4% n=16/36
Nicaragua	2014	23.8% n=15/63
Nicaragua	2015	32.2% n=20/62
Nicaragua	2016	64.5% n=40/62
Ghana, Dominican Republic	2017	49.2% n=31/63
Colombia	2018	25.4% n=16/63
Dominican Republic	2019	20% n=12/59
Gambia	2019	32% n=19/59

Please note that Medical Missions planned for 2020 were canceled due to the COVID -19 pandemic

Program Goal 3

Students will attain competencies in oral presentation and written communication skills for the clinical environment.

Students will attain competencies in oral presentation and written communication skills for the clinical environment. Students participate in activities throughout the curriculum that require effective oral and written communication skills. Many courses require group or individual writing and class presentation assignments. These activities provide students opportunities to build and improve skills necessary for effective communication as a health care provider. Students hone skills developed in the classroom during their clinical rotations. Competency is demonstrated in a variety of ways as outlined below:

- a. History taking and patient interviewing skills as assessed during clinical rotations: At least 90% of students will be rated by the preceptor as above average or outstanding (rotation aggregate).

Graduating Class	2016	2017	2018	2019	2020
History taking/patient interviewing - % of students rated above-average or outstanding	98.4% 61/62 Students	98.4% 62/63 students	98.4% 61/62 students	98.2% 55/56 Students	Pending

Analysis: MC classes 2016 - 2019 exceeded the program benchmark

The Program achieved its established benchmark. The clinical preceptors directly assess the students' history taking and patient interviewing skills in a clinical environment during students' clinical rotations.

- b. Case presentations and medical record documentation as assessed during clinical rotations: At least 90% of students will be rated by the preceptor as above average or outstanding (rotation aggregate).

Graduating Class	2016	2017	2018	2019	2020
Case presentations and medical record documentation - % of students rated above-average or outstanding	96.8% 61/62 Students	98.4% 62/63 Students	96.8% 60/62 Students	100% 56/56 Students	Pending

Analysis: MC classes 2016 - 2019 exceeded the program benchmark

The Program achieved its established benchmark. The clinical preceptors directly assess students' ability to adequately present a case to the health care provider or team in the clinical setting and students' ability to properly document medical information during their clinical rotations.

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- c. Patient education and counseling skills as assessed during clinical rotations: At least 90% of students will be rated by the preceptor as above average or outstanding (rotation aggregate).

Graduating Class	2016	2017	2018	2019	2020
Patient education and counseling skills- % of students rated above average or outstanding	98.4% 61/62 students	98.4% 62/63 students	98.4% 61/62 students	100% 56/56 Students	Pending

Analysis: MC classes 2016 - 2019 exceeded the program benchmark

The Program achieved its established benchmark. The clinical preceptors directly observe students providing appropriate education and counseling to patients during their clinical rotations.

Program Goal 4

Students will demonstrate interpersonal skills necessary to participate in interdisciplinary environments.

Students will demonstrate interpersonal skills necessary to participate in interdisciplinary environments. The program's curriculum provides many opportunities for students to develop the skills required to be an effective member of a healthcare team. These skills are assessed during clinical rotations in several ways as follows:

- a. Works well with all members of the interprofessional patient-centered teams: At least 90% of students will be rated by the preceptor as above average or outstanding (rotation aggregate).

Graduating Class	2016	2017	2018	2019	2020
Works well with members of interprofessional patient-centered teams - % of students rated above average or outstanding	100% 62/62	100% 63/63	98.4% 61/62	100% 56/56	Pending

Analysis: MC classes 2016 - 2019 exceeded the program benchmark

The Program achieved its established benchmark. The clinical preceptors directly assess students' ability to work with members of interprofessional patient-centered teams in a clinical environment during their clinical rotations.

- b. Empathy towards patients: At least 90% of students will be rated by the preceptor as above average or outstanding (rotation aggregate).

Graduating Class	2016	2017	2018	2019	2020
Empathy towards patients - % of students rated above-average or outstanding	100% 62/62	100% 63/63	100% 62/62	100% 56/56	Pending

Analysis: MC classes 2016 - 2019 exceeded the program benchmark

The Program achieved its established benchmark. The clinical preceptors directly assess students' ability to empathize with patients in a clinical environment during their clinical rotations.

- c. Interacts well with supervisors: At least 90% of students will be rated by the preceptor as above average or outstanding (rotation aggregate).

Graduating Class	2016	2017	2018	2019	2020
Interacts well with supervisors - % of students rated above-average or outstanding	100% 62/62	100% 63/63	98.4% 61/62	100% 56/56	Pending

Analysis: MC classes 2016 - 2019 exceeded the program benchmark

The program achieved its established benchmark. The clinical preceptors directly assess students' ability to appropriately interact with supervisors in a clinical environment during their clinical rotations.

Program Goal 5

Admit an ethnically diverse population of students dedicated to becoming a physician assistant.

The program annually admits an ethnically diverse cohort of students. The following are the ethnic demographics for the three most recent cohorts:

When compared to the profile of certified physician assistants as reported by the National Commission on Certification of Physician Assistants in 2019, the program demonstrates a population of students preparing to enter the profession more diverse than the physician assistants currently practicing. This is illustrated in the tables below.

Race	Mercy College Physician Assistant Program (2020-2022 Cohorts Combined)	Certification of Physician Assistants in 2019 NCCPA Report
White	57.6%	80.1%
Asian or Indian	24.1%	8.3%
Native Hawaiian/Pacific Islander	0%	0.1%
American Indian or Alaskan Native	0%	0.2%
Black/African American	7.6%	2.5%
Multiracial	1.8%	3.0%
Other	8.8%	3.0%
Prefer not to answer	0%	3.8%

Hispanic/Latino/a, or Spanish Ethnicity	Mercy College Physician Assistant Program	Certification of Physician Assistants in 2019 NCCPA Report
Hispanic	12.4%	7.9%
Non-Hispanic	87.6%	92.1%

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