

Program Goals and Outcomes for the York College/CUNY PA Program:

1. Recruit applicants who embody the diversity of the community in which the program is located.
Possible evidence: diversity stats for our entering classes over past few years. Include racial/ethnic diversity and linguistic diversity

The two current cohorts of PA students (Classes entering 2013 and 2014) demonstrate a much higher level of racial/ethnic diversity than is common nationwide. See chart below:

| | National** | York College/CUNY |
|--------------------------|------------|-------------------|
| Gender | | |
| Male | 34% | 33% |
| Female | 66% | 67% |
| Racial Diversity | | |
| White | 73% | 26% |
| Black/Af. Am | 11% | 19% |
| Asian | 11.5% | 31% |
| Hispanic | NR | 13% |
| Am Indian/Alaskan Native | 2% | NR |
| Multi-Racial | 1% | NR |
| Other | 1.4% | 11% |

**** Data from the PAEA 28th Annual Report 2011-2012**

In addition, the YC PA Program has a very high level of ethnic and linguistic diversity. The current didactic year class of 28 students come from 12 different countries of origin and speak 15 languages.

2. Graduate highly qualified physician assistants who will help to address the healthcare manpower shortages experienced by the NYC metro communities

According to a phone survey of 2012 and 2013 graduates completed in Fall of 2014 (88% response rate) 95% were employed (the only unemployed respondent was completing credentialing for a job). Of those, 73% were currently employed in urban settings

3. Transition successfully from a baccalaureate program to a master's level program in the near future

The proposal for the new master's degree curriculum has been vetted and approved by the York College Curriculum Committee and the York College Senate. Now submitted to the CUNY Committee on Academic Program, Policy, and Research (CAPPR). We hope to complete the approval process for the degree in time to accept our first master's entering class in Fall of 2016.

4. Graduate physician assistants with strong skills in interprofessional collaboration who are prepared to enter the team-based care model of today's medical world

100% of students in the current clinical class completed a workshop on interprofessional collaboration

Multiple courses in the program employ small group, collaborative learning

5. Provide an opportunity for financially disadvantaged students in the surrounding community to become healthcare professionals

Average total tuition for a PA program in the US:

| | |
|-------------------------|-----------------|
| Resident Private | \$68,712 |
| Resident Public | \$36,740 |

Total Resident PA Program tuition

| | |
|---------------------------------|-----------------|
| <u>York College/CUNY</u> | \$14,140 |
|---------------------------------|-----------------|

“According to The Institute for College Access and Success (TICAS), City University of New York’s York College had the lowest rate of student debt” (avg. \$2271/student)

(<http://www.nerdwallet.com/blog/nerdscholar/2014/colleges-lowest-student-debt-2013/> - retrieved 12/18/14)

6. Provide strong supports for students, many of whom are economically or socially disadvantaged and/or first-generation college students

All students are required to have faculty advisement each semester during didactic year and as needed in the clinical year

Students are required to meet with their advisor after any failed exam

All students must attend co-curricular workshops in study and test-taking skills during the didactic year

All students in the clinical year are enrolled in two board-preparation software platforms and required to complete a battery of questions during each rotation