Goal #1

Matriculate a diverse student body with a commitment to professional involvement and service to all members of their communities.

Last 5 year

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>URM Status</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 (30)</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>2020 (28)</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>2021 (31)</td>
<td>4</td>
<td>13%</td>
</tr>
<tr>
<td>2022 (31)</td>
<td>8</td>
<td>26%</td>
</tr>
<tr>
<td>2023 (60)</td>
<td>31</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

New admission criteria in 2021 gave preference to underrepresented minorities, as defined by HRSA, and welcomed applicants for HBCU are welcomed to apply. The program created a culture of acceptance and open setting to be a safe space for all students.

Serving the underserved data

Supervised Clinical Practice Experience (SCPE): Of the current SCPEs available to program students, 50% are located in a Health Provider Shortage Area and 35% in Medically Underserved Area.

Alumni: Fifty-one percent of our PA graduates have chosen to practice in Health Provider Shortage Area and one third in medically underserved communities.

Goal #2

Foster the development of compassionate, culturally aware healthcare providers with the virtues of professional responsibility and ethics

Program curriculum focused on integration of cultural humility, professionalisms and high ethical standards. These attributes are assessed regularly throughout the curriculum. Students are also involved in community service activities throughout our local area.

Sample course objectives that cover these components are as follows:

Cultural

1. Recognize and appreciate the role of cultural awareness in medicine
2. Explain the concepts of cultural competence with respect to healthcare practice
3. Develop an understanding of the complexities of providing medical care for diverse populations
4. Recognize and appreciate the concept of bias and how it relates to healthcare
5. Understand and appreciate the role of PAs internationally

Ethics
1. Explain the concepts of ethical and legal responsibility with respect to healthcare practice.
2. Understand the PA’s role in ethical theory, the ethical decision making process and how ethical dilemmas may occur in professional practice

Professionalism
1. Understand what being a professional looks like
2. Understand and demonstrate the Programs’, Universities’ and Professions’ expectations regarding professionalism

Goal#3

Recruit qualified applicants who successfully complete medical education as a physician assistant

BPU PA Attrition Rates

<table>
<thead>
<tr>
<th>Graduated Classes</th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
<th>Class of 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum entering class size (as approved by ARC-PA)</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Entering class size</td>
<td>30</td>
<td>34</td>
<td>32</td>
<td>61</td>
</tr>
<tr>
<td>Graduates</td>
<td>26</td>
<td>31</td>
<td>30</td>
<td>n/a</td>
</tr>
<tr>
<td>* Attrition rate</td>
<td>13%</td>
<td>10%</td>
<td>6%</td>
<td>n/a</td>
</tr>
<tr>
<td>**Graduation rate</td>
<td>87%</td>
<td>90%</td>
<td>94%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Updated 12.2022

Overall Program Attrition: *Programmatically* defined as rate of students who did not graduate from the program. Class of 2014-2022.

6/256 = 2.3% Attrition Rate

December 2022
Goal #4

Maintain an accredited program that ensures graduates will have the requisite knowledge and skills for entry to PA practice

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Bay Path University Physician Assistant Program sponsored by Bay Path University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2025. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program’s accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-bay-path-university/.

Goal #5

Maintain PANCE pass rates above the national average

https://portal.nccpa.net/Program/ReportRenderPage.ashx?reportType=5&reportFormat=PDF&classID=0&lastFiveYears=true&includeOnlyFTT=false

Goal #6

Educate physician assistant students to be integral members of the interprofessional team to serve our community and meet its educational and healthcare needs.

The Bay Path University PA Program is a member of the Pioneer Valley Interprofessional Collaborative (PV-IPEC). PV-IPEC was established in 2013 to lead, develop and facilitate interprofessional healthcare education amongst academic institutions and service providers across the Pioneer Valley.

Healthcare professionals from higher educational institutions and healthcare facilities work together to increase interprofessional collaboration in education and practice settings. PV-IPEC is dedicated to transforming the delivery of healthcare in the Pioneer Valley to an interprofessional collaborative approach and creating a supply of new professionals prepared to practice together as one team.

PV-IPEC Activities

Viewing of the “To Err is Human Documentary” followed by an expert panel discussion (October 2022)

Bay path University (OT and PA), Stroke Panel (October 2022)

December 2022
Interprofessional Poverty Simulation (February & March 2022)

Interprofessional Elective Course Spring 2021 (View Student Flyer)

Interprofessional Standardized Patient Encounters (April 2021)

Featured on the Interprofessional Deans and Leadership Webinar. The presentation was made by Beth Welch, Associate Dean for Academic Affairs at Western New England University and Co-chair of the the Pioneer Valley Interprofessional Education (PV-IPEC).

Annual IPE professional development programs with participation of over 100 health professionals from Academia and Practice

Webinar: Reset and Restart! Restorative Self-care Virtual Workshop for Healthcare Workers (2020)

Viewing of the “To Err is Human Documentary” followed by an expert panel discussion (2019)


Pioneer Valley Interprofessional Education Collaborative (PV IPEC) Interprofessional Day for Students

Report on An Interprofessional Student Viewing of “To Err is Human” Documentary Fall 2020

Regional seminar for academic leaders hosting three nationally known speakers from the Interprofessional Education Collaborative, AACN, AACP, and AACOM (2017)

Several interprofessional education simulations, class sessions, and events across institutions

Revisions to health professions curriculum to include interprofessional education and collaborative practice competencies