



Ashland University Physician Assistant Program Goals:

1. Recruit and select diverse and highly qualified applicants for admission who will complete the Ashland University Master of Science in Physician Assistant Studies

Measure	Benchmark	Grad Class 2025	Grad Class 2026	Grad Class 2027	3-year average
Cumulative GPA	Meet or exceed national average (Mean 3.6 **)	3.48	3.46	3.56	3.5
Science GPA	Meet or exceed national average (Mean 3.5 **)	3.39	3.34	3.44	3.39
First generation college student	Meet or exceed the reported percentage based on the PAEA -Matriculating Student Survey Report (15.9%*)	10%	11.4%	23%	14.8%

**PAEA Research Program Report 36 – [PAEA Research | Program Report 36 \(paeaonline.org\)](https://paeaonline.org)

*PAEA Research Student Report 35- [PAEA Research | Student Report 5](#)

Summary of Effectiveness: Across the Classes of 2025–2027, cumulative and science GPAs remained below program benchmarks of 3.6 and 3.5, respectively, with three-year averages of 3.50 and 3.39. The Class of 2027 demonstrates an upward trend (3.56 cumulative, 3.44 science), indicating movement toward benchmark attainment. First-generation student representation varied across cohorts, exceeding the benchmark (15.9%) in the Class of 2027 (23%) but falling below in the Classes of 2025 (10%) and 2026 (11.4%), with a three-year average of 14.8%, slightly below the national benchmark. Overall, outcomes reflect stable academic performance with recent positive trends in GPA improvement and first-generation student representation in the most recent cohort.

2. Provide a quality educational experience with an emphasis on patient-centered care, and produce practice-ready graduates during didactic and clinical phases

Measure	Benchmark	Grad Class 2023	Grad Class 2024	Grad Class 2025	3-year average
Student Exit Evaluation of the Program	6-point Likert Scale (1-6) rating of greater than 4.0 on the evaluation question: The program prepares students well for entry into clinical practice	4.4 N=20 Response Rate 25%	5.0 N=27 Response Rate 100%	5.14 N=29 Response Rate 100%	4.85
Faculty & Staff Evaluation of the Program	6-point Likert Scale (1-6) rating of greater than 4.0 on the evaluation question: The program prepares student well for entry into clinical practice	5.0 N=7 Response Rate 71%	5.6 N=9 Response Rate 100%	6.0 N=9 Response Rate 100%	5.53

Summary of Effectiveness:

The program has consistently met the defined benchmark (>4.0 on a 6-point Likert scale) across all cohorts. Student exit evaluations demonstrated a positive upward trend, increasing from 4.4 (Class of 2023, response rate 25%) to 5.0 (Class of 2024) and 5.14 (Class of 2025), with improved response rates in recent cohorts. Faculty and staff evaluations similarly increased from 5.0 to 5.6 and 6.0, respectively, reflecting strong and growing agreement regarding program effectiveness in preparing students for entry into clinical practice. The three-year averages of 4.85 for students and 5.53 for faculty and staff further support consistent achievement of program benchmarks and sustained program effectiveness.



3. Deliver a curriculum that integrates interprofessional teams, professionalism, and self-assessment to prepare graduates for team integration and continued self-learning upon graduation

Measure	Benchmark	Grad Class 2023	Grad Class 2024	Grad Class 2025	3-year average
Interprofessional Education assignments	90% of students will achieve a score of 90% or higher	95.6% N=20	96.8% N=27	95.4% N= 29	95.9%
Preceptor Evaluations	90% of students will achieve an average score of 90% or higher	100% N=20	100% N=27	100% N=29	100%

Summary of Effectiveness:

The program has consistently exceeded the defined benchmarks across all cohorts. Interprofessional Education assignment performance remained strong, with $\geq 95\%$ of students achieving scores $\geq 90\%$ (95.6%, 96.8%, and 95.4% for the Classes of 2023–2025, respectively), resulting in a three-year average of 95.9%. Preceptor Evaluations demonstrated sustained excellence, with 100% of students in each cohort achieving average scores $\geq 90\%$. These outcomes reflect consistent high-level performance in both didactic and clinical phases and support the program’s effectiveness in preparing graduates for interprofessional team integration, professionalism, and continued self-directed learning.

4. Graduate PA students who are prepared to perform above the national average for first-time pass rate on the PANCE exam

Measure	Benchmark	Grad Class 2023	Grad Class 2024	Grad Class 2025	Class of 2026
PANCE first time pass rate	Each cohort achieves a first time PACE Pass Rate at or above the 5-year running national pass rate average	75% Program First Time Pass Rate 92.0 % National First Time Pass	85% Program First Time Pass Rate 92.4% National First Time Pass	86% Program First Time Pass Rate 91.5% National First Time Pass	TBD

Summary of Effectiveness: The program did not meet the program defined benchmark to perform above the national average for first-time pass rate on the PANCE exam for the Graduating Classes of 2023, 2024, or 2025. However, a positive upward trend is evident across cohorts, reflecting incremental improvement toward the benchmark. Outcomes for the Class of 2026 are pending.



5. Promote leadership and service of students and faculty

Measure	Benchmark	Grad Class 2023	Grad Class 2024	Grad Class 2025	3-year average
PA Students will participate in leadership or service activities during the duration of the program	100% involvement per duration in PA program	100% N=20	100% N=27	79% N=29	93%
Measure	Benchmark	2022-2023	2023-2024	2024-2025	3-year
PA Program Faculty members will participate in University or College level committees or task forces	100% involvement per academic year	67% N=6	100% N=7	100% N=6	89%
Measure	Benchmark	2022-2023	2023-2024	2024-2025	3-year
PA Program Faculty will hold leadership roles within professional organizations	50% involvement per calendar year	50% N=6	57% N=7	50% N=6	52.3%
PA Program Faculty will participate in service activities within professional or community organizations	100% involvement per calendar year	100% N=6	100% N=7	100% N=6	100%

Summary of Effectiveness:

The program demonstrated mixed outcomes in meeting benchmarks for leadership and service. Student participation met the benchmark of 100% for the Classes of 2023 and 2024 but declined in the Class of 2025 (79%), resulting in a three-year average of 93%. Faculty engagement showed strong and sustained performance, with committee participation increasing from 67% to 100% in subsequent years (three-year average 89%) and service activities consistently meeting the benchmark at 100% across all years. Faculty leadership within professional organizations met or exceeded the 50% benchmark annually (50%, 57%, 50%; three-year average 52.3%). Overall, faculty metrics reflect consistent achievement of program expectations, while student participation represents an area for continued monitoring and targeted improvement.