University of Evansville

Physician Assistant Program

Program Goals and Outcomes

Updated: January 21, 2026

The University of Evansville Physician Assistant (UEPA) Program has identified six primary goals that are consistent with its mission. The goals, objectives, benchmarks, and outcomes are discussed below. This report is updated each January with data from the previous year.

Goal #1: Select well qualified applicants for admission to the program.

The UEPA program has identified the three main objectives for this goal. The main objectives are related to preadmission GPAs of the entire matriculating cohort and direct entry students in each. The final objective is related to the multiple mini-interview process used to select applicants following pre-screening with GPAs.

Objective 1a: Maintain cohort average overall, prerequisite, and math-science GPAs at or above the national average.

Table 1 displays the average GPAs of the three most recent matriculating cohorts, as calculated by the Central Application Service for Physician Assistants (CASPA). The benchmark for each cohort is to be at or above the national average overall GPA for matriculating students as published by the most recent Physician Assistant Education Association (PAEA) Student Report available. For this year, benchmarks were set based on the PAEA Student Report 6 published in June 2025 (Table 49: Undergraduate GPA).

Table 1: Overall average preadmission GPAs by cohort

	Benchmark	Class of 2025	Class of 2026	Class of 2027	Class of 2028	3-Year Average
Average Overall GPA *Standard deviation*	3.6 *SD=0.3*	3.74 *0.16*	3.76 *0.18*	3.72 *0.17*	3.75 *0.17*	3.74 *0.17*
Average Prerequisite GPA *Standard deviation*		3.69 *0.21*	3.67 *0.24*	3.65 *0.24*	3.67 *0.20*	3.66 *0.23*
Average Math-Science GPA *Standard deviation*		3.67 *0.18*	3.68 *0.21*	3.61 *0.24*	3.67 *0.21*	3.65 *0.22*

The program has consistently met the benchmark for each cohort over the past four years.

Objective 1b: Direct entry students matriculating into the program will have preadmission GPAs similar to the overall cohort averages.

The UEPA program has a direct entry option for admission into the graduate phase of the PA program. The first cohort of direct entry students matriculated into the professional phase of the program in January 2021 as part of the Class of 2023. The UEPA program requires all successful direct entry students to have at least a GPA of 3.5/4.0 overall undergraduate GPA and at least 3.5/4.0 prerequisite coursework GPA (note: the 3.5/4.0 prerequisite GPA is enforced starting with the undergraduate class matriculating in August 2025; previous to this the requirement was 3.0/4.0). The benchmark for each cohort is compared to the most recent 3-year average noted in Table 1 above. The following table displays the GPAs of the direct entry students claiming seats in their cohorts.

Table 2: Matriculated direct entry students preadmission GPAs

	Benchmark	Class of 2024	Class of 2025	Class of 2026	Class of 2027	Class of 2028
No of direct entry students matriculating	N/A	3	6	8	7	7
Average overall GPA *Standard deviation*	3.74 *0.17*	3.76 *0.14*	3.79 *0.11*	3.89 *0.11*	3.78 0.15	3.88 0.12
Average Prerequisite GPA *Standard deviation*	3.66 *0.23*	3.68 *0.15*	3.75 *0.13*	3.83 *0.21*	3.56 0.37	3.78 0.23
Average Math-Science GPA *Standard deviation*	3.65 *0.22*	3.65 *0.18*	3.71 *0.13*	3.81 *0.22*	3.66 0.25	3.82 0.18

The average GPAs of direct entry students have consistently exceeded the benchmark and overall expectations of each cohort with the exception of the Class of 2027 Average Prerequisite GPA.

Objective 1c: Utilize non-cognitive markers as part of the admissions process to select candidates beyond academic markers.

In alignment with the university and program mission and philosophy, the program recognizes there is more to a successful applicant and future physician assistant than good academic markers. Since its inception, the program has utilized the Multiple-Mini Interview (MMI) process to further identify applicants that not only meet eligibility criteria but also have the professional leadership and characteristics of a great health care provider. The program relies heavily on the MMI portion of the admissions process, accounting for approximately 50% of the candidate's overall admission rank score. During this process, candidates are evaluated by a variety of health professionals, including physicians, physician assistants, counselors and therapists, and/or nurses. The candidate may also be evaluated by various other community leaders and stakeholders. On average, each candidate will be evaluated by ten different interviewers, allowing the program to gain a deeper understanding of the candidate from a variety of viewpoints.

Table 3: Rank Change for Top 40 Candidates Post MMI

	2022-23 Cycle	2023-24 Cycle	2024-25 Cycle	2025-26 Cycle
Top 40 Candidate Avg Rank Change Post-MMI	+ 10 Positions	+ 30 positions	+24 Positions	+ 27 Positions
Largest Rank Increase in Top 40	+65 Positions	+98 Positions	+85 Positions	+ 87 Positions

The table above displays the average rank change from the pre-interview score to the post-interview score of the top 40 candidates following the MMI interview process. The positive numbers for each year suggest that the MMI interview process does identify other positive qualities applicants may possess other than good academic markers, including interpersonal skills, empathy, and critical thinking.

Goal #2: Produce competent entry level physician assistants.

The program has identified three objectives for this goal. The first two objectives are based off data from the National Commission on Certification of Physician Assistants (NCCPA) Physician Assistant National Certifying Examination (PANCE) pass rates. This is the "board certification" examination for physician assistants designed to test medical and surgical knowledge needed for entry level practice. The following tables display UEPA's first-time pass rate and overall pass rate as well as the national first-time pass rate.

Objective 2a: Maintain a first-time PANCE pass rate at or above the national average for each year.

Table 4 displays the 5 most recent graduating cohorts first time pass rate and the overall pass rate. The benchmark for this objective is to maintain a first-time pass rate at or above the national average for the same year.

Table 4: First-Time NCCPA PANCE Pass

	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	5-Yr Average
UEPA First-Time Pass Rate	100%	89%	97%	100%	87%	100%	95%
National First-Time Pass Rate (benchmark)	95%	93%	92%	92%	92%	91%	92%

The first-time pass rate includes the first attempt for all candidates taking the exam for that year. The overall pass rate is the percentage of candidates that ultimately passed the PANCE.

The program has surpassed this benchmark for all years except for Class of 2021 & 2024. The 5-year average first-time pass rate for all graduated cohorts has remained above the national first-time pass rate average.

Objective 2b: 100% of each graduating cohort will pass PANCE and become certified.

Table 5 below displays the overall pass rates for each graduating cohort for the past 5 years. All students that successfully complete the program have passed the PANCE exam and become nationally certified physician assistants.

Table 5: Overall PANCE Pass Rates

	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	5-Yr Average
% of UEPA Students Ultimately Passing PANCE	100%	100%	100%	100%	100%	100%	100%

Objective 2c: The program will prepare students for entry-level practice as a physician assistant.

Graduating students are asked to evaluate how well the program has prepared them to obtain the program defined competencies after completing the program. These competencies are deemed the necessary skills, knowledge and professional behaviors needed for entry level clinical practice as a physician assistant. The benchmark is set at a 4.0 on a 5-point Likert scale (1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; 5=strongly agree) for each cohort and 3-year average as this equates to a positive overall response.

Table 6: Student Exit Survey Results of Program Competencies

Area Assessed "Upon completion of the program, I am able to…"	Benchmark	Class of 2023 (RR=87%)	Class of 2024 (RR=89%)	Class of 2025 (RR=97%)	3-Year Average
Demonstrate knowledge of basic medical sciences and their application to clinical practice.	`4.0/5.0	4.79	4.84	4.58	4.74
Recognize the pathophysiology, epidemiology, and clinical presentation of medical conditions.	4.0/5.0	4.62	4.72	4.53	4.62

Obtain a complete and accurate medical history on patients presenting for medical care.	4.0/5.0	4.85	4.86	4.74	4.82
Perform and accurate physical exam on patients presenting for medical care.	4.0/5.0	4.62	4.78	4.58	4.66
Document and accurate patient encounter that includes all pertinent components of the medical record.	4.0/5.0	4.71	4.70	4.66	4.69
Perform routine outpatient primary care procedures using appropriate technique.	4.0/5.0	4.53	4.57	4.59	4.56
Exhibit professional maturity and accountability for delivering safe and quality care to patients.	4.0/5.0	4.94	4.86	4.74	4.85
Demonstrate interpersonal and communication skills that result in the effective exchange of information.	4.0/5.0	4.97	4.80	4.49	4.75
Integrate data obtained throughout a patient encounter to formulate an appropriate differential diagnosis.	4.0/5.0	4.70	4.78	4.47	4.65
Integrate data obtained throughout a patient encounter to formulate an appropriate management plan.	4.0/5.0	4.64	4.75	4.45	4.61
Analyze and interpret basic laboratory data, diagnostic tests, and medical imaging studies utilized in the care of patients.	4.0/5.0	4.53	4.66	4.39	4.53
Utilize the principles of evidence-based medicine to critically review literature to make practice-based improvements.	4.0/5.0	4.18	4.42	4.41	4.34

The program has successfully met all benchmarks for this objective for the past 3 years.

Goal #3: Maintain student graduation rate above the national average.

Objective 3a: Each graduating cohort and 3-year average graduation rate will be at or above the national average of physician assistant students.

The national average is the program's benchmark for success of this objective. This data comes from the most recent PAEA report, "PAEA Program Report 36: Data from the 2021 Program Survey." See Table 7 below for UEPA's data and benchmarks.

The national average graduation rate per program is 93.6% and the national graduation rate for all PA students is 93.3%. The UEPA program has surpassed the per program rate and all PA student rate for the past 3 years. Additionally, the program has noted an increase in the graduation rate since its inception.

Objective 3b: Percentage of students dismissed from the program will be less than the national average of physician assistant students.

The national average is the program's benchmark for success of this objective. This data comes from the most recent PAEA report, "PAEA Program Report 36: Data from the 2021 Program Survey." See Table 7 below for UEPA's data and benchmarks. According to the survey results from this report, 39.1% of programs had at least 1 student who was academically dismissed from the 2021 cohort, 7.6% of programs had at least 1 student dismissed for non-academic reasons (e.g., professionalism) and 33.2% of programs had at least 1 student that decelerated to the next cohort.

The program has met this objective for the 3 most recent graduating cohorts (7.6% is benchmark). In addition, the 3-year average is below the national average for all students. UEPA is committed to ensuring student success (both academically and professionally) throughout the program.

Table 7: Graduation and attrition rate of each graduated cohort.

Category	Benchmark	Class of 2023	Class of 2024	Class of 2025	3-Year Average
Total number of students in cohort	40	40	40	40	40
Number of graduates	40	39	38	39	38.7
Percent voluntarily withdrew (medical and/or personal)	6.9%/program* (1.6% all students)	2.5%	0%	0%	0.8%
Percent decelerated to next cohort	3.9%/program* (1.5% all students)	0%	0%	2.5%	0.8%
Percent dismissed for academic and/or professional reasons	6.7%/program* (1.7% all students)	0%	5%	0%	1.7%
Total graduation rate	94.2%/program* (94.1% all students)	97.5%	95%	97.5%	96.7%

* Data was extracted from Table 53 of the report using the Mean % (S), or the average proportion of students of each status among the number of programs reporting attrition as well as the absolute numbers.

Goal #4: Prepare students to provide patient-centered care and collegially work on collaborative medical teams in an interprofessional environment.

The primary assessment method for this goal is based on graduating student's feedback on the following areas related to patient-centered care and collaborative practice. The benchmark is set at a 4.0/5.0 which equates to at least an "agree" response. The last two statements in the table were not included in the student exit survey for the Class of 2020 and 2021, thus no data is available for these years.

Objective 4: Cohort averages on the graduating student exit survey for items related to providing patient-centered care and collaboration will be at least 4.0/5.0.

Each year prior to graduation, students are asked to evaluate how well the program has prepared them to provide patient-centered care and work collaboratively with others as part of a team. Table 8 below displays the results of these domains and the cohort average along with the 3 year average. The benchmark is set at a 4.0 on a 5-point Likert scale (1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; 5=strongly agree) for each cohort and 3-year average as this corresponds to an "agree" or "strongly agree" cohort response.

Table 8: Student Perceptions of Preparedness to Provide Patient-Centered Care and Work Collaboratively

Area Assessed	Benchmark	Class of 2023	Class of 2024	Class of 2025	3-Year Average
Working collaboratively in an interprofessional patient-centered team within the role of a physician assistant.	4.0/5.0	4.74	4.81	4.60	4.72
Basic counseling and patient education skills that is patient-centered and culturally sensitive.	4.0/5.0	4.62	4.78	4.50	4.63
Providing medical care to patients with consideration for their disability, ethnicity or race, gender identity, sexual orientation, religion or spirituality, and social determinants of health.	4.0/5.0	4.27	4.68	4.57	4.51

The program has met or exceeded each domain for every cohort as well as three-year average.

Goal #5: Prepare physician assistants to make a difference in their communities through skills and service.

Objective 5: All graduating students will participate in community service.

Both the university and program have a strong commitment to service. Beginning with the Class of 2022, students are expected to complete at least 10 hours of service throughout the time they are enrolled. The following table displays the average hours of service per cohort and the total hours served for each cohort.

Table 10: Documented Service Hours of UEPA Students During Time Enrolled

Area Assessed	Benchmark	Class of 2022	Class of 2023	Class of 2024	Class of 2025
Average Hours Served/Student	10.0	27.8	27.2	17.3	23.6
Total Hours Served/Cohort	400	1,085	1,062	657	921
Maximum Hours Service/Student	N/A	170	91	64.5	81.3
% Class Above Minimum Required	≥50%	72% (28/39 students)	90% (35/39 students)	82% (31/38 students)	97.4% (38/39 students)

The data above suggests that the UEPA program does foster an environment of service despite being enrolled in a rigorous graduate program.

Goal #6: Prepare students to work with and provide equitable, inclusive care to a diverse population.

Objective 6a: Cohort averages for items related to inclusive excellence will be at least 4.0/5.0 on the graduating student exit survey.

This goal was established in April 2023 to reflect the university and program's commitment to diversity, equity and inclusion (DEI). The primary assessment method for this goal is based on graduating student's feedback on the student exit survey. Table 10 below displays the results of these domains for the Class of 2023. The benchmark is set at a 4.0 on a 5-point Likert scale (1=strongly disagree; 2=disagree; 3=neither agree nor disagree; 4=agree; 5=strongly agree) as this corresponds to an "agree" or "strongly agree" cohort response.

Table 11: Student Perceptions of Program's Commitment to DEI

Area Assessed	Benchmark	Class of 2023 (RR=87%)	Class of 2024 (RR=89%)	Class of 2025 (RR=97%)	3-Year Average
I had educational opportunities to learn about diverse people regarding their religion/spirituality, race/ethnicity, sexual orientation, gender identity, disability status, and/or socioeconomic status.	4.0/5.0	4.42	4.61	4.52	4.52
I had opportunities to provide care for patients and work alongside providers from diverse backgrounds	4.0/5.0	4.33	4.54	4.56	4.48
The program values inclusion.	4.0/5.0	4.39	4.60	4.34	4.44

Each item assessed has exceeded the program's benchmark for this objective and goal.

Objective 6b: Provide opportunities for students to become involved in diverse populations.

The program has increased the number of opportunities for students to learn about people from different cultures and backgrounds outside their own. The following is a list of examples of opportunities available to all enrolled students:

- Weekly shadowing opportunities at MASIHA Free Specialty Clinic, a Muslim-run free clinic serving the uninsured and underinsured
- Participate in Health and Diversity Align (HDA) lectures
- Participate in Ace CARE, a student run pro-bono outpatient physical therapy clinic that provides services to those in need
- Observe participants in Vanderburgh County Drug and Alcohol Treatment Service—a multi-disciplinary service that provides treatment and rehabilitative support to those with substance-related misdemeanors
- Become a Southwest Indiana Area Health Education (AHEC) Scholar that gives health professions students opportunities to gain a deeper understanding of rural and urban healthcare and caring for underserved populations.
- Serve as a UEPA student DEI representative
- Create a monthly DEI newsletter for all students and members of the university campus