



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. **Degree Level and Program Name:** MS Physician Assistant
2. **College/School:** College of Health Professions
3. **Assessment Overview** - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The Detroit Mercy PA program has five student learning outcomes, all of which are assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments (exams, quizzes, and assignments using scoring rubrics).

4. **Student Learning Outcomes & Benchmarks** - Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Student Learning Outcome 1 - Clinical and Technical Skills- PA students will approach a patient of any group, in any setting, to elicit a detailed and accurate history, perform an appropriate physical examination, delineate problems, and record and present the data. For the didactic curriculum and PA Seminar courses, students must score at least 80% on course assessments, including written examinations, practical examinations, patient case presentations, and written documentation assignments. During the clinical phase, the benchmark requires a score of $\geq 70\%$ on each End-of-Rotation (EOR) Examination. Students must earn a minimum rating of 4 out of 5 on the End-of-Rotation preceptor evaluation of overall preparedness. For comprehensive clinical-year OSCEs, each student must earn $\geq 80\%$ on each component, and $\geq 90\%$ of the cohort must pass all components on the first attempt. Program benchmarks are $\leq 20\%$ of students remediating per didactic course and $< 10\%$ per clinical course.

Student Learning Outcome 2 - Clinical Reasoning and Problem-Solving Abilities - PA students will demonstrate the ability to utilize up-to-date scientific evidence to inform clinical reasoning and clinical judgment. For the didactic curriculum and PA Seminar courses, students must score at least 80% on course assessments evaluating clinical reasoning and problem-solving abilities including written examinations, practical examinations, patient case presentations, and written documentation assignments. For the clinical phase, students must score 70% or higher on each End-of-Rotation Examination. In addition, all students must earn a minimum rating of 4 out of 5 on the End-of-Rotation preceptor evaluation of overall preparedness. For the clinical-year OSCEs, each student must earn $\geq 80\%$ on each component, and $\geq 90\%$ of the cohort must pass all components on the first attempt. The benchmark for the End of Curriculum Examination is a score of ≥ 1470 , with $\geq 90\%$ of the cohort passing on the first attempt. The benchmark for



the PANCE is for students to meet or exceed the national average each year. Remediation benchmarks are $\leq 20\%$ of students remediating per didactic course and $< 10\%$ per clinical course.

Student Learning Outcome 3 - Medical Knowledge - PA students will apply core medical knowledge needed to care for patients. For didactic and PA Seminar courses, medical knowledge is evaluated through written examinations, practical examinations, patient case presentations, and written documentation assignments. For the clinical phase of the program, students must score 70% or higher on each End-of-Rotation Examination. All students must earn a minimum rating of 4 out of 5 on the End-of-Rotation preceptor evaluation of overall preparedness. For the clinical-year OSCEs, students must earn $\geq 80\%$ on each component, and $\geq 90\%$ of the cohort must pass all components on the first attempt. For the End of Curriculum Examination, students must score of ≥ 1470 , with $\geq 90\%$ of the cohort passing on the first attempt. The benchmark for the PANCE is for students to meet or exceed the national average each year.

Student Learning Outcome 4 - Interpersonal Skills - PA students will demonstrate sensitivity to patient health needs and effectively communicate with patients, family members, and the health care team to address the patient's health needs. The program benchmark for evaluating interpersonal skills is that students achieve a minimum score of 80% or better on all assessments. Methods of assessment for evaluating interpersonal skills in these courses include written examinations, practical examinations, reflection papers, patient case presentations, discussion boards, and a community health project. For the clinical phase, students must earn a minimum rating of 4 out of 5 on the EOR preceptor evaluation.

Student Learning Outcome 5 - Professional Behaviors – PA students will demonstrate accountability to patients, society, and the profession. Benchmarks- same as above.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):
2024-2025

7. Program Assessment Results -Briefly summarize the assessment results and how they relate to benchmark(s).

Outcome 1: 93% (54/58) of didactic students scored at least 80% on final course assessments after remediation. Three didactic students decelerated from the Class of 2026 to the Class of 2027. One didactic student was dismissed for failing to meet academic requirements. For the clinical phase of the program, 97% (64/66) of students met benchmarks after remediation, scoring $\geq 70\%$ on each End-of-Rotation Examination and earning at least 4/5 on the preceptor evaluation of overall preparedness. On the comprehensive clinical-year OSCEs, 97% (64/66) scored $\geq 80\%$ on each component. In the part-time track,



96% (28/29) of students scored at least 80% on final course assessments after remediation. One part-time (3:1) student took a voluntary leave of absence. The program met its remediation benchmarks: $\leq 20\%$ per didactic course and $< 10\%$ for clinical courses. The Clinical Medicine I course had a remediation rate of 27.5%.

Outcome 2: 93% (54/58) of didactic students scored at least 80% on final course assessments after remediation. Three didactic students decelerated from the Class of 2026 to the Class of 2027. One didactic student was dismissed for failing to meet academic requirements. During clinical rotations, 97% (64/66) of students met benchmarks after remediation, scoring $\geq 70\%$ on each End-of-Rotation Examination and earning at least 4/5 on the End-of-Rotation preceptor evaluation of overall preparedness. On the comprehensive clinical-year OSCEs, 97% (64/66) of students scored $\geq 80\%$ on each component. For the End of Curriculum Examination, 97% (64/66) of students achieved a passing score of ≥ 1470 after remediation. The program's current first-time pass rate on the Physician Assistant National Certifying Examination (PANCE) is 93%. Four students in the clinical-year cohort have not yet taken the PANCE. In the part-time track, 96% (28/29) of students scored at least 80% on final course assessments after remediation. One part-time (3:1) student took a voluntary leave of absence. The Clinical Medicine I course had a remediation rate of 27.5%.

Outcome 3: 93% (54/58) of didactic students scored at least 80% on final course assessments after remediation. Three didactic students decelerated from the Class of 2026 to the Class of 2027. One didactic student was dismissed for failing to meet academic requirements. During clinical rotations, 97% (64/66) of students met benchmarks after remediation: they scored $\geq 70\%$ on each End-of-Rotation Examination and earned at least 4/5 on the End-of-Rotation preceptor evaluation of overall preparedness. On the comprehensive clinical-year OSCEs, 97% (64/66) of students scored $\geq 80\%$ on each component. For the End of Curriculum Examination, 97% (64/66) of students achieved a passing score of ≥ 1470 after remediation. The program's current first-time pass rate on the Physician Assistant National Certifying Examination (PANCE) is 93%. Four students in the clinical-year cohort have not yet taken the PANCE. In the part-time track, 96% (28/29) of students scored at least 80% on final course assessments after remediation. The Clinical Medicine I course had a remediation rate of 27.5%.

Outcome 4: 93% (54/58) of didactic students scored at least 80% on final course assessments across PAS 5100, PAS 5200, PAS 5300, HLH 5700, and HLH 5320 after remediation. Three didactic students decelerated from the Class of 2026 to the Class of 2027. One didactic student was dismissed for failing to meet academic requirements. In the clinical phase, 97% (64/66) of students met benchmarks: they scored $\geq 70\%$ on each End-of-Rotation Examination and earned at least 3/5 on the preceptor evaluation of overall preparedness. On the comprehensive clinical-year OSCEs, 97% (64/66) of students scored $\geq 80\%$ on each component. All enrolled PA students are members of the William Beaumont Society, the program's student service organization.

Outcome 5: Same as above



8. **Planned Actions and/or Actions Taken in Response to Assessment Results** - Briefly summarize how you are using the assessment results to enhance student learning and improve program quality.

The Detroit Mercy PA program plans to continue assessing student learning outcomes and implement changes as needed to ensure student success. The program acknowledges that remediation for the Clinical Medicine I course exceeds the program's benchmark. Over the past year, the PA program has taken steps to strengthen PA Peer Educator services in partnership with the CHP Assistant Dean for Student Academic Success. The program has also begun offering students access to private tutors at no cost. This year, the program added a faculty position to serve as a Student Support Specialist to assist students with pre-remediation and remediation in didactic and clinical-year courses. The program will monitor dismissal and remediation outcomes associated with these initiatives.

The current PANCE first-time pass rate is 93%, with four students yet to complete the exam. All students are currently members of the William Beaumont Society. Over the next year, the program aims to increase membership in the Michigan Academy of Physician Associates (MAPA) and the American Academy of Physician Associates (AAPA) by highlighting the benefits of MAPA and AAPA throughout the didactic year. Students are encouraged to attend state and national meetings for these organizations and receive excused absences from class to participate.