



South University, Savannah Physician Assistant Program Goals 2025

1. The program will promote advocacy and leadership within the PA profession.

Method of Assessment:

- Faculty, student, and staff membership in professional organizations
- Student participation in leadership roles
- Participation in professional organization events or PA advocacy efforts

Benchmark:

- At least 90% of PA students, faculty, and staff maintain active membership in at least one state or national professional organization each year
- At least 75% of program faculty and staff attend at least one professional organization event (local, state, or national) or participate in a PA advocacy activity each year
- At least 15% of PA students hold a formal leadership role (e.g., student government, student ambassador, or professional organization)
- At least 15% of PA students attend at least one professional organization event (local, state, or national) or participate in a PA advocacy activity

2025 Success in Achieving Goal: The program was successful in meeting Goal #1.

Metric	Percentage Achieved	Benchmark Percentage
Students, Faculty, Staff Professional Organization Membership	100%	90%
Program Faculty and Staff Attendance at Professional Organization or Advocacy Event	76%	75%
PA Students Formal Leadership Role	61%	15%
PA Students Attendance Professional Organization or Advocacy Event	35%	15%

Narrative:

Goal #1 was a new goal adopted by the program in 2025, reflecting the program's commitment to promoting advocacy and leadership within the PA profession. Multiple methods were used to evaluate progress during this first year of implementation, including membership in professional organizations, attendance at professional conferences and advocacy events, and engagement in student leadership roles.

The program met or exceeded all four established benchmarks. Professional organization membership was universal across the program: all faculty and staff maintained active membership in PAEA, with



most also belonging to AAPA, GAPA, or both. All students were members of both AAPA and GAPA. Student leadership engagement was similarly strong, with 61% of students holding formal leadership positions, primarily as class society officers or program student ambassadors.

Student engagement in advocacy was also a significant area of success. In total, 35% of students attended a professional organization event or participated in an advocacy activity. This included four students attending the AAPA national conference, ten students participating in the campus-based SCRUBS Camp—an outreach initiative introducing high school students to various health professions—and 35 students completing structured advocacy activities as part of their didactic Capstone projects. For students working with youth, a central component of the Capstone involved educating participants in local schools and community organizations (such as the Girl Scouts) about the PA profession, reinforcing professional awareness and early advocacy. These activities far exceeded the 15% benchmark and demonstrate the program's intentional integration of advocacy into student learning.

Faculty and staff conference and advocacy participation also met the established benchmark, with 76% attending at least one professional organization event or engaging in an advocacy activity. This was achieved primarily through faculty attendance and participation in the PAEA Education Forum, PAEA-sponsored workshops, and the campus-based SCRUBS Camp. These activities provided meaningful opportunities for professional development, collaboration, and direct advocacy for the PA profession.

Overall, performance in this first year demonstrates a strong foundation of engagement, leadership development, and professional advocacy. Notably, these accomplishments were realized despite the goal being implemented mid-year, giving the program only a partial cycle to operationalize and respond to the benchmarks. With this successful start, the program is well-positioned to expand its advocacy and leadership initiatives even further in the coming year.

2. The program will prepare graduates to achieve a first-time pass rate on the Physician Assistant National Certification Examination (PANCE) that equals or exceeds the national average.

Method of Assessment:

- Cohort first-time pass rate compared to the NCCPA published national pass rate
- Evaluation of Curricular Content Survey (faculty perception of effective preparedness for PANCE)
- Graduate Exit Survey (student perception of effective preparedness for PANCE)

Benchmark:

- Pass rate equal to or greater than the national average as published by NCCPA
- 3.5/5.0 or greater on a 5-point Likert scale

2025 Success in Achieving Goal: The program was successful in meeting goal #2.



PANCE First-Time Pass Rate

Cohort	Cohort First-Time Pass Rate	National First-Time Pass Rate
Class of 2025	97%	92%

PANCE Preparedness

	Instrument	Score (Overall Mean + RR)	Benchmark
Faculty Perception	Evaluation of Curricular Content	4.34 (RR=73.33%)	3.5/5.0
Student Perception	Graduate Exit Survey (CO 2025)	4.15 (RR=100%)	3.5/5.0

Narrative:

The program was successful in meeting Goal #2. The Class of 2025 achieved a first-time PANCE pass rate of 97%, surpassing the national average of 92% and demonstrating strong preparation for national certification. In addition to strong exam performance, both faculty and student perceptions of preparedness for the PANCE improved compared to the prior year.

Both the faculty and student survey results showed notable increases in perceptions of students preparedness for the PANCE exam compared to the 2024 scores (3.78 and 4.02, respectively). These upward trends indicate improved perception strong curricular delivery and assessment strategies, to support student success on the PANCE. The combination of strong exam outcomes and improved perception metrics further supports the program's effectiveness in preparing graduates for national certification and entry into the profession.

3. The program will offer community service and outreach opportunities that promote a commitment to improving access to quality healthcare.

Method of Assessment:

- Graduate Exit Survey (community service-related questions)
- The program will provide a minimum of two community service/outreach opportunities for faculty, staff, and students annually.

Benchmark:

- 3.5/5.0 or greater on a 5-point Likert scale
- Two or more community service/outreach events as detailed by the program.

2025 Success in Achieving Goal: The program was successful in meeting Goal #3.



Opportunities for Community Service and Outreach

	Instrument	Score (Overall Mean + RR)	Benchmark
Student Perception	Graduate Exit Survey (CO 2025)	3.90 (RR=100%)	3.5/5.0

	Number of Opportunities	Benchmark
Number of Community Service/Outreach Opportunities	2	2

Narrative:

In 2025, the South University Savannah Physician Assistant Program continued its commitment to providing meaningful community service and outreach opportunities that support improved access to quality healthcare. The SCRUBS Camp and Parent Information Session once again offered high school sophomores, juniors, and seniors exposure to a broad range of healthcare disciplines. Students selected three 50-minute hands-on sessions in the campus skills and simulation labs, with participation from Undergraduate Nursing (BSN), Medical Assisting (AS), Physical Therapy Assistant (AS), Physician Assistant (MSPA), Anesthesia Science (MMSc), and Pharmacy (PharmD).

The Physician Assistant Program faculty and students collaborated to deliver an instructional module on cardiology and cardiovascular procedures, which included a concise review of cardiac anatomy, an interactive auscultation station, and instruction on performing ECGs and basic cardiac ultrasound. SCRUBS Camp also served as an excellent platform to introduce and discuss the PA profession directly with participants, offering a natural and meaningful opportunity for advocacy and for shaping early perceptions of the PA role in healthcare. Parents likewise engaged with program and university representatives to learn more about healthcare career pathways and opportunities within the profession.

The 2025 Capstone Community Outreach Project again offered students the opportunity to apply evidence-based principles while engaging with community health needs. This multi-component group project supports public health education, leadership development, and collaboration with community partners. Students selected a health promotion or disease prevention topic aligned with Healthy People 2030 objectives and designed an intervention or performance improvement initiative. Through this work, students partnered with local organizations to address real-world health challenges, contribute to community well-being, and promote awareness of the PA profession—including direct educational advocacy delivered to youth groups such as local schools and scouting organizations.

After review and correction of the Graduate Exit Survey calculations, the program met the established benchmark for this outcome measure. Consistent with this result, the program successfully delivered mission-aligned community service and outreach opportunities for students, faculty, and staff. These initiatives strengthened community partnerships, expanded awareness of the PA profession, and



reinforced the program's service-focused mission. The program remains committed to sustaining and expanding community engagement and service activities that support both student learning and the health needs of the region.