



**PAEA RESEARCH**

# Student Report 3

By the Numbers | Data from the 2018 Matriculating Student  
and End of Program Surveys





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# Student Report 3

## DATA FROM THE 2018 MATRICULATING STUDENT AND END OF PROGRAM SURVEYS (MSS & EOPS)

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# INTRODUCTION

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## Physician Assistant Education Association

Founded in 1972, the Physician Assistant Education Association (PAEA) is the only national organization representing physician assistant (PA) education programs in the United States. At the end of 2018, PAEA represented 238 accredited PA programs. For more information about PAEA and our member products and services, visit [PAEAonline.org](http://PAEAonline.org).

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## Background

This report compiles the results of two PAEA student surveys: the 2018 Matriculating Student Survey (MSS) and the 2018 End of Program Survey (EOPS). The aim of combining the results from these surveys is to reflect the experiences of all PA student cohorts—from matriculants to graduates—in 2018.

The MSS collects information from entering PA students with the goal of improving education, recruitment, and retention. This survey is based on a previous student survey administered in collaboration with the American Academy of PAs, along with question items from the Association of American Medical College's (AAMC) [Matriculating Student Questionnaire](#) and the Higher Education Research Institute's (HERI) [College Senior Survey](#). The MSS was first administered in 2013.

The EOPS seeks information from graduating PA students to help schools evaluate and improve their education programs. The information is also used for research on PA education. Items include several questions adapted from the AAMC's [Medical School Graduation Questionnaire](#) and HERI's [College Senior Survey](#), as well as questions assessing students' experiences in PA school and their post-graduation plans. The EOPS was first administered in 2016.

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## Report Overview

This report is divided into three main portions:

### 1. Overlapping data between the MSS and EOPS

- **Section 1. Students by Program Characteristics:** Includes information on the types of programs and institutions attended by the student respondents
- **Section 2. Student Demographics:** Includes information on students' gender, race, ethnicity, and family composition
- **Section 3. Health & Well-Being:** Includes information on student socioemotional well-being, physical health, and stress
- **Section 4. Future Practice:** Includes information on considerations for career paths post-graduation, specialty and practice environment choices, and salary expectations
- **Section 5. Financial Information:** Includes information on loans, debt, and financing of pre-PA and graduate PA educations

### 2. Data specific to the MSS

- **Section 6. MSS: Military Background:** Includes information on matriculating students' military experience
- **Section 7. MSS: Educational Background:** Includes information on degrees, GPAs, and additional credits taken to satisfy prerequisites

- **Section 8. MSS: Employment History:** Includes information on prior health care employment and community service
- **Section 9. MSS: Application to PA School:** Includes information on factors influencing career and program choice, consideration of careers in other health professions, and cost of PA school applications

### 3. Data specific to the EOPS

- **Section 10. EOPS: Experiences in PA School:** Includes information on satisfaction with PA school, experiences in the didactic and clinical phases, and confidence in PA education and professional competencies
- **Section 11. EOPS: Employment Plans:** Includes information on post-graduate residencies and job applications, as well as information on accepted PA positions
- **Section 12. EOPS: Negative Experiences in PA School:** Includes information on mistreatment, discrimination, and harassment witnessed or experienced personally

Researchers interested in conducting further analysis of the MSS or EOPS may [request raw data](#) from these surveys. PA faculty interested in benchmarking and evaluation for accreditation and other purposes may request more specific disaggregated [custom research reports](#).

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## Survey Administration

Human subjects review determined that the MSS and EOPS were exempt. Information regarding the MSS and the EOPS was emailed to program directors of accredited member programs at the beginning of each month in 2018. The email timing corresponded to the month that their programs admitted first-year students or graduated a class of students. At the time of administration, there were 232 PA programs eligible to participate in the MSS and 212 eligible to participate in the EOPS. Program directors were asked to forward a survey link to their students and encourage participation. In addition, program directors were asked to provide a head count of their first-year or graduating class in order to calculate program and national response rates. To achieve an adequate response rate, PAEA research staff sent reminder emails to non-responding programs and conducted follow-up phone calls to programs with a student response rate less than 80%. Programs that achieved an 80% response rate were entered into drawings for a \$250 gift card and for a complimentary registration to the 2019 Education Forum.

Following the removal of duplicate cases, the MSS garnered 4,845 unique responses from 170 programs (73.3% of all eligible programs). Based on eligible programs' reports of first-year class sizes on the 2018 PAEA Annual Program Survey ( $N = 10,578$  first-year students), the overall matriculating student response rate is estimated at 45.8%. Fifty programs (29.4% of all responding programs) achieved an 80% student response rate.

After the removal of duplicate cases, the EOPS received a total of 3,233 unique responses from 142 programs (70.0% of all eligible programs). Based on eligible programs' reports of graduating student cohorts on the 2018 PAEA Annual Program Survey ( $N = 9,202$  graduating students), the overall graduating student response rate is estimated at 35.1%. Twenty-nine programs (20.4% of all responding programs) achieved an 80% student response rate.

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## Data Cleaning & Analysis

Responses that fell outside of reasonable parameters were not included in the analyses. For example, a student loan of \$10 would be treated as missing data. Participants who selected "Other" as their response to multiple-choice questions were asked to specify. These write-in responses were recoded into existing categories when possible. The tables and figures presented in this report display aggregate data from the respondents.

In general, analyses of the data consisted of calculating descriptive statistics on the variables of interest: percentage; range (comprised of the minimum and maximum values); arithmetic mean ( $M$ ); standard deviation ( $SD$ ); median ( $Mdn$ ); and 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup>, 75<sup>th</sup>, and 90<sup>th</sup> percentiles (P10, P25, P50, P75, P90). Tables describing financial information also include a 10% trimmed mean ( $M(T)$ ), the mean when the bottom and top 10% of responses are excluded. For some tables and figures, percentages will not equal 100% due to rounding or when multiple responses were allowed. Total columns on tables and figures are designated by  $n$ . Exact financial data were not reported if there were fewer than five respondents.

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## Limitations

A common challenge of survey research is attaining a robust response rate. Every year, PAEA strives to collect data from as many students at as many PA programs as possible. Although these surveys continue to be the richest source of national PA student data available, it is important to note that not all PA students or programs are represented. This missing data may have an unquantifiable impact on the results because the characteristics of non-respondents are unknown. Programs can help boost the value of these data, which are critical to PA education research as well as program benchmarking, evaluation, and accreditation, by encouraging students to participate in PAEA surveys. Increasing the number of students and programs that provide data improves the representativeness and usefulness of the data and reports.



# SECTION 1. STUDENTS BY PROGRAM CHARACTERISTICS

This section provides an overview of the responding students according to characteristics of the PA programs they attended. “Represented Programs” refers to the programs attended by the responding students. “Eligible Programs” refers to all accredited member programs that were either matriculating (MSS) or graduating a cohort of students (EOPS) during the survey administration period. “All Programs” refers to all accredited member programs at the time of survey administration (*N* = 236). Information on programs’ public/private status and Academic Health Center status is taken from PAEA’s 2018 Program Survey. Three additional programs received provisional accreditation after the 2018 Program Survey closed and therefore were not included in this section.

FIGURE 1. DISTRIBUTION OF STUDENTS BY U.S. CENSUS BUREAU REGIONS AND DIVISIONS

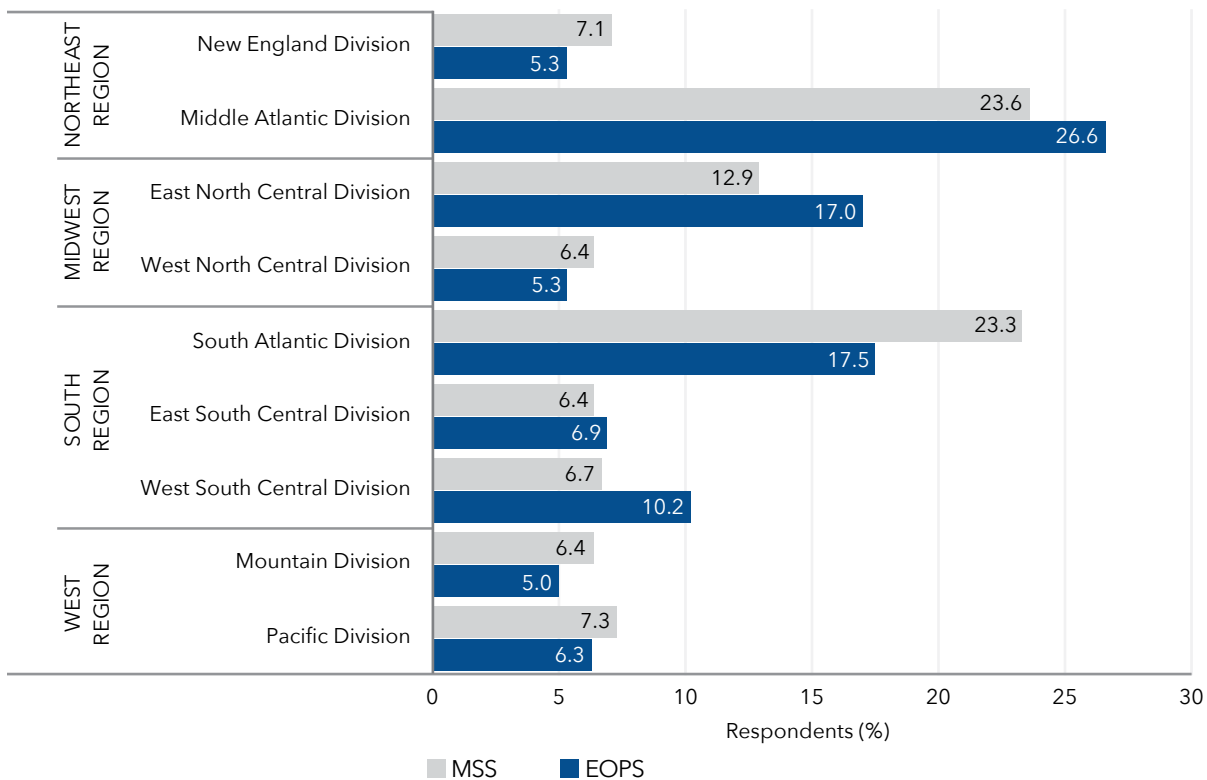


FIGURE 2. DISTRIBUTION OF PROGRAMS BY U.S. CENSUS BUREAU REGIONS AND DIVISIONS

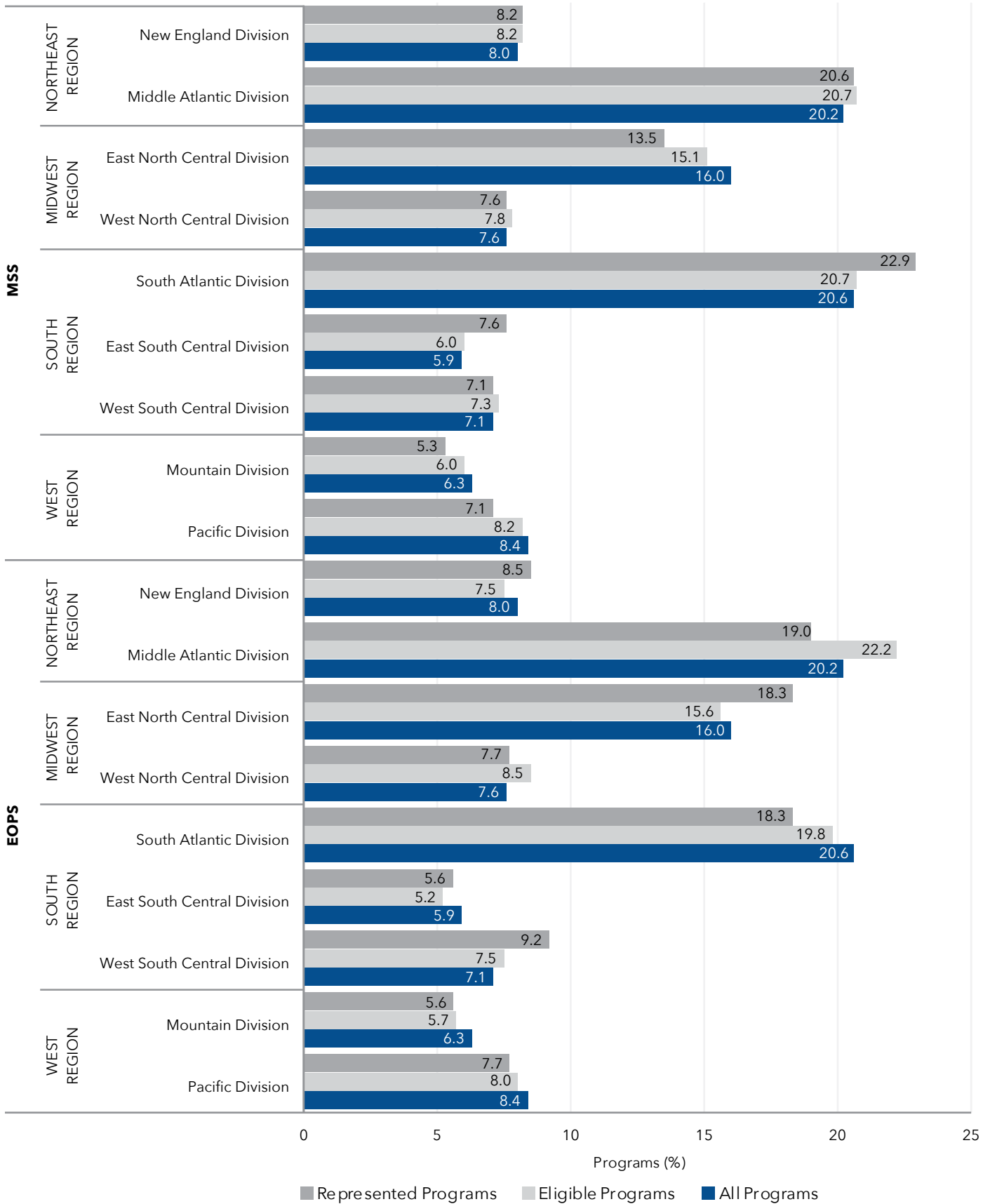


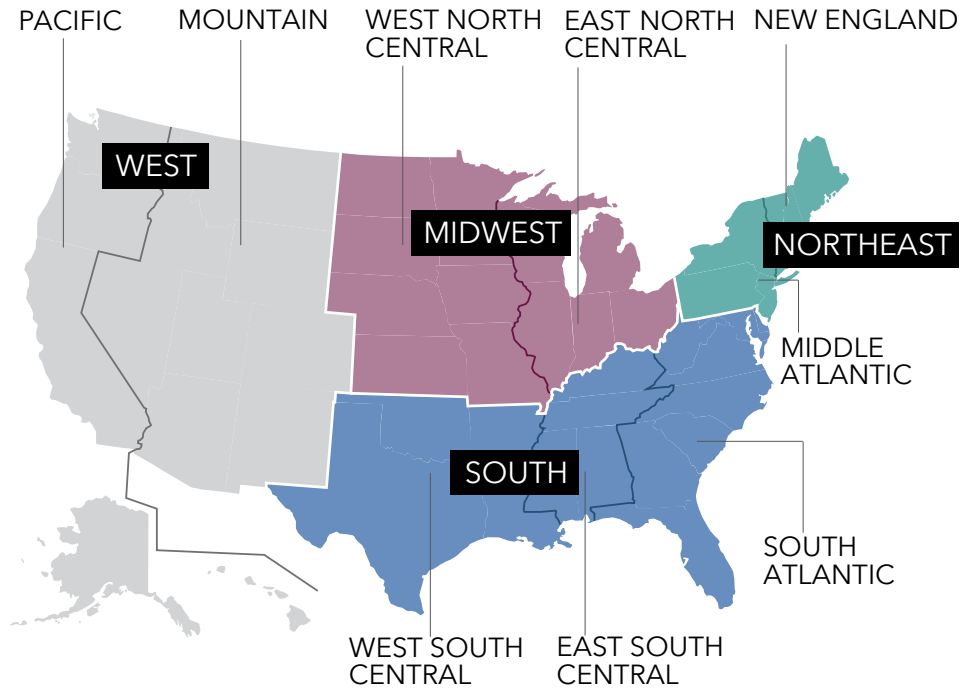
TABLE 1. DISTRIBUTION OF STUDENTS AND PROGRAMS BY U.S. CENSUS BUREAU REGIONS AND DIVISIONS

	Students		Represented Programs		Eligible Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>MSS</b>								
<b>Northeast Region</b>								
New England Division	329	7.1	14	8.2	19	8.2	19	8.0
Middle Atlantic Division	1,099	23.6	35	20.6	48	20.7	48	20.2
Subtotal	1,428	30.7	49	28.8	67	28.9	67	28.2
<b>Midwest Region</b>								
East North Central Division	600	12.9	23	13.5	35	15.1	38	16.0
West North Central Division	299	6.4	13	7.6	18	7.8	18	7.6
Subtotal	899	19.3	36	21.2	53	22.8	56	23.5
<b>South Region</b>								
South Atlantic Division	1,083	23.3	39	22.9	48	20.7	49	20.6
East South Central Division	300	6.4	13	7.6	14	6.0	14	5.9
West South Central Division	312	6.7	12	7.1	17	7.3	17	7.1
Subtotal	1,695	36.4	64	37.6	79	34.1	80	33.6
<b>West Region</b>								
Mountain Division	296	6.4	9	5.3	14	6.0	15	6.3
Pacific Division	340	7.3	12	7.1	19	8.2	20	8.4
Subtotal	636	13.7	21	12.4	33	14.2	35	14.7
<b>Total</b>	<b>4,658</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>	<b>232</b>	<b>100.0</b>	<b>238</b>	<b>100.0</b>
<b>EOPS</b>								
<b>Northeast Region</b>								
New England Division	172	5.3	12	8.5	16	7.5	19	8.0
Middle Atlantic Division	859	26.6	27	19.0	47	22.2	48	20.2
Subtotal	1,031	31.9	39	27.5	63	29.7	67	28.2
<b>Midwest Region</b>								
East North Central Division	548	17.0	26	18.3	33	15.6	38	16.0
West North Central Division	170	5.3	11	7.7	18	8.5	18	7.6
Subtotal	718	22.2	37	26.1	51	24.1	56	23.5
<b>South Region</b>								
South Atlantic Division	564	17.5	26	18.3	42	19.8	49	20.6
East South Central Division	222	6.9	8	5.6	11	5.2	14	5.9
West South Central Division	328	10.2	13	9.2	16	7.5	17	7.1
Subtotal	1,114	34.5	47	33.1	69	32.5	80	33.6
<b>West Region</b>								
Mountain Division	163	5.0	8	5.6	12	5.7	15	6.3
Pacific Division	204	6.3	11	7.7	17	8.0	20	8.4
Subtotal	367	11.4	19	13.4	29	13.7	35	14.7
<b>Total</b>	<b>3,230</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>212</b>	<b>100.0</b>	<b>238</b>	<b>100.0</b>

*U.S. Census Bureau Divisions are nested within Regions. For a map of all Census Regions and Divisions, please see **Figure 3**. Student data are based on respondents' self-reported state in which they attend PA school. Program data are based on program-reported states. In a small minority of cases (1.3% in MSS, 0.8% in EOPS), student- and program-reported states do not match (e.g., if students are enrolled in an out-of-state satellite campus).*



FIGURE 3. CENSUS BUREAU REGIONS AND DIVISIONS



**REGION 1 NORTHEAST**

**DIVISION 1 NEW ENGLAND**

- Connecticut
- Maine
- Massachusetts
- New Hampshire
- Rhode Island
- Vermont

**DIVISION 2 MIDDLE ATLANTIC**

- New Jersey
- New York
- Pennsylvania

**REGION 2 MIDWEST**

**DIVISION 3 EAST NORTH CENTRAL**

- Indiana
- Illinois
- Michigan
- Ohio
- Wisconsin

**DIVISION 4 WEST NORTH CENTRAL**

- Iowa
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- South Dakota

**REGION 3 SOUTH**

**DIVISION 5 SOUTH ATLANTIC**

- Delaware
- District of Columbia
- Florida
- Georgia
- Maryland
- North Carolina
- South Carolina
- Virginia
- West Virginia

**DIVISION 6 EAST SOUTH CENTRAL**

- Alabama
- Kentucky
- Mississippi
- Tennessee

**DIVISION 7 WEST SOUTH CENTRAL**

- Arkansas
- Louisiana
- Oklahoma
- Texas

**REGION 4 WEST**

**DIVISION 8 MOUNTAIN**

- Arizona
- Colorado
- Idaho
- New Mexico
- Montana
- Utah
- Nevada
- Wyoming

**DIVISION 9 PACIFIC**

- Alaska
- California
- Hawaii
- Oregon
- Washington

**TABLE 2. DISTRIBUTION OF STUDENTS AND PROGRAMS BY PROGRAM PUBLIC/PRIVATE STATUS**

	Students		Represented Programs		Eligible Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>MSS</b>								
Public	1,252	27.6	53	31.7	71	31.0	71	30.5
Private								
For-profit	306	6.7	9	5.4	15	6.6	15	6.4
Non-profit	2,980	65.7	105	62.9	143	62.4	147	63.1
Subtotal	3,286	72.4	114	68.3	158	69.0	162	69.5
<b>Total</b>	<b>4,538</b>	<b>100.0</b>	<b>167</b>	<b>100.0</b>	<b>229</b>	<b>100.0</b>	<b>233</b>	<b>100.0</b>
<b>EOPS</b>								
Public	1,036	32.9	47	33.6	65	31.1	71	30.5
Private								
For-profit	282	9.0	10	7.1	14	6.7	15	6.4
Non-profit	1,832	58.2	83	59.3	130	62.2	147	63.1
Subtotal	2,114	67.1	93	66.4	144	68.9	162	69.5
<b>Total</b>	<b>3,150</b>	<b>100.0</b>	<b>140</b>	<b>100.0</b>	<b>209</b>	<b>100.0</b>	<b>233</b>	<b>100.0</b>

Note: "Private" includes both for-profit and non-profit private programs. Military and public/private hybrid programs are excluded due to low frequencies.

**TABLE 3. DISTRIBUTION OF STUDENTS AND PROGRAMS BY PROGRAM AHC STATUS**

	Students		Represented Programs		Eligible Programs		All Programs	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>MSS</b>								
Academic Health Center	1,543	33.2	53	31.2	69	29.7	69	29.2
Non-Academic Health Center	3,110	66.8	117	68.8	163	70.3	167	70.8
<b>Total</b>	<b>4,653</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>	<b>232</b>	<b>100.0</b>	<b>236</b>	<b>100.0</b>
<b>EOPS</b>								
Academic Health Center	1,048	32.5	48	33.8	64	30.2	69	29.2
Non-Academic Health Center	2,181	67.5	94	66.2	148	69.8	167	70.8
<b>Total</b>	<b>3,229</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>212</b>	<b>100.0</b>	<b>236</b>	<b>100.0</b>

**TABLE 4. DISTRIBUTION OF STUDENTS BY TYPE OF CAMPUS**

	Students	
	<i>n</i>	%
<b>MSS</b>		
Not enrolled in satellite/distance campus	4,325	93.0
Enrolled in satellite/distance campus	325	7.0
<b>Total</b>	<b>4,650</b>	<b>100.0</b>
<b>EOPS</b>		
Not enrolled in satellite/distance campus	3,041	94.2
Enrolled in satellite/distance campus	188	5.8
<b>Total</b>	<b>3,229</b>	<b>100.0</b>

# SECTION 2. STUDENT DEMOGRAPHICS

TABLE 5. GENDER

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Female	3,492	75.5	2,450	76.9
Male	1,132	24.5	738	23.1
<b>Total</b>	<b>4,624</b>	<b>100.0</b>	<b>3,188</b>	<b>100.0</b>

TABLE 6. SEXUAL ORIENTATION

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Straight	4,364	94.3	3,037	94.4
Bisexual	108	2.3	12	0.4
Gay or lesbian	103	2.2	65	2.0
Other	17	0.4	45	1.4
I don't know the answer/ Prefer not to answer	37	0.8	58	1.8
<b>Total</b>	<b>4,629</b>	<b>100.0</b>	<b>3,217</b>	<b>100.0</b>

*This new question was asked of students to capture different domains of diversity.*

TABLE 7. AGE

	<i>n</i>	Range	<i>M</i>	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
MSS	4,621	19.0-65.0	25.6	5.0	22.0	23.0	24.0	27.0	32.0
EOPS	3,225	22.0-64.0	27.6	4.8	24.0	25.0	26.0	29.0	33.0

TABLE 8. ETHNICITY

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Hispanic, Latino, or Spanish in origin	358	7.8	244	7.7
Not Hispanic, Latino, or Spanish in origin	4,235	92.2	2,917	92.3
<b>Total</b>	<b>4,593</b>	<b>100.0</b>	<b>3,161</b>	<b>100.0</b>

TABLE 9. MIDDLE EASTERN ORIGIN

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Middle Eastern or Arabic in origin	118	2.6	71	2.3
Not Middle Eastern or Arabic in origin	4,468	97.4	3,081	97.7
<b>Total</b>	<b>4,586</b>	<b>100.0</b>	<b>3,152</b>	<b>100.0</b>

## Race

In surveys prior to 2017, respondents were only allowed to select one race category to describe themselves. Beginning in 2017 and continuing forward, respondents could check as many race categories as they felt were appropriate. “Single race” indicates that respondents selected only one race category. “In combination with other race” indicates that they selected two or more race categories. “Other race” was excluded when determining whether respondents selected multiple races.

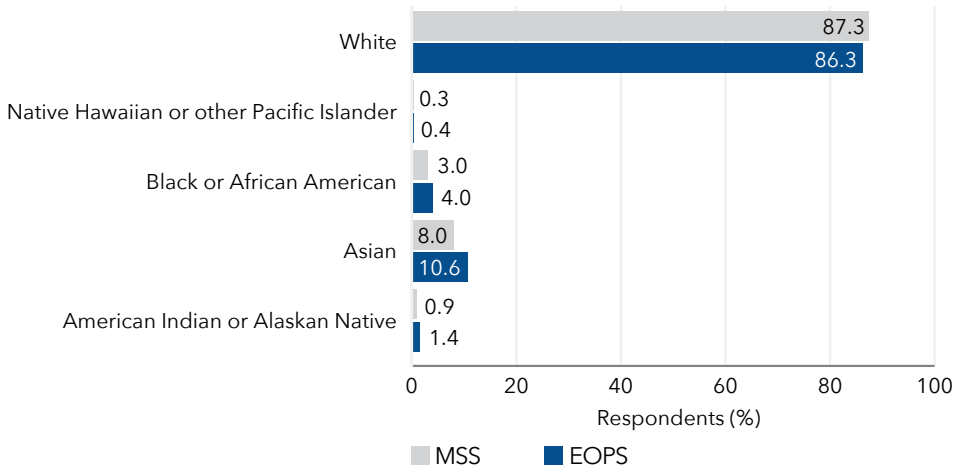
In the “Single race” and “In combination with other race” rows, percentages (%) indicate the proportion of students reporting that race who fell into each category. In the “Subtotal” rows, percentages (%) indicate the proportion of all responding students who reported that race, whether alone or in combination with another race. Subtotals will not sum to the total because students could select multiple race categories.

TABLE 10. RACE

	MSS		EOPS	
	n	%	n	%
<b>American Indian or Alaskan Native</b>				
Single race	24	36.9	5	18.5
In combination with other race	41	63.1	22	81.5
Subtotal	65	1.5	27	0.9
<b>Asian</b>				
Single race	396	83.4	217	86.5
In combination with other race	79	16.6	34	13.5
Subtotal	475	10.6	251	8.0
<b>Black or African American</b>				
Single race	146	80.7	77	80.2
In combination with other race	35	19.3	19	19.8
Subtotal	181	4.0	96	3.1
<b>Native Hawaiian or other Pacific Islander</b>				
Single race	3	15.0	4	44.4
In combination with other race	17	85.0	5	55.6
Subtotal	20	0.4	9	0.3
<b>White</b>				
Single race	3,716	96.3	2,680	97.6
In combination with other race	144	3.7	65	2.4
Subtotal	3,860	86.3	2,745	87.3
<b>Total</b>	<b>4,474</b>	<b>-</b>	<b>3,143</b>	<b>-</b>

*3.5% of matriculating students (MSS) and 2.3% of graduating students (EOPS) reported multiple races.*

FIGURE 4. RACE



Percentages (%) indicate the proportion of all responding students who reported that race, whether alone or in combination with another race.

### Race & Ethnicity

Table 11 presents students’ reports of both their race and ethnicity. In the “Not Hispanic” and “Hispanic” rows, percentages (%) indicate the proportion of students reporting that race who fell into each category. In the “Subtotal” rows, percentages (%) indicate the proportion of all responding students who reported both their race and ethnicity. Subtotals will not sum to the total because students could select more than one race category. “Prefer not to answer” responses for either race or ethnicity were excluded from this table.

TABLE 11. RACE AND ETHNICITY

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
<b>American Indian or Alaskan Native</b>				
Not Hispanic, Latino, or Spanish in origin	55	84.6	22	81.5
Hispanic, Latino, or Spanish in origin	10	15.4	5	18.5
Subtotal	65	1.5	27	0.9
<b>Asian</b>				
Not Hispanic, Latino, or Spanish in origin	467	99.2	244	97.6
Hispanic, Latino, or Spanish in origin	4	0.8	6	2.4
Subtotal	471	10.6	250	8.1
<b>Black or African American</b>				
Not Hispanic, Latino, or Spanish in origin	164	91.6	87	92.6
Hispanic, Latino, or Spanish in origin	15	8.4	7	7.4
Subtotal	179	4.0	94	3.0
<b>Native Hawaiian or other Pacific Islander</b>				
Not Hispanic, Latino, or Spanish in origin	19	95.0	7	77.8
Hispanic, Latino, or Spanish in origin	1	5.0	2	22.2
Subtotal	20	0.4	9	0.3
<b>White</b>				
Not Hispanic, Latino, or Spanish in origin	3,609	93.8	2,567	93.9
Hispanic, Latino, or Spanish in origin	238	6.2	168	6.1
Subtotal	3,847	86.4	2,735	88.7
<b>Total</b>	<b>4,455</b>	-	<b>3,083</b>	-



## Underrepresented Status

Underrepresented minority (URM) status is defined and reported in two different ways. In Table 12, URMs included those who identified as Hispanic, a single non-White race, or a non-White race in combination with White race. URMs are contrasted against non-Hispanic, single-race White respondents. Table 13 narrows the URM definition to “underrepresented (UR) in medicine,” [defined by the Association of American Medical Colleges](#) as “those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.” In PAEA’s definition, non-Hispanic, single-race Asian and biracial Asian/White individuals are not classified as UR in medicine. Respondents who did not self-identify their race or ethnicity were excluded.

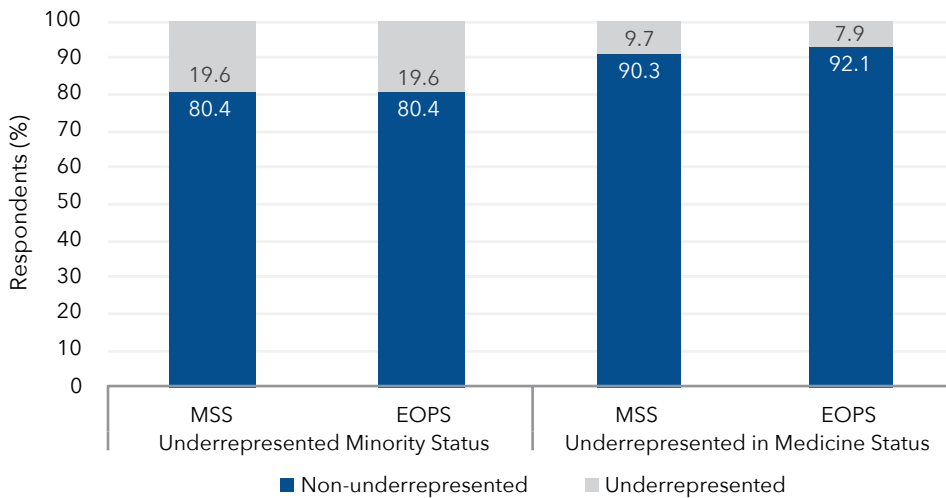
TABLE 12. UNDERREPRESENTED (URM) STATUS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Non-URM	3,694	80.4	2,669	84.4
URM	899	19.6	492	15.6
<b>Total</b>	<b>4,593</b>	<b>100.0</b>	<b>3,161</b>	<b>100.0</b>

TABLE 13. UNDERREPRESENTED (UR) MINORITY IN MEDICINE STATUS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Non-UR in medicine	4,148	90.3	2,912	92.1
UR in medicine	445	9.7	249	7.9
<b>Total</b>	<b>4,593</b>	<b>100.0</b>	<b>3,161</b>	<b>100.0</b>

FIGURE 5. UNDERREPRESENTED STATUS



## Family Composition

TABLE 14. CIVIL STATUS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Single (never legally married)	3,338	75.9	2,077	69.5
Married	938	21.3	809	27.1
Divorced	56	1.3	45	1.5
Domestic partnership	52	1.2	42	1.4
Separated, but still legally married	12	0.3	14	0.5
Widowed	2	0.0	2	0.1
Civil union	2	0.0	0	0.0
<b>Total</b>	<b>4,400</b>	<b>100.0</b>	<b>2,989</b>	<b>100.0</b>

TABLE 15. NUMBER OF LEGAL DEPENDENTS

	<i>n</i>	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	492	1-8	2.0	1.1	2.0
EOPS	355	1-9	2.0	1.2	2.0

Note: Respondents who did not report having any legal dependents were excluded from this table.

6.6% of matriculating students (MSS) and 7.6% of graduating students (EOPS) reported having legal dependents.

## Geographic Origins

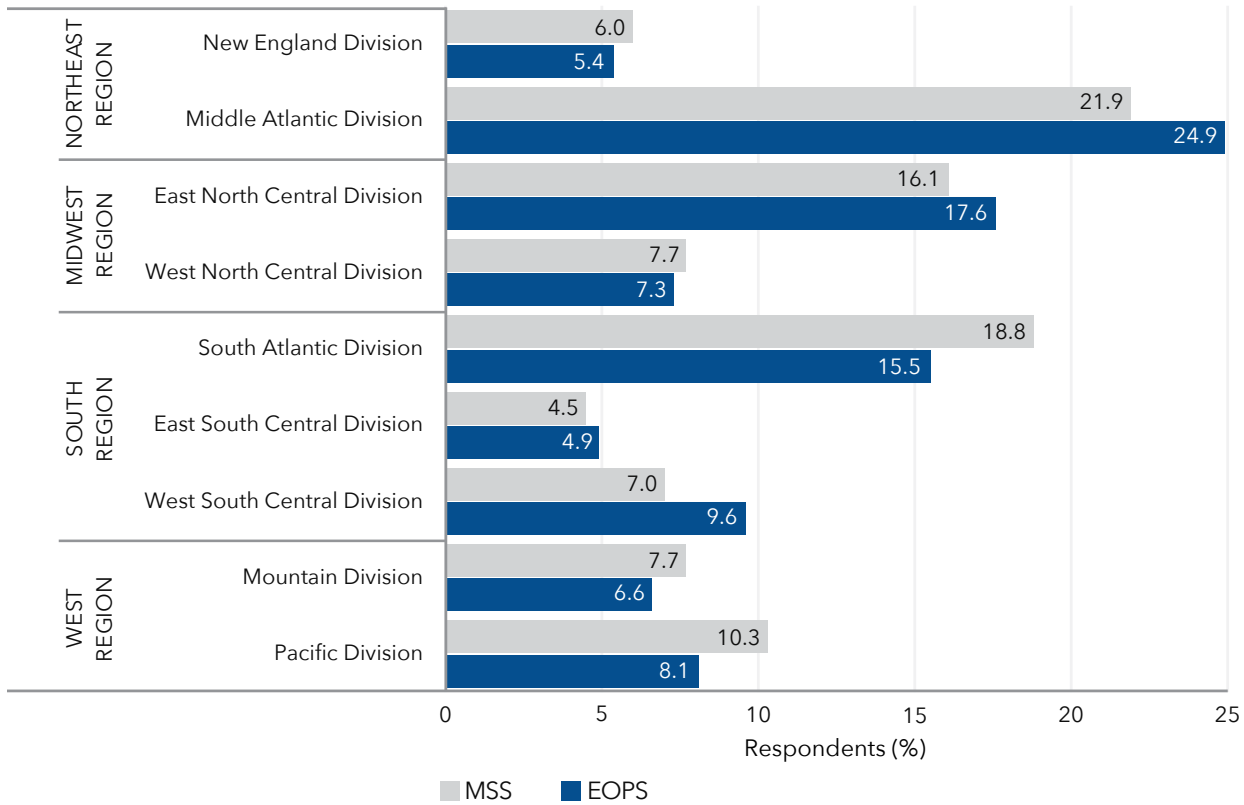
TABLE 16. GEOGRAPHIC ORIGINS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
<b>Northeast Region</b>				
Middle Atlantic Division	982	21.9	800	24.9
New England Division	269	6.0	175	5.4
Subtotal	1,251	27.9	975	30.3
<b>Midwest Region</b>				
East North Central Division	719	16.1	567	17.6
West North Central Division	346	7.7	235	7.3
Subtotal	1,065	23.8	802	25.0
<b>South Region</b>				
East South Central Division	200	4.5	157	4.9
South Atlantic Division	840	18.8	498	15.5
West South Central Division	314	7.0	310	9.6
Subtotal	1,354	30.3	965	30.0
<b>West Region</b>				
Mountain Division	346	7.7	213	6.6
Pacific Division	460	10.3	259	8.1
Subtotal	806	18.0	472	14.7
<b>Total</b>	<b>4,476</b>	<b>100.0</b>	<b>3,214</b>	<b>100.0</b>

46.6% of matriculating students (MSS) and 36.0% of graduating students (EOPS) reported attending PA school outside of their home state.

Note: Geographic origins were determined based on students' home ZIP codes.

FIGURE 6. GEOGRAPHIC ORIGINS



Note: Geographic origins were determined based on students' home ZIP codes.

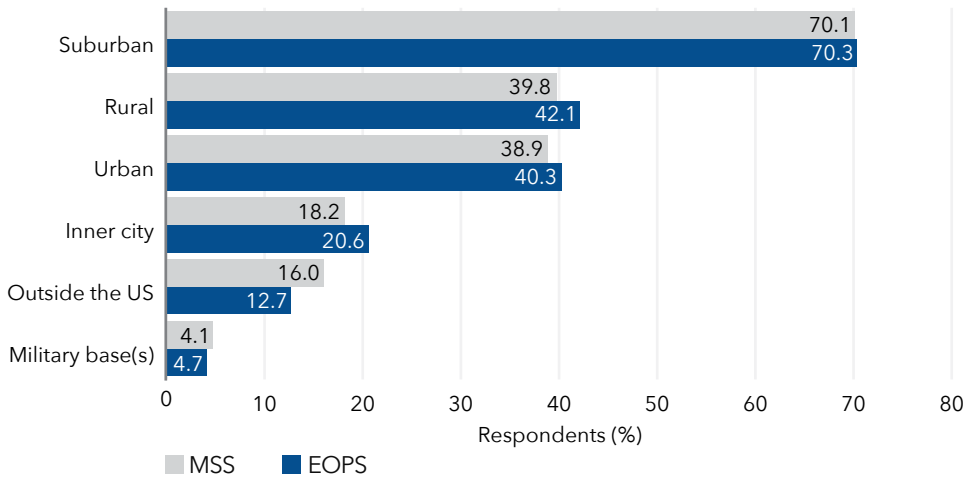
TABLE 17. PERCENT OF LIFE SPENT IN VARIOUS ENVIRONMENTS (%)

	MSS					EOPS				
	<i>n</i>	% Reporting	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	% Reporting	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Inner city	882	18.2	26.5	28.0	17.0	666	20.6	30.4	32.6	15.0
Military base(s)	227	4.7	20.1	17.9	15.0	133	4.1	19.5	17.9	13.0
Native American/American Indian reservation	21	0.4	14.5	28.1	5.0	16	0.5	11.5	20.7	4.5
Outside the U.S.	777	16.0	14.8	20.4	5.0	412	12.7	13.5	19.5	5.0
Rural	1,932	39.8	55.1	35.1	60.0	1,364	42.1	57.3	35.1	66.0
Suburban	3,408	70.1	72.0	30.9	80.0	2,277	70.3	71.0	31.6	80.0
Urban	1,890	38.9	32.5	31.1	20.0	1,305	40.3	30.6	29.7	20.0
Other	2	0.0	100.0	0.0	100.0	3	0.1	70.0	52.0	100.0
<b>Total</b>	<b>4,859</b>	-	-	-	-	<b>3,237</b>	-	-	-	-

Note: "% Reporting" represents the proportion of respondents who selected each environment and may sum to more than 100% because respondents could select multiple environments.

Students were presented with a list of all environments and asked to indicate the percentage of their lives spent in each. Students' self-reported percentages had to sum to 100%.

FIGURE 7. LIFE ENVIRONMENTS



## Education

TABLE 18. HIGHEST LEVEL OF EDUCATION PRIOR TO ENROLLING IN PA SCHOOL

	MSS		EOPS	
	n	%	n	%
High school diploma/GED	35	0.8	20	0.6
Some college but no degree	204	4.5	39	1.2
Associate's degree	29	0.6	18	0.6
Bachelor of Arts	631	13.8	456	14.2
Bachelor of Science	3,202	69.9	2,302	71.8
Other bachelor's degree (e.g., business, BFA)	64	1.4	40	1.2
Master's degree (health- or natural sciences-related; e.g., MPH)	272	5.9	239	7.5
Master's degree (not health- or natural sciences-related; e.g., MBA)	89	1.9	58	1.8
Academic doctorate (health- or natural sciences-related; e.g., Biology PhD)	10	0.2	6	0.2
Academic doctorate (not health- or natural sciences-related; e.g., EdD)	0	0.0	16	0.5
Professional doctorate (health-related; e.g., MD)	13	0.3	6	0.2
Professional doctorate (not health-related; e.g., JD)	2	0.0	3	0.1
Foreign medical graduate/unlicensed medical graduate	12	0.3	0	0.0
Other	17	0.4	1	0.0
<b>Total</b>	<b>4,580</b>	<b>100.0</b>	<b>3,204</b>	<b>100.0</b>

Most respondents who indicated that their highest degree was an associate's degree or lower also indicated that they enrolled in their PA program as an undergraduate student (e.g., participated in a pre-professional program or track prior to enrolling as a graduate student).

TABLE 19. YEARS SINCE COMPLETING MOST RECENT DEGREE

	n	Range	M	SD	P10	P25	P50 (Mdn)	P75	P90
Years	4,302	0.0-34.0	3.0	3.3	0.0	1.0	2.0	4.0	7.0

Note: Years since completing most recent degree was calculated by subtracting respondents' reports of the year they finished their most recent degree from 2018, the year the survey was administered. This question was only asked of matriculating students (MSS).

# SECTION 3. HEALTH & WELL-BEING

## Well-Being

The following questions were adapted from the [AAMC's Matriculating Student Questionnaire \(MSQ\)](#).

TABLE 20. FATIGUE

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	4,604	4.7	2.4	5.0
EOPS	3,171	6.1	2.4	6.0

Note: Respondents were asked to report their level of fatigue during the past 30 days, where 0 = "No fatigue" and 10 = "Constant tiredness."

TABLE 21. FINANCIAL CONCERNS

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	4,609	5.7	2.8	6.0
EOPS	3,171	6.8	2.7	7.0

Note: Respondents were asked to report their financial concerns during the past 30 days, where 0 = "No concerns" and 10 = "Constant concerns."

TABLE 22. SATISFACTION WITH SOCIAL SUPPORT

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	4,609	8.8	1.6	9.0
EOPS	3,173	8.5	1.8	9.0

Note: Respondents were asked to report their level of satisfaction with social support from friends and family during the past 30 days, where 0 = "Not at all satisfied" and 10 = "Highly satisfied."

TABLE 23. OVERALL WELL-BEING

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Overall quality of life	4,605	8.3	1.4	8.0	3,176	7.9	1.7	8.0
Overall mental well-being	4,604	7.9	1.7	8.0	3,176	7.5	1.9	8.0
Overall physical well-being	4,606	7.7	1.7	8.0	3,174	7.2	2.0	8.0
Overall emotional well-being	4,606	7.7	1.8	8.0	3,173	7.3	2.0	8.0
Level of social activity	4,606	7.2	2.3	8.0	3,174	6.8	2.4	7.0
Spiritual well-being	4,592	7.7	1.9	8.0	3,169	7.2	2.2	8.0

Note: Respondents were asked to report their overall well-being during the past week, where 0 = "As bad as it can be" and 10 = "As good as it can be."



## Stress

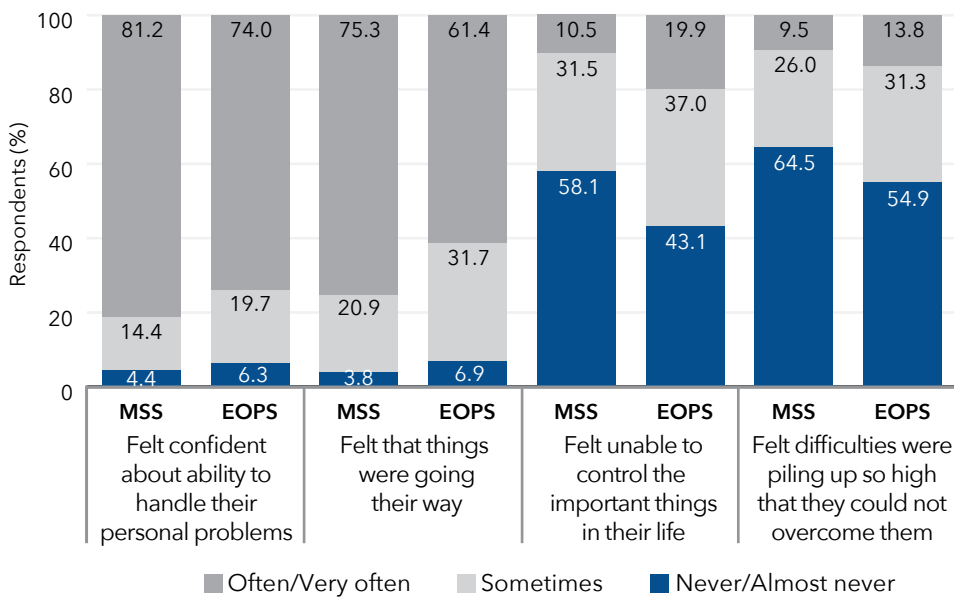
The following questions were drawn from the [Perceived Stress Scale](#). \* Respondents were asked to report how often they experienced certain thoughts and feelings during the last month using a 5-point scale, where 0 = “Never” to 4 = “Very often.”

TABLE 24. STRESS

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Felt confident about ability to handle their personal problems	4,595	3.1	0.8	3.0	3,174	2.9	0.9	3.0
Felt that things were going their way	4,592	2.9	0.8	3.0	3,173	2.7	0.8	3.0
Felt unable to control the important things in their life	4,595	1.4	0.9	1.0	3,175	1.7	1.0	2.0
Felt difficulties were piling up so high that they could not overcome them	4,595	1.2	1.0	1.0	3,175	1.4	1.0	1.0

*A perceived stress score is typically obtained by reverse-scoring the positively phrased items then summing all items to create an index ranging from 0 to 16. On average, matriculating students (MSS) scored 4.6 (SD = 2.6, Mdn = 4.0) and graduating students (EOPS) scored 5.5 (SD = 2.8, Mdn = 5.0).*

FIGURE 8. STRESS



# SECTION 4. FUTURE PRACTICE

TABLE 25. IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Ability to pay off debt	4,409	3.4	0.8	4.0	3,054	3.4	0.8	4.0
Availability of jobs	4,411	3.6	0.6	4.0	3,051	3.5	0.6	4.0
Flexible working schedule	4,407	3.0	0.8	3.0	3,052	3.0	0.8	3.0
High income potential	4,408	3.1	0.7	3.0	3,054	3.0	0.8	3.0
High level of autonomy	4,408	2.8	0.8	3.0	3,054	2.8	0.8	3.0
Leadership potential	4,402	2.7	0.8	3.0	3,048	2.6	0.8	3.0
Social recognition or status	4,398	1.9	0.9	2.0	3,053	1.9	0.9	2.0
Stable, secure future	4,406	3.5	0.6	4.0	3,052	3.5	0.6	4.0
Supervising physician relationship	4,404	3.3	0.7	3.0	3,049	3.5	0.6	4.0
Work/Life balance	4,405	3.6	0.6	4.0	3,049	3.6	0.6	4.0
Working for social change	4,406	2.7	0.9	3.0	3,049	2.5	0.9	3.0

Note: 1 = "Not important," 2 = "Somewhat important," 3 = "Very important," 4 = "Essential."

**FIGURE 9. IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL**

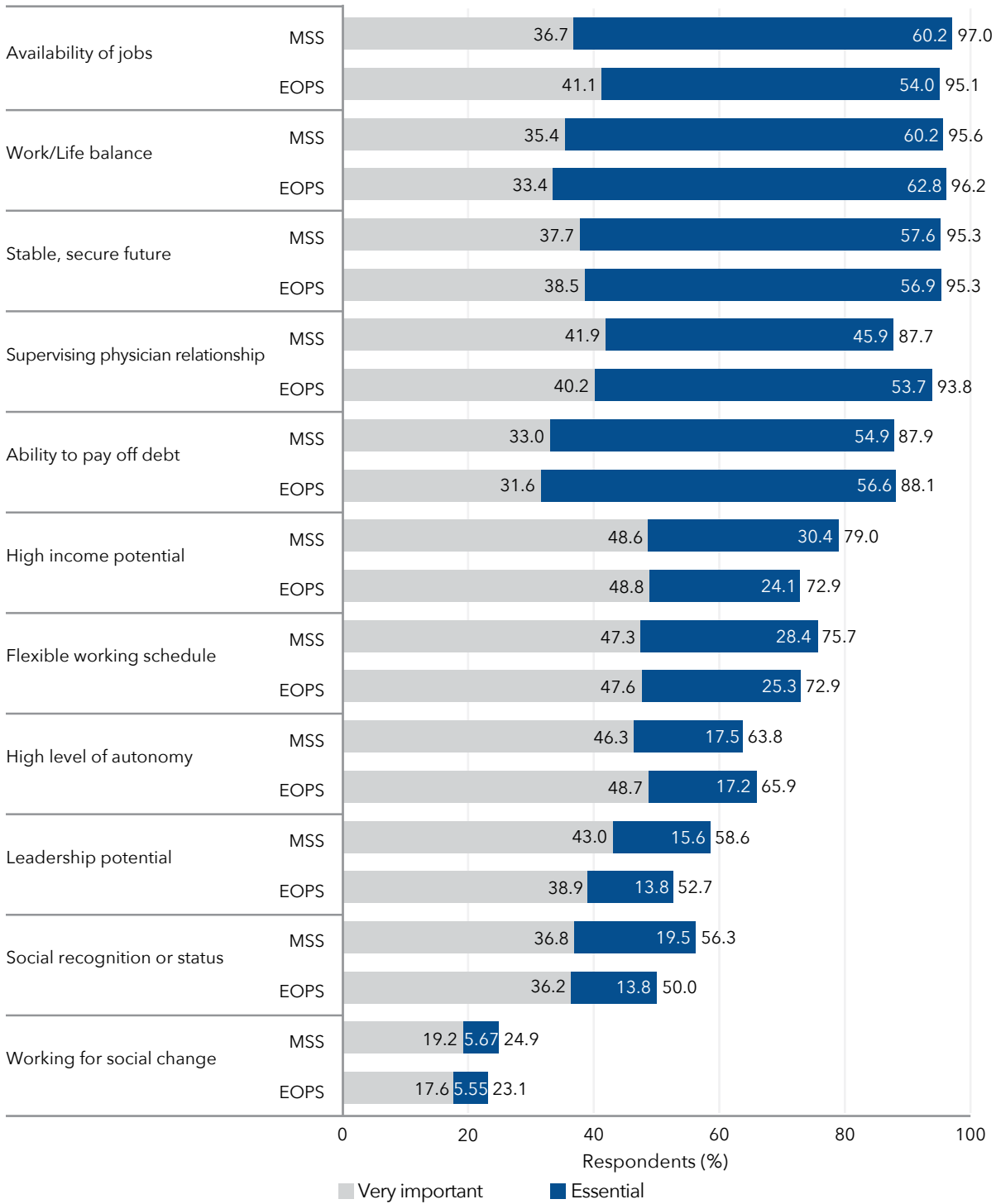


FIGURE 10. TOP 5 MOST IMPORTANT CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL

	MSS	EOPS
Most important	Availability of jobs	Work/Life balance
	Work/Life balance	Stable, secure future
	Stable, secure future	Availability of jobs
	Ability to pay off debt	Supervising physician relationship
	Supervising physician relationship	Ability to pay off debt

Note: Rankings were based on respondents' average reports of importance for each consideration.

TABLE 26. IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL BY GENDER

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Female</b>								
Ability to pay off debt	3,315	3.4	0.8	4.0	2,327	3.4	0.8	4.0
Availability of jobs	3,317	3.6	0.5	4.0	2,324	3.5	0.6	4.0
Flexible working schedule	3,315	3.0	0.7	3.0	2,326	2.9	0.8	3.0
High income potential	3,315	3.1	0.7	3.0	2,326	2.9	0.8	3.0
High level of autonomy	3,314	2.8	0.8	3.0	2,327	2.8	0.8	3.0
Leadership potential	3,309	2.7	0.8	3.0	2,321	2.6	0.8	3.0
Social recognition or status	3,308	1.9	0.9	2.0	2,328	1.9	0.9	2.0
Stable, secure future	3,313	3.5	0.6	4.0	2,324	3.5	0.6	4.0
Supervising physician relationship	3,312	3.4	0.7	3.0	2,323	3.5	0.6	4.0
Work/Life balance	3,311	3.6	0.6	4.0	2,323	3.6	0.6	4.0
Working for social change	3,313	2.7	0.9	3.0	2,323	2.6	0.9	3.0
<b>Male</b>								
Ability to pay off debt	1,083	3.3	0.9	4.0	696	3.4	0.8	4.0
Availability of jobs	1,083	3.5	0.6	4.0	696	3.4	0.6	3.5
Flexible working schedule	1,081	3.0	0.8	3.0	696	3.0	0.8	3.0
High income potential	1,082	3.1	0.7	3.0	697	3.0	0.8	3.0
High level of autonomy	1,083	2.8	0.8	3.0	696	2.9	0.8	3.0
Leadership potential	1,082	2.7	0.8	3.0	696	2.6	0.9	3.0
Social recognition or status	1,079	1.9	0.9	2.0	695	2.0	0.9	2.0
Stable, secure future	1,082	3.5	0.6	4.0	697	3.5	0.6	4.0
Supervising physician relationship	1,081	3.2	0.8	3.0	695	3.3	0.7	3.0
Work/Life balance	1,083	3.5	0.6	4.0	695	3.6	0.6	4.0
Working for social change	1,082	2.6	0.9	3.0	695	2.4	0.9	2.0

Note: 1 = "Not important," 2 = "Somewhat important," 3 = "Very important," 4 = "Essential."

FIGURE 11. TOP 5 MOST IMPORTANT CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL BY GENDER

		Female		Male	
		MSS	EOPS	MSS	EOPS
Most important		Availability of jobs	Work/Life balance	Stable, secure future	Work/Life balance
		Work/Life balance	Stable, secure future	Work/Life balance	Stable, secure future
		Stable, secure future	Supervising physician relationship	Availability of jobs	Availability of jobs
		Ability to pay off debt	Availability of jobs	Ability to pay off debt	Ability to pay off debt
		Supervising physician relationship	Ability to pay off debt	Supervising physician relationship	Supervising physician relationship

Note: Rankings were based on respondents' average reports of importance for each consideration.

TABLE 27. IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL BY UNDERREPRESENTED MINORITY (URM) STATUS

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Non-URM</b>								
Ability to pay off debt	3,338	3.4	0.8	4.0	2,401	3.4	0.8	4.0
Availability of jobs	3,340	3.5	0.6	4.0	2,399	3.5	0.6	4.0
Flexible working schedule	3,335	3.0	0.7	3.0	2,401	2.9	0.8	3.0
High income potential	3,338	3.0	0.7	3.0	2,401	2.9	0.7	3.0
High level of autonomy	3,338	2.8	0.8	3.0	2,402	2.8	0.7	3.0
Leadership potential	3,331	2.6	0.8	3.0	2,396	2.5	0.8	3.0
Social recognition or status	3,332	1.9	0.8	2.0	2,401	1.9	0.9	2.0
Stable, secure future	3,337	3.5	0.6	4.0	2,401	3.5	0.6	4.0
Supervising physician relationship	3,336	3.3	0.7	3.0	2,400	3.5	0.6	4.0
Work/Life balance	3,333	3.5	0.6	4.0	2,398	3.6	0.6	4.0
Working for social change	3,337	2.6	0.9	3.0	2,398	2.4	0.9	2.0
<b>URM</b>								
Ability to pay off debt	993	3.4	0.8	4.0	556	3.5	0.8	4.0
Availability of jobs	993	3.7	0.5	4.0	556	3.6	0.5	4.0
Flexible working schedule	994	3.2	0.7	3.0	555	3.2	0.8	3.0
High income potential	992	3.2	0.7	3.0	556	3.1	0.8	3.0
High level of autonomy	992	2.9	0.8	3.0	555	2.9	0.8	3.0
Leadership potential	993	2.8	0.8	3.0	555	2.7	0.8	3.0
Social recognition or status	988	2.1	0.9	2.0	556	2.1	0.9	2.0
Stable, secure future	991	3.6	0.6	4.0	554	3.6	0.6	4.0
Supervising physician relationship	990	3.4	0.7	3.0	552	3.5	0.7	4.0
Work/Life balance	994	3.6	0.6	4.0	554	3.6	0.6	4.0
Working for social change	991	2.9	0.9	3.0	554	2.8	0.9	3.0

Note: 1 = "Not important," 2 = "Somewhat important," 3 = "Very important," 4 = "Essential."

Underrepresented minority (URM) status is defined as those who identified as Hispanic, a single non-White race, or a non-White race in combination with White race. URMs are contrasted against non-Hispanic, single-race White respondents.



FIGURE 12. TOP 5 MOST IMPORTANT CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL BY UNDERREPRESENTED MINORITY (URM) STATUS

		Non-URM		URM	
		MSS	EOPS	MSS	EOPS
Most important	Availability of jobs	Work/Life balance	Work/Life balance	Work/Life balance	Work/Life balance
	Work/Life balance	Stable, secure future	Stable, secure future	Work/Life balance	Availability of jobs
	Stable, secure future	Supervising physician relationship	Stable, secure future	Stable, secure future	Stable, secure future
	Ability to pay off debt	Availability of jobs	Ability to pay off debt	Ability to pay off debt	Ability to pay off debt
	Supervising physician relationship	Ability to pay off debt	Supervising physician relationship	Supervising physician relationship	Supervising physician relationship

Note: Rankings were based on respondents' average reports of importance for each consideration.

TABLE 28. IMPORTANCE OF CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL BY UNDERREPRESENTED (UR) IN MEDICINE STATUS

	MSS				EOPS			
	n	M	SD	Mdn	n	M	SD	Mdn
<b>Non-UR in medicine</b>								
Ability to pay off debt	3,767	3.4	0.8	4.0	2,620	3.4	0.8	4.0
Availability of jobs	3,769	3.6	0.6	4.0	2,618	3.5	0.6	4.0
Flexible working schedule	3,764	3.0	0.7	3.0	2,619	2.9	0.8	3.0
High income potential	3,767	3.1	0.7	3.0	2,620	2.9	0.7	3.0
High level of autonomy	3,766	2.8	0.8	3.0	2,620	2.8	0.7	3.0
Leadership potential	3,760	2.7	0.8	3.0	2,615	2.5	0.8	3.0
Social recognition or status	3,761	1.9	0.9	2.0	2,620	1.9	0.9	2.0
Stable, secure future	3,765	3.5	0.6	4.0	2,620	3.5	0.6	4.0
Supervising physician relationship	3,763	3.3	0.7	3.0	2,619	3.5	0.6	4.0
Work/Life balance	3,762	3.5	0.6	4.0	2,617	3.6	0.6	4.0
Working for social change	3,766	2.6	0.9	3.0	2,616	2.5	0.9	2.0
<b>UR in medicine</b>								
Ability to pay off debt	564	3.5	0.7	4.0	337	3.5	0.7	4.0
Availability of jobs	564	3.7	0.5	4.0	337	3.6	0.5	4.0
Flexible working schedule	565	3.2	0.8	3.0	337	3.2	0.8	3.0
High income potential	563	3.2	0.8	3.0	337	3.1	0.8	3.0
High level of autonomy	564	2.9	0.8	3.0	337	2.9	0.8	3.0
Leadership potential	564	2.8	0.8	3.0	336	2.8	0.9	3.0
Social recognition or status	559	2.0	0.9	2.0	337	2.0	0.9	2.0
Stable, secure future	563	3.6	0.6	4.0	335	3.6	0.6	4.0
Supervising physician relationship	563	3.4	0.7	3.0	333	3.5	0.6	4.0
Work/Life balance	565	3.6	0.6	4.0	335	3.6	0.6	4.0
Working for social change	562	2.9	0.9	3.0	336	2.8	0.9	3.0

Note: 1 = "Not important," 2 = "Somewhat important," 3 = "Very important," 4 = "Essential."

Underrepresented (UR) in medicine status is **defined by the Association of American Medical Colleges** as "those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population." In PAEA's definition, non-Hispanic, single-race Asian and biracial Asian/White individuals are not classified as UR in medicine.

FIGURE 13. TOP 5 MOST IMPORTANT CONSIDERATIONS FOR CAREER PATH AFTER PA SCHOOL BY UNDERREPRESENTED (UR) IN MEDICINE STATUS

		Non-UR in medicine		UR in medicine	
		MSS	EOPS	MSS	EOPS
Most important	Availability of jobs	Work/Life balance	Work/Life balance	Availability of jobs	Work/Life balance
	Work/Life balance	Stable, secure future	Stable, secure future	Stable, secure future	Availability of jobs
	Stable, secure future	Availability of jobs	Availability of jobs	Work/Life balance	Stable, secure future
	Ability to pay off debt	Supervising physician relationship	Supervising physician relationship	Ability to pay off debt	Ability to pay off debt
	Supervising physician relationship	Ability to pay off debt	Ability to pay off debt	Supervising physician relationship	Supervising physician relationship

Note: Rankings were based on respondents' average reports of importance for each consideration.

TABLE 29. EXPECTED SALARY FOR FULL-TIME POSITION AS A PA

	MSS			EOPS		
	n	%	% (Cum.)	n	%	% (Cum.)
\$49,999 or less	1	0.0	0.0	3	0.1	0.1
\$50,000 to \$59,999	8	0.2	0.2	7	0.3	0.5
\$60,000 to \$69,999	48	1.1	1.3	9	0.4	0.9
\$70,000 to \$79,999	240	5.4	6.7	50	2.4	3.3
\$80,000 to \$89,999	1,025	23.2	29.9	418	20.1	23.4
\$90,000 to \$99,999	1,615	36.5	66.4	965	46.3	69.7
\$100,000 to \$109,999	1,094	24.7	91.1	479	23.0	92.7
\$110,000 to \$119,999	262	5.9	97.1	111	5.3	98.0
\$120,000 to \$129,999	80	1.8	98.9	28	1.3	99.3
\$130,000 or more	50	1.1	100.0	14	0.7	100.0
<b>Total</b>	<b>4,423</b>	<b>100.0</b>	<b>-</b>	<b>2,084</b>	<b>100.0</b>	<b>-</b>

Note: "% (Cum.)" refers to the cumulative percentage of respondents. Graduating students (EOPS) who indicated that they had already accepted a job offer or that they did not plan to apply for a job as a PA were not asked to respond to this question.

TABLE 30. DESIRABILITY OF SPECIALTIES (%)

	MSS					EOPS				
	<i>n</i>	Undesirable	Neither Undesirable nor Desirable	Desirable	Do Not Know Enough	<i>n</i>	Undesirable	Neither Undesirable nor Desirable	Desirable	Do Not Know Enough
<b>Emergency medicine specialties</b>										
Emergency medicine (not urgent care)	4,376	11.4	18.0	66.5	4.1	3,002	14.1	16.6	69.0	0.3
Urgent care	4,372	16.2	29.8	50.3	3.7	2,997	14.6	23.0	62.0	0.4
<b>Inpatient specialties</b>										
Critical care	4,367	11.7	28.0	52.2	8.1	2,986	32.7	22.8	41.2	3.2
Hospitalist	4,364	16.9	33.4	37.4	12.3	2,981	29.3	25.3	43.3	2.1
<b>Internal medicine subspecialties</b>										
Cardiology	4,344	9.1	27.9	55.9	7.2	2,981	26.1	28.1	44.0	1.7
Endocrinology	4,379	20.0	37.7	27.6	14.7	2,994	41.9	33.6	20.9	3.6
Gastroenterology	4,380	25.4	39.8	23.0	11.7	2,992	29.4	35.9	32.8	1.9
Infectious Disease	4,381	18.2	31.7	38.5	11.5	2,997	37.4	33.9	25.1	3.5
Nephrology	4,378	24.1	41.3	18.4	16.2	2,994	50.9	31.6	13.2	4.3
Oncology/Hematology	4,370	18.1	30.5	42.3	9.1	2,991	42.8	29.2	22.9	5.1
Rheumatology	4,366	25.1	40.6	15.0	19.4	2,985	48.9	32.6	14.1	4.5
Other internal medicine subspecialty	1,379	20.2	40.0	8.8	31.0	713	33.8	25.9	13.9	26.4
<b>Primary care specialties</b>										
Family/General medicine	4,366	10.3	24.6	62.9	2.3	2,993	18.7	22.9	58.0	0.3
General internal medicine	4,384	10.3	30.7	53.7	5.3	2,999	23.7	25.5	50.2	0.5
General pediatrics	4,386	20.2	25.6	50.5	3.7	3,002	36.7	25.4	37.5	0.4
Geriatrics	4,378	40.3	35.7	19.5	4.4	2,996	48.7	32.3	17.9	1.1
Obstetrics/Gynecology/ Women's health	4,355	25.4	29.0	41.4	4.2	2,989	34.3	27.1	37.8	0.7
<b>Surgical specialties</b>										
Cardiovascular/Cardiothoracic	4,389	11.7	25.1	54.5	8.7	2,998	34.3	27.0	36.0	2.7
General surgery	4,335	11.5	21.4	60.5	6.6	2,975	33.8	21.5	44.2	0.5
Neurosurgery	4,380	20.6	28.4	39.9	11.0	2,990	48.8	26.5	19.4	5.3
Orthopedics	4,386	15.6	23.6	54.4	6.4	3,003	37.1	22.9	38.5	1.5
Plastic surgery	4,383	28.3	27.4	35.4	8.9	2,990	37.8	25.6	31.7	4.9
Urology	4,384	34.2	37.6	15.2	13.0	2,994	50.9	30.3	14.1	4.7
Other surgical subspecialties	1,307	21.0	36.1	13.8	29.0	725	32.0	19.0	25.7	23.3
<b>Other specialties</b>										
Correctional medicine	4,364	35.4	29.4	8.1	27.2	2,975	58.5	22.8	6.9	11.8
Dermatology	4,379	19.9	24.5	50.5	5.2	2,982	33.9	25.5	38.4	2.2
Interventional radiology	4,381	23.3	34.1	20.3	22.4	2,988	41.2	26.5	22.7	9.6
Neurology	4,381	17.0	33.6	39.0	10.5	2,984	46.3	32.2	17.7	3.8
Pain management	4,379	49.2	30.0	11.2	9.6	2,984	72.5	17.5	6.3	3.8
Palliative care	4,383	38.8	31.2	13.0	17.0	2,990	58.3	24.7	11.0	6.0
Pediatric subspecialties	4,383	20.6	24.2	46.9	8.3	2,990	40.9	22.3	33.6	3.1
Occupational medicine	4,382	31.6	35.9	13.4	19.0	2,980	53.7	27.2	8.2	10.8
Psychiatry/Behavioral medicine	4,382	38.6	30.7	23.8	6.9	2,996	49.8	28.4	21.3	0.6
Retail clinic	4,382	47.9	25.5	5.2	21.5	2,982	66.7	17.7	5.2	10.5
Other specialty	1,265	25.1	35.9	7.1	31.9	628	31.2	22.5	16.6	29.8

FIGURE 14. MOST DESIRABLE SPECIALTIES

	MSS	EOPS
Most desirable	Emergency medicine (not urgent care)	Emergency medicine (not urgent care)
	Family/General medicine	Urgent care
	General surgery	Family/General medicine
	Cardiology	General internal medicine
	Cardiovascular/Cardiothoracic	General surgery
	Orthopedics	Cardiology
	General internal medicine	Hospitalist
	Critical care	Critical care
	General pediatrics	Orthopedics
	Dermatology	Dermatology

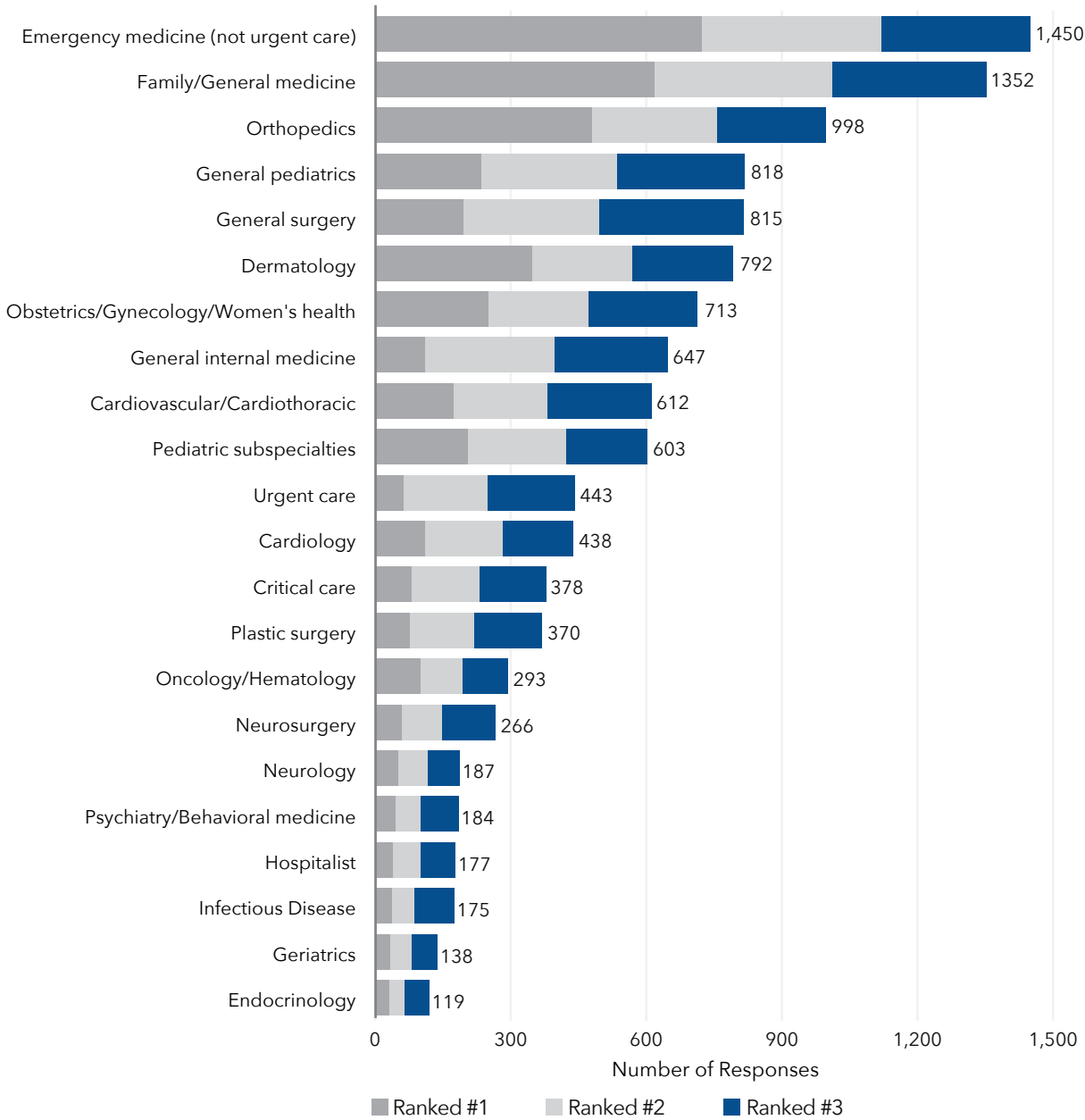
Note: Rankings were based on the proportion of respondents who indicated that a specialty was desirable.

TABLE 31. NUMBER OF SPECIALTIES CONSIDERED DESIRABLE

	<i>n</i>	<i>M</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
MSS	4,370	11.6	5.3	5.0	8.0	11.0	14.0	19.0
EOPS	3,024	9.5	4.9	4.0	6.0	9.0	12.0	15.0

Respondents were asked to indicate whether each of 35 specialties was desirable to them. This table presents information on how many specialties respondents thought were desirable.

**FIGURE 15. RANKINGS OF DESIRABLE SPECIALTIES: MSS**



*After indicating whether each of 35 specialties/subspecialties was desirable, respondents were presented with a list of all choices they had rated as “desirable” and asked to rank each within that list. Figures 15 and 16 present the number of matriculating (MSS) and graduating (EOPS) students, respectively, who ranked each specialty/subspecialty in their top three choices. Only selections that had been ranked in the top three by more than 100 students are displayed.*



**FIGURE 16. RANKINGS OF DESIRABLE SPECIALTIES: EOPS**

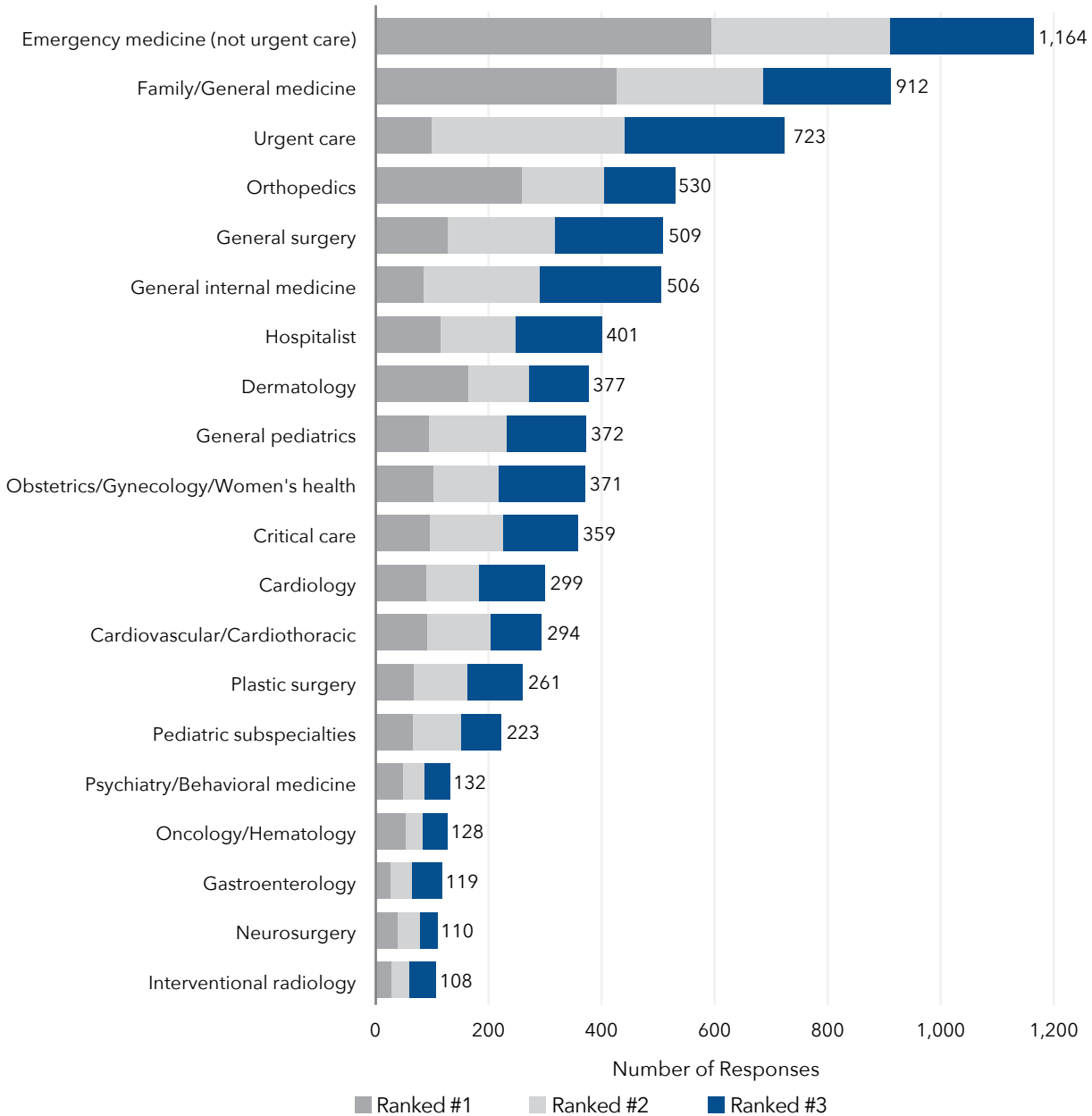


FIGURE 17. HIGHEST RANKED SPECIALTIES

	MSS	EOPS
Highest ranked	Emergency medicine (not urgent care)	Emergency medicine (not urgent care)
	Family/General medicine	Family/General medicine
	Orthopedics	Orthopedics
	Dermatology	Dermatology
	Obstetrics/Gynecology/ Women's health	General surgery
	General pediatrics	Hospitalist
	Pediatric subspecialties	Obstetrics/Gynecology/ Women's health
	General surgery	Urgent care
	Cardiovascular/Cardiothoracic	Critical care
	General internal medicine	General pediatrics

Note: Rankings were based on the number of respondents who rated each specialty as their top choice.

TABLE 32. PLANS TO PRACTICE IN SAME STATE AS PROGRAM AFTER GRADUATION BY STUDENT RESIDENCY

	Expected Position		Accepted Position	
	n	%	n	%
<b>Practice in program state</b>				
In-state students	1,046	50.9	534	55.9
Out-of-state students	246	12.0	126	13.2
Students of unknown residency	5	0.2	0	0.0
<b>Practice outside of program state</b>				
In-state students	196	9.5	73	7.6
Out-of-state students	555	27.0	220	23.0
Students of unknown residency	5	0.2	2	0.2
<b>All respondents</b>	<b>2,053</b>	<b>100.0</b>	<b>955</b>	<b>100.0</b>

Graduating students (EOPS) who had not yet accepted a job were asked to select the state where they **expected** to practice upon their graduation. Graduating students who had already **accepted** a job offer were asked to select the state where their new job was located. If the state that students selected was the same state where their program was located, they were considered as planning to “practice in program state.” Otherwise, they were considered as planning to “practice outside of program state.” Students’ residency status was based on their self-reported program states and home ZIP codes. Matriculating students (MSS) were not asked to respond to this question.

FIGURE 18. PLANS TO PRACTICE IN SAME STATE AS PROGRAM AFTER GRADUATION BY STUDENT RESIDENCY

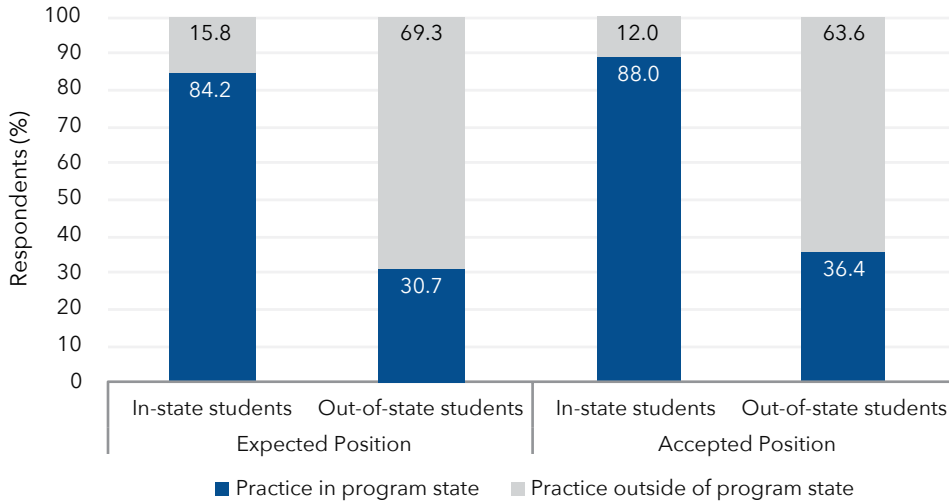
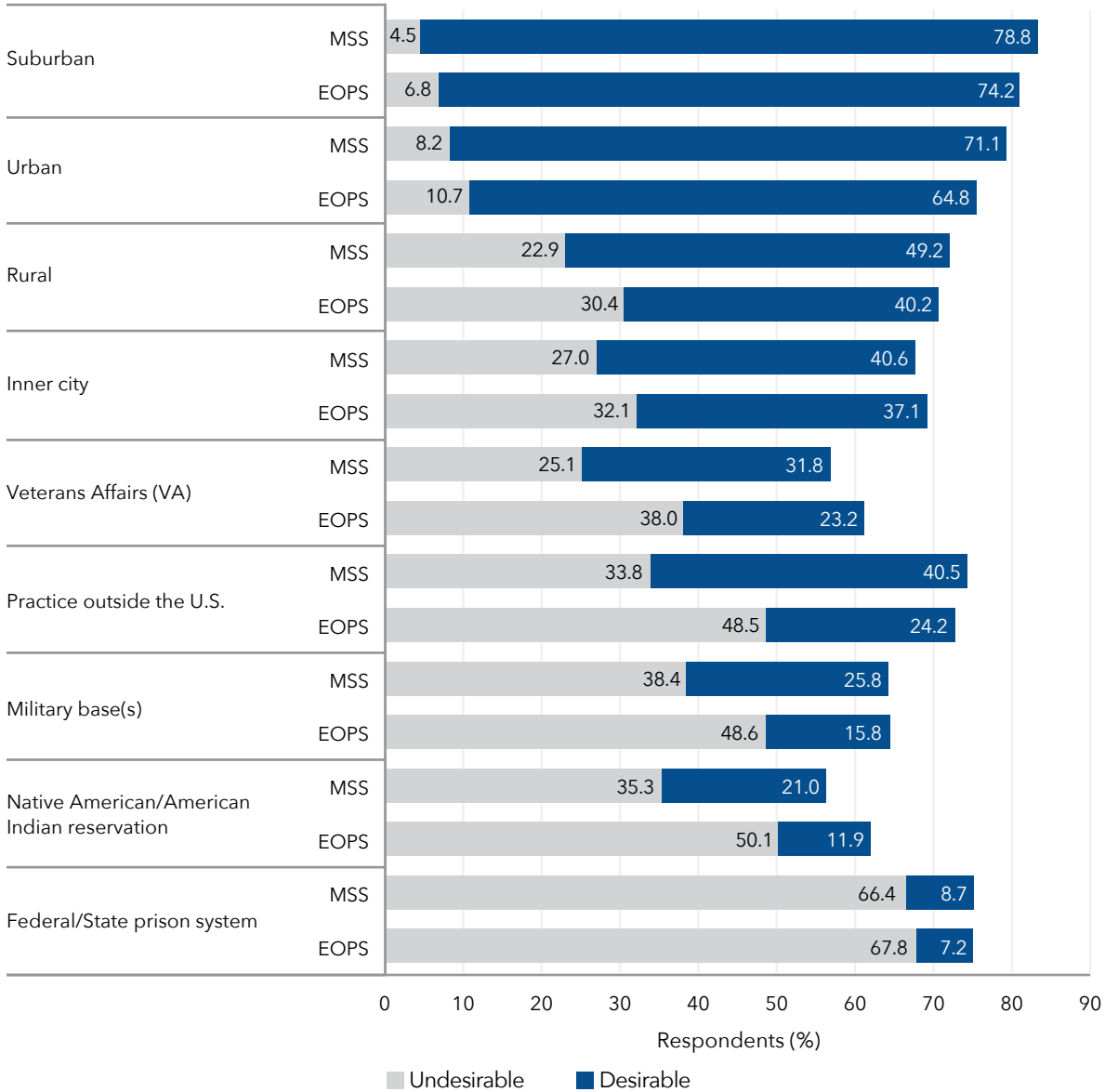


TABLE 33. DESIRABILITY OF PRACTICE ENVIRONMENTS

	MSS				EOPS			
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Federal/State prison system	4,333	2.1	1.0	2.0	2,977	2.1	1.0	2.0
Inner city	4,389	3.2	1.1	3.0	3,015	3.0	1.1	3.0
Military base(s)	4,347	2.8	1.1	3.0	2,980	2.5	1.0	3.0
Native American/American Indian reservation	4,354	2.7	1.0	3.0	2,982	2.4	1.0	2.0
Practice outside the U.S.	4,361	3.0	1.3	3.0	2,975	2.6	1.2	3.0
Rural	4,395	3.3	1.1	3.0	3,005	3.1	1.1	3.0
Suburban	4,410	4.0	0.8	4.0	3,007	3.8	0.9	4.0
Urban	4,395	3.8	0.9	4.0	3,009	3.6	0.9	4.0
Veterans Affairs (VA)	4,350	3.0	1.0	3.0	2,982	2.7	1.0	3.0

Note: 1 = "Very undesirable" to 5 = "Very desirable."

**FIGURE 19. DESIRABILITY OF PRACTICE ENVIRONMENTS**



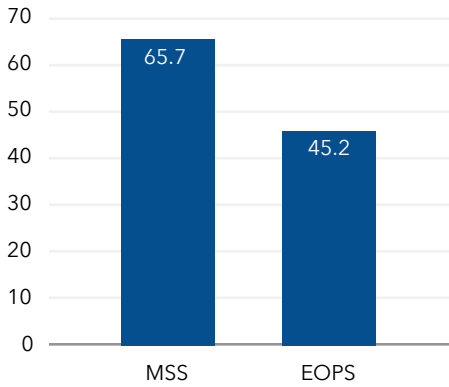
Note: Categories were collapsed such that "Undesirable" includes "Very undesirable" and "Undesirable" responses, and "Desirable" includes "Very desirable" and "Desirable" responses.

**TABLE 34. LIKELIHOOD OF WORKING IN A MEDICALLY UNDERSERVED AREA (MUA) AFTER GRADUATION**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
MSS	4,448	3.9	0.9	4.0
EOPS	2,898	3.4	1.1	3.0

Note: 1 = "Very unlikely" to 5 = "Very likely."

**FIGURE 20. LIKELIHOOD OF WORKING IN A MEDICALLY UNDERSERVED AREA (MUA) AFTER GRADUATION**



Note: This figure presents the proportion of respondents who indicated that they were either “likely” or “very likely” to work in an MUA after graduation.

**TABLE 35. INTEREST IN PRACTICE SETTINGS**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Group private practice	2,969	3.1	0.9	3.0
Community health center (CHC)	2,960	2.6	0.9	3.0
Health maintenance organization (HMO)	2,957	2.6	0.9	3.0
Solo private practice	2,964	2.6	1.0	3.0
Accountable care organization (ACO)	2,958	2.3	0.9	2.0

Note: This question was only asked of graduating students (EOPS). Respondents were asked to indicate how much they would like to practice in each setting, where 1 = “Not at all” to 4 = “Very much.”

**TABLE 36. LIKELIHOOD OF PURSUING CAREER AS PA EDUCATOR**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Likelihood	3,015	3.2	1.1	3.0

Note: This question was only asked of graduating students (EOPS). Respondents were asked to indicate how likely they are to pursue a career as a PA educator, where 1 = “Very unlikely” to 5 = “Very likely.”

# SECTION 5. FINANCIAL INFORMATION

TABLE 37. HOUSEHOLD INCOME

	Considered Dependent by Parents			Not Considered Dependent by Parents		
	n	%	% (Cum.)	n	%	% (Cum.)
Less than \$25,000	41	3.6	3.6	945	38.3	38.3
\$25,000 to \$49,999	77	6.7	10.3	547	22.2	60.5
\$50,000 to \$74,999	132	11.5	21.8	386	15.6	76.1
\$75,000 to \$99,999	153	13.3	35.1	245	9.9	86.0
\$100,000 to \$149,999	328	28.6	63.7	203	8.2	94.2
\$150,000 to \$199,999	192	16.7	80.5	76	3.1	97.3
\$200,000 to \$249,999	96	8.4	88.8	29	1.2	98.5
\$250,000 to \$299,999	37	3.2	92.1	16	0.6	99.1
\$300,000 or higher	91	7.9	100.0	21	0.9	100.0
<b>Total</b>	<b>1,147</b>	<b>100.0</b>	<b>-</b>	<b>2,468</b>	<b>100.0</b>	<b>-</b>

This question was only asked of matriculating students (MSS). Respondents who were considered to be a dependent by their parents reported on the estimated combined (both parents'/guardians') gross income for their families. Respondents who were not considered to be a dependent reported on their estimated gross income for themselves and, if applicable, their spouse/partner. "% (Cum.)" refers to the cumulative percentage of respondents.

## Financing Pre-PA Education

TABLE 38. HOLD OUTSTANDING PRE-PA EDUCATIONAL LOANS

	MSS		EOPS	
	n	%	n	%
Yes	2,107	48.5	1,483	50.4
No	2,241	51.5	1,459	49.6
<b>Total</b>	<b>4,348</b>	<b>100.0</b>	<b>2,942</b>	<b>100.0</b>

Respondents were asked whether they had outstanding educational loans, excluding interest, from their pre-PA educations (i.e., undergraduate and/or non-PA graduate training) prior to entering their graduate PA programs. Those who said "Yes" were then asked to report the amount owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

TABLE 39. AMOUNT OF OUTSTANDING PRE-PA EDUCATIONAL LOANS (\$)

	n	Range	M	M (T)	SD	P10	P25	P50 (Mdn)	P75	P90
MSS	2,030	300-335,000	33,927	29,036	30,278	8,000	15,000	25,000	42,225	70,000
EOPS	1,379	500-400,000	43,565	37,266	39,852	10,000	20,000	30,000	60,000	100,000

Note: "M (T)" refers to the trimmed mean, or the mean when the top and bottom 10% of values are removed.

**TABLE 40. AMOUNT OF OUTSTANDING PRE-PA EDUCATIONAL LOANS (RANGES)**

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$1 to \$24,999	939	45.3	45.3	504	34.9	34.9
\$25,000 to \$49,999	668	32.2	77.5	471	32.6	67.5
\$50,000 to \$74,999	287	13.8	91.3	199	13.8	81.2
\$75,000 to \$99,999	89	4.3	95.6	119	8.2	89.5
\$100,000 to \$124,999	59	2.8	98.5	100	6.9	96.4
\$125,000 to \$149,999	8	0.4	98.8	17	1.2	97.6
\$150,000 to \$174,999	10	0.5	99.3	15	1.0	98.6
\$175,000 to \$199,999	3	0.1	99.5	4	0.3	98.9
\$200,000 to \$224,999	6	0.3	99.8	6	0.4	99.3
\$225,000 or more	5	0.2	100.0	10	0.7	100.0
<b>Total</b>	<b>2,074</b>	<b>100.0</b>	<b>-</b>	<b>1,445</b>	<b>100.0</b>	<b>-</b>

Note: "% (Cum.)" refers to the cumulative percentage of respondents.

**TABLE 41. SOURCES OF FINANCING FOR PRE-PA EDUCATION COSTS**

	<i>n</i>	%
Family support (excluding support from spouse/partner)	2,444	56.2
Loans	2,286	52.5
Scholarships or awards from your college/university	2,241	51.5
Personal income and savings	1,674	38.5
Scholarships or awards from external sources	1,448	33.3
Work/study program	530	12.2
Money earned by spouse/partner	185	4.3
Other		
Military benefits	74	1.7
Employer support (e.g., tuition reimbursement)	11	0.3
All other sources	69	1.6
<b>Total</b>	<b>4,351</b>	<b>-</b>

Respondents were asked to indicate each source of funding for their pre-PA education costs. They were then presented with the list of all sources they had previously checked and asked to report the percentage of their funding from each source. Percentages had to sum to 100%.

Note: Only matriculating students (MSS) were asked to respond to this question. Participants were not explicitly asked about military benefits or employer support; these categories were added based on recoded "Other" responses. Percentages will exceed 100% because respondents could select multiple categories.

**TABLE 42. PERCENT OF PRE-PA EDUCATION COSTS PAID FOR BY EACH SOURCE (%)**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Scholarships or awards from your college/university	1,856	35.9	26.8	30.0
Family support (excluding support from spouse/partner)	1,656	38.7	28.5	30.0
Loans	1,639	47.0	28.1	50.0
Personal income and savings	1,332	17.2	18.7	10.0
Scholarships or awards from external sources	1,231	19.9	22.5	10.0
Work/study program	442	7.1	7.6	5.0
Money earned by spouse/partner	133	19.7	21.7	10.0
Other				
Military benefits	32	67.0	24.2	75.0
Employer support (e.g., tuition reimbursement)	9	41.1	29.8	20.0
All other sources	50	45.4	29.5	42.5

Note: Only matriculating students (MSS) were asked to respond to this question. Participants were not explicitly asked about military benefits or employer support; these categories were added based on recoded "Other" responses. Zeroes were removed prior to analysis.

## Financing Graduate PA Education

**TABLE 43. RECEIVED GRANTS, SCHOLARSHIPS, OR STIPENDS FOR GRADUATE PA EDUCATION**

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Yes	747	16.9	864	29.4
No	3,674	83.1	2,078	70.6
<b>Total</b>	<b>4,421</b>	<b>100.0</b>	<b>2,942</b>	<b>100.0</b>

Respondents were asked whether they had received grants, scholarships, and/or stipends, excluding loans, for their graduate PA educations. Those who said "Yes" were then asked to report the amount still owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

**TABLE 44. AMOUNT OF GRANTS, SCHOLARSHIPS, OR STIPENDS (\$)**

	<i>n</i>	Range	<i>M</i>	<i>M (T)</i>	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
MSS	650	100-150,000	17,906	11,014	27,391	1,000	2,000	6,550	20,000	56,000
EOPS	782	250-160,000	15,932	8,558	28,089	1,000	2,000	5,000	15,000	49,750

Note: "M (T)" refers to the trimmed mean, or the mean when the top and bottom 10% of values are removed.



**TABLE 45. AMOUNT OF GRANTS, SCHOLARSHIPS, OR STIPENDS (RANGES)**

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$1 to \$4,999	280	41.0	41.0	410	49.5	49.5
\$5,000 to \$9,999	86	12.6	53.6	137	16.5	66.1
\$10,000 to \$14,999	91	13.3	66.9	75	9.1	75.1
\$15,000 to \$19,999	37	5.4	72.3	36	4.3	79.5
\$20,000 to \$24,999	57	8.3	80.7	37	4.5	83.9
\$25,000 to \$29,999	18	2.6	83.3	10	1.2	85.1
\$30,000 to \$49,999	33	4.8	88.1	40	4.8	90.0
\$50,000 to \$74,999	31	4.5	92.7	27	3.3	93.2
\$75,000 to \$99,999	18	2.6	95.3	26	3.1	96.4
\$100,000 or more	32	4.7	100.0	30	3.6	100.0
<b>Total</b>	<b>683</b>	<b>100.0</b>	-	<b>828</b>	<b>100.0</b>	-

Note: "% (Cum.)" refers to the cumulative percentage of respondents.

**TABLE 46. TOOK OUT EDUCATIONAL LOANS TO PAY FOR GRADUATE PA EDUCATION**

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Yes	3,039	73.5	2,480	85.2
No	1,093	26.5	430	14.8
<b>Total</b>	<b>4,132</b>	<b>100.0</b>	<b>2,910</b>	<b>100.0</b>

Respondents were asked whether they had taken out educational loans to finance their graduate PA educations. Those who said "Yes" were then asked to report the amount still owed on their outstanding loans by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

**TABLE 47. AMOUNT OF EDUCATIONAL LOANS FOR GRADUATE PA EDUCATION (\$)**

	<i>n</i>	Range	<i>M</i>	<i>M (T)</i>	<i>SD</i>	<b>P10</b>	<b>P25</b>	<b>P50 (Mdn)</b>	<b>P75</b>	<b>P90</b>
MSS	2,781	1,600-260,000	63,282	58,794	43,494	15,000	25,000	56,000	90,000	120,000
EOPS	2,313	2,000-273,000	100,656	99,737	46,282	40,000	65,000	100,000	132,000	160,000

Note: "*M (T)*" refers to the trimmed mean, or the mean when the top and bottom 10% of values are removed.

**TABLE 48. AMOUNT OF EDUCATIONAL LOANS FOR GRADUATE PA EDUCATION (RANGES)**

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$1 to \$24,999	719	24.4	24.4	122	5.0	5.0
\$25,000 to \$49,999	515	17.5	41.8	217	8.9	13.9
\$50,000 to \$74,999	626	21.2	63.0	399	16.4	30.3
\$75,000 to \$99,999	408	13.8	76.9	382	15.7	46.0
\$100,000 to \$124,999	401	13.6	90.4	573	23.5	69.5
\$125,000 to \$149,999	127	4.3	94.7	295	12.1	81.6
\$150,000 to \$174,999	111	3.8	98.5	294	12.1	93.7
\$175,000 to \$199,999	13	0.4	98.9	92	3.8	97.5
\$200,000 to \$224,999	23	0.8	99.7	41	1.7	99.2
\$225,000 or more	8	0.3	100.0	20	0.8	100.0
<b>Total</b>	<b>2,951</b>	<b>100.0</b>	-	<b>2,435</b>	<b>100.0</b>	-

Note: "% (Cum.)" refers to the cumulative percentage of respondents.

**TABLE 49. SOURCES OF FINANCING FOR GRADUATE PA EDUCATION COSTS**

	<i>n</i>	%
Loans	3,727	85.6
Personal income and savings	1,659	38.1
Family support (excluding support from spouse/partner)	1,248	28.7
Money earned by spouse/partner	560	12.9
Scholarships or awards from external sources	543	12.5
Scholarships or awards from your college/university	440	10.1
Work/study program	59	1.4
Other		
Military benefits	89	2.0
All other sources	27	0.6
<b>Total</b>	<b>4,356</b>	-

Respondents were asked to indicate each source of funding for their graduate PA education costs. They were then presented with the list of all sources they had checked and asked to report the percentage of funding from each source. Percentages had to sum to 100%.

Note: Only matriculating students (MSS) were asked to respond to this question. Participants were not explicitly asked about military benefits; this category was added based on recoded "Other" responses. Percentages will exceed 100% because respondents could select multiple categories.

**TABLE 50. PERCENT OF GRADUATE PA EDUCATION COSTS PAID FOR BY EACH SOURCE (%)**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Loans	3,434	85.6	20.9	95.0
Personal income and savings	1,440	18.4	22.5	10.0
Family support (excluding support from spouse/partner)	1,097	44.4	36.4	30.0
Money earned by spouse/partner	491	17.4	19.1	10.0
Scholarships or awards from external sources	374	20.2	27.0	10.0
Scholarships or awards from your college/university	323	16.0	19.5	10.0
Work/study program	44	9.3	20.3	5.0
Other				
Military benefits	83	80.0	27.5	95.0
All other sources	21	68.6	35.9	85.0

Note: Only matriculating students (MSS) were asked to respond to this question. Participants were not explicitly asked about military benefits; this category was added based on recoded "Other" responses. Zeroes were removed prior to analysis.

**TABLE 51. ANTICIPATED TOTAL DEBT FROM ATTENDING PA SCHOOL**

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$0	381	9.0	9.0	327	11.3	11.3
\$1 to \$24,999	211	5.0	14.0	99	3.4	14.8
\$25,000 to \$49,999	284	6.7	20.8	167	5.8	20.6
\$50,000 to \$74,999	555	13.1	33.9	294	10.2	30.8
\$75,000 to \$99,999	751	17.8	51.7	408	14.1	44.9
\$100,000 to \$124,999	965	22.9	74.6	514	17.8	62.7
\$125,000 to \$149,999	558	13.2	87.8	386	13.4	76.1
\$150,000 to \$174,999	314	7.4	95.2	338	11.7	87.8
\$175,000 to \$199,999	104	2.5	97.7	192	6.7	94.5
\$200,000 or greater	98	2.3	100.0	159	5.5	100.0
<b>Total</b>	<b>4,221</b>	<b>100.0</b>	-	<b>2,884</b>	<b>100.0</b>	-

Note: Total debt excludes personal debt. "% (Cum.);" refers to the cumulative percentage of respondents.

## Service Indebtedness & Loan Forgiveness Programs

TABLE 52. SERVICE INDEBTEDNESS/LOAN FORGIVENESS PROGRAM

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Yes	48	1.1	836	28.6
No	4,360	98.9	2,084	71.4
<b>Total</b>	<b>4,408</b>	<b>100.0</b>	<b>2,920</b>	<b>100.0</b>

Note: Matriculating students (MSS) were asked whether they had service indebtedness for their pre-PA educations. Graduating students (EOPS) were asked whether they planned to enter a state or federal loan forgiveness program following their graduation.

TABLE 53. TYPE OF SERVICE INDEBTEDNESS/LOAN FORGIVENESS PROGRAMS

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Armed Services (e.g., Navy, Army, Air Force)	9	45.0	73	9.3
Department of Education's Public-Service Loan Forgiveness (PSLF)	0	0.0	283	36.1
Indian Health Service Corps	2	10.0	31	4.0
National Health Service Corps	2	10.0	220	28.1
State loan forgiveness program	4	20.0	481	61.4
Uniformed Service (Centers for Disease Control, Department of Health and Human Services)	0	0.0	34	4.3
Other	3	15.0	32	4.1
<b>Total</b>	<b>20</b>	<b>100.0</b>	<b>784</b>	-

Matriculating students (MSS) reported their service indebtedness for their pre-PA educations. Graduating students (EOPS) reported the type of loan forgiveness program they planned to enter following their graduation from PA school. Among graduating students (EOPS), percentages may exceed 100% because they could select multiple programs, whereas matriculating students (MSS) could select only one.

## Consumer Debt

TABLE 54. HOLD NON-EDUCATIONAL, CONSUMER DEBT

	MSS		EOPS	
	<i>n</i>	%	<i>n</i>	%
Yes	1,251	29.2	905	31.4
No	3,031	70.8	1,980	68.6
<b>Total</b>	<b>4,282</b>	<b>100.0</b>	<b>2,885</b>	<b>100.0</b>

Respondents were asked whether they had non-educational, consumer debt, which included car loans, credit card debt, and mortgages. Those who said "Yes" were asked to report the amount of their debt by providing exact dollar amounts or by selecting the appropriate range. All tables reporting the distribution of ranges include reports of exact dollar amounts when available, which were first recoded to the correct range. Zeroes and clear outliers were removed prior to analysis.

**TABLE 55. AMOUNT OF NON-EDUCATIONAL, CONSUMER DEBT (\$)**

	<i>n</i>	Range	<i>M</i>	<i>M</i> (T)	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
<b>MSS</b>										
Car loans	691	100-80,000	13,039	11,675	9,955	3,000	6,500	10,000	17,000	25,000
Credit card debt	784	100-75,000	5,460	4,062	7,237	500	1,500	3,000	7,000	13,000
Mortgage	322	300-2,000,000	179,884	164,163	147,286	60,000	100,000	155,500	230,000	319,000
Other consumer debt	61	100-50,000	12,954	10,984	13,033	540	2,000	8,000	20,000	30,000
Total consumer debt										
Individuals with mortgage	322	1,000-2,008,300	193,361	177,036	150,152	70,650	116,125	168,000	242,750	330,900
Individuals without mortgage	875	100-91,000	11,133	9,373	11,276	1,500	3,403	9,000	15,000	22,000
All respondents	1,197	100-2,008,300	60,154	35,981	112,603	1,900	5,000	13,000	67,000	200,400
<b>EOPS</b>										
Car loans	458	202-95,000	13,454	11,980	10,733	3,000	6,000	10,000	18,000	25,000
Credit card debt	555	100-75,000	7,029	5,353	8,471	1,000	2,000	5,000	9,000	16,000
Mortgage	223	100-1,300,000	160,447	149,754	120,468	48,400	90,680	141,000	200,000	287,200
Other consumer debt	51	800-135,000	17,115	10,807	26,168	1,000	2,500	9,000	20,000	35,000
Total consumer debt										
Individuals with mortgage	223	100-1,300,000	174,074	162,344	123,716	52,700	103,500	156,000	220,000	300,000
Individuals without mortgage	624	200-130,000	12,656	10,367	13,554	1,500	4,000	9,000	17,000	26,000
All respondents	847	100-1,300,000	55,155	34,026	95,977	2,000	5,000	14,000	50,750	190,000

**TABLE 56. AMOUNT OF NON-EDUCATIONAL, CONSUMER DEBT (RANGES)**

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
<b>Car loans</b>						
\$1 to \$4,999	141	18.6	18.6	129	24.5	24.5
\$5,000 to \$9,999	183	24.2	42.8	117	22.2	46.8
\$10,000 to \$14,999	169	22.3	65.1	100	19.0	65.8
\$15,000 to \$19,999	118	15.6	80.7	72	13.7	79.5
\$20,000 to \$24,999	68	9.0	89.7	55	10.5	89.9
\$25,000 to \$29,999	32	4.2	93.9	16	3.0	93.0
\$30,000 to \$49,999	33	4.4	98.3	30	5.7	98.7
\$50,000 to \$74,999	11	1.5	99.7	5	1.0	99.6
\$75,000 to \$99,999	2	0.3	100.0	1	0.2	99.8
\$100,000 or more	0	0.0	100.0	1	0.2	100.0
Subtotal	757	100.0	-	526	100.0	-
<b>Credit card debt</b>						
\$1 to \$4,999	516	60.1	60.1	324	51.0	51.0
\$5,000 to \$9,999	193	22.5	82.6	164	25.8	76.9
\$10,000 to \$14,999	72	8.4	91.0	65	10.2	87.1
\$15,000 to \$19,999	37	4.3	95.3	30	4.7	91.8
\$20,000 to \$24,999	20	2.3	97.7	25	3.9	95.7
\$25,000 to \$29,999	6	0.7	98.4	4	0.6	96.4
\$30,000 to \$49,999	9	1.0	99.4	17	2.7	99.1
\$50,000 to \$74,999	4	0.5	99.9	5	0.8	99.8

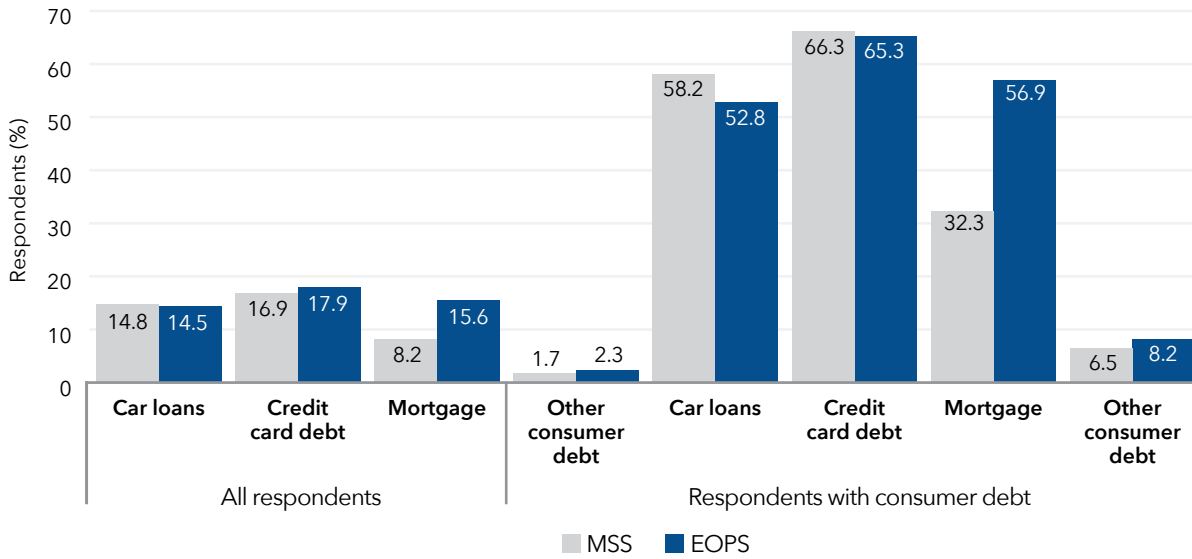
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**TABLE 56. AMOUNT OF NON-EDUCATIONAL, CONSUMER DEBT (RANGES), CONTINUED**

	MSS			EOPS		
	<i>n</i>	%	% (Cum.)	<i>n</i>	%	% (Cum.)
\$75,000 to \$99,999	1	0.1	100.0	1	0.2	100.0
\$100,000 or more	0	0.0	100.0	0	0.0	100.0
Subtotal	858	100.0	-	635	100.0	-
<b>Mortgage</b>						
\$1 to \$4,999	430	52.4	52.4	381	43.7	43.7
\$5,000 to \$9,999	23	2.8	55.2	169	19.4	63.1
\$10,000 to \$14,999	16	2.0	57.2	21	2.4	65.5
\$15,000 to \$19,999	4	0.5	57.7	7	0.8	66.3
\$20,000 to \$24,999	7	0.9	58.5	5	0.6	66.9
\$25,000 to \$29,999	8	1.0	59.5	2	0.2	67.1
\$30,000 to \$49,999	6	0.7	60.2	10	1.1	68.2
\$50,000 to \$74,999	25	3.0	63.3	12	1.4	69.6
\$75,000 to \$99,999	36	4.4	67.7	31	3.6	73.2
\$100,000 to \$124,999	37	4.5	72.2	35	4.0	77.2
\$125,000 to \$149,999	40	4.9	77.1	21	2.4	79.6
\$150,000 to \$174,999	40	4.9	82.0	24	2.8	82.3
\$175,000 to \$199,999	29	3.5	85.5	19	2.2	84.5
\$200,000 to \$224,999	24	2.9	88.4	26	3.0	87.5
\$225,000 to \$249,999	20	2.4	90.9	8	0.9	88.4
\$250,000 to \$274,999	20	2.4	93.3	9	1.0	89.4
\$275,000 to \$299,999	8	1.0	94.3	5	0.6	90.0
\$300,000 to \$349,999	18	2.2	96.5	9	1.0	91.1
\$350,000 to \$399,999	8	1.0	97.4	7	0.8	91.9
\$400,000 to \$449,999	7	0.9	98.3	4	0.5	92.3
\$450,000 to \$499,999	6	0.7	99.0	0	0.0	92.3
\$500,000 to \$549,999	5	0.6	99.6	66	7.6	99.9
\$550,000 to \$599,999	0	0.0	99.6	0	0.0	99.9
\$600,000 or higher	3	0.4	100.0	1	0.1	100.0
Subtotal	820	100.0	-	872	100.0	-
<b>Other consumer debt</b>						
\$1 to \$4,999	54	51.9	51.9	65	63.7	63.7
\$5,000 to \$9,999	18	17.3	69.2	9	8.8	72.5
\$10,000 to \$14,999	3	2.9	72.1	9	8.8	81.4
\$15,000 to \$19,999	6	5.8	77.9	2	2.0	83.3
\$20,000 to \$24,999	7	6.7	84.6	3	2.9	86.3
\$25,000 to \$29,999	2	1.9	86.5	2	2.0	88.2
\$30,000 to \$49,999	9	8.7	95.2	4	3.9	92.2
\$50,000 to \$74,999	2	1.9	97.1	2	2.0	94.1
\$75,000 to \$99,999	0	0.0	97.1	1	1.0	95.1
\$100,000 or more	3	2.9	100.0	5	4.9	100.0
Subtotal	104	100.0	-	102	100.0	-

Note: Zeroes were excluded from this analysis. "% (Cum.)" refers to the cumulative percentage of respondents.

FIGURE 21. TYPES OF NON-EDUCATIONAL, CONSUMER DEBT HELD



Note: In the "All respondents" section, percentages represent the proportion of all respondents who reported each type of debt. In the "Respondents with consumer debt" section, percentages represent the proportion of respondents who had each type of debt, out of only those respondents who reported having any consumer debt.

# SECTION 6. MSS: MILITARY BACKGROUND

3.9% of respondents reported that they had served or were currently serving in the military.

**TABLE 57. CURRENT OR PAST MILITARY SERVICE**

	<i>n</i>	%
Veteran/Commitment complete	117	66.5
Regular military (active)	28	15.9
Reserve military (active)	21	11.9
Reserve military (inactive)	9	5.1
Regular military (inactive)	1	0.6
<b>Total</b>	<b>176</b>	<b>100.0</b>

**TABLE 58. MILITARY BRANCH SERVED IN**

	<i>n</i>	%
Army	92	51.7
Air Force	40	22.5
Navy	37	20.8
Marine Corps	7	3.9
Coast Guard	1	0.6
Other	1	0.6
<b>Total</b>	<b>178</b>	<b>100.0</b>

*Note: If respondents had served in multiple branches, they were asked to select the one in which they had served the longest.*

**TABLE 59. YEARS OF ACTIVE DUTY**

	<i>n</i>	Range	<i>M</i>	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
Years enlisted in active duty military service	172	1.0-30.0	7.4	5.5	3.0	4.0	6.0	9.0	12.0

*Note: Zeroes were excluded prior to analysis.*

**TABLE 60. MILITARY HEALTH CARE EXPERIENCE**

	<b>n</b>	<b>%</b>
Combat lifesaving	93	27.7
General duty medic or corpsman	74	22.0
Medical logistics	23	6.8
Health care administration	19	5.7
Mental health	19	5.7
Patient administration	13	3.9
Nursing	12	3.6
Nutrition care	12	3.6
Operating room (e.g., surgical tech)	11	3.3
Dental	9	2.7
Respiratory	9	2.7
Pharmacy	6	1.8
Radiology	6	1.8
Other	30	8.9
<b>Total</b>	<b>336</b>	<b>100.0</b>

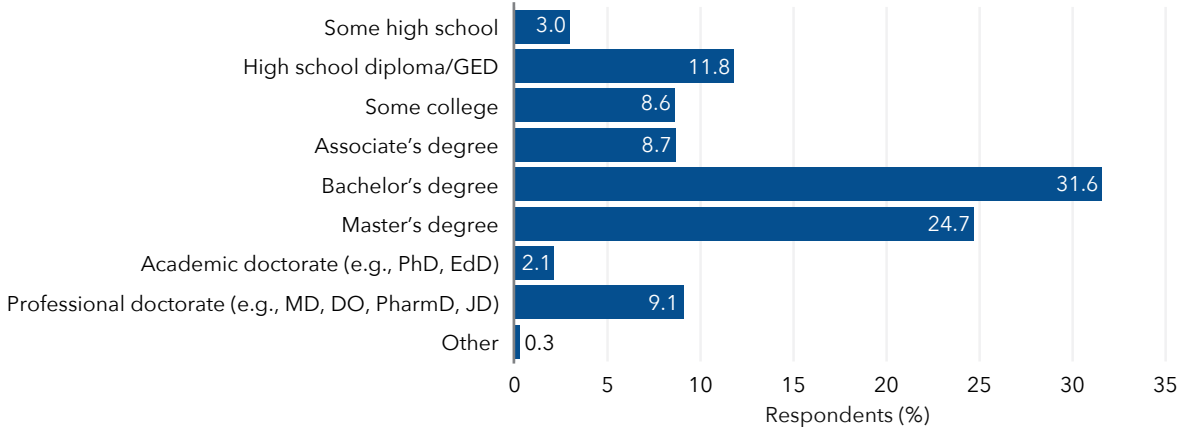
*Note: Percentages may sum to more than 100% because respondents could select multiple types of health care experience.*

*74.0% of military respondents reported that they had received health care-related training or experience in the military.*



# SECTION 7. MSS: EDUCATIONAL BACKGROUND

FIGURE 22. PARENTS' HIGHEST LEVEL OF EDUCATION



Respondents were asked to report the highest level of education attained by any of their parents/guardians.

Note: Percentages are based on the 4,565 respondents who reported when they decided to become a PA.

TABLE 61. BACHELOR'S DEGREE: PRIMARY MAJOR

	<i>n</i>	%
Biology (includes Anatomy, Physiology, Microbiology, and Zoology)	1,781	42.3
Health sciences	656	15.6
Exercise science/Athletic training	355	8.4
Psychology	244	5.8
Chemistry (includes Biochemistry)	173	4.1
Kinesiology	153	3.6
Social sciences (e.g., Social Work, Anthropology)	131	3.1
Nutrition/Dietetics	118	2.8
Neuroscience	114	2.7
Public health	105	2.5
Premedical studies	95	2.3
Business	75	1.8
Humanities (e.g., History, Philosophy)	68	1.6
Foreign language (e.g., Spanish, French)	29	0.7
Fine arts (e.g., Performing or Visual Arts)	26	0.6
General studies	21	0.5
Health care administration	21	0.5
Nursing	19	0.5
Mathematics	15	0.4
Audiology/Speech-language pathology	10	0.2
Other	56	1.3
<b>Total</b>	<b>4,209</b>	<b>100.0</b>

Note: Respondents were presented with a list of 21 majors; only majors with 5 or more respondents are included in this table.

**TABLE 62. BACHELOR'S DEGREE: SECONDARY MAJOR**

	<i>n</i>	%
Psychology	52	18.1
Foreign language (e.g., Spanish, French)	51	17.7
Biology (includes Anatomy, Physiology, Microbiology, and Zoology)	41	14.2
Social sciences (e.g., Social Work, Anthropology)	28	9.7
Chemistry (includes Biochemistry)	24	8.3
Humanities (e.g., History, Philosophy)	21	7.3
Health sciences	20	6.9
Neuroscience	11	3.8
Business	10	3.5
Public Health	8	2.8
Exercise science/Athletic training	6	2.1
Fine Arts (e.g., Performing or Visual Arts)	6	2.1
Kinesiology	5	1.7
Premedical studies	5	1.7
<b>Total</b>	<b>288</b>	<b>100.0</b>

*7.0% of respondents reported that they had double-majored as undergraduates.*

*Note: Respondents were presented with a list of 21 majors; only majors with 5 or more respondents are included in this table.*

**TABLE 63. UNDERGRADUATE GPA**

	<i>n</i>	Range	<i>M</i>	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
Undergraduate GPA	4,269	2.00-4.00	3.60	0.30	3.26	3.47	3.66	3.80	3.91

*Respondents were asked to report their undergraduate overall GPAs at the time of their graduation, excluding any college-level work done after graduation.*

**TABLE 64. ADDITIONAL CREDITS TO SATISFY PREREQUISITE REQUIREMENTS**

	<i>n</i>	Range	<i>M</i>	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
Additional credits	2,978	1.0-55.0	14.7	12.8	3.0	6.0	11.0	20.0	33.0

*70.2% of respondents reported taking additional credits to satisfy prerequisite requirements for the PA programs where they had applied.*

# SECTION 8. MSS: EMPLOYMENT HISTORY

TABLE 65. PRIOR HEALTH CARE EMPLOYMENT

	n	%
Nursing assistant	1,198	26.6
Medical assistant	970	21.6
Scribe	881	19.6
EMT/Paramedic	791	17.6
Home health aide	351	7.8
Emergency room technician	345	7.7
Phlebotomist	290	6.4
Clinical research coordinator/assistant	274	6.1
Physical therapist/Physical therapy assistant	232	5.2
Pharmacy technician	175	3.9
Athletic trainer	151	3.4
Medical reception/records	149	3.3
Medical technician	131	2.9
Medical lab technician	128	2.8
Ophthalmic technician/assistant	105	2.3
Health care administrator	102	2.3
Surgical technician/assistant	75	1.7
Medic or medical corpsman	70	1.6
Radiology technician	66	1.5
Other	428	9.5
<b>Total</b>	<b>4,501</b>	<b>-</b>

90.1% of respondents reported having been employed in a health care field. Of these, 82.9% reported at least one specific health care field. Respondents were asked to exclude internships or other experiences related to completion of a degree.

Note: There were a total of 37 categories of prior employment. The top 20 most reported categories are reported here. Percentages may sum to more than 100% because respondents could select multiple categories.

Respondents were asked to only report paid health care experiences. "Subtotal" hours were determined by multiplying hours worked per week by the number of reported weeks.

TABLE 66. LENGTH OF HEALTH CARE EMPLOYMENT

	n	Range	M	M (T)	SD	P10	P25	P50 (Mdn)	P75	P90
<b>Direct patient contact (e.g., nurse or nursing aide)</b>										
Weeks	3,627	1.0-999.0	129.1	101.1	140.0	30.0	52.0	99.0	150.0	260.0
Hours per week	3,659	0.4-80.0	32.8	33.7	11.6	15.0	25.0	36.0	40.0	40.0
Subtotal (hours)	3,605	1.0-59,940.0	4,453.6	3,265.3	5,735.8	692.4	1,456.0	2,800.0	4,992.0	9,720.0
<b>Health care setting (indirect patient contact; e.g., medical secretary)</b>										
Weeks	1,822	1.0-999.0	85.5	65.0	105.1	10.0	24.0	52.0	104.0	192.0
Hours per week	1,851	1.0-80.0	25.1	25.4	14.5	5.0	10.0	25.0	40.0	40.0
Subtotal (hours)	1,803	1.0-37,350.0	2,431.6	1,631.6	3,827.8	100.0	320.0	1,170.0	3,000.0	6,000.0

Note: Zeroes and reports of more than 80 hours worked per week were excluded prior to analysis. "M (T)" refers to the trimmed mean, or the mean when the top and bottom 10% of values are removed.

TABLE 67. COMMUNITY SERVICE (WEEKS)

	<i>n</i>	Range	<i>M</i>	<i>M</i> (T)	<i>SD</i>	P10	P25	P50 ( <i>Mdn</i> )	P75	P90
<b>International medical</b>										
Paid experiences	27	1.0-200.0	39.8	29.2	56.7	2.0	3.5	10.0	53.0	104.0
Volunteer experiences	637	1.0-500.0	9.2	3.0	35.4	1.0	1.0	2.0	4.0	12.0
Service learning experiences	119	1.0-300.0	10.2	4.8	30.0	1.0	2.0	3.0	8.0	17.6
Subtotal	783	1.0-500.0	10.4	3.5	36.0	1.0	1.0	2.0	5.0	16.0
<b>International non-medical</b>										
Paid experiences	23	1.0-520.0	86.9	55.7	140.1	2.2	4.5	30.0	100.0	275.0
Volunteer experiences	410	1.0-300.0	15.8	6.5	33.8	1.0	1.5	3.0	8.0	52.0
Service learning experiences	70	1.0-50.0	8.4	5.8	11.1	1.0	2.0	4.0	10.0	20.2
Subtotal	503	1.0-520.0	18.0	7.1	45.2	1.0	2.0	3.0	10.0	52.0
<b>U.S. medical</b>										
Paid experiences	318	1.0-780.0	118.8	93.0	131.3	12.0	40.0	86.5	150.0	260.0
Volunteer experiences	1,027	1.0-800.0	54.1	34.9	87.0	3.0	8.0	24.0	52.0	130.0
Service learning experiences	258	0.5-900.0	40.9	20.5	99.5	2.0	5.0	13.5	39.0	100.0
Subtotal	1,603	0.5-900.0	64.8	42.3	102.9	3.0	10.0	30.0	79.0	156.0
<b>U.S. non-medical</b>										
Paid experiences	119	1.0-500.0	77.5	57.5	99.9	6.0	18.0	50.0	100.0	156.0
Volunteer experiences	1,110	1.0-800.0	49.3	29.3	88.8	2.0	4.0	16.0	52.0	108.0
Service learning experiences	237	1.0-318.0	22.0	13.7	37.9	2.0	3.0	10.0	20.0	50.8
Subtotal	1,466	1.0-800.0	47.2	28.3	84.8	2.0	4.0	16.0	50.0	104.0
<b>All community service experiences</b>										
Paid experiences	487	1.0-780.0	102.8	77.3	123.7	6.0	25.0	60.0	120.0	231.6
Volunteer experiences	3,184	1.0-800.0	38.5	21.2	77.1	1.0	3.0	10.0	40.0	100.0
Service learning experiences	684	0.5-900.0	25.7	12.8	67.4	1.0	3.0	8.0	20.0	52.0
<b>Total</b>	<b>4,355</b>	<b>0.5-900.0</b>	<b>43.7</b>	<b>24.5</b>	<b>85.0</b>	<b>1.0</b>	<b>3.0</b>	<b>12.0</b>	<b>50.0</b>	<b>104.0</b>

Note: Zeroes were excluded prior to analysis. "M (T)" refers to the trimmed mean, or the mean when the top and bottom 10% of values are removed.

*55.4% of respondents reported having participated in paid or volunteer community service work, such as Peace Corps, AmeriCorps, service learning activities, and mission work.*

# SECTION 9. MSS: APPLICATION TO PA SCHOOL

## Decision to Become a PA

FIGURE 23. WHEN STUDENT DECIDED TO BECOME A PA

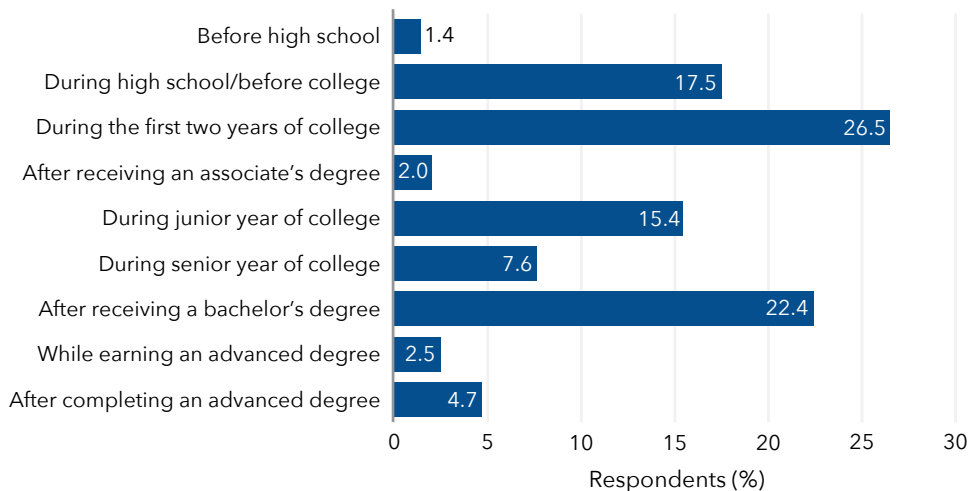


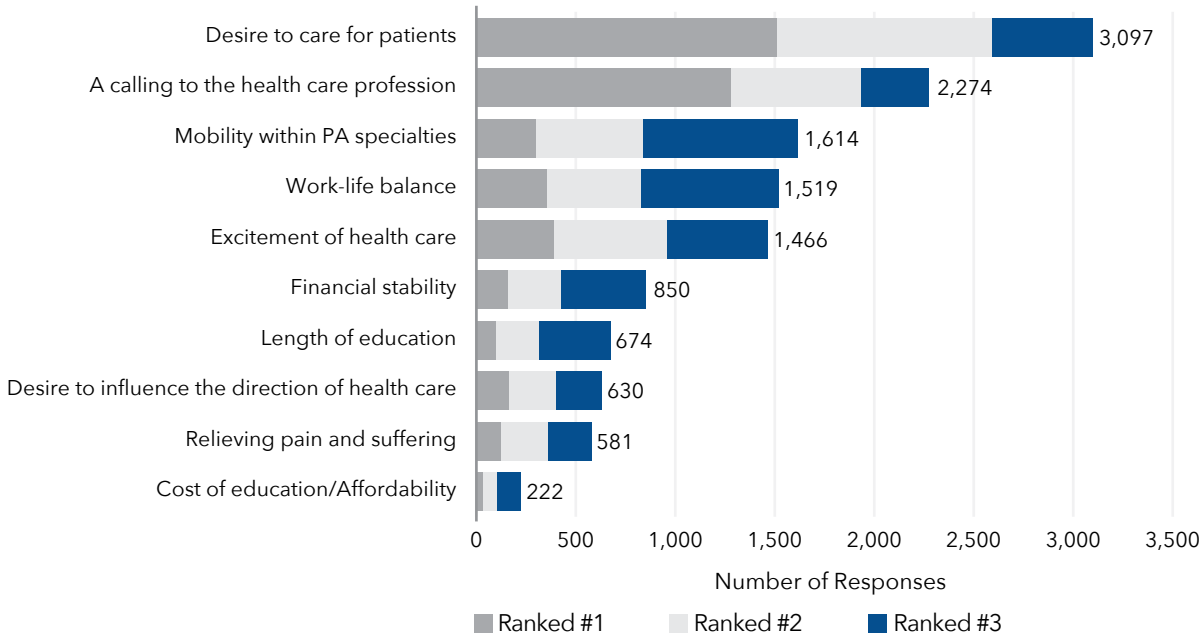
TABLE 68. REASONS TO BECOME A PA

	n	%
Desire to care for patients	3,745	82.8
Mobility within PA specialties	3,446	76.2
Work-life balance	3,373	74.6
A "calling" to the health care profession	2,896	64.0
Financial stability	2,724	60.2
Length of education	2,668	59.0
Excitement of health care	2,521	55.7
Desire to influence the direction of health care	1,487	32.9
Relieve pain and suffering	1,136	25.1
Cost of education/Affordability	1,086	24.0
Level of education	861	19.0
Mobility (geographically)	840	18.6
Other health professions were less appealing	836	18.5
Prestige	555	12.3
Parental/Peer pressure	213	4.7
Other	60	1.3
<b>Total</b>	<b>4,522</b>	-

Respondents were asked to select, then rank, all the reasons they choose to pursue a PA career from a list of 16 choices. On average, respondents selected 6.3 reasons (SD = 2.5, Mdn = 6.0).

Note: Percentages may sum to more than 100% because respondents could select multiple reasons.

**FIGURE 24. RANKINGS OF REASONS TO BECOME A PA**



Note: This figure depicts the number of times each reason was ranked in respondents' top 3 most important reasons to become a PA. Only the top 10 most frequently selected reasons are presented here.

**TABLE 69. INFLUENCES ON DECISION TO BECOME A PA (%)**

	<i>n</i>	Made Student NOT WANT to Become a PA	No Influence on Decision	Made Student WANT to Become a PA	Did Not Use/Had Not Heard of
Previous health care experience	4,511	0.4	3.0	94.5	2.0
Other PA acquaintance	4,495	0.3	12.7	71.7	15.3
PA program faculty/staff	4,497	0.4	14.8	71.7	13.1
Friend	4,497	0.3	19.7	70.5	9.6
Other health professional	4,465	0.5	19.6	62.4	17.4
PA who treated me/my family	4,499	0.4	19.4	59.3	20.9
Other physician acquaintance	4,502	1.4	21.7	58.3	18.5
Family member	4,485	1.1	26.2	58.1	14.5
Physician who treated me/my family	4,499	0.9	27.7	55.1	16.2
PA program literature	4,479	0.2	27.7	54.7	17.5
College/Campus admissions department	4,491	0.8	31.0	54.2	13.9
Public media (e.g., television, newspaper, radio)	4,490	0.6	43.1	36.6	19.8
Social media (e.g., YouTube, Facebook)	4,492	0.3	45.9	33.6	20.2
Career counselor/Teacher (high school or college)	4,481	0.8	38.1	27.7	33.3
AAPA website/literature	4,504	0.1	42.7	24.9	32.3
PAEA website/literature	4,493	0.0	42.5	19.2	38.3
Project Access	4,464	0.1	36.7	4.4	58.7
Previous military experience	4,483	0.0	15.9	3.9	80.2
Other	1,913	0.4	30.8	2.5	66.4

**TABLE 70. CONSIDERATION OF CAREERS IN OTHER HEALTH PROFESSIONS (%)**

	<i>n</i>	Did Not Consider	Considered but Did Not Apply	Applied but Was Not Accepted	Accepted but Did Not Attend	Attended but Did Not Complete	Completed or Graduated
Alternative/Complementary/Naturopathic medicine	4,502	87.7	11.8	0.2	0.0	0.1	0.1
Audiology/Speech pathology	4,489	94.1	5.7	0.0	0.1	0.1	0.0
Chiropractic	4,492	91.6	8.2	0.0	0.2	0.0	0.1
Dentistry	4,485	87.1	12.3	0.4	0.0	0.1	0.0
Emergency technician	4,450	74.4	15.1	0.3	0.5	1.8	7.8
Medical school (MD/DO) in the U.S.	4,515	22.2	70.7	6.0	0.8	0.2	0.0
Medical school (MD/DO) outside the U.S.	4,478	79.8	19.1	0.3	0.4	0.3	0.1
Nurse practitioner (NP)	4,502	57.7	41.3	0.2	0.7	0.1	0.0
Nursing (other than NP)	4,488	63.6	32.2	0.6	2.8	0.5	0.2
Occupational therapy (OT)	4,481	88.0	11.7	0.1	0.1	0.0	0.0
Occupational therapy assistant	4,483	97.9	2.1	0.0	0.0	0.0	0.0
Optometry	4,488	92.0	7.9	0.1	0.0	0.0	0.0
Pharmacy	4,497	79.3	20.0	0.1	0.3	0.2	0.1
Physical therapy (PT)	4,498	67.4	31.4	0.4	0.6	0.2	0.0
Physical therapy assistant	4,487	95.8	3.8	0.1	0.1	0.1	0.2
Public health	4,485	79.2	18.5	0.1	0.7	0.5	1.0
Social work	4,486	93.2	6.4	0.0	0.1	0.1	0.1
Sports medicine	4,484	80.3	18.1	0.1	0.2	0.1	1.4
Surgical assistant	4,493	86.2	13.1	0.1	0.2	0.0	0.4
Veterinary medicine	4,486	87.1	12.5	0.1	0.2	0.0	0.0
Other							
Anesthesiologist assistant*	13	0.0	85.7	7.1	7.1	0.0	0.0
Certified nursing assistant (CNA)*	8	12.5	0.0	0.0	0.0	0.0	87.5
Dietician/Nutritionist*	35	0.0	45.7	0.0	5.7	8.6	40.0
Laboratory assistant*	10	0.0	40.0	0.0	10.0	0.0	50.0
Medical assistant*	3	0.0	33.3	0.0	0.0	0.0	66.7
Paramedic*	14	0.0	35.7	0.0	0.0	21.4	42.9
Radiology technician*	18	5.3	31.6	0.0	0.0	5.3	57.9
Respiratory technician*	11	0.0	18.2	0.0	0.0	0.0	81.8
All other health professions	2,476	96.2	2.5	0.2	0.4	0.0	0.7

Note: \* indicates that the health profession was recoded from respondents' write-in "Other" responses.

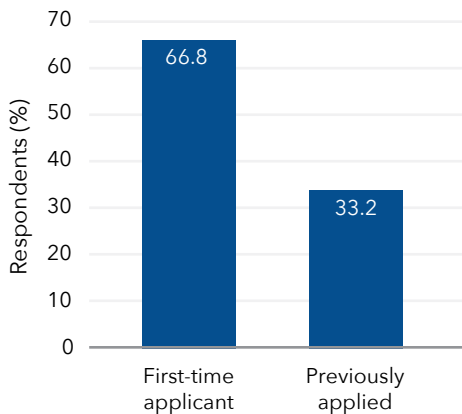
FIGURE 25. MOST FREQUENTLY CONSIDERED CAREERS IN OTHER HEALTH PROFESSIONS

	Considered but Did Not Apply	Applied but Was Not Accepted	Accepted but Did Not Attend	Attended but Did Not Complete	Completed or Graduated
Most Frequent	Medical school (MD/DO) in the U.S.	Medical school (MD/DO) in the U.S.	Nursing (other than NP)	Emergency technician	Emergency technician
	Nurse practitioner (NP)	Nursing (other than NP)	Medical school (MD/DO) in the U.S.	Public health	Sports medicine
	Nursing (other than NP)	Dentistry	Public health	Nursing (other than NP)	Public health
	Physical therapy (PT)	Physical therapy (PT)	Nurse practitioner (NP)	Medical school (MD/DO) outside the U.S.	All other health professions
	Pharmacy	Emergency technician	Physical therapy (PT)	Medical school (MD/DO) in the U.S.	Surgical assistant
	Medical school (MD/DO) outside the U.S.	Medical school (MD/DO) outside the U.S.	Emergency technician	Pharmacy	Dietician/Nutritionist*
	Public health	Nurse practitioner (NP)	Medical school (MD/DO) outside the U.S.	Physical therapy (PT)	Nursing (other than NP)
	Sports medicine	Alternative/Complementary/Naturopathic medicine	Pharmacy	Alternative/Complementary/Naturopathic medicine	Radiology technician*
	Emergency technician	All other health professions	Veterinary medicine	Nurse practitioner (NP)	Physical therapy assistant
	Surgical assistant	Veterinary medicine	All other health professions	Sports medicine	Respiratory technician*

Note: Only the top 10 most frequently considered health professions in each category are presented.  
 \* indicates that the health profession was recoded from respondents' write-in "Other" responses.

## PA Program Applications

FIGURE 26. PREVIOUS APPLICATIONS TO PA SCHOOL





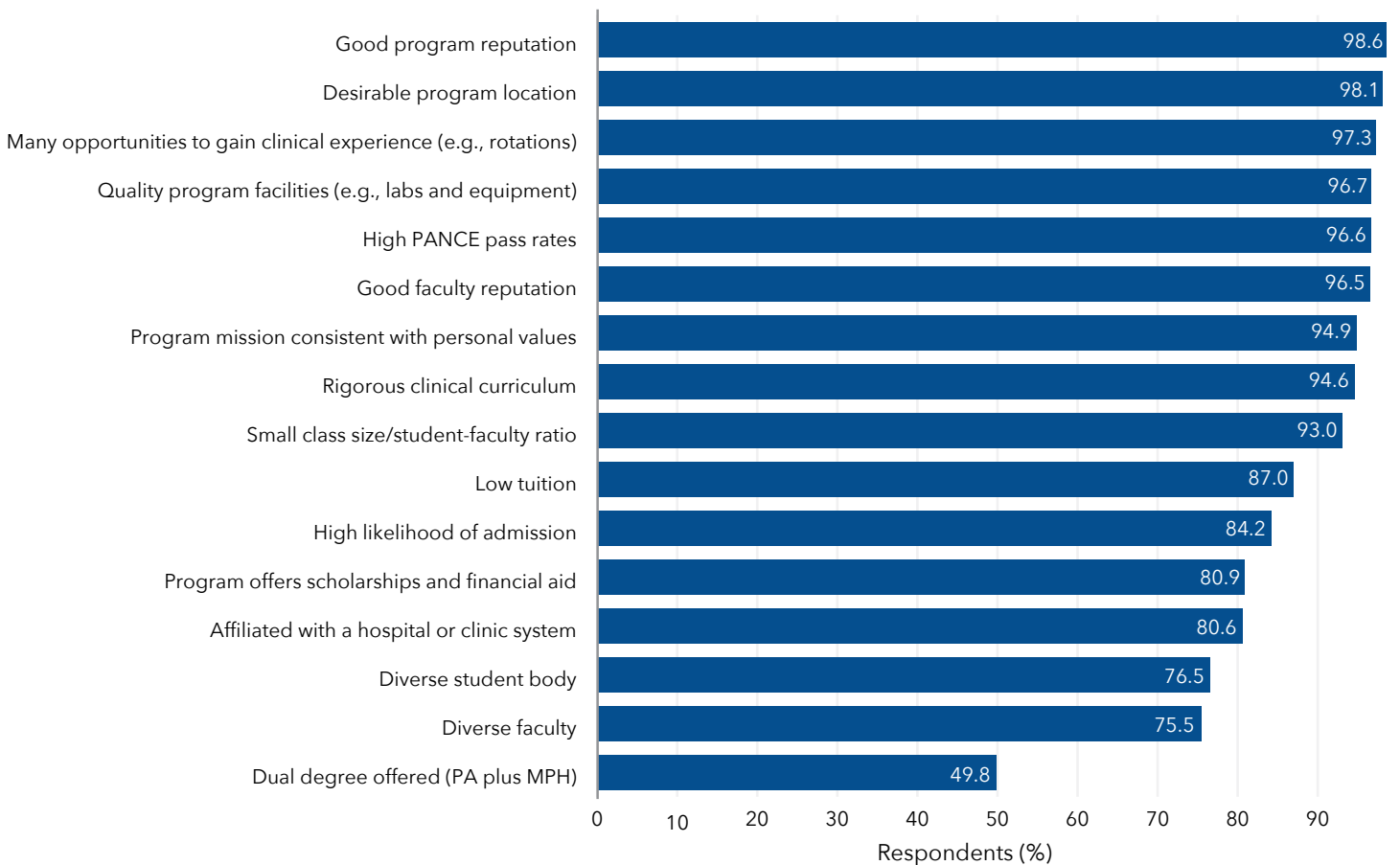
**TABLE 71. COST OF APPLYING TO PA SCHOOL (\$)**

	<b>n</b>	<b>%</b>	<b>% (Cum.)</b>
No cost (\$0)	253	5.6	5.6
\$1 to \$499	930	20.4	26.0
\$500 to \$999	1,116	24.5	50.5
\$1,000 to \$1,499	872	19.2	69.7
\$1,500 to \$1,999	522	11.5	81.2
\$2,000 to \$2,499	336	7.4	88.6
\$2,500 to \$2,999	184	4.0	92.6
\$3,000 to \$3,499	127	2.8	95.4
\$3,500 to \$4,999	92	2.0	97.4
\$5,000 to \$5,499	39	0.9	98.3
\$5,500 to \$5,999	16	0.4	98.6
\$6,000 to \$6,499	12	0.3	98.9
\$6,500 to \$6,999	7	0.2	99.1
\$7,000 or more	43	0.9	100.0
<b>Total</b>	<b>4,549</b>	<b>100.0</b>	-

*Respondents were asked to report costs for the current application year only, excluding costs from campus visits not associated with an interview, other non-mandatory expenses (e.g., interview clothes), and prerequisite coursework.*

Note: "% (Cum.)" refers to the cumulative percentage of respondents.

**FIGURE 27. CONSIDERATION OF PROGRAM ATTRIBUTES WHEN CHOOSING WHICH PA PROGRAMS TO APPLY TO**



Note: This figure presents the percentages of respondents who considered each program attribute when choosing PA programs to apply to.

**TABLE 72. PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
High PANCE pass rates	4,330	3.5	0.7	4.0
Many opportunities to gain clinical experience (e.g., rotations)	4,362	3.4	0.7	4.0
Good program reputation	4,419	3.4	0.7	4.0
Good faculty reputation	4,323	3.4	0.7	4.0
Quality program facilities (e.g., labs and equipment)	4,342	3.2	0.8	3.0
Program mission consistent with personal values	4,248	3.1	0.9	3.0
Desirable program location	4,397	3.1	0.9	3.0
Rigorous clinical curriculum	4,240	3.0	0.8	3.0
Small class size/Student-faculty ratio	4,170	2.8	0.9	3.0
Affiliated with a hospital or clinic system	3,606	2.6	1.0	3.0
Program offers scholarships and financial aid	3,616	2.4	1.0	2.0
Diverse student body	3,418	2.4	1.0	2.0
Low tuition	3,896	2.4	0.9	2.0
Diverse faculty	3,369	2.4	1.0	2.0
High likelihood of admission	3,770	2.3	1.0	2.0
Dual degree offered (PA plus MPH)	2,224	1.6	0.9	1.0

Note: Respondents who indicated that they did not consider a factor when deciding where to apply were excluded from this table. Those who did consider each factor rated each one on a 4-point scale, where 1 = "Not important" and 4 = "Essential."

**TABLE 73. PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY GENDER**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Female</b>				
High PANCE pass rates	3,286	3.6	0.7	4.0
Many opportunities to gain clinical experience (e.g., rotations)	3,306	3.5	0.7	4.0
Good program reputation	3,345	3.5	0.7	4.0
Good faculty reputation	3,281	3.4	0.7	4.0
Quality program facilities (e.g., labs and equipment)	3,289	3.2	0.7	3.0
Program mission consistent with personal values	3,225	3.2	0.8	3.0
Desirable program location	3,331	3.1	0.9	3.0
Rigorous clinical curriculum	3,221	3.0	0.8	3.0
Small class size/Student-faculty ratio	3,171	2.8	0.9	3.0
Affiliated with a hospital or clinic system	2,744	2.7	0.9	3.0
Program offers scholarships and financial aid	2,758	2.5	1.0	2.0
Diverse student body	2,593	2.4	0.9	2.0
Diverse faculty	2,560	2.4	0.9	2.0
High likelihood of admission	2,854	2.3	1.0	2.0
Low tuition	2,953	2.3	0.9	2.0
Dual degree offered (PA plus MPH)	1,686	1.6	0.9	1.0

continued

**TABLE 73. PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY GENDER, CONTINUED**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Male</b>				
High PANCE pass rates	1,034	3.4	0.8	4.0
Good program reputation	1,064	3.3	0.7	3.0
Many opportunities to gain clinical experience (e.g., rotations)	1,045	3.3	0.7	3.0
Good faculty reputation	1,032	3.3	0.7	3.0
Quality program facilities (e.g., labs and equipment)	1,043	3.2	0.8	3.0
Desirable program location	1,055	3.1	0.9	3.0
Program mission consistent with personal values	1,013	3.0	0.9	3.0
Rigorous clinical curriculum	1,009	2.9	0.8	3.0
Small class size/Student-faculty ratio	989	2.7	1.0	3.0
Affiliated with a hospital or clinic system	855	2.6	1.0	3.0
Low tuition	935	2.4	1.0	2.0
Program offers scholarships and financial aid	851	2.4	1.0	2.0
High likelihood of admission	910	2.3	1.0	2.0
Diverse student body	817	2.3	1.0	2.0
Diverse faculty	801	2.3	1.0	2.0
Dual degree offered (PA plus MPH)	532	1.6	0.9	1.0

Note: Respondents who indicated that they did not consider a factor when deciding where to apply were excluded from this table. Those who did consider each factor rated each one on a 4-point scale, where 1 = "Not important" and 4 = "Essential."

**FIGURE 28. TOP 5 MOST IMPORTANT PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY GENDER**

	<b>Female</b>	<b>Male</b>
Most important	High PANCE pass rates	Good program reputation
	Good program reputation	High PANCE pass rates
	Many opportunities to gain clinical experience (e.g., rotations)	Many opportunities to gain clinical experience (e.g., rotations)
	Good faculty reputation	Good faculty reputation
	Quality program facilities (e.g., labs and equipment)	Quality program facilities (e.g., labs and equipment)

Note: Rankings were based on respondents' average reports of importance for each consideration.

**TABLE 74. PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY UNDERREPRESENTED MINORITY (URM) STATUS**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	
<b>Non-URM</b>					<i>Underrepresented minority (URM) status is defined as those who identified as Hispanic, a single non-White race, or a non-White race in combination with White race. URM's are contrasted against non-Hispanic, single-race White respondents.</i>
High PANCE pass rates	3,267	3.5	0.7	4.0	
Many opportunities to gain clinical experience (e.g., rotations)	3,308	3.4	0.7	4.0	
Good program reputation	3,350	3.4	0.7	4.0	
Good faculty reputation	3,271	3.4	0.7	3.0	
Quality program facilities (e.g., labs and equipment)	3,297	3.2	0.7	3.0	
Desirable program location	3,328	3.1	0.9	3.0	
Program mission consistent with personal values	3,213	3.1	0.9	3.0	
Rigorous clinical curriculum	3,213	3.0	0.8	3.0	
Small class size/Student-faculty ratio	3,152	2.8	0.9	3.0	
Affiliated with a hospital or clinic system	2,689	2.6	1.0	3.0	
Program offers scholarships and financial aid	2,697	2.4	1.0	2.0	
Low tuition	2,917	2.3	0.9	2.0	
High likelihood of admission	2,834	2.3	1.0	2.0	
Diverse faculty	2,455	2.2	0.9	2.0	
Diverse student body	2,485	2.2	0.9	2.0	
Dual degree offered (i.e., PA plus MPH)	1,608	1.6	0.9	1.0	
<b>URM</b>					
High PANCE pass rates	979	3.6	0.7	4.0	
Many opportunities to gain clinical experience (e.g., rotations)	975	3.5	0.7	4.0	
Good program reputation	985	3.5	0.7	4.0	
Good faculty reputation	972	3.4	0.7	4.0	
Quality program facilities (e.g., labs and equipment)	962	3.3	0.8	3.0	
Program mission consistent with personal values	960	3.3	0.8	3.0	
Desirable program location	983	3.1	0.9	3.0	
Rigorous clinical curriculum	950	3.0	0.8	3.0	
Diverse student body	872	2.9	1.0	3.0	
Affiliated with a hospital or clinic system	858	2.8	1.0	3.0	
Small class size/Student-faculty ratio	943	2.8	0.9	3.0	
Diverse faculty	853	2.8	1.0	3.0	
Program offers scholarships and financial aid	854	2.6	1.0	3.0	
Low tuition	905	2.5	1.0	2.0	
High likelihood of admission	869	2.5	1.0	2.0	
Dual degree offered (i.e., PA plus MPH)	568	1.7	0.9	1.0	

*Note: Respondents who indicated that they did not consider a factor when deciding where to apply were excluded from this table. Those who did consider each factor rated each one on a 4-point scale, where 1 = "Not important" and 4 = "Essential."*

**FIGURE 29. TOP 5 MOST IMPORTANT PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY UNDERREPRESENTED MINORITY (URM) STATUS**

	Non-URM	URM
Most important	High PANCE pass rates	High PANCE pass rates
	Good program reputation	Good program reputation
	Many opportunities to gain clinical experience (e.g., rotations)	Many opportunities to gain clinical experience (e.g., rotations)
	Good faculty reputation	Good faculty reputation
	Quality program facilities (e.g., labs and equipment)	Quality program facilities (e.g., labs and equipment)

Note: Rankings were based on respondents' average reports of importance for each consideration.

**TABLE 75. PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY UNDERREPRESENTED (UR) IN MEDICINE STATUS**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Non-UR in medicine</b>				
High PANCE pass rates	3,695	3.5	0.7	4.0
Many opportunities to gain clinical experience (e.g., rotations)	3,734	3.4	0.7	4.0
Good program reputation	3,782	3.4	0.7	4.0
Good faculty reputation	3,693	3.4	0.7	3.0
Quality program facilities (e.g., labs and equipment)	3,714	3.2	0.8	3.0
Desirable program location	3,757	3.1	0.9	3.0
Program mission consistent with personal values	3,624	3.1	0.9	3.0
Rigorous clinical curriculum	3,630	3.0	0.8	3.0
Small class size/Student-faculty ratio	3,561	2.8	0.9	3.0
Affiliated with a hospital or clinic system	3,073	2.6	1.0	3.0
Program offers scholarships and financial aid	3,065	2.4	1.0	2.0
Low tuition	3,319	2.3	0.9	2.0
High likelihood of admission	3,220	2.3	1.0	2.0
Diverse student body	2,864	2.3	0.9	2.0
Diverse faculty	2,829	2.3	0.9	2.0
Dual degree offered (i.e., PA plus MPH)	1,859	1.6	0.9	1.0
<b>UR in medicine</b>				
High PANCE pass rates	551	3.6	0.7	4.0
Many opportunities to gain clinical experience (e.g., rotations)	549	3.5	0.6	4.0
Good program reputation	553	3.4	0.7	4.0
Good faculty reputation	550	3.4	0.7	4.0
Program mission consistent with personal values	549	3.3	0.8	3.0
Quality program facilities (e.g., labs and equipment)	545	3.2	0.8	3.0
Desirable program location	554	3.1	0.9	3.0
Rigorous clinical curriculum	533	3.0	0.8	3.0

*Underrepresented (UR) in medicine status is **defined by the Association of American Medical Colleges** as “those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population.” In PAEA’s definition, non-Hispanic, single-race Asian and biracial Asian/White individuals are not classified as UR in medicine.*

*continued*

**TABLE 75. PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY UNDERREPRESENTED (UR) IN MEDICINE STATUS, CONTINUED**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Diverse student body	493	2.9	1.0	3.0
Small class size/Student-faculty ratio	534	2.9	0.9	3.0
Affiliated with a hospital or clinic system	474	2.8	1.0	3.0
Diverse faculty	479	2.8	1.0	3.0
Program offers scholarships and financial aid	486	2.7	1.0	3.0
Low tuition	503	2.5	1.0	2.0
High likelihood of admission	483	2.5	1.0	2.0
Dual degree offered (i.e., PA plus MPH)	317	1.7	0.9	1.0

Note: Respondents who indicated that they did not consider a factor when deciding where to apply were excluded from this table. Those who did consider each factor rated each one on a 4-point scale, where 1 = "Not important" and 4 = "Essential."

**FIGURE 30. TOP 5 MOST IMPORTANT PROGRAM ATTRIBUTES INFLUENCING CHOICE OF PA PROGRAMS TO APPLY TO BY UNDERREPRESENTED (UR) IN MEDICINE STATUS**

	Non-UR in Medicine	UR in Medicine
Most important	High PANCE pass rates	High PANCE pass rates
	Good program reputation	Many opportunities to gain clinical experience (e.g., rotations)
	Many opportunities to gain clinical experience (e.g., rotations)	Good program reputation
	Good faculty reputation	Good faculty reputation
	Quality program facilities (e.g., labs and equipment)	Program mission consistent with personal values

Note: Rankings were based on respondents' average reports of importance for each consideration.

**TABLE 76. EXPERIENCES INFLUENCING CHOICE TO ATTEND CURRENT PA PROGRAM**

	<i>n</i>	Did Not Experience	Made Student NOT Want to Attend	No Influence	Made Student WANT to Attend
Conversations with program faculty and staff	4,481	3.5	2.7	6.3	87.5
Program interview experience	4,477	4.0	3.6	7.2	85.2
Conversations with current students	4,477	8.0	2.8	8.5	80.7
Conversations with program alumni	4,468	38.2	2.2	12.4	47.1
Program admissions outreach/recruitment efforts	4,473	28.8	2.3	21.8	47.1

# SECTION 10. EOPS: EXPERIENCES IN PA SCHOOL

## Psychological Sense of School Membership

The following questions were drawn from the [Psychological Sense of School Membership Scale](#). Respondents were asked to rate each statement on a 5-point scale, where 1 = “Not at all true” to 5 = “Completely true.”

TABLE 77. PSYCHOLOGICAL SENSE OF SCHOOL MEMBERSHIP

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
I am treated with as much respect as other students in my PA program.	3,152	4.3	1.1	5.0
I can really be myself in my PA program.	3,151	4.0	1.2	4.0
I wish I were in a different PA program.	3,151	2.1	1.3	1.0
Sometimes I feel as if I don't belong in my PA program.	3,151	2.0	1.2	1.0

*A composite psychological sense of school membership score is obtained by reverse-scoring the negatively phrased questions then averaging all items. On average, students scored 3.6 (SD = 0.9, Mdn = 3.8).*

## Satisfaction with Program

TABLE 78. OVERALL SATISFACTION WITH PROGRAM AND CAREER CHOICE

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
I would recommend the PA career to others.	3,149	4.6	0.7	5.0
If I could revisit my career choice again, I would attend school to become a PA.	3,153	4.4	0.9	5.0
Overall, I am satisfied with the quality of my PA education.	3,154	4.1	0.9	4.0
If I could revisit my program choice again, I would attend the same program.	3,154	3.8	1.2	4.0

Note: 1 = “Strongly disagree” to 5 = “Strongly agree.”

**TABLE 79. SATISFACTION WITH PROGRAM ATTRIBUTES**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
PANCE pass rates	3,009	4.6	0.7	5.0
Program mission consistent with personal values	3,100	4.3	0.9	4.0
Class size/Student-faculty ratio	3,144	4.3	0.9	4.0
Rigor of clinical curriculum	3,137	4.2	0.8	4.0
Program reputation	3,108	4.1	1.0	4.0
Desirability of program location	3,143	4.1	1.0	4.0
Likelihood of admission	3,043	4.1	0.8	4.0
Opportunities to gain clinical experience (e.g., rotations)	3,136	4.0	1.0	4.0
Quality of program facilities (e.g., labs and equipment)	3,144	4.0	1.0	4.0
Faculty reputation	3,104	3.9	1.1	4.0
Affiliation with a hospital or clinic system	2,890	3.7	1.1	4.0
Diversity of student body	3,104	3.7	1.0	4.0
Diversity of faculty	3,097	3.6	1.0	4.0
Dual degree offered (PA plus MPH)	1,553	3.3	1.2	3.0
Tuition	3,123	3.1	1.3	3.0
Scholarships and financial aid	2,938	3.0	1.2	3.0

Note: 1 = "Very dissatisfied" to 5 = "Very satisfied." "N/A" responses were excluded prior to analysis.

**TABLE 80. UTILIZATION OF INSTITUTIONAL STUDENT SUPPORT SERVICES (%)**

	<i>n</i>	Accessed	Not Accessed	Not Offered
Admissions office	2,986	92.3	7.3	0.4
Business office	2,979	75.0	21.9	3.1
Campus security	2,986	84.8	14.5	0.7
Counseling/Mental health center	2,983	63.1	35.2	1.8
Faculty advising	2,980	96.5	3.3	0.2
Financial aid	2,979	91.6	8.0	0.4
Health center	2,978	79.6	15.3	5.1
Institutional computing (technology)/Help desk	2,984	86.3	13.1	0.7
Library/Learning resource center	2,984	94.0	5.2	0.8
Registrar	2,971	86.0	13.6	0.4
Student activities	2,972	77.2	21.6	1.2
Student success center/ADA office	2,973	61.8	35.6	2.7

Note: "Accessed" represents the proportion of respondents who had utilized a service and rated their satisfaction with it. "Not Accessed" represents the proportion of respondents who reported that their school offered a service but that they did not utilize it. "Not Offered" represents the proportion of respondents who reported that their school did not offer a service.

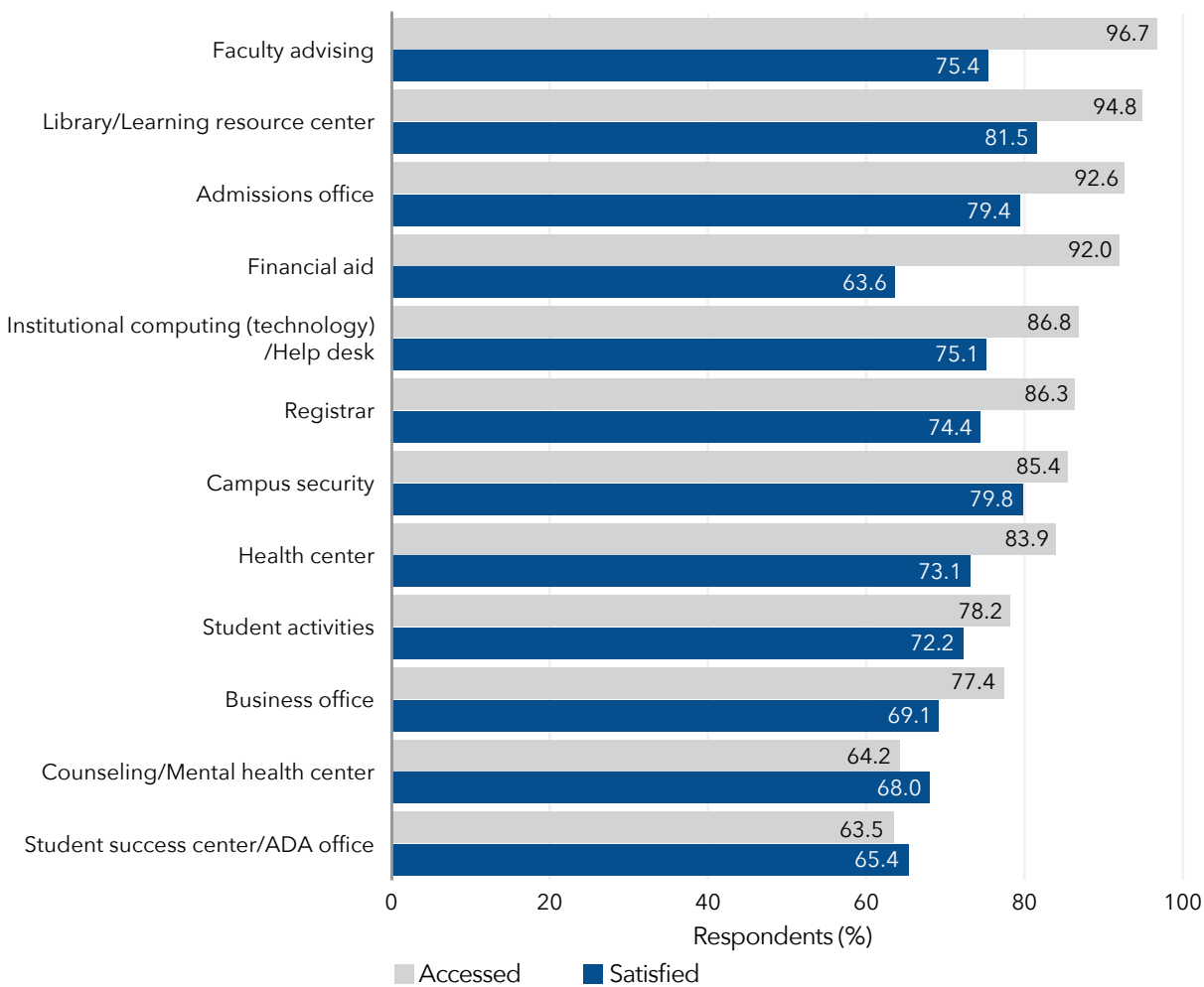


**TABLE 81. SATISFACTION WITH INSTITUTIONAL STUDENT SUPPORT SERVICES**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Admissions office	2,756	4.1	0.8	4.0
Business office	2,234	3.9	0.9	4.0
Campus security	2,532	4.1	0.8	4.0
Counseling/Mental health center	1,881	3.9	0.9	4.0
Faculty advising	2,877	3.9	1.1	4.0
Financial aid	2,728	3.6	1.1	4.0
Health center	2,370	3.9	0.9	4.0
Institutional computing (technology)/Help desk	2,574	4.0	0.9	4.0
Library/Learning resource center	2,806	4.1	0.9	4.0
Registrar	2,554	3.9	0.8	4.0
Student activities	2,294	3.9	0.9	4.0
Student success center/ADA office	1,836	3.8	0.9	4.0

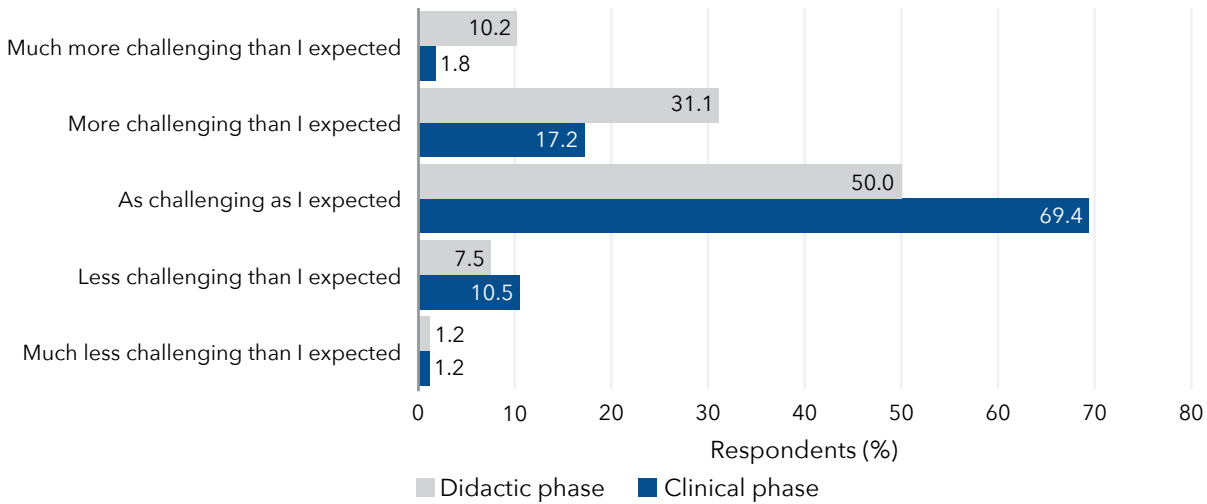
Note: Respondents who indicated that their school did not offer a service, or that their school offered a service but they did not utilize it, were excluded from this analysis. 1 = "Very dissatisfied" to 5 = "Very satisfied"

**FIGURE 31. UTILIZATION AND SATISFACTION WITH INSTITUTIONAL STUDENT SUPPORT SERVICES**



Note: "Accessed" represents the proportion of respondents who had utilized a service. "Satisfied" represents the proportion of respondents who had utilized a service and indicated that they were "satisfied" or "very satisfied" with the service.

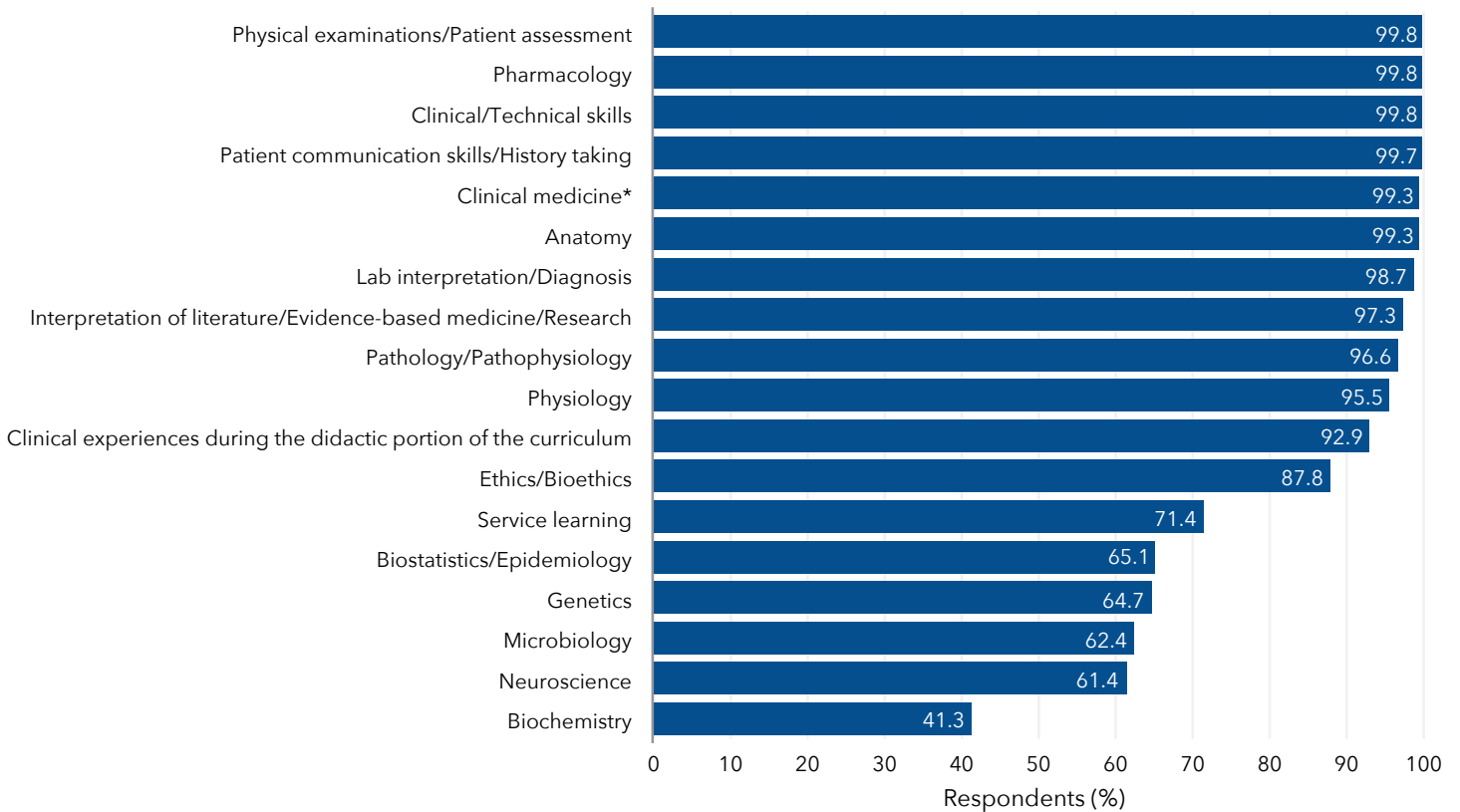
**FIGURE 32. HOW CHALLENGING WAS PA EDUCATION**



### Experiences in the Didactic Phase

The following section presents data specific to students' experiences in and satisfaction with the didactic (classroom) phase of their programs.

**FIGURE 33. DIDACTIC COURSES TAKEN**



\* includes surgery/emergency medicine/peds/ OB/GYN/behavioral health

Note: Not all course names match those used by programs. Respondents were asked to select the course names that most closely matched the courses they took. Respondents who reported that they did not take a course were excluded prior to analysis.

**TABLE 82. HOW WELL DIDACTIC COURSES PREPARED STUDENTS FOR CLINICAL ROTATIONS**

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Anatomy	3,101	3.0	0.9	3.0
Biochemistry	1,285	2.5	0.9	2.0
Biostatistics/Epidemiology	2,025	2.5	0.9	2.0
Clinical experiences during the didactic portion of the curriculum	2,897	2.9	0.9	3.0
Clinical medicine*	3,104	3.3	0.8	3.0
Clinical/Technical skills	3,114	3.0	0.9	3.0
Ethics/Bioethics	2,745	2.9	0.9	3.0
Genetics	2,020	2.5	0.9	2.0
Interpretation of literature/Evidence-based medicine/Research	3,044	2.8	0.9	3.0
Lab interpretation/Diagnosis	3,082	2.9	0.9	3.0
Microbiology	1,951	2.7	0.9	3.0
Neuroscience	1,919	2.6	0.9	3.0
Pathology/Pathophysiology	3,020	3.0	0.9	3.0
Patient communication skills/History taking	3,120	3.5	0.7	4.0
Pharmacology	3,122	2.9	1.0	3.0
Physical examinations/Patient assessment	3,121	3.4	0.7	4.0
Physiology	2,984	3.0	0.9	3.0
Service learning	2,227	3.0	0.9	3.0

Note: 1 = "Not at all well" to 4 = "Extremely well." Students who indicated that they did not take a course were excluded prior to analysis.

\* includes surgery, emergency medicine, peds, OB/GYN, and behavioral health

**TABLE 83. EVALUATION OF DIDACTIC INSTRUCTION IN TOPIC AREAS (%)**

	<i>n</i>	Received No Instruction	Insufficient	Appropriate	Excessive
Diagnosis of disease	3,129	0.3	3.0	91.3	5.4
Management of disease	3,127	0.2	5.8	89.2	4.8
Disease prevention/Health maintenance	3,129	0.2	5.5	89.0	5.3
Women's health	3,128	0.4	9.6	85.8	4.3
Culturally appropriate care for diverse populations	3,130	1.8	10.7	81.5	6.0
Social determinants of health	3,126	1.8	13.0	80.7	4.4
Public health	3,126	2.7	18.8	75.0	3.5
Role of community health and social service agencies	3,127	3.6	23.7	70.0	2.8
Palliative/End of life care	3,128	3.5	29.4	65.2	1.9
Oral health	3,130	4.2	28.3	63.2	4.3

Note: Respondents were asked to consider both quality and quantity of instruction in their evaluations.

## Experiences in the Clinical Phase

The following section presents data specific to students' experiences in and satisfaction with their supervised clinical rotations, as well as their level of preparedness for clinical practice. Students were asked to evaluate the following rotations:

- Emergency medicine
- Extended primary care or rural track
- Family medicine
- General internal medicine
- General pediatrics
- General surgery
- Hospital medicine
- Obstetrics/Gynecology/Women's health
- Psychiatry/Behavioral medicine

Students also had the option of reporting about their experiences in up to 5 rotation electives.

FIGURE 34. CLINICAL ROTATIONS COMPLETED

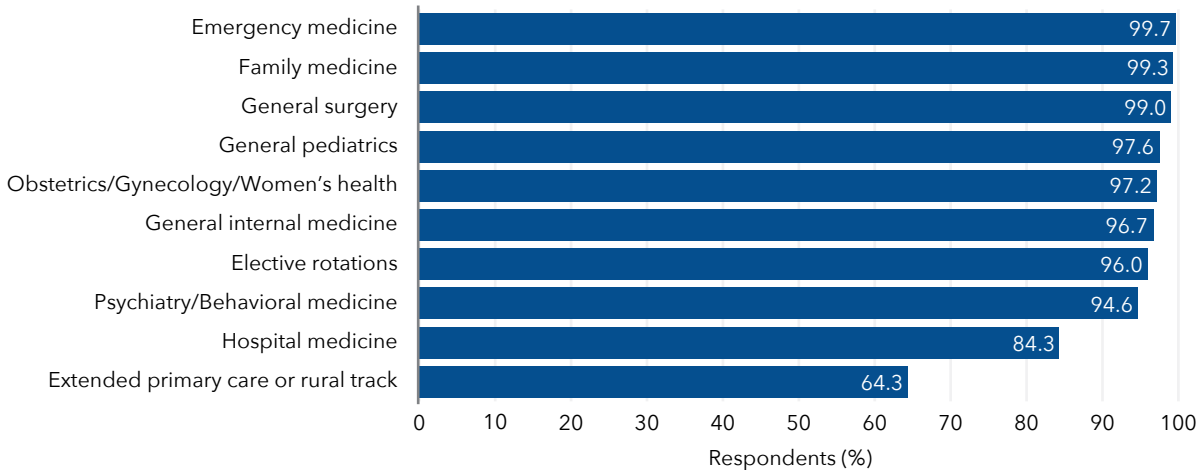


TABLE 84. NUMBER OF CLINICAL ROTATIONS COMPLETED

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Number of elective rotations	2,424	1.8	1.0	2.0
Total number of rotations	3,112	9.7	1.4	10.0

*Note: Respondents who reported completing fewer than the 6 required electives were excluded prior to analysis. Respondents had the option of reporting up to 5 elective rotations; those who reported zero rotations were excluded from the elective rotations analysis.*

**TABLE 85. QUALITY OF CLINICAL ROTATION EDUCATIONAL EXPERIENCES (%)**

	<b>n</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Emergency medicine	3,112	1.9	6.6	26.3	65.3
Family medicine	3,094	2.7	7.6	29.3	60.3
Extended primary care or rural track	2,005	1.4	6.6	32.7	59.4
General surgery	3,085	6.4	12.2	27.9	53.5
General internal medicine	3,011	5.2	12.3	30.7	51.8
General pediatrics	3,038	6.5	12.5	30.9	50.1
Obstetrics/Gynecology/Women's health	3,027	6.8	14.9	29.5	48.8
Hospital medicine	2,617	6.3	13.5	32.3	48.0
Psychiatry/Behavioral medicine	2,942	6.5	14.9	31.6	47.0

Note: Respondents who did not complete a rotation were excluded prior to analysis.

**TABLE 86. EXPERIENCES WITH PRECEPTORS DURING CLINICAL ROTATIONS**

	<b>n</b>	<b>% Yes</b>
<b>Emergency medicine</b>		
Observed by preceptor taking patient history	3,045	71.7
Observed by preceptor performing physical exam	3,033	76.2
Observed by preceptor performing technical procedures	3,021	94.4
Given mid-point feedback by preceptor	3,009	87.3
<b>Extended primary care or rural track</b>		
Observed by preceptor taking patient history	1,931	75.9
Observed by preceptor performing physical exam	1,910	78.4
Observed by preceptor performing technical procedures	1,897	88.9
Given mid-point feedback by preceptor	1,899	90.0
<b>Family medicine</b>		
Observed by preceptor taking patient history	3,021	72.5
Observed by preceptor performing physical exam	3,001	76.3
Observed by preceptor performing technical procedures	2,976	87.7
Given mid-point feedback by preceptor	2,989	89.3
<b>General internal medicine</b>		
Observed by preceptor taking patient history	2,941	69.1
Observed by preceptor performing physical exam	2,921	73.2
Observed by preceptor performing technical procedures	2,882	78.9
Given mid-point feedback by preceptor	2,897	86.2
<b>General pediatrics</b>		
Observed by preceptor taking patient history	2,965	71.9
Observed by preceptor performing physical exam	2,948	77.6
Observed by preceptor performing technical procedures	2,916	80.7
Given mid-point feedback by preceptor	2,923	85.8

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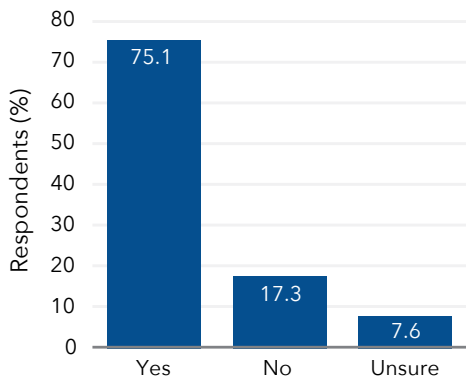
**TABLE 86. EXPERIENCES WITH PRECEPTORS DURING CLINICAL ROTATIONS, CONTINUED**

	<i>n</i>	% Yes
<b>General surgery</b>		
Observed by preceptor taking patient history	3,008	66.4
Observed by preceptor performing physical exam	2,991	72.4
Observed by preceptor performing technical procedures	2,985	94.4
Given mid-point feedback by preceptor	2,971	84.8
<b>Hospital medicine</b>		
Observed by preceptor taking patient history	2,890	67.5
Observed by preceptor performing physical exam	2,881	70.3
Observed by preceptor performing technical procedures	2,855	77.7
Given mid-point feedback by preceptor	2,875	81.7
<b>Obstetrics/Gynecology/Women’s health</b>		
Observed by preceptor taking patient history	2,948	70.5
Observed by preceptor performing physical exam	2,938	82.6
Observed by preceptor performing technical procedures	2,927	91.0
Given mid-point feedback by preceptor	2,919	85.1
<b>Psychiatry/Behavioral medicine</b>		
Observed by preceptor taking patient history	2,861	74.0
Observed by preceptor performing physical exam	2,842	69.6
Observed by preceptor performing technical procedures	2,806	69.9
Given mid-point feedback by preceptor	2,834	82.6

Note: “% Yes” refers to the proportion of respondents who indicated that they had each experience.

## Experiences With Interprofessional Education (IPE)

**FIGURE 35. PARTICIPATED IN REQUIRED IPE**



Note: IPE was defined as “curricular activities where PA students had the opportunity to learn with students from different health professions programs.”

Among students who did not participate in required IPE, 55.6% indicated that they would have liked the opportunity to learn with students from different health professions programs.

**TABLE 87. TYPES OF HEALTH PROFESSIONS THAT STUDENTS INTERACTED WITH**

	<b>n</b>	<b>%</b>
Physical therapy	1,432	62.5
Pharmacy	1,323	57.8
Registered nursing (BSN or ADN)	1,304	56.9
Occupational therapy	1,020	44.5
Registered nursing (advanced practice, NP, CRNA, and/or midwife)	931	40.7
Allopathic medicine (MD)	797	34.8
Social work	731	31.9
Nutrition/Dietetics	635	27.7
Osteopathic medicine (DO)	632	27.6
Clinical/Counseling psychology	553	24.1
Audiology/Speech-language pathology	539	23.5
Dentistry	487	21.3
Public health	334	14.6
Athletic training	282	12.3
Optometry	130	5.7
Veterinary medicine	6	0.3
Other		
Orthotics/Prosthetics*	25	1.1
EMT*	19	0.8
Radiology*	13	0.6
Surgical technician/Surgical assistant*	13	0.6
Pathology assistant*	12	0.5
Medical assistant*	9	0.4
Respiratory therapy*	8	0.3
All other health professions	31	1.4
<b>Total</b>	<b>2,290</b>	<b>-</b>

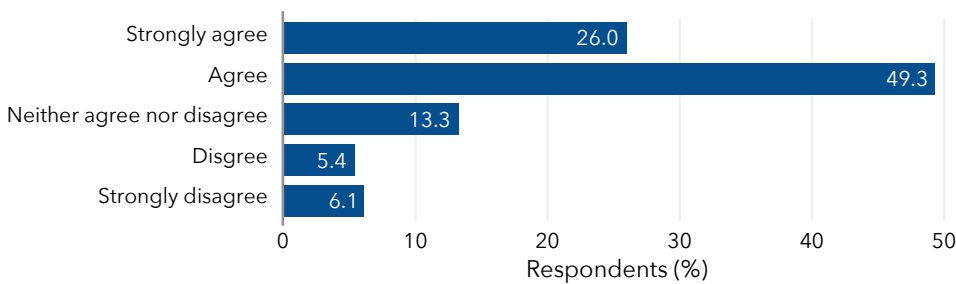
Note: \* indicates that the health profession was recoded from respondents' write-in "Other" responses. Percentages will sum to more than 100% because respondents could select multiple types of health professions students.

**TABLE 88. TYPES OF IPE ACTIVITIES**

	<b>n</b>	<b>%</b>
Patient-centered case problems (classroom or student setting)	1,469	64.6
Clinical simulations	1,019	44.8
Interprofessional student group	885	38.9
Active engagement with patients (e.g., inpatient or ambulatory-based team rotation, longitudinal clinics, practice-based rotations)	780	34.3
Team skills training	722	31.8
Lecture only, clinical subject (e.g., universal precautions, informed consent, advanced cardiac life support certification, population health)	508	22.3
Community projects or service learning activities	471	20.7
Student-run clinic or volunteering at a clinic for the underserved	439	19.3
Lecture only, basic science	426	18.7
Stand-alone IPE course for credit	400	17.6
Other		
Lab only, basic science	13	0.6
<b>Total</b>	<b>2,274</b>	<b>-</b>

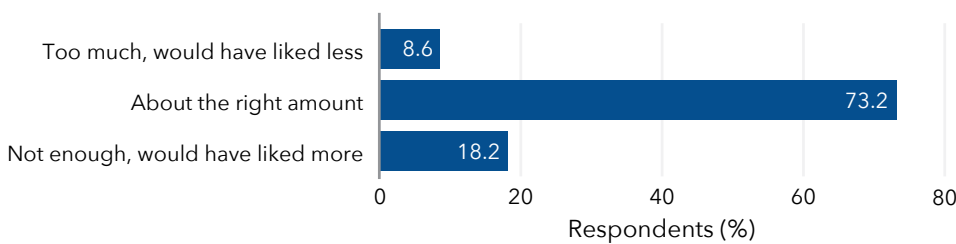
Note: Percentages will sum to more than 100% because respondents could select multiple types of health professions students. "Lab only, basic science" was recoded from respondents' write-in "Other" responses.

**FIGURE 36. IMPACT OF IPE EXPERIENCES**



Respondents who had IPE experiences were asked to report their agreement with the statement: "The learning experience(s) with students from different health professions helped me gain a better understanding of the roles of other professions in patient care."

**FIGURE 37. AMOUNT OF IPE EXPERIENCES**



Respondents who had IPE experiences were asked to assess the amount of IPE experiences and interactions they had during their PA programs.



## Confidence in PA Competencies

Respondents were asked to rate their confidence in their current abilities to implement the PA competencies in their practices. The PA competencies were defined as follows:

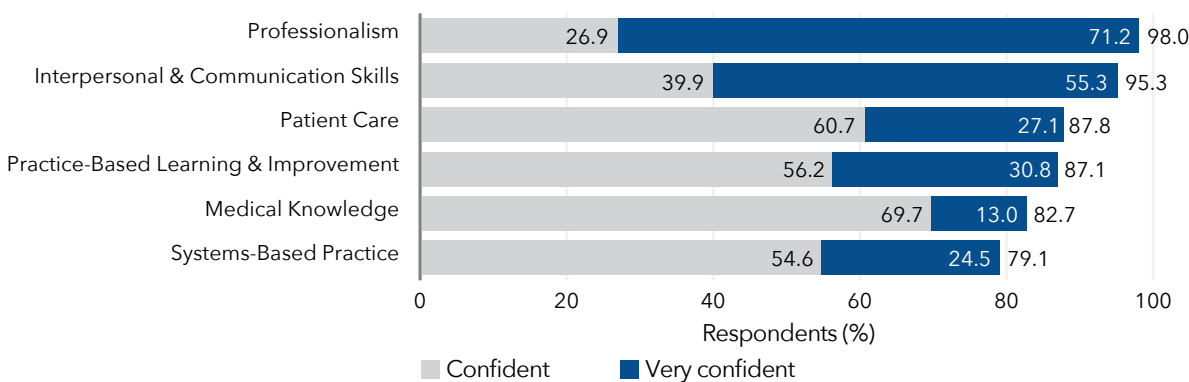
- **Medical Knowledge:** Includes synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention
- **Interpersonal & Communication Skills:** Encompasses verbal, nonverbal, written, and electronic exchange of information to patients, peers, and others
- **Patient Care:** Includes patient- and setting-specific assessment, evaluation, and management
- **Professionalism:** The expression of positive values and ideals as care is delivered and prioritizing patients' needs over one's own; includes ethical practice and cultural sensitivity
- **Practice-Based Learning & Improvement:** Includes processes and practices through which PAs engage in critical analysis of their own practice experience, medical literature, and other resources to improve delivery of care
- **Systems-Based Practice:** Awareness and responsiveness to the larger system of health care to provide patient care that balances quality and cost

TABLE 89. CONFIDENCE IN PA COMPETENCIES (%)

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Professionalism	3,068	4.7	0.5	5.0
Interpersonal & Communication Skills	3,072	4.5	0.6	5.0
Practice-Based Learning & Improvement	3,068	4.2	0.7	4.0
Patient Care	3,072	4.1	0.7	4.0
Systems-Based Practice	3,071	4.0	0.8	4.0
Medical Knowledge	3,074	3.9	0.6	4.0

Note: 1 = "Not at all confident" to 5 = "Very confident."

FIGURE 38. CONFIDENCE IN PA COMPETENCIES



# SECTION 11. EOPS: EMPLOYMENT PLANS

TABLE 90. EMPLOYMENT STATUS

	n	%
I have accepted a job offer.	970	31.7
I have had at least one interview or invitation to interview but have not yet received a job offer.	734	24.0
I have submitted job applications but have not yet received an invitation to interview.	477	15.6
I have received at least one job offer but have not accepted a position.	448	14.6
I have not yet started my job search.	354	11.6
I plan to apply for/have already applied for a PA residency.	77	2.5
I do not plan to apply for a job as a PA.	2	0.1
<b>Total</b>	<b>3,062</b>	<b>100.0</b>

46.3% of graduating PA students had either accepted or received at least one job offer.

Note: Respondents who did not plan to apply for a job as a PA were not asked further questions regarding their PA employment plans.

## Applications to PA Residencies & Jobs

TABLE 91. RESIDENCY SPECIALTIES

	n	%
Emergency medicine	34	46.6
Surgery	15	20.5
Critical care/Trauma	11	15.1
Family medicine	7	9.6
Orthopedic surgery	6	8.2
Hematology/Oncology	5	6.8
Neonatology	5	6.8
Pediatrics	5	6.8
Psychiatry	5	6.8
Acute care medicine	4	5.5
Internal medicine	4	5.5
OB-GYN	4	5.5
Urgent care	4	5.5
Cardiology	3	4.1
Hospitalist	3	4.1
Cardiothoracic	2	2.7
Otolaryngology	1	1.4
Other	1	1.4
<b>Total</b>	<b>73</b>	<b>-</b>

Respondents who indicated that they had applied to or planned to apply to a PA residency were asked to indicate which residency specialties/subspecialties they had applied to or would apply to. These specialties were drawn from a list of all PA residency programs available from the [Association of Postgraduate PA Programs](#) as of December 2017.

Note: Percentages may sum to more than 100% because respondents could select multiple residencies to apply to.

**TABLE 92. NUMBER OF RESIDENCY SPECIALTIES APPLIED TO**

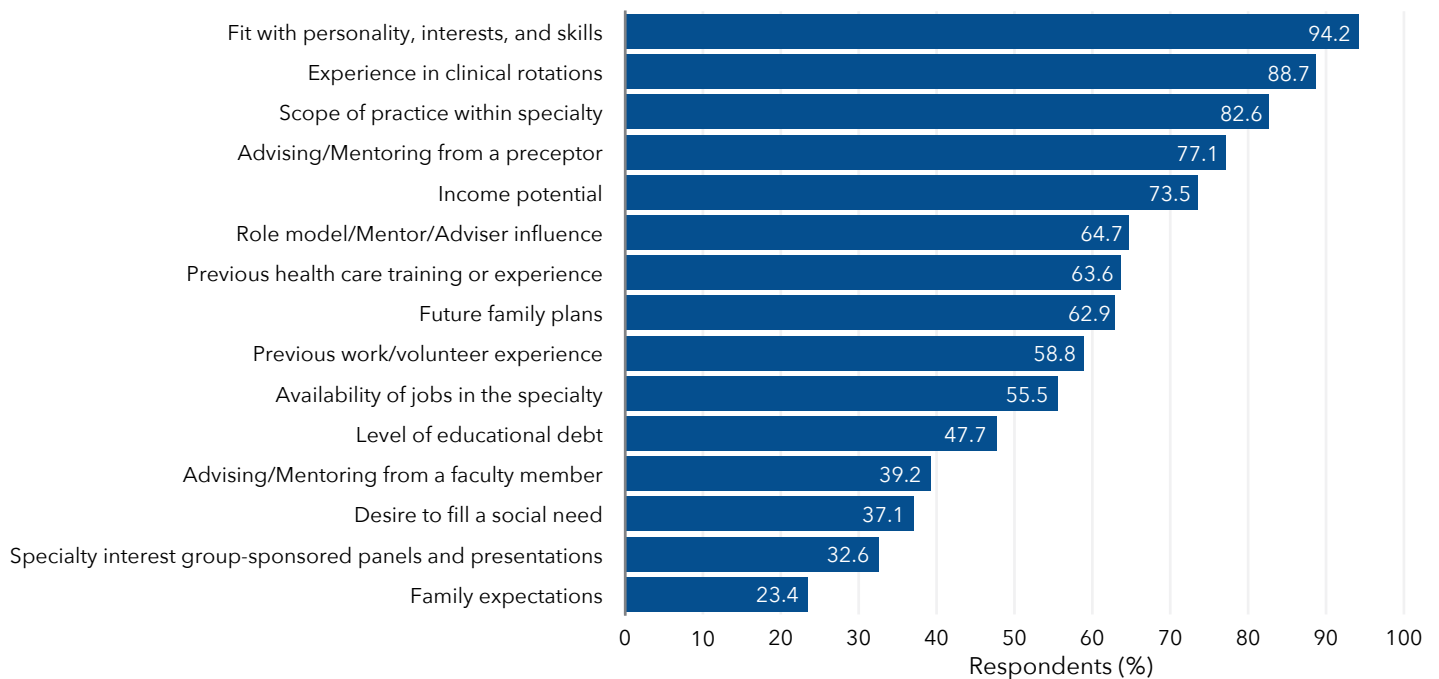
	<i>n</i>	Max	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Number of residency specialties	73	7.0	1.6	1.2	1.0

Note: Respondents who did not plan on applying for a PA residency were excluded from this table.

**TABLE 93. FACTORS THAT INFLUENCED SPECIALTY CHOICE (%)**

	<i>n</i>	Made Student NOT WANT to Choose Specialty	No Influence	Made Student WANT to Choose Specialty	Did Not Consider/ Experience
Advising/Mentoring from a faculty member	2,681	1.8	48.2	39.2	10.8
Advising/Mentoring from a preceptor	2,684	2.7	16.1	77.1	4.0
Availability of jobs in the specialty	2,679	3.5	34.8	55.5	6.3
Desire to fill a social need	2,678	0.9	48.6	37.1	13.4
Experience in clinical rotations	2,671	2.1	7.0	88.7	2.2
Family expectations	2,676	1.7	58.9	23.4	16.0
Fit with personality, interests, and skills	2,680	0.8	3.9	94.2	1.1
Future family plans	2,676	3.4	27.3	62.9	6.4
Income potential	2,678	2.3	21.5	73.5	2.7
Level of educational debt	2,672	3.1	39.1	47.7	10.0
Previous health care training or experience	2,677	3.5	25.7	63.6	7.1
Previous work/volunteer experience	2,672	2.1	30.6	58.8	8.5
Role model/Mentor/Adviser influence	2,675	0.7	28.1	64.7	6.5
Scope of practice within specialty	2,673	1.1	13.6	82.6	2.7
Specialty interest group-sponsored panels and presentations	2,668	0.7	43.8	32.6	22.8

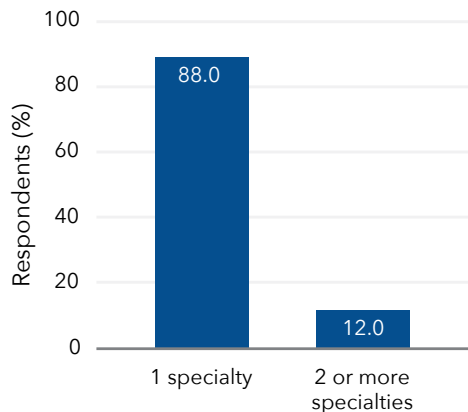
**FIGURE 39. POSITIVE INFLUENCES ON SPECIALTY CHOICE**



## Accepted Positions

Only graduating students who indicated that they had accepted at least one job offer responded to questions in this section.

FIGURE 40. NUMBER OF SPECIALTIES



*Of the 969 students who reported the specialties/subspecialties in which they had accepted positions, 12.0% reported accepting positions in multiple specialties, with a maximum of 5.*

TABLE 94. SPECIALTY PRACTICE IN WHICH POSITION WAS ACCEPTED

	<i>n</i>	%
<b>Emergency medicine specialties</b>		
Emergency medicine (not urgent care)	199	20.5
Urgent care	74	7.6
<b>Inpatient specialties</b>		
Critical care	47	4.9
Hospitalist	52	5.4
<b>Internal medicine subspecialties</b>		
Cardiology	36	3.7
Endocrinology	3	0.3
Gastroenterology	12	1.2
Infectious disease	3	0.3
Nephrology	2	0.2
Oncology/Hematology	12	1.2
Rheumatology	3	0.3
Other internal medicine subspecialties	7	0.7
<b>Primary care specialties</b>		
Family/General medicine	210	21.7
General internal medicine	61	6.3
General pediatrics	22	2.3
Geriatrics	10	1.0
Obstetrics/Gynecology/Women's health	15	1.5

*continued*

TABLE 94. SPECIALTY PRACTICE IN WHICH POSITION WAS ACCEPTED, CONTINUED

	<i>n</i>	%
<b>Surgical specialties</b>		
Cardiovascular/Cardiothoracic	43	4.4
General surgery	37	3.8
Neurosurgery	39	4.0
Orthopedics	109	11.2
Plastic surgery	9	0.9
Urology	13	1.3
Other surgical subspecialties	60	6.2
<b>Other specialties</b>		
Correctional medicine	-	-
Dermatology	33	3.4
Interventional radiology	7	0.7
Neurology	12	1.2
Occupational medicine	5	0.5
Pain management	11	1.1
Palliative care	2	0.2
Pediatric subspecialties	9	0.9
Psychiatry/Behavioral medicine	19	2.0
Retail clinic	-	-
Other specialty	32	3.3
<b>Total</b>	<b>969</b>	-

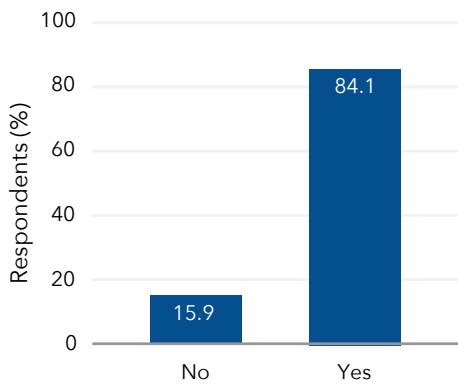
Note: Percentages may sum to more than 100% because respondents could select multiple specialties.

**FIGURE 41. MOST COMMON SPECIALTIES**

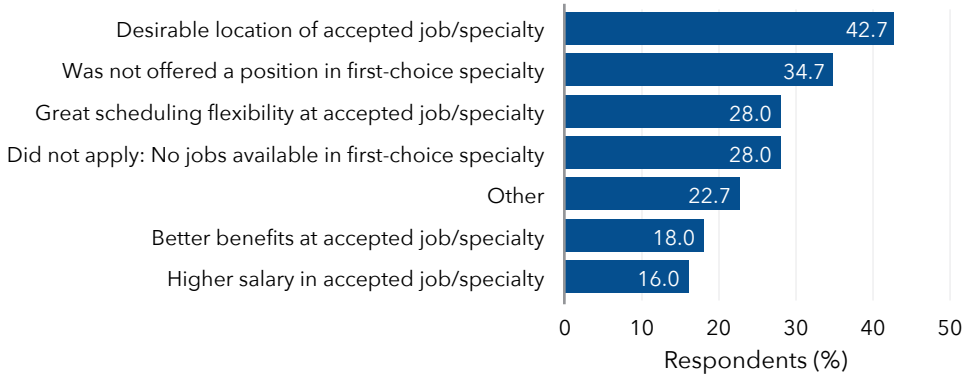


*Note: Rankings were based on the number of respondents who indicated accepting a job in each specialty.*

**FIGURE 42. ACCEPTED JOB IN FIRST-CHOICE SPECIALTY**



**FIGURE 43. REASONS TO ACCEPT NON-FIRST-CHOICE SPECIALTY**



The 15.9% of students who reported accepting a position that was not in their first-choice specialty were asked to indicate all the reasons why they accepted a job outside of their first-choice specialty.

Note: Percentages may sum to more than 100% because respondents could select multiple reasons.

**TABLE 95. GEOGRAPHIC DISTRIBUTION OF ACCEPTED JOBS**

	n	%
<b>Northeast Region</b>		
New England Division	61	6.1
Middle Atlantic Division	271	27.2
Subtotal	332	33.3
<b>Midwest Region</b>		
East North Central Division	140	14.0
West North Central Division	99	9.9
Subtotal	239	24.0
<b>South Region</b>		
South Atlantic Division	176	17.7
East South Central Division	30	3.0
West South Central Division	73	7.3
Subtotal	279	28.0
<b>West Region</b>		
Mountain Division	73	7.3
Pacific Division	74	7.4
Subtotal	147	14.7
<b>Total</b>	<b>997</b>	<b>100.0</b>

Note: Only students who reported accepting a job in one specialty were included in this table.

**TABLE 96. ACCEPTED FULL- OR PART-TIME JOB**

	n	%
Full-time	966	95.0
Part-time	51	5.0
<b>Total</b>	<b>1,017</b>	<b>100.0</b>

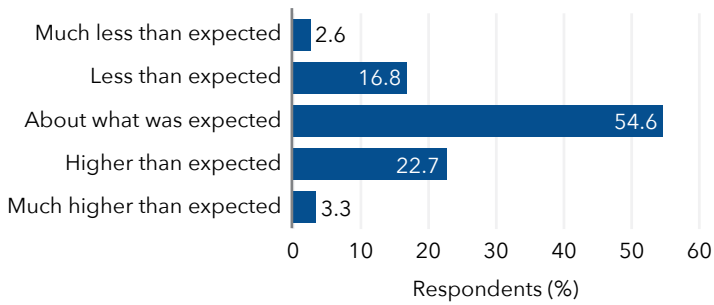
Note: Only students who reported accepting a job in one specialty were included in this table.

**TABLE 97. SALARY OF ACCEPTED JOB**

	n	%	% (Cum.)
\$49,999 or less	22	2.2	2.2
\$50,000 to \$59,999	28	2.7	4.9
\$60,000 to \$69,999	22	2.2	7.1
\$70,000 to \$79,999	39	3.8	10.9
\$80,000 to \$89,999	162	15.9	26.8
\$90,000 to \$99,999	344	33.8	60.5
\$100,000 to \$109,999	221	21.7	82.2
\$110,000 to \$119,999	99	9.7	92.0
\$120,000 to \$129,999	40	3.9	95.9
\$130,000 or more	42	4.1	100.0
<b>Total</b>	<b>1,019</b>	<b>100.0</b>	-

Note: "% (Cum.)" refers to the cumulative percentage of respondents. Only students who reported accepting a job in one specialty were included in this table.

**FIGURE 44. HOW SALARY OF ACCEPTED JOB COMPARED TO EXPECTATIONS**



Note: Only students who reported accepting a job in one specialty were included in this figure.



# SECTION 12. EOPS: NEGATIVE EXPERIENCES IN PA SCHOOL

This section presents students' reports of mistreatment, discrimination, and harassment that they had personally experienced or witnessed other students experience during PA school.

**TABLE 98. DOES YOUR PROGRAM HAVE POLICIES REGARDING THE MISTREATMENT OF PA STUDENTS?**

	<i>n</i>	%
Yes	1,313	59.0
No	111	5.0
Unsure	803	36.1
<b>Total</b>	<b>2,227</b>	<b>100.0</b>

**TABLE 99. PERSONALLY EXPERIENCED NEGATIVE EVENTS (%)**

	<i>n</i>	Never	Once	More than Once
Publicly embarrassed	2,221	69.1	14.3	16.6
Publicly humiliated	2,219	84.0	8.5	7.5
Threatened with physical harm	2,218	96.4	2.5	1.1
Physically harmed (e.g., hit, slapped, kicked)	2,219	98.3	1.3	0.4
Required to perform personal services (e.g., shopping, babysitting)	2,221	95.3	2.9	1.8
Subjected to unwanted sexual advances	2,215	91.5	4.8	3.7
Asked to exchange sexual favors for grades or other rewards	2,220	99.7	0.1	0.2
Denied opportunities for training or rewards based on my <b>gender</b>	2,219	92.8	2.7	4.4
Subjected to offensive remarks/names based on my <b>gender</b>	2,220	86.2	5.7	8.1
Received lower evaluations or grades solely because of my <b>gender</b> rather than my performance	2,187	96.8	1.6	1.6
Denied opportunities for training or rewards based on my <b>race or ethnicity</b>	2,221	97.5	1.1	1.4
Subjected to offensive remarks/names based on my <b>race or ethnicity</b>	2,219	95.6	1.9	2.5
Received lower evaluations or grades solely because of my <b>race or ethnicity</b> rather than my performance	2,219	98.2	0.9	0.9
Denied opportunities for training or rewards based on my <b>sexual orientation</b>	2,217	99.3	0.3	0.5
Subjected to offensive remarks/names regarding my <b>sexual orientation</b>	2,219	98.9	0.4	0.7
Received lower evaluations or grades solely because of my <b>sexual orientation</b> rather than my performance	2,220	99.5	0.2	0.3
Denied opportunities for training or rewards based on my <b>religion</b>	2,219	98.8	0.5	0.7
Subjected to offensive remarks/names regarding my <b>religion</b>	2,220	96.6	1.6	1.8
Received lower evaluations or grades solely because of my <b>religion</b> rather than my performance	2,221	99.2	0.4	0.5

Note: Due to low frequencies, "occasionally" and "frequently" were combined into "more than once."

**TABLE 100. NEGATIVE EVENTS WITNESSED BUT NOT PERSONALLY EXPERIENCED (%)**

	<i>n</i>	Never	Once	More than Once
Publicly embarrassed	2,205	67.2	10.4	22.4
Publicly humiliated	2,203	80.5	6.3	13.3
Threatened with physical harm	2,205	97.5	1.9	0.6
Physically harmed (e.g., hit, slapped, kicked)	2,202	98.3	1.4	0.3
Required to perform personal services (e.g., shopping, babysitting)	2,208	96.1	2.1	1.9
Subjected to unwanted sexual advances	2,206	91.8	3.0	5.2
Asked to exchange sexual favors for grades or other rewards	2,205	99.5	0.3	0.2
Denied opportunities for training or rewards based on their <b>gender</b>	2,204	94.2	1.7	4.1
Subjected to offensive remarks/names based on their <b>gender</b>	2,202	93.0	2.2	4.8
Received lower evaluations or grades solely because of their <b>gender</b> rather than their performance	2,203	97.4	0.7	1.9
Denied opportunities for training or rewards based on their <b>race or ethnicity</b>	2,205	97.5	1.1	1.5
Subjected to offensive remarks/names based on their <b>race or ethnicity</b>	2,203	95.2	1.8	3.0
Received lower evaluations or grades solely because of their <b>race or ethnicity</b> rather than their performance	2,203	98.0	0.7	1.3
Denied opportunities for training or rewards based on their <b>sexual orientation</b>	2,199	99.0	0.5	0.5
Subjected to offensive remarks/names regarding their <b>sexual orientation</b>	2,204	97.0	1.1	1.9
Received lower evaluations or grades solely because of their <b>sexual orientation</b> rather than their performance	2,203	99.2	0.4	0.5
Denied opportunities for training or rewards based on their <b>religion</b>	2,205	98.5	0.6	0.9
Subjected to offensive remarks/names regarding their <b>religion</b>	2,201	97.2	1.3	1.5
Received lower evaluations or grades solely because of their <b>religion</b> rather than their performance	2,202	99.3	0.3	0.4

Note: Due to low frequencies, "occasionally" and "frequently" were combined into "more than once."

**FIGURE 45. IDENTITY DISCRIMINATION OR HARASSMENT**

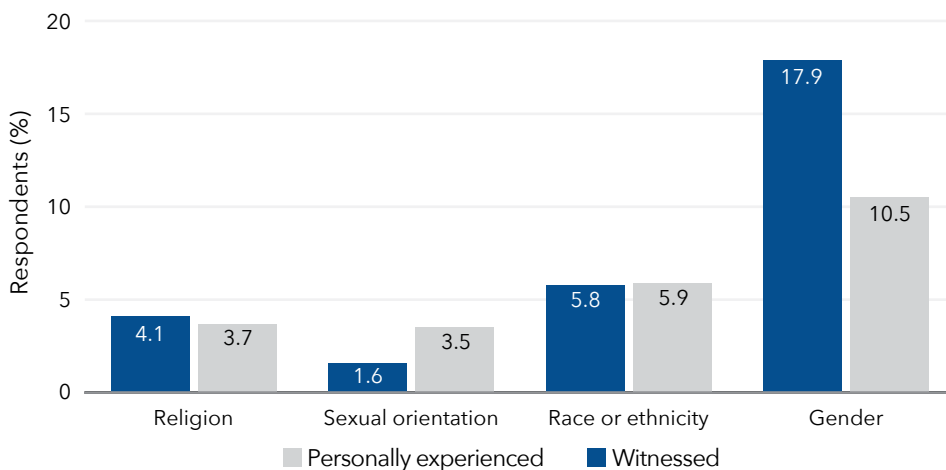


Figure 45 displays the proportion of responding students who reported either personally experiencing or witnessing other students be discriminated against or harassed based on facets of their identities. Reports of being discriminated against or harassed for each facet of identity were based on students' combined reports of any of the following experiences:

- Denied opportunities for training or rewards
- Subjected to offensive remarks/names
- Received lower evaluations or grades