

PAEA RESEARCH

Program Report 32

By the Numbers | Data from the 2016 Program Survey



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Program Report 32

BY THE NUMBERS: DATA FROM THE 2016 PROGRAM SURVEY

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INTRODUCTION

Physician Assistant Education Association

Founded in 1972, the Physician Assistant Education Association (PAEA) is the only national organization representing PA education programs in the United States. At the time of the 2016 program survey administration in June

2016, PAEA represented 209 member programs. As of October 2016, there were 218 accredited PA programs, all of which were members of PAEA. For more information about PAEA and our products and services, visit [PAEAonline](#).

METHODS

The Survey Instrument

The survey consisted of six sections:

- 1. General Information:** Includes geographic location of programs, credentials awarded, program length, and program start and end months
- 2. Financial Information:** Includes program budget sources, expense areas, tuition and fees, incidental costs for students, and financial aid information
- 3. Program Personnel:** Includes faculty teaching load, core faculty and support staff full-time equivalent (FTE), and barriers to hiring new faculty
- 4. Enrolled Students:** Includes demographic and academic information about enrolled students
- 5. 2016 Cohort:** Includes information on student graduation, withdrawal and deceleration, and characteristics of recent graduates
- 6. Support to Advance Research (STAR):** The Support to Advance Research (STAR) Program is an initiative developed by the PAEA Research Council and research staff that allows faculty of PAEA member programs to submit questions to be included in the Program Survey to obtain data for their own research. The data were provided to the principal investigator of the project and are not reported here but will appear in another publication by the principal investigator.

The data in all sections of the survey, except those relating to financial information, reflect the 2015–2016 academic year. The financial information is based on the 2015–2016 fiscal year, as defined by each program.

Unless otherwise indicated, the survey covered the professional phase of the program. The “professional phase” is defined as the portion of a PA student’s education that is conducted in an educational program accredited by the Accreditation Review Commission on Education for the

Physician Assistant (ARC-PA); this is typically about two years in length (one year of classroom and laboratory instruction followed by one year of clinical rotations). Students in “pre-PA programs” or the first two years of 2+2 or similar programs were not considered to be in the professional phase.

Survey Administration and Enhancements

The 2016 Program Survey was sent to 210 member PA program directors on June 8, 2016. During the course of administration, one program withdrew from accreditation, reducing the total population of PA programs to 209. PAEA Research staff sent email reminders to nonrespondents via Qualtrics™ survey software and conducted follow-up calls between July and October 2016. Research staff conducted follow-up calls until all 209 member programs had completed the survey. The survey closed in October 2016. The survey yielded an overall response rate of 100% based on the 209 respondents; however, the response rate is lower for some individual items.

While PAEA aims to maintain as much consistency as possible in the method of collection of data on PA programs and the presentation of statistics in the Program Report, there are several, relatively small, new additions to *Program Report 32*. With the exception of one of these changes, they are all additions that do not substantively alter the method of data collection or the data that form the basis for the reported statistics, but rather add clarity or additional information to the results that have been fixtures of this report for years.

In line with the increasing importance and difficulty surrounding procurement, maintenance, and payment of clinical sites and preceptors, two additional figures and two tables have been added to the Finances section of this report. **Figure 6** disaggregates rates of payment for clinical sites according to private or public status. **Figure 7** disaggregates clinical site payment by academic health center (AHC) status. **Table 9** disaggregates program budget sources according to public/private status. Additionally, **Table 15** disaggregates

the percent of programs paying for some or all clinical sites by Census Division and Region, revealing some striking geographic differences in clinical site payment.

Additionally, in the Finances section of the report, it is suggested that median be considered the most accurate measure of central tendency of a given distribution, as opposed to mean. This is because statistics on budget, expenses, and tuition are measured in dollar amounts, and the means of these distributions are heavily influenced by outliers. Medians, versus means, are less susceptible to being unduly influenced by outliers and are more useful for comparison across time and between programs within the same year.

In *Program Report 31: Data from the 2014–2015 Program Survey*, a new method of calculating student-to-faculty ratio (SFR) was implemented. To summarize, SFR was previously calculated by dividing the total number of PA students by the total number of core faculty in all PA programs across the United States. In the new method, SFR is calculated for each program by dividing their total number of students by their total number of core faculty. The interpretation of the old SFR was, “Across the country, how many PA students are there for every core faculty member?” The interpretation of the new SFR is, “In the average PA program, how many PA students are there for every core faculty member?” In this report, **Table 26** displays the disaggregation of SFR by a number of factors: public/private status, AHC status, administrative housing type, satellite campus status, and census regions and divisions.

There are several new additions to Section 4 on students. **Table 29** reports the number and percentage of programs that did not report student demographic information (gender, ethnicity, race) for the first-year class and the 2016 graduating cohort. This consolidation of statistics on student demographic missingness was a necessary inclusion because this is a recurring problem that has potentially negative effects for the PA profession as a whole and for PA education, specifically.

Data Cleaning and Analysis

Responses to multiple-choice questions were checked for logical consistency and examined for extreme values and possible errors. In cases of obvious misinterpretations or inconsistencies in the responses to specific items, respondents were contacted for clarification. Responses that fell outside of reasonable parameters (e.g., budgets of \$1) were not included in the analyses. Some reasonably plausible outliers were retained in some statistics, particularly in the Finance Section. When interpreting those tables and statistics, readers are advised to rely primarily on medians, not means, which are less susceptible to outlier influence. The number of responses

Diversity is a core aspect of the [PAEA mission](#) and one of the dominant themes of the most recently adopted [PAEA Strategic Plan](#). When programs do not report student demographic information — either because they did not collect this information or chose not to provide it — critical information about the PA student body is lost. It weakens the data that PAEA’s Government Relations Team uses to advocate for debt relief and the support of PA education in state and federal policy. Non-reporting of student demographic information also reduces the ability of PA education researchers to perform analyses by race — if the sample sizes are too small, they are not able to use necessary statistical techniques. While the PAEA Research Team is attempting to triangulate data sources (including CASPA data and Matriculating Student Survey data, in addition to program director-reported data), we encourage member programs to not only collect student demographic information, but to report detailed demographic data to the best of their ability to ensure that the most accurate data are available.

Finally, student demographics for the 2016 cohort are presented in a novel way in this report. Information about student graduation, deceleration, and withdrawal rates are displayed in two different ways. In the “A” tables, we report graduation, deceleration, and withdrawal rates for each demographic category (i.e., “For each demographic category, what percentage of students graduated?”). In the “B” tables, we report the demographic composition of the 2016 cohort in terms of graduation, deceleration, and withdrawal (i.e., “Among graduates, what percentage of students were in each demographic category?”). For example, **Table 40A** shows that 92.8% of Hispanic students graduated, while **Table 40B** shows that 6.0% of all PA student graduates were Hispanic. The two different, but complementary, presentations of data provide further insight into the outcomes of the 2016 cohort.

to individual survey items varied slightly, depending on program non-response. The tables and figures presented in this report display aggregate data from the respondents. All data are reported for PAEA member programs only.

Program personnel and student data included in this report are provided by the PA program and may vary in response rate and accuracy; thus, yearly fluctuations in the data do occur. If substantial changes in any data occur in a particular year, PAEA recommends waiting until the following year’s report is released before taking any permanent actions in your program,

in order to identify if the change was unique to that year (i.e., due to response rate or random fluctuation).

In general, analyses of the data consisted of producing descriptive statistics on the variables of interest — percentage, arithmetic mean (*M*), median (*Mdn*), standard deviation (*SD*), range, and percentiles. Data were not reported when there were fewer than five values in a category for sensitive data fields (e.g., gender, ethnicity and race, or finance). In these

cases, data were not reported and are indicated by “NR.” 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* (P) for programs, *n* (F) for faculty, *n* (S) for students, or *n* (FTE) for full-time equivalents.

DEFINITIONS

2016 cohort: The 2016 cohort, or class, is defined as all students who entered into the PA program expecting to graduate on time in 2016, regardless of their eventual graduation status.

Academic health center: As defined by the Association of Academic Health Centers, an academic health center “consists of an allopathic or osteopathic medical school, one or more other health profession schools or programs (such as allied health, dentistry, graduate studies, nursing, pharmacy, public health, veterinary medicine), and one or more owned or affiliated teaching hospitals, health systems, or other organized health care services.”

Academic year: The period of time during which students attend the educational institution during one academic cycle, which would span over part of two calendar years. Typically, an academic year would start in fall semester of one year and end at the conclusion of spring (9-10 month calendar) or summer (10-12 month calendar) semester the following year. As noted in later sections, there is variability in program length as well as the beginning month for each cohort in PA educational programs. Classes matriculate and graduate in nearly every month of the calendar year. For the purpose of this report, programs were asked to use 2015–2016 as the parameter for determining the academic year.

Budget from sponsoring institution: Budget from sponsoring institution means direct support to the program, including employee salaries and benefits, and operational budget. Do not include funding that does not support the program (e.g., foundation support that goes to student scholarships and the like).

Clinical site: A physical location used by the program to provide supervised clinical practice experiences to students.

Core faculty: Core faculty are defined as the program director, the medical director, and all additional faculty who are supervised by the program director. Other than the program director and medical director, the ARC-PA refers

to these individuals as “principal faculty,” defined as those faculty working at least 50% FTE with primary academic responsibility assigned to the PA program who report to the program director.

Decelerated students: Students were placed in a subsequent cohort (e.g., class of 2018) regardless of cause. Do not consider a student decelerated unless anticipated graduation is greater than 6 months from intended graduation.

Fiscal year: Period used for calculating annual budgetary and financial statements. Fiscal years typically span parts of two calendar years and are July 1–June 30 or, in the case of the federal government, October 1–September 30. Most institutions would have begun the 2015–2016 fiscal year in summer or fall 2015 and will end in summer or fall of 2016, although this is institution-dependent. A fiscal year may be the same as a calendar year.

Health care experience: Includes health care-related experience and direct patient contact experience.

Health care-related experience: Health care experience in which the student’s primary responsibilities did not call for direct contact with patients but did involve indirect patient care (e.g., lab technician, front office worker, hospital personnel, research associate).

Hispanic: Hispanic is an abbreviation for “Hispanic, Latino, Latina, or Spanish in origin.”

Maximum capacity: Maximum number of students who could potentially be enrolled in the professional phase of a program for each admission cycle, which is set by the sponsoring institution and approved by the ARC-PA.

Non-Hispanic: Non-Hispanic is an abbreviation for “non-Hispanic, Latino, Latina, or Spanish in origin.”

Operations budget: All funds received in a fiscal year to support the operations of the program.

Patient contact experience: Health care experience in which the student's primary responsibilities called for direct patient contact (e.g., nurse, EMT, corpsman/medic, nurse's aide, medical assistant).

Pre-professional phase/program: Pre-professional programs vary in length and structure, but are intended for recent high school graduates or students with some college credit but no degree. The college or university typically offers prerequisite coursework required by the PA program during the freshman and sophomore years.

Professional phase: Refers to the portion of a PA student's education that is conducted in an educational program accredited by the ARC-PA. This is typically about two years in length (one year of classroom and laboratory instruction, followed by one year of clinical rotations). Students in "pre-PA programs" or the first two years of 2+2 or similar programs are not considered to be in the professional phase.

US Census Bureau Regions and Divisions: The 50 states and the District of Columbia are grouped into nine Census Divisions (see Figure 2), which are further grouped into four Census Regions. The Virgin Islands, Puerto Rico, and other US territories are not included in any Region or Division.

Withdrawn students: Students who voluntarily withdrew from the program for any reason.

SECTION 1. GENERAL INFORMATION

FIGURE 1. CUMULATIVE TOTAL NUMBER OF PA PROGRAMS SINCE 1965

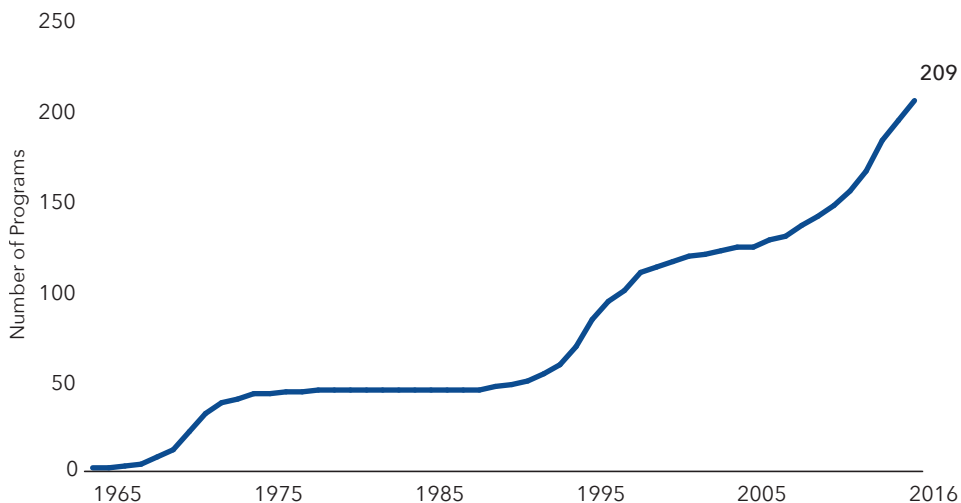
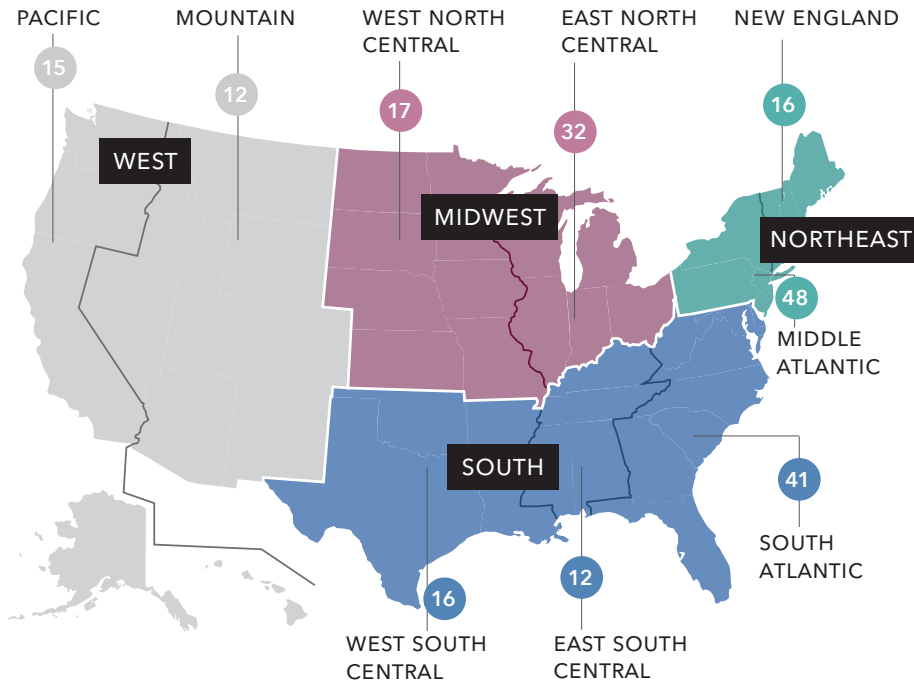


TABLE 1. SPONSORING INSTITUTION ATTRIBUTES

	<i>n</i> (P)	%
Type of institution		
Private, non-profit	124	59.3
Public	65	31.3
Private, for-profit	16	7.7
Public/private hybrid	3	1.4
Military	1	0.5
AHC status		
Non-Academic Health Center	143	68.4
Academic Health Center	66	31.6
Administrative housing		
School of Allied Health/Health Professions/Health Sciences	112	53.6
College/School of Medicine	32	15.3
Department/School of Physician Assistants (stand alone)	23	11.0
College of Graduate and Professional Studies	17	8.1
College of Arts and Sciences	8	3.8
Science Department	5	2.4
Other	7	3.3
Other health discipline (e.g., Nursing, Pharmacy, Podiatry)	5	2.4

FIGURE 2. GEOGRAPHIC DISTRIBUTION OF PA PROGRAMS BY US CENSUS BUREAU DIVISIONS



REGION 1 NORTHEAST

64 PROGRAMS

DIVISION 1 NEW ENGLAND

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

DIVISION 2 MIDDLE ATLANTIC

- New Jersey
- New York
- Pennsylvania

REGION 2 MIDWEST

49 PROGRAMS

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

69 PROGRAMS

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

27 PROGRAMS

DIVISION 8 MOUNTAIN

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

DIVISION 9 PACIFIC

- Alaska
- California
- Hawaii
- Oregon
- Washington

Satellite Campuses

Sixteen programs (7.7%) operated satellite campuses accredited through their sponsoring institutions. Of these programs' satellite campuses, three (18.8%) had separate admissions processes.

TABLE 2. MEASUREMENT OF ACADEMIC TERMS

Academic terms	n (P)	%
Semesters	163	78.0
Quarters	20	9.6
Trimesters	19	9.1
Other	7	3.3

Table 2 Among programs that measured academic terms in semesters, the average number of credits required for completion was 106.5 (range = 54.0-159.0, SD = 19.1, Mdn = 107.0).

FIGURE 3. TOTAL PA PROGRAM LENGTH

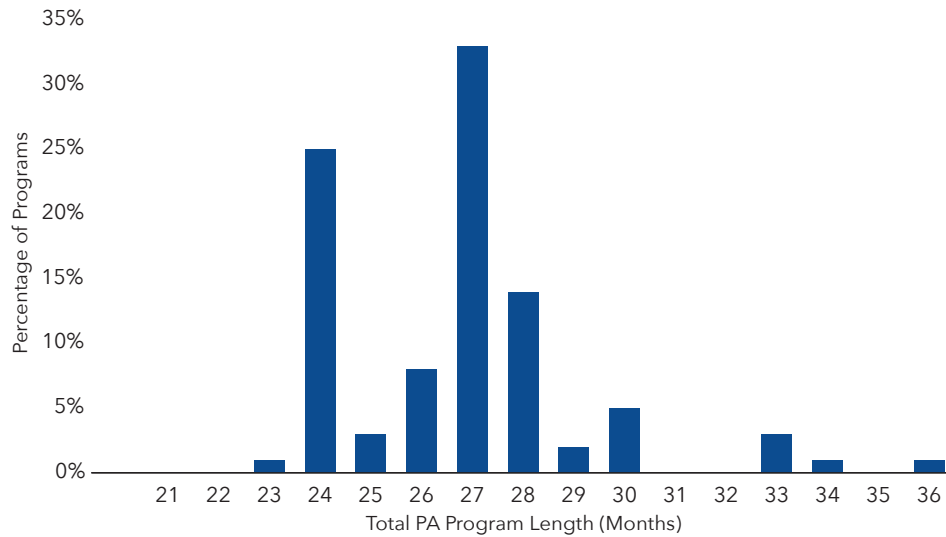


FIGURE 4. PA PROGRAM START AND END MONTHS

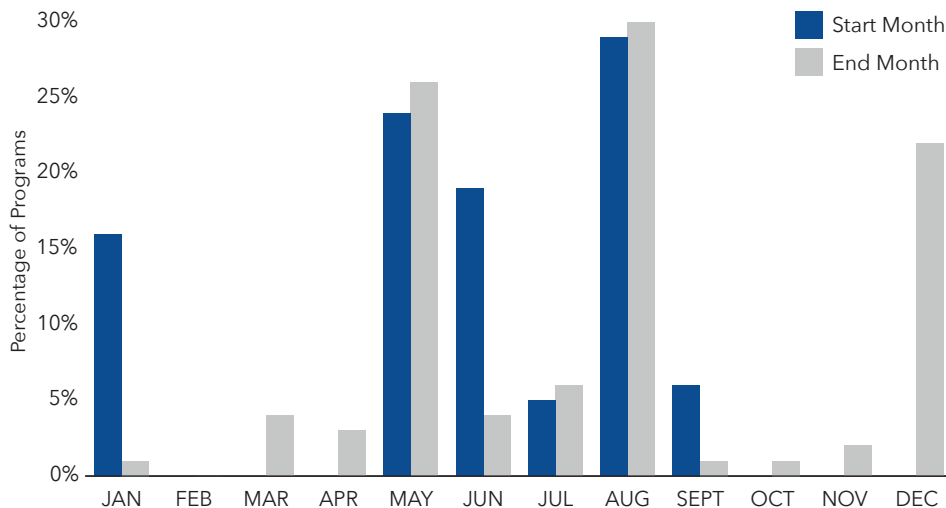


TABLE 3. PRIMARY OR HIGHEST CREDENTIAL AWARDED BY PA PROGRAMS

	<i>n</i> (P)	%
Credential		
Master's degree	202	96.7
Bachelor's degree	4	1.9
Certificate of completion	2	1.0
Associate's degree	1	0.1
Total	209	100.0

TABLE 4. CREDENTIALS AWARDED BY PA PROGRAMS

	<i>n</i> (P)	%
Master's degree		
Master of PA Studies (MPAS), Master of Science in PA Studies (MSPAS), Master of PA Practice (MPAP), or Master of PA (MPA)	119	58.9
Master of Science (MS)	39	19.3
Master of Medical Science (MMS/MMSc) or Master of Science in Medicine (MSM)	25	12.4
Master of Health Science (MHS) or Master of Science in Health Science (MSHS)	16	7.9
Other master's degree	3	1.5
Other		
Certificate of completion	10	4.8
Master's degree plus MPH	8	3.8
Bachelor's degree/Master's degree (accelerated program)	6	2.9
Associate's degree and optional master's degree	1	0.5
Other	4	1.9

FIGURE 5. GROWTH OF MASTER'S DEGREE AS HIGHEST DEGREE AWARDED BY PA PROGRAMS

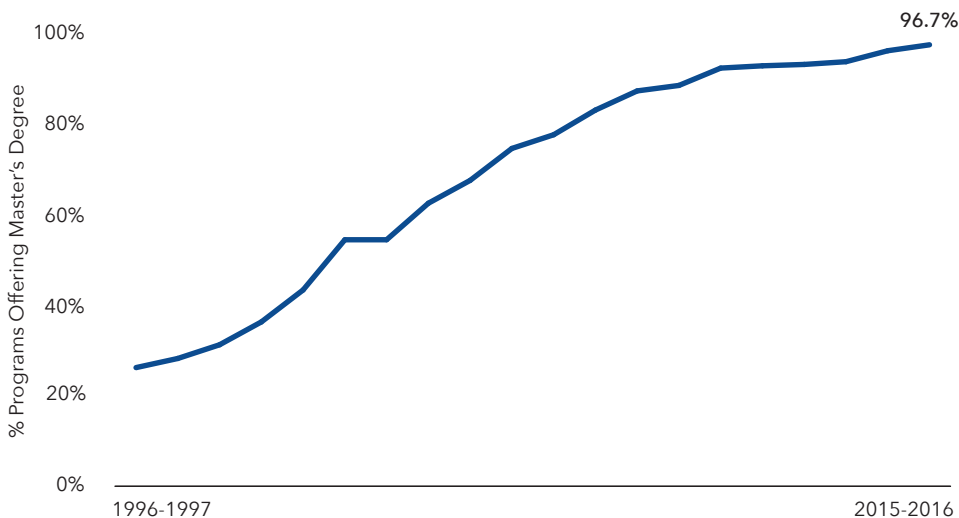


TABLE 5. PA PROGRAM LENGTH (WEEKS)

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Didactic	209	20-108	57.5	11.3	53.0
Clinical	209	20-104	53.1	8.7	52.0
Vacation	207	3-34	9.4	5.2	8.0

Note: The length of didactic and clinical phases did not exclude vacations or other time off.

Table 5 Ninety-three programs (44.5%) offered clinical experiences during didactic training. On average, these programs offered clinical experiences on 19.0 days (*SD* = 20.5, *Mdn* = 10.0).

Pre-Professional Phase

Thirty-one programs (14.8%) reported having a pre-professional phase. The average length of the pre-professional phase was 5.6 semesters (*SD* = 1.5, *Mdn* = 6.0). Of the 31 programs, 29 programs (93.5%) admitted students to the graduate, professional phase via both direct admittance (*M* = 33.2 students, *SD* = 27.2, *Mdn* = 30.0) and the pre-professional track (*M* = 22.4 students, *SD* = 21.3, *Mdn* = 23.5). Two programs (6.5%) admitted only pre-professional students to the graduate, professional phase. On average, programs expected 53.2% of pre-professional students (*SD* = 34.1, *Mdn* = 60.0, 28 programs reporting) to enter the professional phase.

TABLE 6. PROGRAM MODELS FOR THE PRE-PROFESSIONAL PHASE

	<i>n</i> (P)	%
3+2	15	46.9
2+3	6	18.8
4+2	4	12.5
3+3	3	9.4
Other	4	12.5

SECTION 2. FINANCIAL INFORMATION

Financial Information

For this section, programs were asked to supply their financial information for the 2015–2016 fiscal year, as defined by the program. Other sections of this report requested information for the 2015–2016 academic year. Missing values, obvious or extreme outliers, and reports of \$0 were excluded from these analyses.

TABLE 7. FISCAL YEAR DEFINITION

	<i>n</i> (P)	%
July 1–June 30	164	78.5
June 1–May 31	20	9.6
September 1–August 31	14	6.7
October 1–September 30	6	2.9
January 1–December 31	4	1.9
Other	1	0.5

Program Budget

The following tables do not include indirect support (e.g., library services, IT support, and health services) provided by the institution to the PA programs and their students.

TABLE 8. SOURCES OF FINANCIAL SUPPORT FOR PA PROGRAMS

	<i>n</i> (P)	% (P) Reporting	<i>M</i> (\$)	<i>SD</i> (\$)	P10 (\$)	P25 (\$)	P50 (Mdn) (\$)	P75 (\$)	P90 (\$)	Mean % of Budget
Sponsoring institution	165	78.9	1,349,206	1,153,514	208,894	687,597	1,132,497	1,648,097	2,814,638	85.4
Tuition and fees received directly by the program	69	33.0	2,140,333	2,129,814	74,386	258,820	1,811,110	3,203,311	5,324,000	68.9
Federal grants/contracts	40	19.1	239,911	302,677	66,500	120,434	156,048	212,736	498,500	13.5
Private foundation	16	7.7	78,885	126,843	4,400	15,248	28,113	94,213	306,100	6.2
State grants/contracts	14	6.7	190,147	172,892	13,000	40,101	182,000	262,025	530,155	8.8
Endowment	11	5.3	71,602	116,162	610	2,639	29,370	90,000	345,000	4.1
Other	14	6.7	95,036	181,748	2,002	4,322	24,200	55,258	519,599	5.7
Total budget	198	94.7	1,949,196	1,700,562	352,732	964,875	1,458,126	2,274,916	3,877,377	100.0

Note: Programs that reported total budgets below \$120,000 were excluded from these analyses.

TABLE 9. DIFFERENCES IN PUBLIC AND PRIVATE PROGRAM BUDGETS

	<i>n</i> (P)	<i>M</i> (\$)	<i>SD</i> (\$)	P50 (Mdn) (\$)	Mean % of Budget
Public					
Sponsoring institution	49	986,684	697,750	860,074	75.2
Tuition and fees received directly by the program	33	1,376,236	1,554,412	1,000,000	60.2
Federal grants/contracts	20	279,334	402,061	156,048	17.4
State grants/contracts	7	226,705	226,891	200,000	13.3
Total budget	62	1,645,247	1,190,458	1,450,057	100.0
Private					
Sponsoring institution	112	1,509,712	1,289,351	1,219,458	89.5
Tuition and fees received directly by the program	35	2,916,847	2,344,665	2,804,846	80.7
Federal grants/contracts	20	200,487	152,065	148,465	9.6
State grants/contracts	7	153,590	100,835	164,000	4.2
Total budget	132	2,110,411	1,897,340	1,473,687	100.0

Table 8 and Table 9 Mean percent of budget was calculated by dividing each program's amount of financial support from each category by the program's total budget, then taking the average percentage across programs. The percentages do not sum to 100% because not all programs reported receiving financial support from each source.

The 'Total budget' row represents the reported total budget, which is separate from the specific line items reported in preceding rows. Therefore, the 'Total budget' row is not a cumulative figure of the rows preceding it.

TABLE 10. DIFFERENCES IN PUBLIC AND PRIVATE PROGRAM BUDGETS BY CLASS SIZE

	<i>n</i> (P)	<i>M</i> (\$)	<i>SD</i> (\$)	<i>Mdn</i> (\$)
Public				
Budget from sponsoring institution				
25 or fewer students	8	701,432	201,672	664,838
26-50 students	26	957,976	567,626	945,739
51-75 students	11	1,267,797	1,121,473	837,422
Subtotal	49	986,684	697,750	860,074
Total budget				
25 or fewer students	10	1,108,591	517,549	1,000,000
26-50 students	33	1,446,983	715,654	1,539,453
51-75 students	13	2,218,867	1,307,091	2,099,505
Subtotal	112	1,509,712	1,289,351	1,219,458
Private				
Budget from sponsoring institution				
25 or fewer students	19	760,060	529,632	903,617
26-50 students	53	1,266,366	762,060	1,155,474
51-75 students	19	2,609,987	2,068,343	2,000,000
76-100 students	6	2,755,311	1,248,198	2,517,041
101 or more students	6	2,040,297	1,451,821	1,701,626
Subtotal	62	1,645,247	1,190,458	1,450,057
Total budget				
25 or fewer students	20	1,076,513	1,002,148	932,739
26-50 students	65	1,728,034	1,223,053	1,350,000
51-75 students	21	2,851,203	2,138,962	2,629,005
76-100 students	9	5,416,885	3,182,843	5,611,456
101 or more students	7	3,325,027	1,860,936	3,177,146
Subtotal	132	2,110,411	1,897,340	1,473,687

Note: Due to small sample sizes for other budget sources, only the budget from "sponsoring institution" and "total budget" are disaggregated by public/private status and class size. Public institutions with class sizes above 76 were not reported because there were fewer than 5 cases.

TABLE 11. DIFFERENCES IN PROGRAM BUDGETS BY AHC STATUS

	<i>n</i> (P)	<i>M</i> (\$)	<i>SD</i> (\$)	<i>Mdn</i> (\$)	Mean % of Budget
Academic Health Center Institutions					
Budget from sponsoring institution	52	1,282,299	1,331,384	886,809	75.7
Tuition and fees received directly by the program	31	2,223,597	2,233,504	1,920,990	69.1
Federal grants/contracts	21	280,861	396,715	131,929	17.0
State grants/contracts	7	236,173	185,943	205,129	10.8
Total budget	66	2,196,537	1,913,897	1,552,967	100.0
Non-Academic Health Center Institutions					
Budget from sponsoring institution	113	1,379,996	1,066,854	1,166,040	89.9
Tuition and fees received directly by the program	38	2,072,407	2,069,135	1,795,555	70.6
Federal grants/contracts	19	194,650	139,668	185,000	9.6
State grants/contracts	7	144,122	158,896	75,537	6.7
Total budget	132	1,825,525	1,576,437	1,352,849	100.0

Table 11 and Table 12 Mean percent of budget was calculated by dividing each program's amount of financial support from each category by the program's total budget, then taking the average percentage across programs. The percentages do not sum to 100% because not all programs reported receiving financial support from each source.

TABLE 12. DIFFERENCES IN BUDGET BY ADMINISTRATIVE HOUSING

	<i>n</i> (P)	<i>M</i> (\$)	<i>SD</i> (\$)	<i>Mdn</i> (\$)	Mean % of Budget
College of Arts and Sciences					
Budget from sponsoring institution	6	1,404,646	1,480,148	1,067,038	97.3
Total budget	6	1,408,813	1,475,871	1,067,038	100.0
College of Graduate and Professional Studies					
Budget from sponsoring institution	14	1,454,155	809,689	1,186,255	91.6
Total budget	17	1,798,238	1,381,907	1,300,299	100.0
College/School of Medicine					
Budget from sponsoring institution	25	1,497,551	1,762,134	867,232	80.9
Total budget	31	2,294,053	2,214,798	1,691,504	100.0
Department/School of Physician Assistants (stand alone)					
Budget from sponsoring institution	19	1,415,660	1,291,393	990,740	78.7
Total budget	21	2,391,870	2,142,747	1,656,469	100.0
School of Allied Health/Health Professions/Health Sciences					
Budget from sponsoring institution	88	1,287,284	971,611	1,135,959	85.3
Total budget	106	1,913,274	1,581,391	1,477,594	100.0
Science Department					
Budget from sponsoring institution	NR	NR	NR	NR	NR
Total budget	5	1,817,773	1,084,815	1,833,000	100.0
Other health discipline (e.g., Nursing, Pharmacy, Podiatry)					
Budget from sponsoring institution	NR	NR	NR	NR	NR
Total budget	5	1,322,831	779,937	1,000,000	100.0
Other administrative housing					
Budget from sponsoring institution	6	981,432	506,545	1,168,895	98.1
Total budget	7	1,008,987	453,802	1,137,790	100.0

Program Expenses

TABLE 13. PA PROGRAM EXPENSES

	<i>n</i> (P)	% (P) Reporting	<i>M</i> (\$)	<i>SD</i> (\$)	<i>Mdn</i> (\$)
Office expenses (e.g., supplies, printing)	196	93.8	33,946	114,615	7,829
Faculty salaries (excluding fringe benefits)	193	92.3	814,575	452,466	732,874
Faculty development (e.g., conferences, coursework, advanced degree)	192	91.9	23,515	29,406	15,581
Staff salaries (excluding fringe benefits)	189	90.4	173,142	193,913	120,000
Laboratory supplies	176	84.2	22,511	31,863	11,000
Payment for didactic instruction not included in faculty salaries	162	77.5	66,552	122,029	33,769
Standardized patients	124	59.3	12,629	19,255	6,629
Simulation activities (excluding capital and standardized patients)	85	40.7	25,070	43,128	8,672
Payment for supervised clinical practice (sites and/or clinical preceptors)	62	29.7	192,108	355,784	101,750
Payment for student housing and travel to remote clinical training sites	39	18.7	42,246	58,335	18,000
Total expenses	201	96.2	1,675,999	1,268,542	1,327,813

Note: Total expenses refers to programs' reports of their overall program expenses, including salaries, benefits, and operational costs. This is not a sum of individual expense categories.

Table 13 The average institutional fringe rate for faculty salaries was 24.2% (*n* = 178, *M* = 25.0, *SD* = 12.0, *Mdn* = 26.0).

Payment for Clinical Sites

Seventy-three programs (35.4%) reported paying for clinical sites and/or preceptors. Of these programs, 67 (93.1%) reported paying an average of \$232 per student per week for clinical sites (range = \$19–1,550, *SD* = \$299, *Mdn* = \$100).

Seventy-four programs (35.4%) reported that students pay out-of-pocket expenses for housing when on remote rotations. On average, these programs reported that a “typical student” paid \$3,496 (range = \$157–10,000, *SD* = \$3,313, *Mdn* = \$2,000).

TABLE 14. PAYMENT TO CLINICAL SITES

	<i>n</i> (P)	%
No payments to clinical sites or preceptors	133	64.6
Yes, payment to some clinical sites and/or clinical preceptors but not all	56	27.2
Yes, payment to all clinical sites and clinical preceptors	10	4.9
Yes, payment only to clinical preceptor	6	2.9

TABLE 15. DIFFERENCES IN RATES OF PAYMENT TO CLINICAL SITES BY CENSUS REGION AND DIVISION

	Total n (P)	% (P)
Northeast Region		
New England Division	16	81.2
Middle Atlantic Division	48	27.1
Subtotal	64	40.6
Midwest Region		
East North Central Division	30	36.7
West North Central Division	17	17.6
Subtotal	47	29.8
South Region		
South Atlantic Division	40	45.0
East South Central Division	12	50.0
West South Central Division	16	0.0
Subtotal	68	35.3
West Region		
Mountain Division	12	41.7
Pacific Division	15	26.7
Subtotal	27	33.3
Total	206	35.4

Table 15 This table displays the percentage of programs in each Census Division and Region that reported paying for some or all clinical sites and preceptors.

*Note: The total n (P) represents the total number of programs from each Census Region and Division that reported their clinical site payment arrangement. For a list of states that constitute each Census Region and Division, see **Figure 2**.*

FIGURE 6. DIFFERENCES IN RATES OF PAYMENT TO CLINICAL SITES AMONG PUBLIC AND PRIVATE PROGRAMS

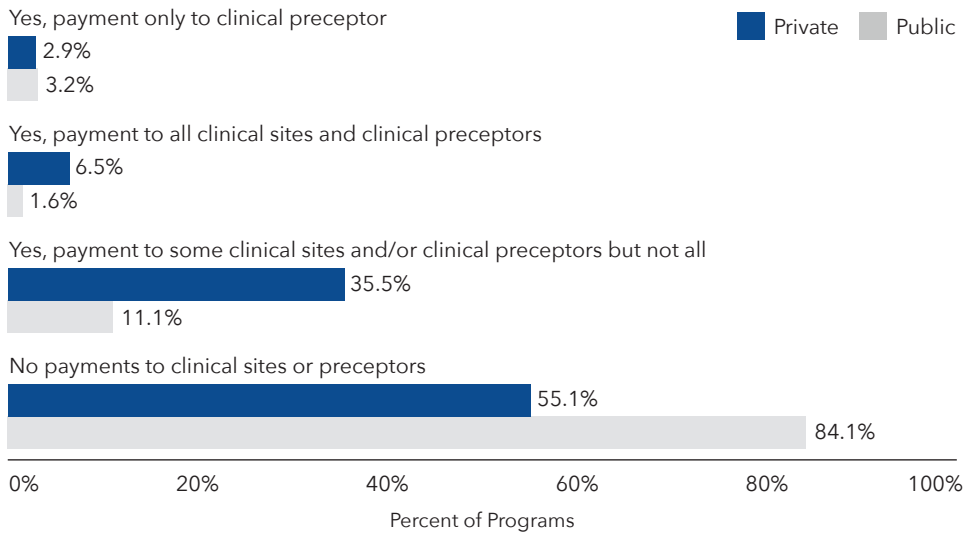
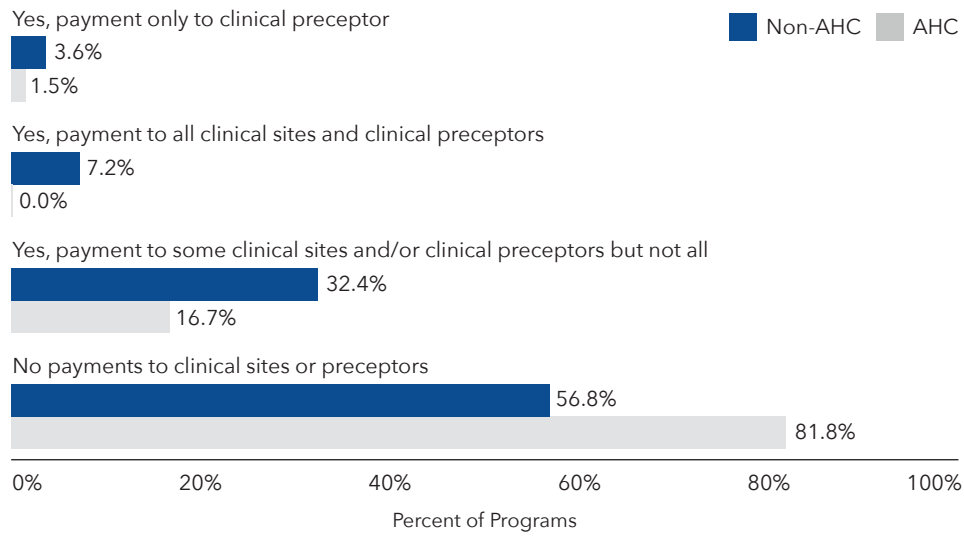


FIGURE 7. DIFFERENCES IN RATES OF PAYMENT TO CLINICAL SITES BY AHC STATUS



Tuition, Student Fees, and Incidental Costs

Programs were asked to identify whether they had separate resident and non-resident tuition rates. Two private programs (1.4%) and 59 public programs (90.8%) reported that they had separate resident and non-resident tuition rates.

TABLE 16. TUITION, STUDENT FEES, AND INCIDENTAL COSTS FOR PUBLIC AND PRIVATE PA PROGRAMS

	<i>n</i> (P)	<i>M</i> (\$)	<i>SD</i> (\$)	<i>Mdn</i> (\$)
Public				
Resident/In-state tuition	60	43,550	16,116	43,000
Nonresident/Out-of-state tuition	60	78,214	23,622	77,269
Standard tuition	5	66,745	31,890	71,710
Total student fees	60	6,112	5,445	4,366
Total incidental costs per student over entire length of PA program	62	5,767	4,033	4,891
Private				
Standard tuition	137	84,349	16,682	82,782
Total student fees	128	3,824	4,343	2,714
Total incidental costs per student over entire length of PA program	135	5,374	3,621	4,695
Overall				
Standard tuition	143	83,655	17,507	82,000
Total student fees	191	4,525	4,798	3,000
Total incidental costs per student over entire length of PA program	200	5,480	3,730	4,698

Note: If programs were unable to provide a detailed breakdown of student fees, "total student fees" represents the overall fees.

Table 16 "Incidental costs" refers to the total costs incurred by a student during the entire program, except for tuition, fees, and personal living expenses (e.g., transportation, food, and housing). Incidental costs include textbooks, diagnostic equipment, required technology/software, and other academic expenses.

TABLE 17. DIFFERENCES IN AVERAGE COST OF STUDYING AT A PA PROGRAM, 2013-2014, 2014-2015, AND 2015-2016

	2013-2014		2014-2015		2015-2016	
	<i>n</i> (P)	<i>M</i> (\$)	<i>n</i> (P)	<i>M</i> (\$)	<i>n</i> (P)	<i>M</i> (\$)
Public						
Resident/In-state tuition	58	38,794	56	40,918	60	43,550
Nonresident/Out-of-state tuition	58	68,311	56	74,607	60	78,214
Total incidental costs per student over entire length of PA program	49	4,848	61	4,399	62	5,767
Private						
Standard tuition	107	74,475	108	81,555	137	84,349
Total incidental costs per student over entire length of PA program	105	4,259	124	4,202	135	5,374

TABLE 18. DETAILED STUDENT FEES COLLECTED BY THE INSTITUTION/PROGRAM

	<i>n</i> (P)	<i>M</i> (\$)	<i>SD</i> (\$)	<i>Mdn</i> (\$)
Application/graduation fees	71	280	644	100
Background check	70	321	1,781	96
BLS/ACLS	67	1,019	893	768
Clinical fees	60	183	97	200
Computer/IT	58	852	822	523
Drug screening	53	1,276	1,516	635
Liability insurance	52	400	765	199
Lab fees	44	188	745	61
Parking	43	122	99	100
Professional/association dues	40	1,862	2,798	537
Student health services	34	355	653	145
Student services	25	1,861	2,196	1,000
Other	9	1,747	1,415	1,500
Total fees	108	3,905	4,465	2,739

Note: Only programs that reported a fee greater than \$0 are reported. Not all programs were able to provide a detailed breakdown of student fees.

Scholarships

An average of \$67,354 ($n = 122$, range = \$80–777,950, $SD = \$141,855$, $Mdn = \$18,750$) in scholarship funds were awarded by, or passed through, the institution or the program for the class that graduated in 2014, excluding federal loans and scholarships (e.g., National Health Service Corps, Expansion of Physician Assistant Training grants).

SECTION 3. PERSONNEL

TABLE 19. PROGRAM HEADCOUNT FOR TOTAL CORE FACULTY

	n (P)	n (F)	M	SD	P10	P25	P50 (Mdn)	P75	P90
Didactic	201	761	3.8	3.2	0.0	1.0	3.0	5.0	8.0
Clinical	198	228	1.2	1.3	0.0	0.0	1.0	2.0	3.0
Combined didactic and clinical	196	540	2.8	3.1	0.0	0.0	2.0	4.0	7.0
Total	207	1,529	7.4	3.6	4.0	5.0	7.0	9.0	12.0

Note: Full-time faculty (FTE ≥ .5) were considered to be core faculty.

TABLE 20. PART-TIME FACULTY AND GUEST LECTURERS

	n (P)	n (F)	M	SD	P10	P25	P50 (Mdn)	P75	P90
Part-time faculty									
Headcount	200	702	3.5	5.4	0.0	1.0	2.0	4.0	8.0
FTE	175	336	1.9	6.3	0.0	0.3	0.9	1.6	2.8
Guest lecturers (headcount)	202	9,150	45.3	63.5	5.0	12.0	25.0	45.0	109.6

TABLE 21. PERCENTAGE OF DIDACTIC CURRICULUM TAUGHT BY CORE FACULTY

	n (P)	M	SD	P10	P25	P50 (Mdn)	P75	P90
Taught directly by core faculty	207	67.4	19.3	40.0	55.0	70.0	80.0	90.0
Actively coordinated by core faculty but taught by others	208	25.1	18.6	5.0	10.0	20.0	35.0	50.0
Taught by external personnel with minimal input from core faculty	207	7.4	11.1	0.0	0.0	2.0	10.0	25.0

TABLE 22. CREDIT HOURS TAUGHT PER TERM BY THE AVERAGE FULL-TIME FACULTY MEMBER

	n (P)	M	SD	P10	P25	P50 (Mdn)	P75	P90
Didactic courses	205	7.9	7.7	0.0	3.0	6.0	10.0	18.0
Clinical courses	201	4.7	7.4	0.0	0.0	2.0	6.0	12.0
Lab	206	1.6	3.3	0.0	0.0	0.4	2.0	4.0
Thesis	206	0.6	2.1	0.0	0.0	0.0	0.0	2.0
Other	205	0.3	1.2	0.0	0.0	0.0	0.0	1.0

Note: This table does not differentiate between programs that operate on different academic terms (i.e., semesters, quarters, or trimesters).

Table 22 Ninety-one programs (43.5%) reported having an annual faculty load requirement for teaching.

TABLE 23. FACULTY AND STAFF FTE BY CAPACITY, FILLED, AND VACANT POSITIONS

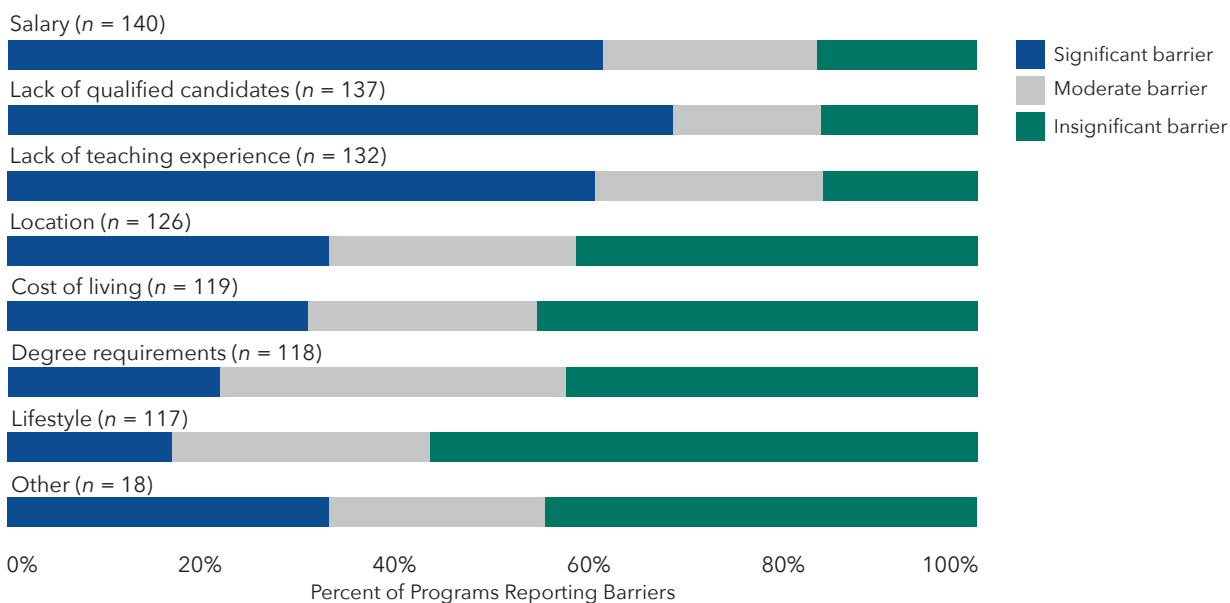
	n (P)	n (FTE)	Range	M	SD	P10	P25	P50 (Mdn)	P75	P90
Capacity										
Faculty	200	1,443.6	1-32	7.2	3.8	3.6	5.0	6.6	9.0	11.0
Staff	196	669.1	1-26	3.4	2.8	1.0	2.0	3.0	4.0	6.0
Program director	198	196.0	1-1	1.0	0.1	1.0	1.0	1.0	1.0	1.0
Medical director	197	120.3	0-2	0.6	0.4	0.1	0.2	0.5	1.0	1.0
Filled										
Faculty	199	1,323.6	1-30	6.7	3.6	3.0	4.0	6.0	8.0	11.0
Staff	196	649.6	0-25	3.3	2.7	1.0	2.0	3.0	4.0	6.0
Program director	195	189.2	0-1	1.0	0.2	1.0	1.0	1.0	1.0	1.0
Medical director	197	126.9	0-6	0.6	0.6	0.1	0.2	0.6	1.0	1.0
Vacant										
Faculty	164	118.6	0-4	0.7	0.9	0.0	0.0	0.5	1.0	2.0
Staff	149	16.5	0-2	0.1	0.3	0.0	0.0	0.0	0.0	0.5
Program director	149	11.8	0-1	0.1	0.3	0.0	0.0	0.0	0.0	0.0
Medical director	146	3.7	0-1	0.0	0.2	0.0	0.0	0.0	0.0	0.0

Table 23 There were 161 programs (77.0%) that reported hiring new faculty or staff in the 2015–2016 academic year.

TABLE 24. FACULTY AND STAFF HIRED IN 2015-2016

	n (P)	n (F)	Range	M	SD	P10	P25	P50 (Mdn)	P75	P90
Faculty										
New position	157	121	0-4	0.8	1.0	0.0	0.0	0.0	1.0	2.0
Replacing position	161	172	0-6	1.1	1.1	0.0	0.0	1.0	2.0	2.0
Staff										
New position	160	55	0-3	0.3	0.6	0.0	0.0	0.0	1.0	1.0
Replacing position	160	72	0-3	0.5	0.7	0.0	0.0	0.0	1.0	2.0

FIGURE 8. BARRIERS PA PROGRAMS FACED IN HIRING NEW FACULTY



Note: This scale was originally an 8-point scale, with 1 as the most significant barrier and 8 as the least significant barrier. Scale points were collapsed as follows: 1-3 (significant barrier), 4-5 (moderate barrier), 6-8 (insignificant barrier).

TABLE 25. REASONS FOR FACULTY DEPARTURES

	n (F)
Job change	134
Family reasons	24
Retirement	14
Dismissal due to performance issues	10
Medical reasons (e.g., disability)	8
Other	9

Table 25 One hundred fourteen programs (54.5%) reported that at least one faculty member left the program during the 2015–2016 academic year.

Student-to-Faculty Ratio

There is much debate about the “best” way to calculate student-to-faculty ratio, or SFR. In 2016’s *By the Numbers: Program Report 31*, we changed our method. Previously, SFR was calculated by dividing the national total number of students by the national total number of core faculty. Now, we first calculate SFR for each program by dividing their total number of students by their total number of core faculty, and then report aggregate statistics based on the resulting numbers. The interpretation of the old SFR was: “Across the country, how many PA students are there for every core faculty member?” The interpretation of the new SFR is: “In the average PA program, how many PA students are there for every core faculty member?” We believe that the latter is a more useful way to think about SFR. The following table was generated using the new method.

TABLE 26. STUDENT-TO-FACULTY RATIO

	<i>n</i> (P)	<i>M</i>	<i>SD</i>	<i>P10</i>	<i>P25</i>	<i>P50 (Mdn)</i>	<i>P75</i>	<i>P90</i>
Overall	191	15.4	6.4	7.8	10.7	14.6	19.0	23.6
Public vs. private								
Public	62	14.5	6.7	7.0	9.6	13.1	18.8	23.5
Private	125	15.9	6.2	9.2	11.5	15.8	19.6	23.7
AHC								
AHC	62	15.6	7.2	6.6	10.6	14.8	20.1	25.0
Non-AHC	129	15.3	6.0	7.8	10.8	14.6	19.0	22.8
Administrative housing								
School of Allied Health/Health Professions/Health Sciences	105	16.6	6.5	9.5	11.6	16.1	19.6	24.8
College/School of Medicine	29	13.0	5.2	5.0	8.8	13.4	16.6	20.4
Department/School of Physician Assistants (stand alone)	21	13.4	5.3	6.6	8.5	13.3	18.2	21.4
College of Graduate and Professional Studies	15	14.7	5.8	5.0	10.6	15.1	19.8	22.4
College of Arts and Sciences	7	13.9	5.7	9.3	9.3	11.7	21.4	NR
Science Department	4	13.9	5.8	6.5	7.9	15.2	18.7	NR
Other	6	18.9	11.0	10.5	10.8	16.1	25.1	NR
Other health discipline (e.g., Nursing, Pharmacy, Podiatry)	4	12.2	6.4	5.0	6.5	11.7	18.4	NR
Satellite campuses								
Program does not have satellite campus	175	15.4	6.6	7.5	10.7	14.6	19.0	23.8
Program has satellite campus	16	15.4	4.4	8.4	11.2	15.3	19.3	21.9
Census Regions and Divisions								
Northeast Region								
New England Division	14	18.3	8.5	7.9	11.1	16.7	23.0	31.9
Middle Atlantic Division	43	15.1	5.2	9.1	11.7	14.0	19.0	22.9
Subtotal	57	15.8	6.2	9.1	11.6	14.9	19.6	24.0
Midwest Region								
East North Central Division	31	16.1	6.8	7.8	10.8	16.0	21.4	23.8
West North Central Division	14	13.9	3.4	9.0	10.7	13.4	16.9	18.2
Subtotal	45	15.4	6.0	8.2	10.7	15.4	18.5	22.6
South Region								
South Atlantic Division	40	14.4	6.8	6.1	9.7	13.1	18.5	23.6
East South Central Division	12	16.7	6.1	5.5	13.0	19.0	21.1	23.5
West South Central Division	16	17.4	7.5	9.9	12.8	15.2	21.7	31.2
Subtotal	68	15.5	6.9	6.5	10.7	15.0	20.2	23.8
West Region								
Mountain Division	10	14.4	7.6	5.7	8.2	12.3	19.7	29.2
Pacific Division	11	13.0	4.7	5.7	9.3	13.4	17.5	19.4
Subtotal	21	13.6	6.1	5.9	8.9	13.4	17.6	22.2

Note: Programs without currently enrolled students were excluded from these analyses.

SECTION 4. STUDENTS

Enrollment and Capacity

TABLE 27. INAUGURAL CLASSES IN PROVISIONALLY ACCREDITED PROGRAMS

	n (P)	%
Not yet enrolled	4	7.5
Enrolled in first year	11	20.8
Enrolled in second year	13	24.5
Enrolled in third year	5	9.4
Graduated	20	37.7

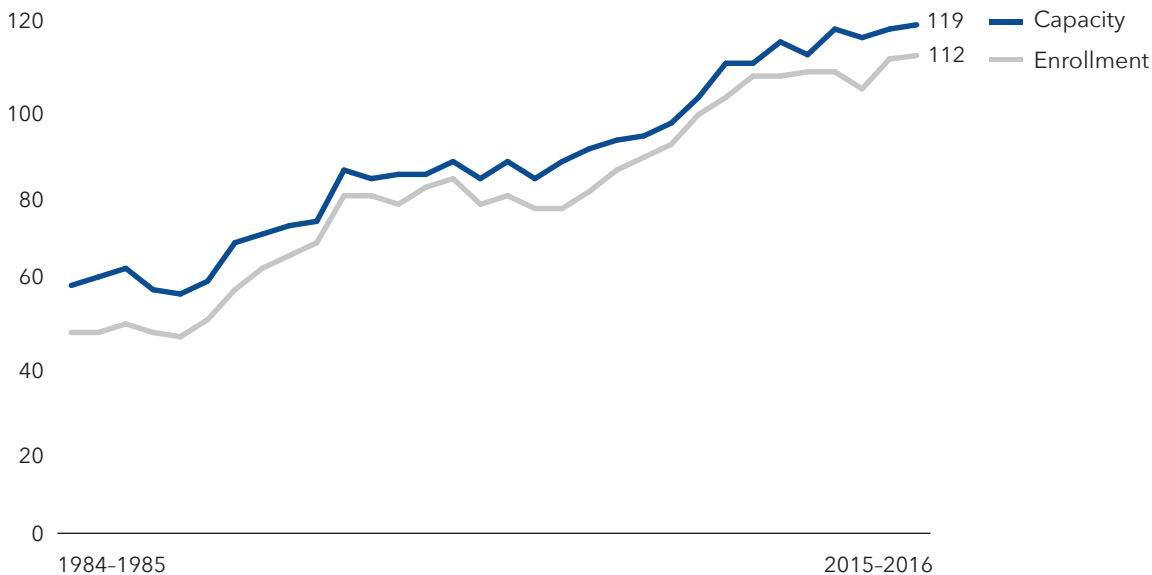
Table 27 Fifty-three programs (25.4%) were provisionally accredited at the time of the survey administration.

TABLE 28. PA PROGRAM ENROLLMENT AND CAPACITY

	n (P)	n (S)	Range	M	SD	P10	P25	P50 (Mdn)	P75	P90
Capacity										
First year	199	9,586	17-240	48.2	25.1	25.0	32.0	42.0	56.0	80.0
Second year	189	9,186	17-240	48.6	25.5	25.0	32.0	42.0	59.0	80.0
Third year	110	4,929	12-100	44.8	18.6	24.0	30.0	40.0	55.0	70.0
Total	200	23,701	20-480	118.5	61.8	51.3	75.3	108.0	150.0	194.7
Enrollment										
First year	191	8,939	17-202	46.8	23.4	25.0	31.0	40.0	54.0	75.8
Second year	179	8,204	17-161	45.8	22.4	25.0	30.0	40.0	53.0	73.0
Third year	105	4,414	8-96	42.0	18.7	20.0	30.0	38.0	52.0	69.8
Total	193	21,585	20-363	111.8	58.8	46.2	69.0	102.0	143.0	182.2

Note: Programs that reported 0 students enrolled in a class were excluded from these analyses. This includes programs that indicated that they did have students enrolled in a class, but did not report a headcount.

FIGURE 9. TOTAL PA PROGRAM ENROLLMENT AND CAPACITY 1985-2016



Student Demographics

The following sections detail enrollment of first-year and graduating PA students by demographic factors (i.e., gender, ethnicity, and race). Accurate demographic data are crucial to efforts to promote diversity in all aspects of PA education, a core component of PAEA's mission. However, omissions and imprecisions in programs' reporting of student demographic data make it difficult to provide a complete and accurate picture of the PA student body. This is also why cohort sample sizes differ across demographic tables. PAEA is exploring new ways to collect this information but encourages member programs to gather and report detailed student demographic data.

First-Year Class

This section refers to students who began or were in their first year at the time of the survey administration.

FIGURE 10. TOTAL FIRST-YEAR CLASS ENROLLMENT AT PA PROGRAMS, 1985-2016

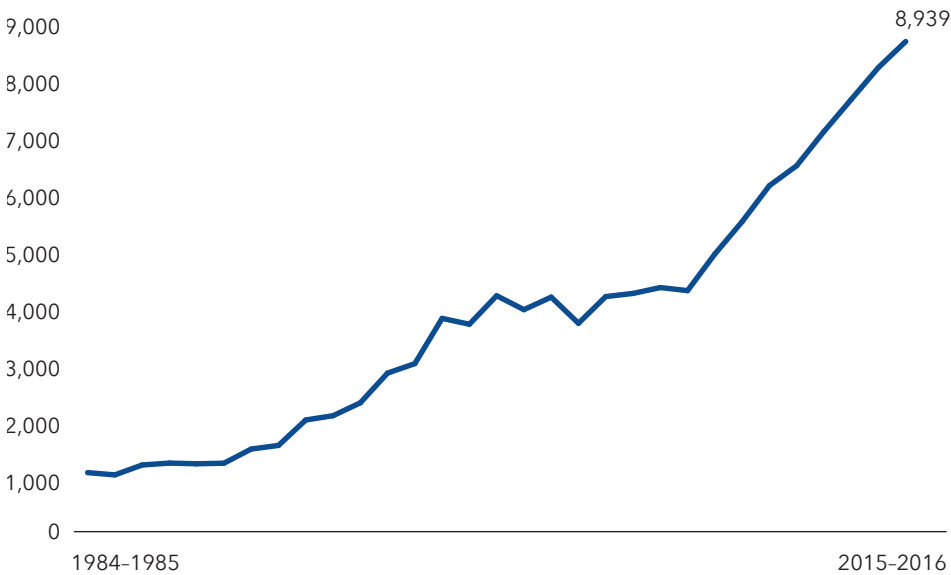


FIGURE 11. AVERAGE FIRST-YEAR CLASS ENROLLMENT AT PA PROGRAMS, 1985-2016

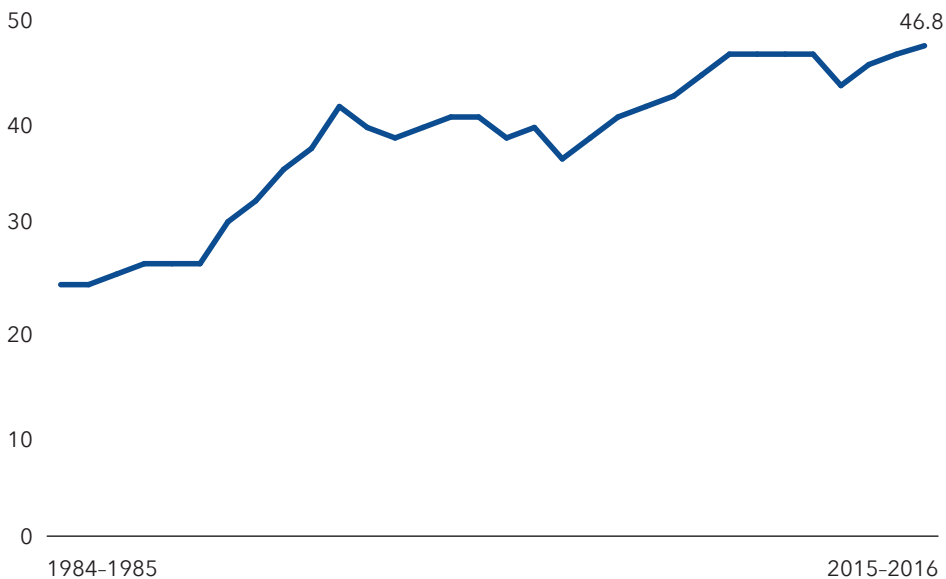


FIGURE 12. REASONS FOR UNMET FIRST-YEAR CAPACITY

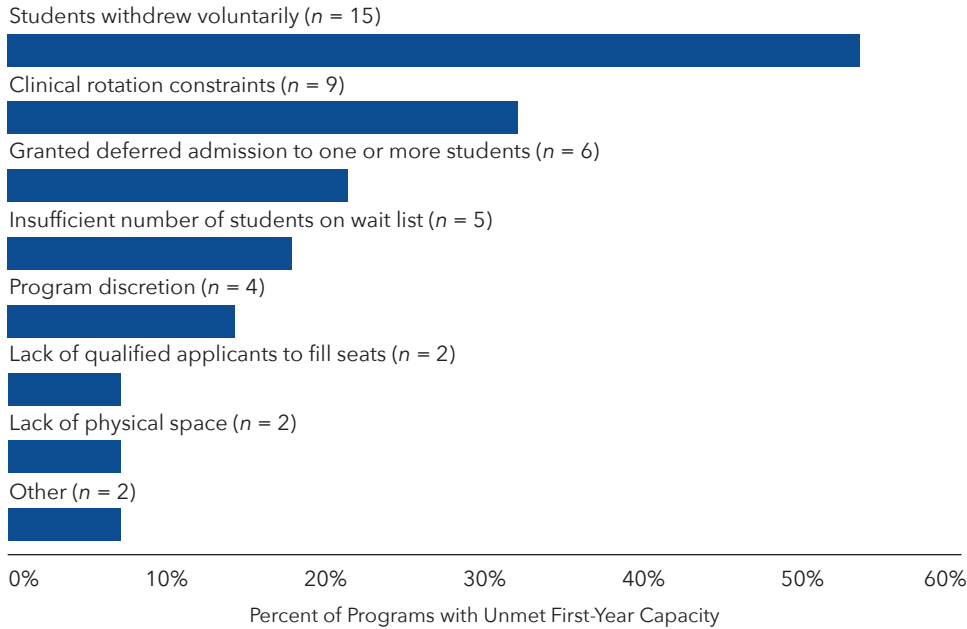


Figure 12 Twenty-eight programs (14.0%) reported that they did not fill their first-year capacities, with a total of 148 unfilled seats; 32.1% of these programs indicated that clinical rotations constraints were a reason for this unmet first-year capacity. This proportion was an increase over the 2014–2015 academic year, when 11.5% of the 26 programs that did not fill their first-year capacities reported that clinical rotations constraints were a barrier to filling their capacity.

TABLE 29. PROGRAMS THAT DID NOT REPORT DEMOGRAPHIC INFORMATION FOR FIRST-YEAR AND GRADUATING STUDENTS

	n (P)	%
First-year class		
Gender	1	0.5
Ethnicity	16	8.2
Race	15	7.7
2016 cohort		
Gender	4	2.2
Ethnicity	17	9.4
Race	18	10.0

Table 29 The percent of programs missing demographic information was calculated based on the 195 programs that reported having a first-year class enrolled and the 180 programs that reported that they would be graduating a cohort of students in the 2015–2016 academic year.

TABLE 30. FIRST-YEAR CLASS: GENDER

	n (P)	n (S)	%
Female	199	6,891	72.0
Male	199	2,672	27.9
Unknown	199	5	0.1
Total	199	9,568	100.0

TABLE 31. FIRST-YEAR CLASS: ETHNICITY

	n (P)	n (S)	%
Non-Hispanic, Latino, or Spanish in origin	200	7,503	82.7
Hispanic, Latino, or Spanish in origin	198	592	6.5
Unknown	196	977	10.8
Total	200	9,072	100.0

TABLE 32. FIRST-YEAR CLASS: RACE

	<i>n</i> (P)	<i>n</i> (S)	%
American Indian or Alaskan Native	197	55	0.6
Asian	197	715	7.9
Black or African American	197	358	3.9
Multiracial	195	156	1.7
Native Hawaiian or Pacific Islander	195	16	0.2
White	198	6,671	73.5
Other	197	168	1.9
Unknown	192	939	10.3
Total	198	9,078	100.0

TABLE 33. FIRST-YEAR CLASS: AGE

	<i>n</i> (P)	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Average first-year PA students	194	25.8	2.4	25.8
Youngest first-year PA student	190	21.5	1.9	21.0
Oldest first-year PA student	189	41.5	8.2	41.0

Note: Programs were asked to report the average age of their first-year class and the age of their youngest and oldest PA student.

TABLE 34. FIRST-YEAR CLASS: GRADE-POINT AVERAGES

	<i>n</i> (P)	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Overall undergraduate	191	3.55	0.15	3.55
Undergraduate science	172	3.50	0.17	3.50
Undergraduate nonscience	99	3.60	0.15	3.60
CASPA biology, chemistry, physics (BCP)	91	3.48	0.16	3.49

TABLE 35. REQUIRED EXAMINATIONS FOR ADMISSION TO PA PROGRAMS

	<i>n</i> (P)	%
ACT	7	3.3
SAT	10	4.8
GRE	107	51.2
MCAT	1	0.5
Either GRE or MCAT	15	7.2
TOEFL	4	1.9
Other	4	1.9
None	62	29.7

TABLE 36. FIRST-YEAR CLASS: GRE SCORES

	<i>n</i> (P)	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Verbal reasoning	86	154.8	3.6	154.0
Quantitative reasoning	84	153.2	4.0	153.0
Analytical writing	83	4.0	0.3	4.0

Note: Programs that reported GRE scores outside of the possible ranges (i.e., 130-170 for verbal reasoning and quantitative, 0-6 for analytical writing) were excluded.

TABLE 37. FIRST-YEAR CLASS: HEALTH CARE EXPERIENCE HOURS

	<i>n</i> (P)	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Patient contact experience	117	2,875.5	2,812.4	2,300.0
Shadowing	56	163.2	202.1	102.5
Community service	49	496.2	511.5	371.5
Other health care experience	42	888.9	475.9	907.0
Other work experience	28	2,307.2	1,664.2	2,020.5
Total	117	4,032.7	3,595.9	3,200.0

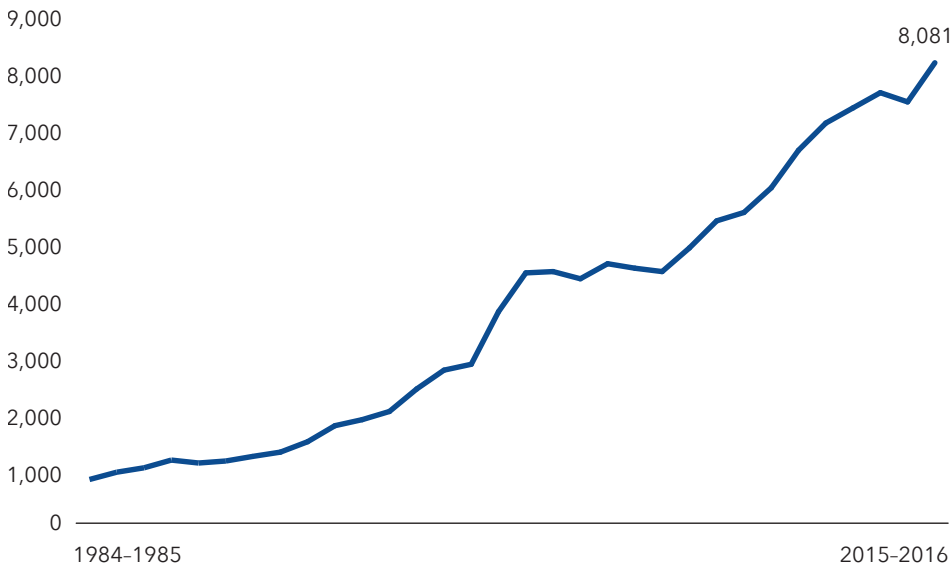
Note: Only programs who reported more than zero hours are included here.

Table 37 One hundred fifteen programs (56.5%) indicated that they collect information on students' hours of health care experience and work or volunteer experiences.

2016 Cohort

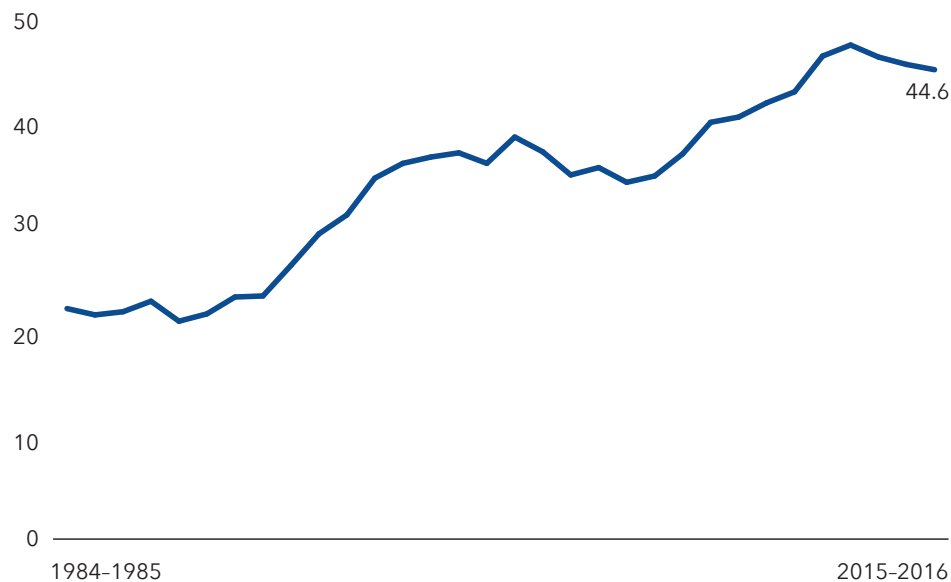
The 2016 cohort is defined as the group of students who entered into a PA program expecting to graduate in 2016. For most programs, this group of students matriculated in 2014.

FIGURE 13. ESTIMATED NATIONAL TOTAL PA PROGRAM GRADUATES, 1985-2016



Note: Prior to 2016's Program Report 31, the number of graduates depicted in this figure was calculated based on the size of the graduating cohort at matriculation. From 2016 onwards, the figure reports only those students who have or will graduate on time.

FIGURE 14. ESTIMATED AVERAGE TOTAL PA PROGRAM GRADUATES, 1985-2016



Note: Prior to 2016's Program Report 31, the number of graduates depicted in this figure was calculated based on the size of the graduating cohort at matriculation. From 2016 onwards, the figure reports only those students who have or will graduate on time.

TABLE 38. ENROLLMENT AT MATRICULATION

	<i>n</i> (P)	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>Mdn</i>	% of Class
New students	179	8,358	46.7	23.7	41	97.9
Decelerated students from previous class	177	152	0.9	1.6	0	1.8
Delayed/Deferred admission from previous year	178	15	0.1	0.4	0	0.2
Other students	178	11	0.1	0.8	0	0.1
Total	179	8,536	47.7	24.4	42	100.0

Explanation of Demographics Tables for 2016 Cohort

In the following section, demographic breakdowns of the 2016 cohort's graduation, deceleration, and withdrawal rates are presented in two ways. In the "A" tables, we report student demographics by their graduation, deceleration, and withdrawal rates. The "%" column in the A tables can be interpreted as: "For each demographic category, what percentage of students graduated, etc.?" The "B" tables report graduation, deceleration, and withdrawal rates by student demographics. The interpretation in the B tables is: "Among graduates, etc., what percentage of students were in each demographic category?" For example, Table 39A (Gender) shows that 92.6% of male students graduated. Table 39B (Gender) shows that 26.3% of all PA school graduates were male students. The two types of tables present the same data in two different but complementary ways, providing further insight into the demographic makeup and graduation rates of the 2016 cohort.

TABLE 39A. 2016 COHORT: GENDER BY GRADUATION, DECELERATION, AND WITHDRAWAL RATES

	<i>n</i> (P)	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>Mdn</i>	% of Class
Female						
Graduated	181	5,607	31.0	16.5	28.0	94.7
Academic dismissal	178	76	0.4	0.8	0.0	1.3
Non-academic dismissal	178	21	0.1	0.5	0.0	0.4
Withdrawal for personal or medical reasons	178	81	0.5	0.9	0.0	1.4
Short-term deceleration	176	56	0.3	0.9	0.0	0.9
Deceleration to next cohort	178	80	0.4	0.9	0.0	1.4
Subtotal	181	5,921	32.7	17.3	30.0	100.0
Male						
Graduated	180	2,124	11.8	7.8	10.0	92.6
Academic dismissal	176	47	27.0	0.5	10.0	2.0
Non-academic dismissal	175	7	0.0	0.2	0.0	0.3
Withdrawal for personal or medical reasons	178	47	0.3	0.6	0.0	2.0
Short-term deceleration	176	30	0.2	0.5	0.0	1.3
Deceleration to next cohort	177	38	0.2	0.6	0.0	1.7
Subtotal	181	2,293	12.7	8.1	11.0	100.0
Unknown gender						
Graduated	180	350	1.9	13.8	0.0	95.1
Academic dismissal	NR	NR	NR	NR	NR	NR
Non-academic dismissal	178	0	0.0	0.0	0.0	0.0
Withdrawal for personal or medical reasons	178	5	0.0	0.4	0.0	1.4
Short-term deceleration	178	6	0.0	0.4	0.0	1.6
Deceleration to next cohort	78	6	0.0	0.3	0.0	1.6
Subtotal	181	368	2.0	13.9	0.0	100.0
Total						
Graduated	181	8,081	44.6	22.2	40.0	94.2
Academic dismissal	178	124	0.7	1.1	0.0	1.4
Non-academic dismissal	178	28	0.2	0.6	0.0	0.3
Withdrawal for personal or medical reasons	178	133	0.7	1.3	0.0	1.5
Short-term deceleration	178	92	0.5	1.4	0.0	1.1
Deceleration to next cohort	178	124	0.7	1.2	0.0	1.4
Total	181	8,582	47.4	23.0	42.0	100.0

TABLE 39B. 2016 COHORT: GRADUATION, DECELERATION, AND WITHDRAWAL RATES BY GENDER (%)

	<i>n</i> (S)	Female	Male	Unknown Gender
Graduated	8,081	69.4	26.3	4.3
Academic dismissal	124	61.3	37.9	NR
Non-academic dismissal	28	75.0	25.0	0.0
Withdrawal for personal or medical reasons	133	60.9	35.3	3.8
Short-term deceleration	92	60.9	32.6	6.5
Deceleration to next cohort	124	64.5	30.6	4.8
Total	8,582	69.0	26.7	4.3

TABLE 40A. 2016 COHORT: ETHNICITY BY GRADUATION, DECELERATION, AND WITHDRAWAL RATES

	<i>n</i> (P)	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>Mdn</i>	% of Class
Non-Hispanic, Latino, or Spanish in origin						
Graduated	180	6,028	33.5	23.6	32.0	94.8
Academic dismissal	179	88	0.5	0.9	0.0	1.4
Non-academic dismissal	179	19	0.1	0.5	0.0	0.3
Withdrawal for personal or medical reasons	179	101	0.6	1.2	0.0	1.6
Short-term deceleration	178	47	0.3	0.9	0.0	0.7
Deceleration to next cohort	180	77	0.4	0.9	0.0	1.2
Subtotal	181	6,360	35.1	24.5	34.0	100.0
Hispanic, Latino, or Spanish in origin						
Graduated	181	454	2.5	4.3	1.0	92.8
Academic dismissal	180	12	0.1	0.3	0.0	2.5
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	179	6	0.0	0.2	0.0	1.2
Short-term deceleration	179	4	0.0	0.2	0.0	0.8
Deceleration to next cohort	180	12	0.1	0.3	0.0	2.5
Subtotal	181	489	2.7	4.6	1.0	100.0
Unknown ethnicity						
Graduated	178	1,137	6.4	20.0	0.0	95.9
Academic dismissal	179	12	0.1	0.4	0.0	1.0
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	179	15	0.1	0.5	0.0	1.3
Short-term deceleration	179	6	0.0	0.4	0.0	0.5
Deceleration to next cohort	179	15	0.1	0.4	0.0	1.3
Subtotal	180	1,186	6.6	20.1	0.0	100.0
Total						
Graduated	181	7,619	42.1	24.6	39.0	94.8
Academic dismissal	180	112	0.6	1.1	0.0	1.4
Non-academic dismissal	179	21	0.1	0.5	0.0	0.3
Withdrawal for personal or medical reasons	179	122	0.7	1.3	0.0	1.5
Short-term deceleration	179	57	0.3	1.0	0.0	0.7
Deceleration to next cohort	180	104	0.6	1.2	0.0	1.3
Total	181	8,035	44.4	25.2	41.0	100.0

TABLE 40B. 2016 COHORT: GRADUATION, DECELERATION, AND WITHDRAWAL RATES BY ETHNICITY (%)

	<i>n</i> (S)	Non-Hispanic	Hispanic	Unknown Ethnicity
Graduated	7,619	79.1	6.0	14.9
Academic dismissal	112	78.6	10.7	10.7
Non-academic dismissal	21	90.5	NR	NR
Withdrawal for personal or medical reasons	122	82.8	4.9	12.3
Short-term deceleration	57	82.5	7.0	10.5
Deceleration to next cohort	104	74.0	11.5	14.4
Total	8,035	79.2	6.1	14.8

TABLE 41A. 2016 COHORT: RACE BY GRADUATION, DECELERATION, AND WITHDRAWAL RATES

	<i>n</i> (P)	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>Mdn</i>	% of Class
American Indian or Alaskan Native						
Graduated	180	48	0.3	0.7	0.0	96.0
Academic dismissal	NR	NR	NR	NR	NR	NR
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	NR	NR	NR	NR	NR	NR
Short-term deceleration	NR	NR	NR	NR	NR	NR
Deceleration to next cohort	NR	NR	NR	NR	NR	NR
Subtotal	181	50	0.3	0.8	0.0	100.0
Asian						
Graduated	180	506	2.8	3.2	2.0	91.0
Academic dismissal	178	16	0.1	0.3	0.0	2.9
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	179	13	0.1	0.3	0.0	2.3
Short-term deceleration	179	9	0.1	0.2	0.0	1.6
Deceleration to next cohort	179	11	0.1	0.2	0.0	2.0
Subtotal	180	556	3.1	3.4	2.0	100.0
Black or African American						
Graduated	180	238	1.3	1.9	1.0	85.0
Academic dismissal	179	9	0.1	0.2	0.0	3.2
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	179	9	0.1	0.3	0.0	3.2
Short-term deceleration	NR	NR	NR	NR	NR	NR
Deceleration to next cohort	180	20	0.1	0.4	0.0	7.1
Subtotal	181	280	1.5	2.1	1.0	100.0
Multiracial						
Graduated	180	135	0.8	1.8	0.0	95.1
Academic dismissal	NR	NR	NR	NR	NR	NR
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	NR	NR	NR	NR	NR	NR
Short-term deceleration	NR	NR	NR	NR	NR	NR
Deceleration to next cohort	NR	NR	NR	NR	NR	NR
Subtotal	181	142	1.9	0.8	0.0	100.0
Native Hawaiian or Pacific Islander						
Graduated	179	42	0.2	1.6	0.0	91.3
Academic dismissal	NR	NR	NR	NR	NR	NR
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	NR	NR	NR	NR	NR	NR
Short-term deceleration	NR	NR	NR	NR	NR	NR
Deceleration to next cohort	NR	NR	NR	NR	NR	NR
Subtotal	180	46	0.3	1.6	0.0	100.0

Continued on next page

TABLE 41A. 2016 COHORT: RACE BY GRADUATION, DECELERATION, AND WITHDRAWAL RATES, CONTINUED

	<i>n</i> (P)	<i>n</i> (S)	<i>M</i>	<i>SD</i>	<i>Mdn</i>	% of Class
White						
Graduated	181	5,578	30.8	20.8	29.0	95.2
Academic dismissal	179	65	0.4	0.7	0.0	1.1
Non-academic dismissal	180	17	0.1	0.0	0.0	0.3
Withdrawal for personal or medical reasons	179	79	0.4	0.8	0.0	1.3
Short-term deceleration	179	53	0.3	0.9	0.0	0.9
Deceleration to next cohort	179	65	0.4	0.8	0.0	1.1
Subtotal	181	5,857	32.4	21.7	30.0	100.0
Other race						
Graduated	179	101	0.6	1.7	0.0	82.1
Academic dismissal	NR	NR	NR	NR	NR	NR
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	179	7	0.0	0.3	0.0	5.7
Short-term deceleration	NR	NR	NR	NR	NR	NR
Deceleration to next cohort	180	8	0.0	0.2	0.0	6.5
Subtotal	181	123	0.7	1.9	0.0	100.0
Unknown race						
Graduated	178	1,079	6.1	19.2	0.0	95.7
Academic dismissal	179	18	1.0	0.7	0.0	1.6
Non-academic dismissal	NR	NR	NR	NR	NR	NR
Withdrawal for personal or medical reasons	179	14	0.1	0.5	0.0	1.2
Short-term deceleration	179	6	0.0	0.4	0.0	0.5
Deceleration to next cohort	180	7	0.0	0.2	0.0	0.6
Subtotal	181	1,128	6.2	19.3	0.0	100.0
Total						
Graduated	181	7,727	42.7	23.2	39.0	94.4
Academic dismissal	180	115	0.6	1.1	0.0	1.4
Non-academic dismissal	180	24	0.1	0.6	0.0	0.3
Withdrawal for personal or medical reasons	179	125	0.7	1.1	0.0	1.5
Short-term deceleration	179	78	0.4	1.2	0.0	1.0
Deceleration to next cohort	180	113	0.6	1.1	0.0	1.4
Total	181	8,182	45.2	23.8	41.0	100.0

TABLE 41B. 2016 COHORT: GRADUATION, DECELERATION, AND WITHDRAWAL RATES BY RACE (%)

	<i>n</i> (S)	American Indian or Alaskan Native	Asian	Black or African American	Multi-racial	Native Hawaiian or Pacific Islander	White	Other race	Unknown race
Graduated	7,727	0.6	6.5	3.1	1.7	0.5	72.2	1.3	14.0
Academic dismissal	115	NR	13.9	7.8	NR	NR	56.5	NR	15.7
Non-academic dismissal	24	NR	NR	NR	NR	NR	70.8	NR	NR
Withdrawal for personal or medical reasons	125	NR	10.4	7.2	NR	NR	63.2	5.6	11.2
Short-term deceleration	78	NR	11.5	NR	NR	NR	67.9	NR	7.7
Deceleration to next cohort	113	NR	9.7	17.7	NR	NR	57.5	7.1	6.2
Total	8,182	0.6	6.8	3.4	1.7	0.6	71.6	1.5	13.8

TABLE 42. PERCENT (%) OF 2016 COHORT RECEIVING FEDERAL FINANCIAL AID

	<i>n</i> (P)	<i>M</i>	<i>SD</i>	P10	P25	P50 (<i>Mdn</i>)	P75	P90
Percent of programs	100	87.2	17.1	75.0	87.0	90.0	98.0	100.0

Note: Programs that reported 0% were excluded from this analysis.

UPDATES

August 2018

Page 5 – Pre-Professional Phase: 5.6 *months* was changed to 5.6 *semesters*