

Twenty-Sixth
Annual Report on

Physician Assistant Educational Programs in the United States

2009-2010



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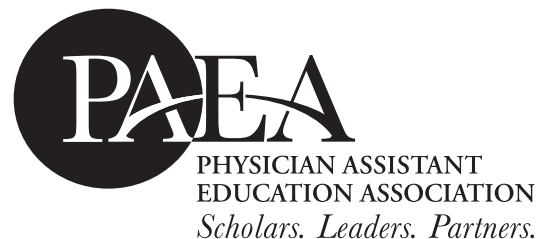


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INTRODUCTION

Physician Assistant Education Association (PAEA)

Founded in 1972, the Physician Assistant Education Association, formerly known as the Association of Physician Assistant Programs (APAP), is the only national organization representing physician assistant (PA) educational programs in the United States. In April 2011, PAEA represented 156 member PA programs; historically, all accredited programs have elected to join the Association. The Association provides a number of benefits to faculty at member programs, including the Annual Education Forum, a quarterly peer-reviewed journal, a monthly newsletter, faculty and program directories, the PACKRAT student assessment exam, and this annual data report. The Association also provides services to students and applicants, including the online Physician Assistant Programs Directory and the Central Application Service for Physician Assistants (CASPA).

The Annual Report

The process of establishing a national database on PA programs was initiated in 1984 by Denis Oliver, PhD, then director of the University of Iowa PA Program and past president of the Association. The first national survey requested information on a variety of program characteristics, including institutional sponsorship, financial support, program personnel (faculty and support staff), characteristics of applicants and matriculants, curriculum, student attrition, and graduate employment characteristics. The findings from the 1984 survey were published as the *First Annual Report on Physician Assistant Educational Programs in the United States, 1984-1985*, and to date, a total of 26 annual reports have been published, including the present report.

Dr. Oliver retired as author after publication of the 11th report. Between 1995 and 2007, the survey was conducted and the report authored by Albert Simon and Marie Link from the Saint Francis University Department of Physician Assistant Sciences. In 2008, PAEA brought the project in-house and revamped the process, including revising the annual survey, developing an online survey portal to facilitate programs' submission of data, and redesigning the printed report. In 2010, two new surveys were launched — a curriculum survey and a faculty survey — to provide more detailed information on PA program curricula and on the career trajectories of PA program faculty. Data from these surveys will be published in separate reports.

Data from the Annual Report have been published in numerous other venues over the years, including *Academic Medicine*, the *Journal of Physician Assistant Education*, the *Journal of Medical Education*, *AAPA News*, and the *Journal of the American Academy of Physician Assistants*. Selected data have been published in the annual reports to the President and Congress on the Status of Health Personnel in the United States and in a publication of the Association of Academic Health Centers.

The data presented in the reports over the years represent responses from greater than 80% of the PA programs surveyed. This response rate makes the findings likely to be representative of the PA educational programs in the United States. In an effort to achieve a 100% response rate, PAEA continues to pursue efforts to improve program compliance with its membership requirement to complete the Annual Report survey. The basic elements of the survey have remained consistent over its 25-year history, which has allowed the Association to detect trends and document changes over time. For this report, the overall response rate was 100 percent.

The Online Survey Portal

In 2007, PAEA contracted with Liaison International to construct an online survey portal for data collection. The portal was completed in August 2008. All member PA program directors were assigned administrator rights, which allowed them to manage completion of the survey.

METHODS

The Survey Instrument

The survey consisted of six sections:

- 1. General Information:** Includes type of institution, administrative housing, sponsoring institution, year first class admitted, length of program, program start and end months, credentials awarded, and credential changes.
- 2. Financial Information:** Includes program budget sources, expense areas, tuition and fees, incidental costs for students, and financial aid information.
- 3. Program Personnel:** Includes fringe benefits, unionization, barriers to hiring faculty members, and percentage of curriculum taught by core faculty.
 - **Employee Profiles:** Includes demographic and academic profiles of faculty and staff.
- 4. Application and Admissions:** Includes recruiting strategies, entry degree requirements, prerequisite courses, and interview requirements.
- 5. Matriculants:** Includes demographic and academic information about enrolled students.
- 6. Graduating Students:** Includes information on student graduation, attrition and deceleration, characteristics of recent graduates, and starting salaries for recent graduates.

Survey Period and Coverage

All sections of the survey cover the 2009–2010 academic year, except those relating to financial information. The financial information is based on the 2009–2010 fiscal year, as defined by each program.

Unless otherwise indicated, the survey covers the professional phase of the program. “Professional phase” is defined as that 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 were not considered to be in the professional phase.

Response Rate

The online survey was sent to 142 PAEA member programs in June 2010. The survey data used in this report were downloaded on January 20, 2011. All 142 programs responded to the survey, a response rate of 100%.

Data Editing and Analysis

Responses to multiple-choice questions were checked for logical consistency. Responses were 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 were not included in this analysis.

IHS Global Insight assisted with the analysis of data and creation of tables. IHS Global Insight consultants Timothy Dall and Michael Storm created preliminary tables for the entire report and provided final salary tables for publication. In general, analyses of the data consisted of producing descriptive statistics on the variables of interest, i.e., percentage, arithmetic mean, median, standard deviation, range of values, and percentiles. Data were not reported when five or fewer persons were represented in a category.

Tables and figures presented in this report represent aggregate data from the respondents. The number of respondents to particular questionnaire items varied slightly.

Improvements

Type of Sponsoring Institution

In past surveys, respondents were asked to self-report the type of their sponsoring institution, which sometimes resulted in inaccuracy. In this survey, the Carnegie Classification for each institution was matched by the researcher.

DEFINITIONS

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 professions 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.”

Consortia: The 50 states and the District of Columbia are divided into six consortia, as follows:

East: DC, DE, MD, PA

Heartland: KS, LA, NE, OK, TX

Midwest: IA, IL, IN, MI, MN, MO, ND, OH, SD, WI

Northeast: CT, MA, ME, NH, NJ, NY, RI, VT

Southeast: AL, AR, FL, GA, KY, MS, NC, SC, TN, VA, WV

West: AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY

Community service: Non-health-related experience as a volunteer in the community.

Core faculty: The program director, the medical director, and all additional faculty, regardless of FTE, who are supervised by the program director.

Decelerated students: Students who will not graduate with their entering class.

Graduating students: Students in the most recently graduated class.

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 involved him or her indirectly in patient care (e.g., lab technician, front office worker, hospital personnel, research associate).

Direct 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).

Maximum capacity: Maximum number of students that could potentially be enrolled in a program for each admission cycle.

Professional phase: Refers to only that 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.

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Physician Assistant Education Association

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SECTION 1. GENERAL INFORMATION

There were 142 accredited PA programs at the time of this survey in June 2010, of which all completed all or part of the survey. After the survey was conducted, 14 new programs were accredited and joined PAEA. General information for all 156 programs was included whenever possible.

Geographic Locations

By June 2011, there were 156 accredited PA programs around the country. As shown in Figure 1, the states with the largest numbers of programs are New York (20 programs), Pennsylvania (16 programs), California (9 programs), and Florida (9 programs). Programs in those four states made up more than one-third of all programs nationwide (35%). The distribution of programs by consortium can be found in Table 1.

Figure 1. Geographic Distribution of PA Programs as of June 2011

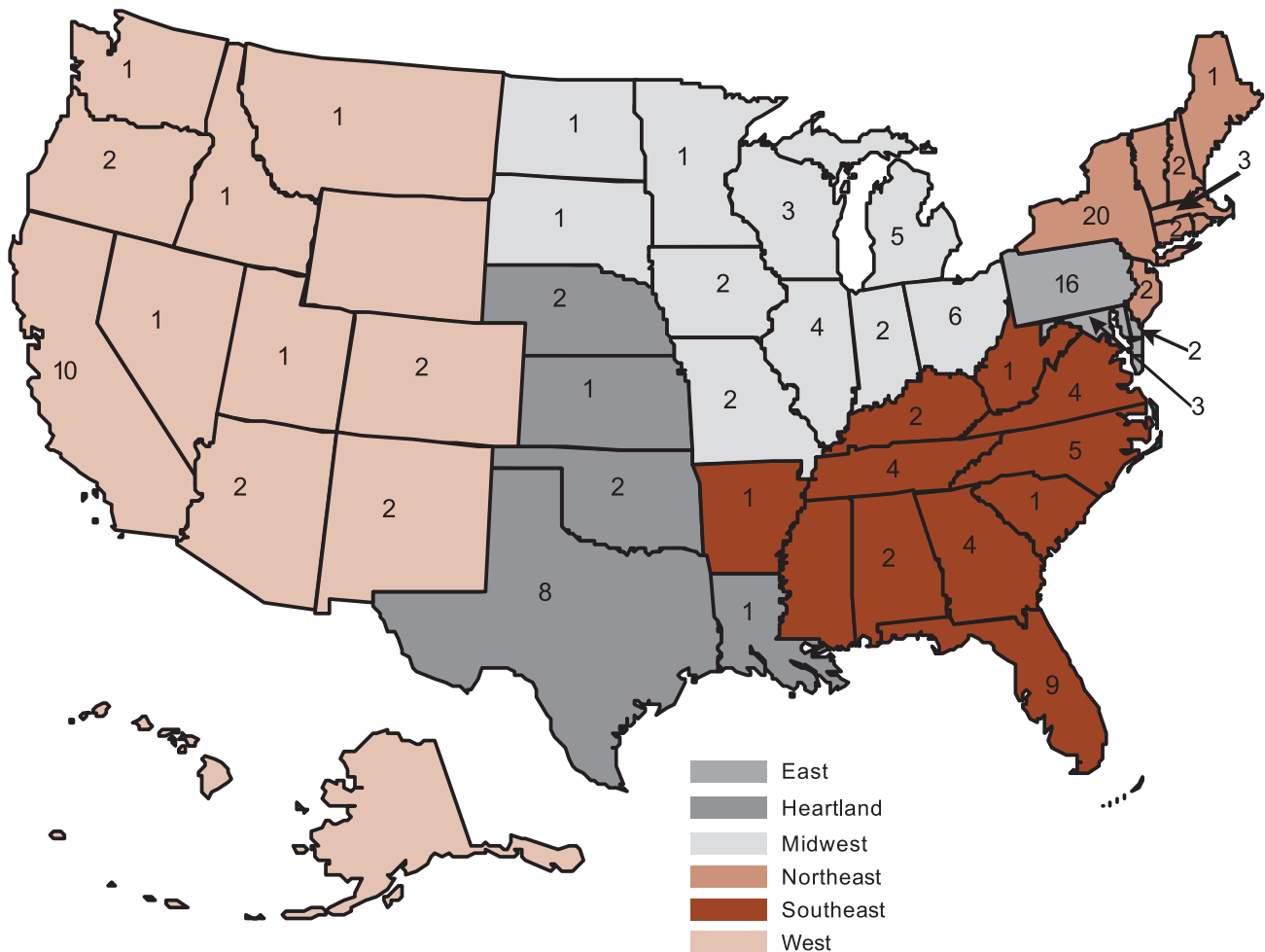


Table 1. Distribution of PA Programs

Consortium	ALL PROGRAMS		SURVEYED PROGRAMS	
	Number	Percent	Number	Percent
Southeast	36	23.1	30	21.1
Northeast	31	19.9	29	20.4
Midwest	31	19.9	27	19.0
West	22	14.1	22	15.5
East	21	13.5	20	14.1
Heartland	15	9.6	14	9.9
Total	156	100%	142	100%

Carnegie Classification of Sponsoring Institutions

Currently, about two out of three (64%) sponsoring institutions are private (see Table 2). The majority of all surveyed institutions (62%) were universities, while about 6% were associate level colleges (classified in past reports as community colleges).

Table 2. Carnegie Classification of PA Program Sponsoring Institutions

	ALL PROGRAMS		SURVEYED PROGRAMS	
	Number	Percent	Number	Percent
Private	100	64.1	88	62.0
Public	56	35.9	54	38.0
Associate Level Programs	9	5.8	8	5.6
Assoc/PrivFP: Associate's — Private For-profit	1	0.6	1	0.7
Assoc/PrivFP4: Associate's — Private For-profit 4-year Primarily Associate's	2	1.3	1	0.7
Assoc/Pub4: Associate's — Public 4-year Primarily Associate's	1	0.6	1	0.7
Assoc/Pub-S-MC: Associate's — Public Suburban-serving Multicampus	1	0.6	1	0.7
Assoc/Pub-S-SC: Associate's — Public Suburban-serving Single Campus	1	0.6	1	0.7
Assoc/Pub-U-MC: Associate's — Public Urban-serving Multicampus	3	1.9	3	2.1
Baccalaureate Level Programs	13	8.3	10	7.0
Bac/A&S: Baccalaureate Colleges — Arts & Sciences	2	1.3	2	1.4
Bac/Assoc: Baccalaureate/Associate's Colleges	3	1.9	2	1.4
Bac/Diverse: Baccalaureate Colleges — Diverse Fields	8	5.1	6	4.2
Medical Schools/Other Health Profession Schools	35	22.4	33	23.2
Spec/Med: Special Focus Institutions — Medical schools and medical centers	28	17.9	27	19.0
Spec/Health: Special Focus Institutions — Other health professions schools	7	4.5	6	4.2
Master Level Programs	49	31.4	45	31.7
Master's L: Master's Colleges and Universities (larger programs)	32	20.5	32	22.5
Master's M: Master's Colleges and Universities (medium programs)	10	6.4	7	4.9
Master's S: Master's Colleges and Universities (smaller programs)	7	4.5	6	4.2
Research Universities	49	31.4	45	31.7
DRU: Doctoral/Research Universities	18	11.5	16	11.3
RU/H: Research Universities (high research activity)	12	7.7	12	8.5
RU/VH: Research Universities (very high research activity)	19	12.2	17	12.0
Military (not included in Carnegie Classification)	1	0.6	1	0.7
Total	156	100	142	100

Source: 2010 Integrated Postsecondary Education Data System, National Center for Education Statistics

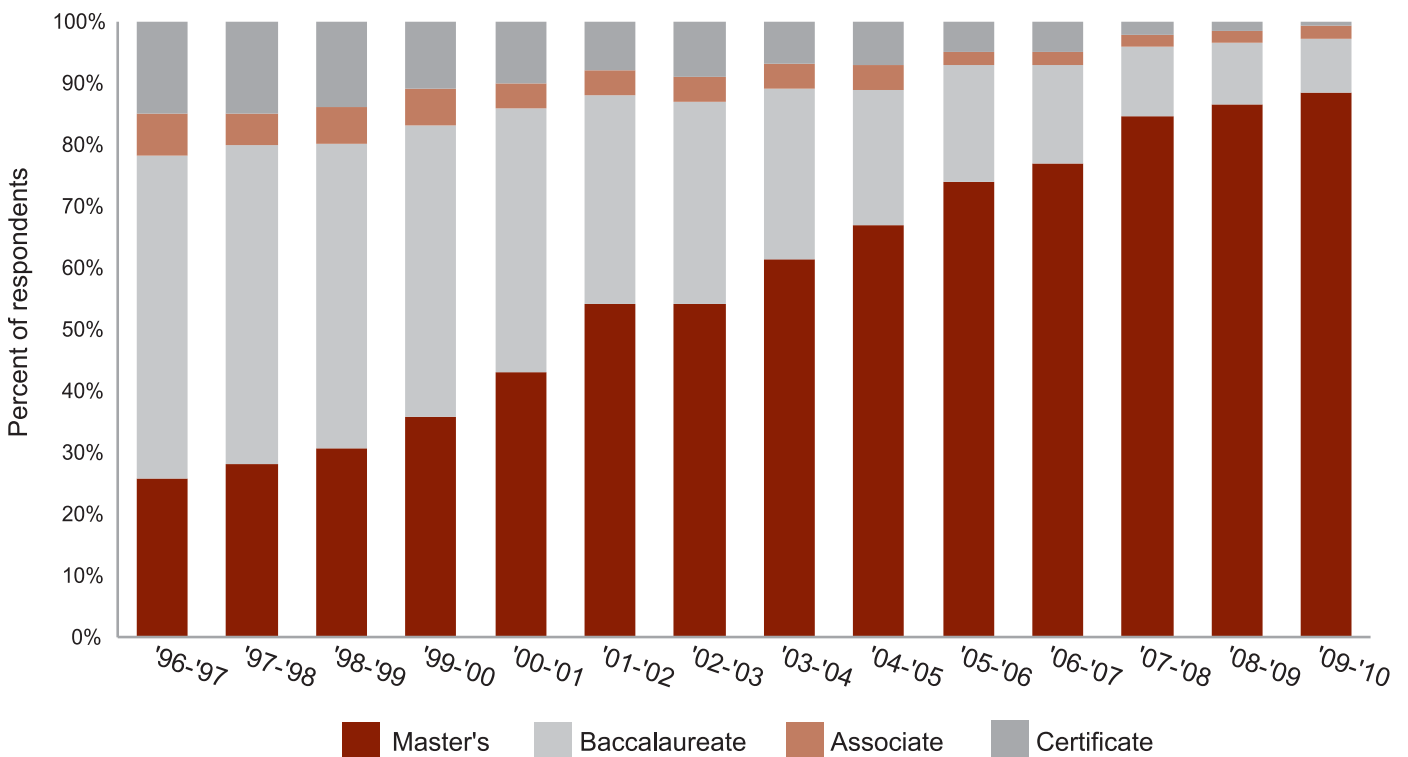
Credentials Awarded

As shown in Table 3, the vast majority of PA programs (88%) now offer a master’s degree as the highest credential. Six programs also offer a certificate or an associate degree. The trend of credentials awarded over time is shown in Figure 2.

Table 3. Highest Credential Awarded by PA Programs

Degree	ALL PROGRAMS		SURVEYED PROGRAMS	
	Number	Percent	Number	Percent
Master’s	137	87.8	123	86.6
Baccalaureate	13	8.3	13	9.2
Certificate	4	2.6	4	2.8
Associate	2	1.3	2	1.4
Total	156	100%	142	100%

Figure 2. Highest Credential Awarded by PA Programs, 1996–2009



In the 2009–2010 academic year, four responding programs added a master’s degree to their credentials and one program added a bachelor’s degree. Another five programs had degree changes; three programs moved to a master’s degree, and two other programs changed to dual degrees. An overview of credentials awarded by PA programs is presented in Table 4. Some programs awarded multiple credentials.

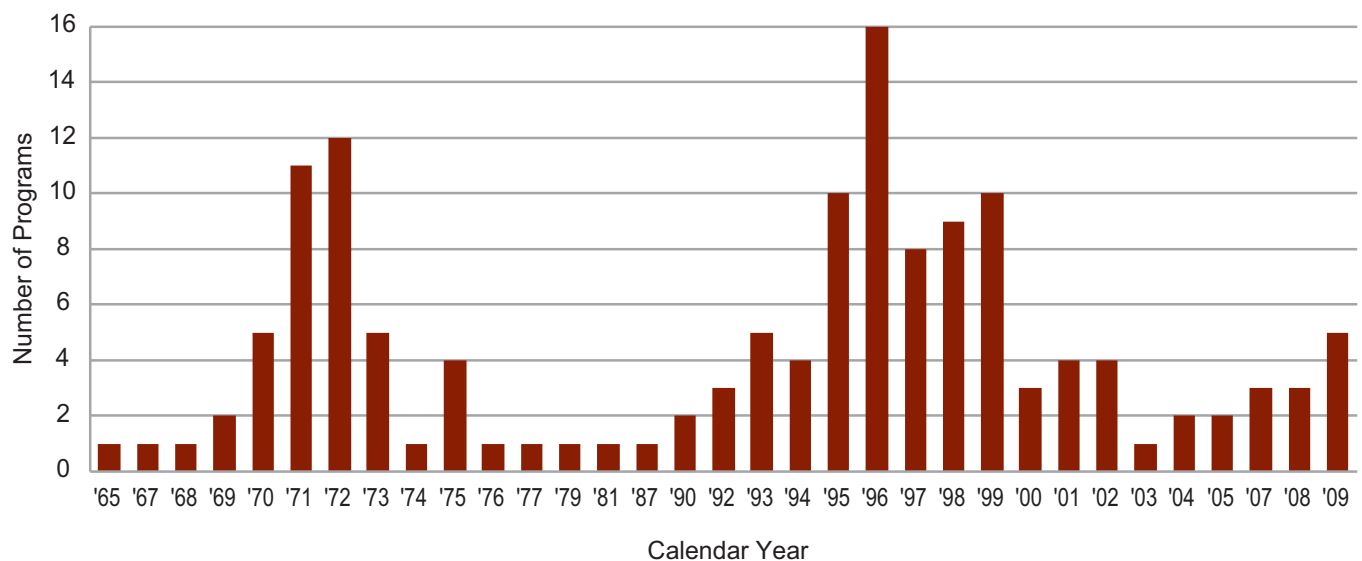
Table 4. Credentials Awarded by PA Programs

Credential	Number of Programs
Certificate	35
Associate	5
Baccalaureate	
Bachelor of Science (BS)	10
Bachelor of Science in Physician Assistant (BSPA)/Bachelor of Science in Physician Assistant Studies (BSPAS)/ Bachelor of Physician Assistant Studies (BPAS)/Bachelor of Physician Assistant (BPA)	9
Bachelor of Medical Sciences (BMS)	0
Bachelor of Clinical Health Services (BCHS)	1
Bachelor of Health Science (BHS)/Bachelor of Science in Health Science (BSHS)	3
Other Baccalaureate Degree	1
Master's	
Master of Science (MS)	21
Master of Physician Assistant Studies (MPAS)/Master of Science in Physician Assistant Studies (MSPAS)/ Master of Physician Assistant Practice (MPAP)/Master of Physician Assistant (MPA)	72
Master of Health Science (MHS)/Master of Science in Health Science (MSHS)	10
Master of Medical Science (MMS/MMSc)/Master of Science in Medicine (MSM)	17
Master of Public Health (MPH)	5
Other Master's degree	9
Other degrees	8
N	142

Year First Class Enrolled

Figure 3 shows the number of programs enrolling their first classes in each year since the first PA program enrolled students in 1965. Five new programs started their first classes in the 2009–2010 academic school year.

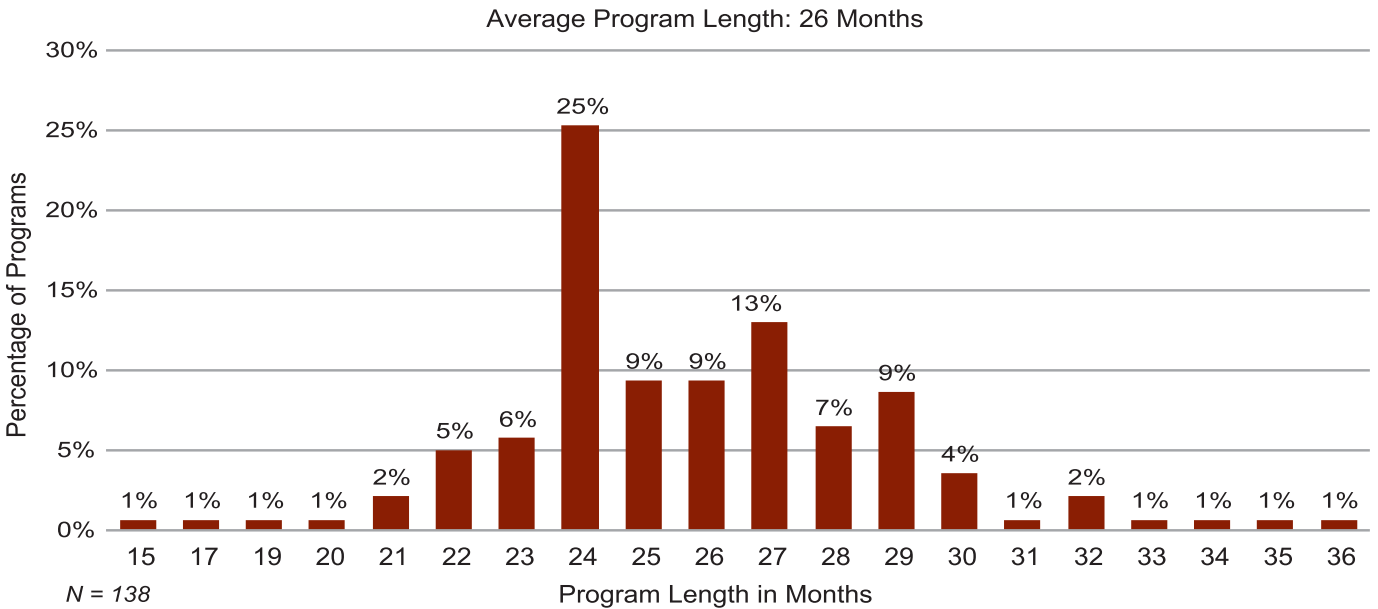
Figure 3. PA Programs by Year First Class Was Enrolled



Program Length

Program length was measured for the whole length for most programs, but only the professional phase for those that had a pre-professional curriculum. As shown in Figure 4, the average program length was 26 months for all responding programs. Nearly three-quarters of the programs reported a program length between 24 and 29 months in the 2009–2010 academic year. The shortest program was 15 months and the longest was 36 months.

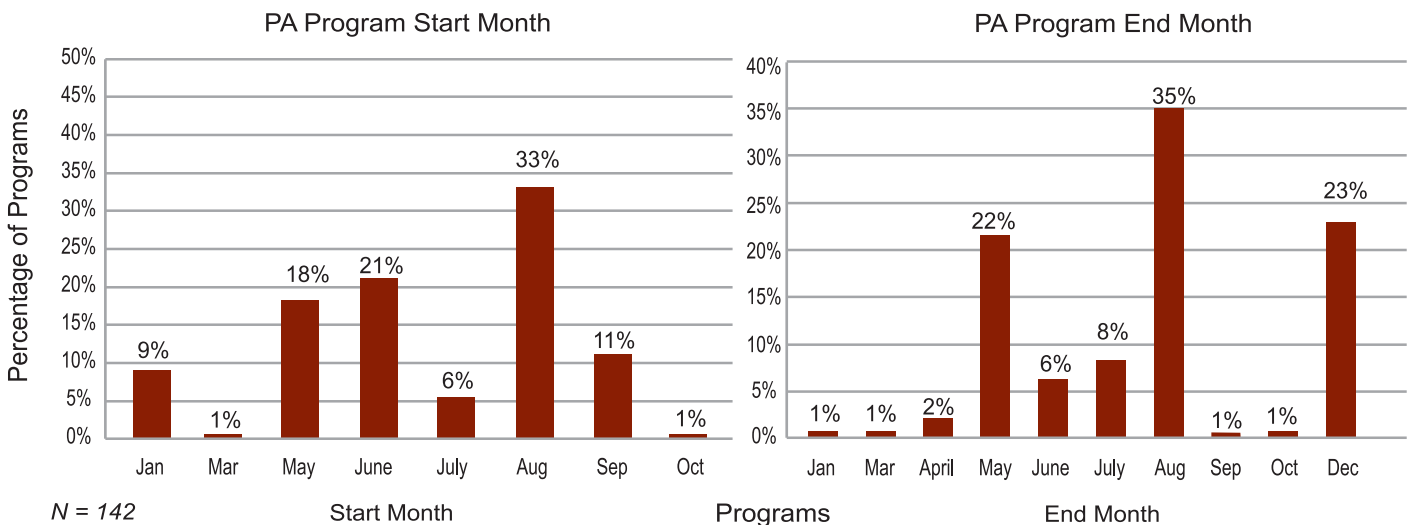
Figure 4. PA Program Length (Months)



Program Start and End Months

As seen in Figure 5, the most common start month for responding programs was August (33%) and nearly 90% of programs started between May and September. The most common program ending months were May, August, and December.

Figure 5. PA Program Start and End Months



SECTION 2. FINANCIAL INFORMATION

Other sections of this report requested information for the 2009–2010 academic year. For this section, programs were asked to supply their financial information for the most recent fiscal year.

Budget

Table 5 summarizes sources of financial support of programs. Only responses that included the actual amount of support were used in calculating budget statistics. Zero values were not included in the calculations. For this reason, mean percentages of budget items from all sources do not add up to 100%.

Budget information was provided by 132 programs. Most responding programs (91%) reported having received direct support from their sponsoring institutions. On average, direct support from the sponsoring institution made up 88% of the budget. Twenty-eight percent of responding programs collected tuition and fees directly, which accounted for 49% of their total budget amount.

Table 5. Sources of Financial Support for PA Programs

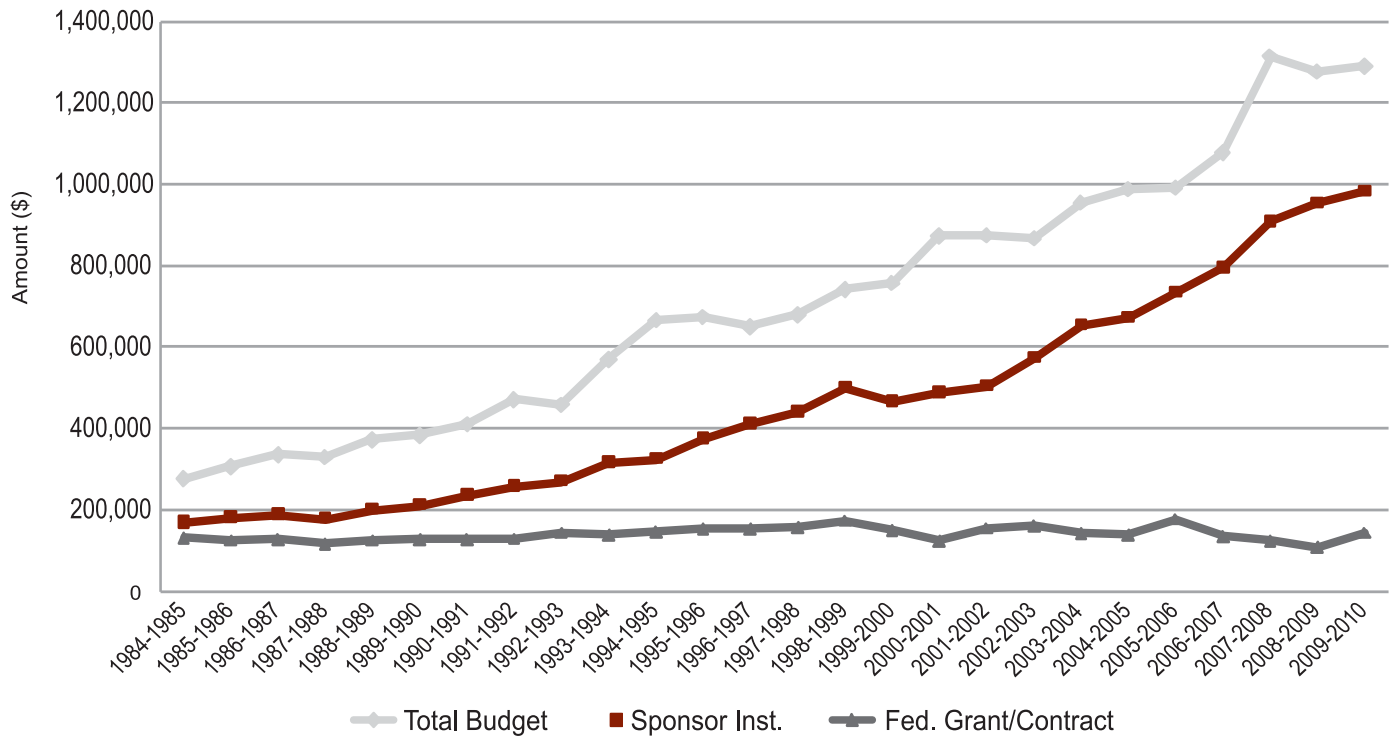
Budget Source	Mean (\$)	P10 (\$)	P25 (\$)	P50 (\$)	P75 (\$)	P90 (\$)	Mean % of Budget	N
Sponsoring institution	984,529	537,379	678,263	855,029	1,169,580	1,682,516	88%	120
Tuition & fees	1,154,667	36,703	60,000	624,000	1,950,597	2,738,656	49%	37
Federal grant/contract	143,758	48,000	87,324	148,000	196,540	247,929	14%	21
State grant/contract	190,010	20,000	34,248	107,000	169,000	315,941	15%	19
AHEC support	8,827	1,150	2,300	4,830	11,740	20,500	1%	6
Private foundation	16,333	4,500	6,250	8,500	11,500	36,000	1%	6
Private donation*	18,534	940	2,542	6,000	25,000	50,000	3%	17
Other	165,847	1,334	7,278	42,920	212,340	395,293	13%	14
Overall	1,290,024	639,034	761,252	1,000,993	1,537,573	2,260,456	—	132

Assumes that total budget is simply a sum of these components for each school.

** Two schools received Industry Donations, not included above per last year's report.*

Figure 6 shows the trends in total financial support received by PA programs and support from the sponsoring institution and from federal grants or contracts. The mean total budget for the 2009–2010 fiscal year increased 1.1% from the previous year (see Appendix II. Historical Tables: Table A. Financial Support Received by PA Programs, 1984–2009). As a result, the average annual increase in total program budget was 6.6%, statistically insignificant from 6.9% in the previous academic year. Average support from the sponsoring institution increased 3.1%, with an average annual increase of 7.4%. The number of programs that reported receiving federal grants or contracts (21) remained the same from the previous academic year.

Figure 6. Mean Financial Support Received by PA Programs, 1984–2009



Expenses

The survey asked programs to estimate the percentages of their total budgets accounted for by various items, such as employee salaries, instructional equipment, technology, faculty development, and support for faculty or student travel to clinical sites. Percentage totals may not add up to 100% as only major expenses were included, and missing values and zeros were not included in mean and median calculations.

Table 6 presents the mean, median, and percentage of program expenses by category. Faculty salaries comprise the largest share of the budget (66.2%, an increase from 61.8% the previous year). Most programs (96.0%) paid for faculty development. Precepting expenses remained steady, with 16 programs (12.9%) listing precepting as part of their expenses. Other major expenses averaged 12.8% of PA programs’ overall budgets and included insurance, rent, student scholarships, taxes, honoraria, and fringe benefits.

Table 6. Percentage Allocation of PA Program Expenses

Expense Items	Mean % of Budget	Median % of Budget	% of Programs Paying for Expense
Faculty salaries (including adjunct faculty)	66.2	69.9	97.6
Staff salaries	11.8	10.0	95.2
Instructional equipment (e.g., mannequins)	4.7	3.0	90.3
Technology (e.g., computer software)	2.3	1.1	83.9
Faculty development (including conferences)	3.0	2.0	96.0
Support for faculty travel to clinical sites	2.1	1.0	85.5
Support for student travel for clinical training	1.4	1.0	12.9
Precepting	5.2	3.0	14.5
Student housing	2.6	2.0	10.5
Recruitment/marketing	1.4	1.0	49.2
Accreditation/professional fees	1.8	1.0	89.5
Administration (e.g., phone, postage, copying)	4.3	2.2	87.9
Other major expenses	12.8	7.0	47.6

N = 124

Tuition and Fees and Incidental Costs

For students enrolled in PA programs in 2009, the mean resident tuition was \$53,650, up 6.1% from last year. The average non-resident tuition was \$65,171, up 6.7% (see Table 7).

“Incidental costs” refer to the total costs incurred by a student during the entire program, except for tuition, fees, and personal living expenses (e.g., transportation, food, housing expenses). Incidental costs included, for example, textbooks, diagnostic equipment, and required technology/software. The mean total incidental costs per student for the entire professional phase were \$5,785, down slightly from the previous year’s \$6,020.

Table 7. Tuition and Incidental Costs in PA Programs

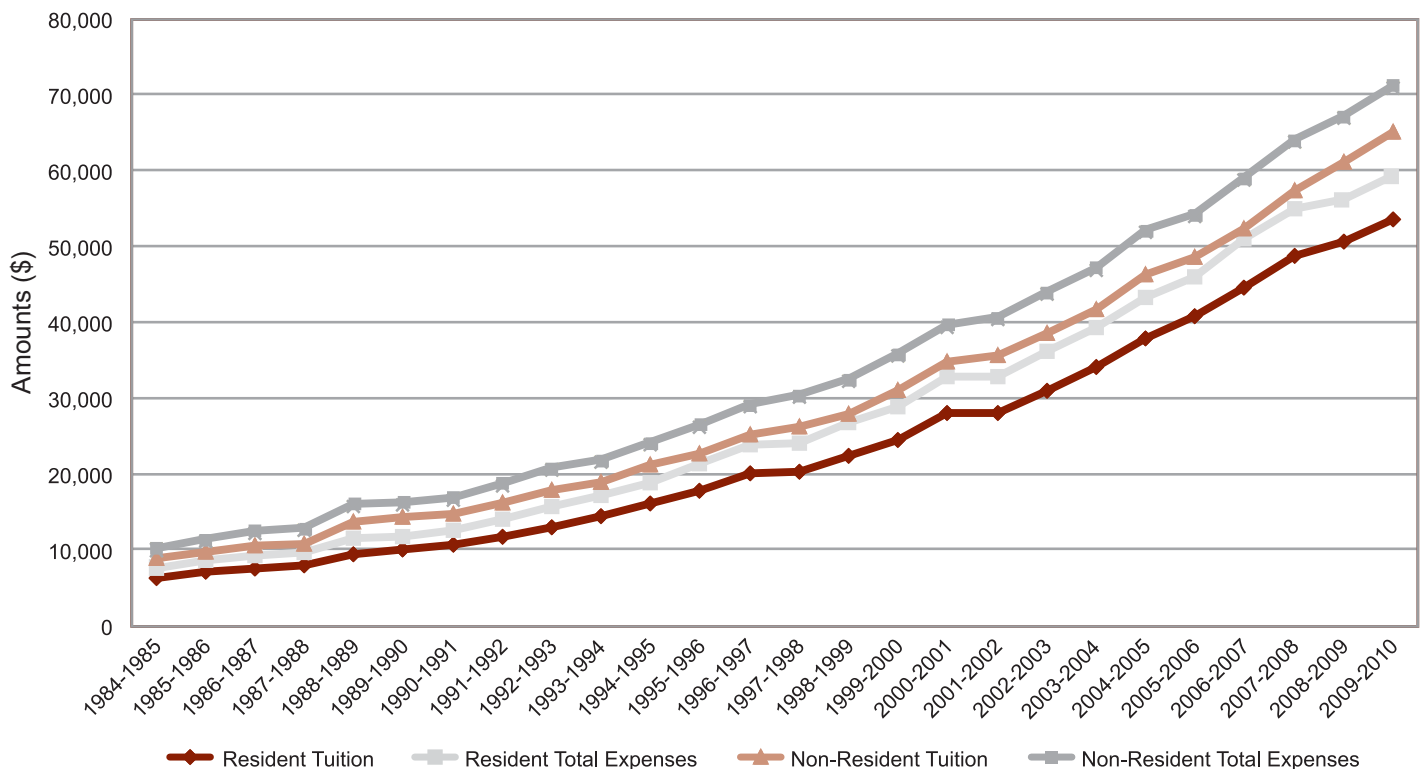
	Mean	P10	P25	P50	P75	P90	N
Resident tuition and fees	\$53,650	\$21,220	\$30,461	\$57,738	\$69,859	\$84,148	132
Non-resident tuition and fees	\$65,171	\$39,061	\$55,020	\$66,012	\$73,285	\$90,150	107
Incidental costs	\$5,785	\$2,000	\$2,800	\$4,360	\$6,430	\$10,700	134

Financial Aid

On average, 91.6% of students in the most recently enrolled class received financial aid. In 19 PA programs (13.4%), all first-year students received financial aid.

Average resident tuition increased 6.0% from the previous year, lower than the average annual increase of 9% from 1984 to 2009 (see Appendix II: Table B. PA Student Expenses and Financial Aid, 1984–2009). Non-resident tuition increased 6.7% from the previous year, but remained lower than the 8.5% average annual increase.

Figure 7. Average Tuition and Total Expenses for PA Students, 1984–2009



“Total expense” in Figure 7 refers to the sum of tuition and incidental costs for students for the entire period of their training. Between 1984 and 2009, resident tuition increased from \$6,378 to \$53,650, while non-resident tuition increased from \$8,968 to \$65,171. These numbers are not adjusted for inflation. Total expenses followed a very similar trend.

SECTION 3. PROGRAM PERSONNEL

Overall, 137 programs provided complete or partial information on 1,614 program personnel — 1,189 faculty and 417 staff; eight employees were missing the faculty/staff designation. On average, responding PA programs had 12.9 faculty members and 3.2 staff members.

Student/Faculty Ratio

The mean student/faculty ratio, calculated by the total number of enrollees divided by the total number of faculty, was 14.3 to 1 for academic year 2009–2010 (see Table 8).

Table 8. Average Student/Faculty Ratio for PA Programs

	Mean	P10	P25	P50	P75	P90	N
Student/Faculty Ratio	14.3	6.4	9.8	13.2	17.8	22.8	132
Total Enrollees	107.1	50.3	71.3	99.0	131.5	162.8	132
Faculty	10.4	4.0	5.7	7.2	9.0	13.0	137
Staff	3.2	1.0	2.0	3.0	4.0	6.0	134

Demographic Characteristics

The mean age of all faculty members in 2009–2010 was 48.7 (see Table 9). More than half of faculty members were female, while most staff members were female (88.7%). Eighty-nine percent of faculty were white compared to 80.8% of staff. Approximately 8% of faculty were Hispanic compared to 12.9% of staff. The mean age of all staff members was 46.5.

Table 9. Demographic Characteristics of PA Program Employees

	Faculty	Staff		Faculty	Staff
Age			Race	(%)	(%)
Mean	48.7	46.5	White	89.2	80.8
Median	49.0	47.0	Black or African-American	6.1	12.7
	(%)	(%)	Asian	3.2	5.5
Below 30	1.8	7.6	Other Asian	0.6	0.0
30 to 39	20.1	21.6	American Indian or Alaska Native	0.7	0.7
40 to 49	28.2	27.2	Native Hawaiian or Other Pacific Islander	0.1	0.3
50 to 59	34.6	31.6	N	817	292
60 and above	15.3	12.0	Ethnicity		
N	876	301	Non-Hispanic	92.5%	87.1%
			Hispanic	7.5%	12.9%
Gender			N	657	249
Female	56.3%	88.7%			
Male	43.7%	11.3%			
N	1187	416			

Professional Characteristics

Faculty members have been in their current positions for an average of 6 years as shown in Table 10. More than three-quarters of faculty members were PAs. The percentage of faculty who were tenured was 10.7%, while another 18.5% were on a tenure track. Nearly half of faculty members (47.3%) were assistant professors, 22.6% were lecturers/instructors, 18.2% were associate professors, and 6.5% were full professors. More than 60% of faculty members in the responding programs had a master's degree as their highest degree, while 32% had a doctoral degree (including MDs). Among staff, 18.6% hold a master's degree or higher.

Table 10. Professional Characteristics of PA Program Employees

	Faculty	Staff		Faculty (%)	Staff (%)
Years in Position			Tenure Status		
Mean	6	7	On tenure track	18.5	0.7
Median	5	5	Tenured	10.7	0.4
	%	%	Neither	70.8	98.9
Less than 1 year	6.4	6.5			
1-3 years	37.5	40.2	N	968	281
4-7 years	25.2	26.6			
8-14 years	17.6	17.6	PA Status		
15-24 years	7.2	7.2	Non-PA	22.3	94.8
25 years or longer	2.3	2.0	PA	77.7	5.2
N	1,151	403	N	1,177	404
Highest Degree			Academic Rank		
	%	%	Professor	6.5	1.0
Associate	0.2	16.0	Associate professor	18.2	1.0
Baccalaureate	6.6	35.4	Assistant professor	47.3	3.1
Certificate	0.3	2.3	Emeritus	0.2	0.0
Master's	60.7	18.6	Lecturer/Instructor	22.6	7.2
Doctoral degree	32.0	2.3	Other	5.3	87.6
None	0.2	21.7			
Other	0.1	3.7			
N	1,182	350	N	1,168	97

Salaries

Table 11 presents descriptive statistics for staff and faculty salaries, as well as the mean and median FTE (full-time equivalent) for each group. Salaries are reported as 100% of FTE. In cases when less than 100% FTE was reported, respondents were asked to adjust the actual salary by the amount of the FTE to achieve a 100% FTE salary. The average salary for all staff was \$46,998, while "faculty" was \$91,712, with a median of \$85,000. Male faculty members had a higher mean salary and a lower mean FTE than their female counterparts. The mean salary for male faculty members was \$98,571, with a mean FTE of 83.0%, while the mean salary for female faculty members was \$86,805, with a mean FTE of 89.0%. The average faculty salary for the category labeled "White" was higher than "Non-White."

Table 11. PA Program Staff and Faculty Salaries by Gender and Ethnicity

	Staff	FACULTY				
		All	Male	Female	White	Non-White
Mean	\$46,998	\$91,712	\$98,571	\$86,805	\$92,172	\$88,959
P10	\$25,500	\$69,500	\$70,445	\$67,309	\$69,585	\$71,447
P25	\$30,000	\$75,112	\$78,958	\$74,890	\$76,000	\$75,000
P50 (Median)	\$35,000	\$85,000	\$90,000	\$83,000	\$86,000	\$82,942
P75	\$43,840	\$99,154	\$106,594	\$93,000	\$100,000	\$90,000
P90	\$57,881	\$120,000	\$130,000	\$108,000	\$118,826	\$121,979
N	263	741	309	432	585	69
Mean FTE*	95%	87%	83%	89%	87%	87%
Median FTE*	100%	100%	100%	100%	100%	100%

*Salaries are converted to 1.0 FTE and are not a function of the FTE numbers in the table.

The average faculty salary increased with age and years in position, as shown in Table 12.

Table 12. PA Program Faculty Salaries by Age and Years in Position

	Mean	P10	P25	P50	P75	P90	Mean FTE	N
Age								
Below 30	\$79,714	\$67,800	\$77,500	\$80,000	\$83,000	\$89,800	80%	7
30 to 39	\$82,697	\$65,831	\$72,500	\$81,960	\$87,659	\$96,240	90%	117
40 to 49	\$89,869	\$69,765	\$76,250	\$84,419	\$93,753	\$108,369	90%	167
50 to 59	\$92,966	\$70,000	\$78,327	\$88,000	\$102,625	\$120,196	88%	214
Above 60	\$102,899	\$73,270	\$80,220	\$95,340	\$114,989	\$138,433	87%	112
Years in Position								
Less than 1 year	\$85,874	\$69,400	\$75,000	\$83,500	\$89,000	\$103,000	85%	55
1–3 years	\$85,149	\$65,936	\$72,000	\$82,500	\$90,000	\$102,402	88%	184
4–7 years	\$89,822	\$68,897	\$75,000	\$84,924	\$96,779	\$109,091	86%	232
8–14 years	\$96,877	\$72,504	\$79,138	\$89,021	\$106,534	\$125,958	89%	178
15–24 years	\$103,470	\$76,787	\$81,761	\$98,489	\$109,854	\$137,136	88%	58
25 years or more	\$101,976	\$73,248	\$79,989	\$96,227	\$118,979	\$132,980	79%	34

Note: Salaries have been adjusted to 100% of FTE, resulting in increased salaries for 2009–2010.

Some faculty members hold multiple administrative roles. Table 13 reports faculty salary by their primary position only.

Table 13. PA Program Faculty Salary by Primary Position

	Mean	P10	P25	P50	P75	P90	Mean FTE	N
Academic coordinator	\$82,692	\$66,317	\$76,306	\$84,000	\$90,000	\$95,601	96%	55
Admissions director	\$77,943	\$64,000	\$70,458	\$77,124	\$84,789	\$94,760	94%	11
Assistant director	\$103,142	\$82,000	\$85,173	\$99,246	\$123,393	\$128,181	97%	6
Associate director	\$102,389	\$81,247	\$92,055	\$99,000	\$106,350	\$117,455	95%	31
Clinical coordinator	\$80,905	\$66,210	\$73,360	\$81,024	\$87,098	\$93,102	96%	88
Dean/Assoc. Dean/Division chief	\$139,040	\$114,774	\$122,382	\$140,000	\$144,260	\$163,000	97%	7
Department chair	\$114,252	\$96,056	\$105,000	\$111,500	\$123,500	\$134,568	99%	24
Faculty	\$82,668	\$69,760	\$73,600	\$81,000	\$87,659	\$100,000	87%	317
Medical director	\$133,380	\$65,000	\$91,250	\$112,680	\$167,800	\$226,088	43%	54
Program director	\$112,163	\$90,435	\$98,250	\$107,705	\$121,464	\$138,638	98%	58
Research coordinator	\$85,021	\$64,787	\$74,100	\$86,500	\$92,213	\$96,799	93%	10

Table 14 shows that PA faculty members were, on average, paid less than those who were not PAs (\$87,567 for PAs and \$106,244 for non-PAs; these figures include medical directors). Tenured faculty had a higher average salary (\$113,978) than those on the tenure track (\$89,312) as well as those who were neither tenured nor on tenure track (\$89,198).

Table 14. PA Program Faculty Salaries by PA and Tenure Status

	PA	Non-PA	Tenured	On Tenure Track	Neither
Mean	\$87,567	\$106,244	\$113,978	\$89,312	\$89,198
P10	\$70,000	\$64,000	\$79,618	\$70,000	\$68,203
P25	\$75,000	\$76,000	\$91,133	\$75,000	\$76,000
P50 (Median)	\$84,000	\$91,500	\$103,691	\$83,200	\$85,000
P75	\$95,828	\$113,500	\$121,215	\$96,657	\$95,939
P90	\$110,000	\$171,681	\$147,000	\$113,926	\$108,150
N	570	161	64	318	183
Mean FTE	92%	67%	90%	91%	85%

In terms of academic rank, full professors earned the highest average salary at \$122,887, while associate professors had an average salary of \$104,802 and assistant professors averaged \$86,934 annually. Lecturers/instructors earned \$80,466 on average (see Table 15). Faculty members with higher degrees were generally paid higher salaries.

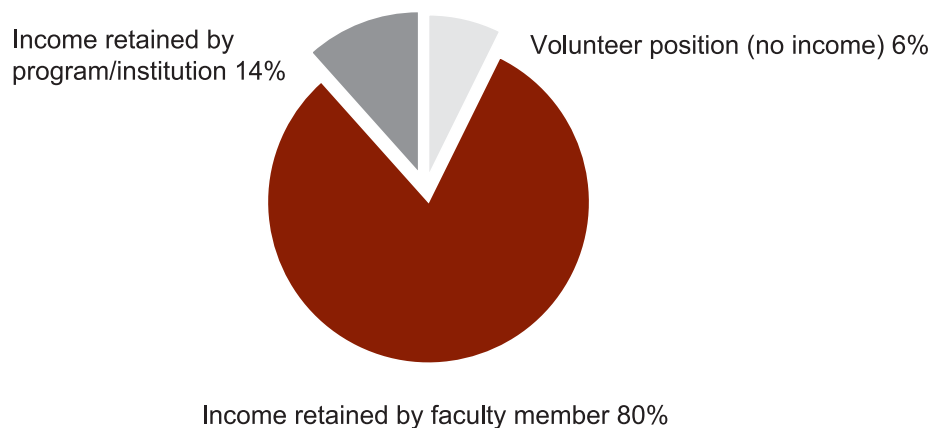
Table 15. PA Program Faculty Salaries by Rank and Highest Degree Received

	ACADEMIC RANK				HIGHEST DEGREE RECEIVED		
	Professor	Associate Professor	Assistant Professor	Lecturer/ Instructor	Doctoral Degree	Master's	Baccalaureate
Mean	\$122,887	\$104,802	\$86,934	\$80,466	\$106,142	\$85,482	\$79,943
P10	\$77,671	\$78,350	\$69,737	\$65,000	\$71,491	\$69,482	\$66,380
P25	\$96,175	\$85,416	\$75,000	\$71,304	\$80,470	\$75,000	\$71,344
P50 (Median)	\$110,000	\$100,278	\$83,000	\$79,978	\$95,000	\$83,000	\$78,000
P75	\$135,000	\$115,585	\$92,256	\$89,000	\$116,088	\$93,826	\$85,000
P90	\$167,748	\$136,290	\$103,880	\$99,440	\$150,000	\$105,374	\$90,638
N	49	145	397	115	233	458	45
Mean FTE	79%	89%	89%	81%	76%	92%	85%

Clinical Work

Fifty-eight percent of the program personnel performed clinical work in the 2009–2010 academic year for an average of 14 hours per week. Among faculty who worked clinically, 80% retained the income themselves (see Figure 8).

Figure 8. Clinical Income Disposal for PA Program Faculty



SECTION 4. PROFESSIONAL DEVELOPMENT

Tenure Track and Unionization

Tenure track was available to faculty in 52.6% of PA programs, while 29.9% of programs offer their PA faculty an option similar to tenure track.

Among responding programs, 16.2% reported that their faculty were unionized. Unions listed included the American Association of University Professors (AAUP), United Federation of Teachers (UFT), United University Professions (UUP), National Education Association (NEA), Laborers International Union of North America, Professional Staff Congress, University Faculty Federation, teachers union, non-tenure track faculty association, and state education associations.

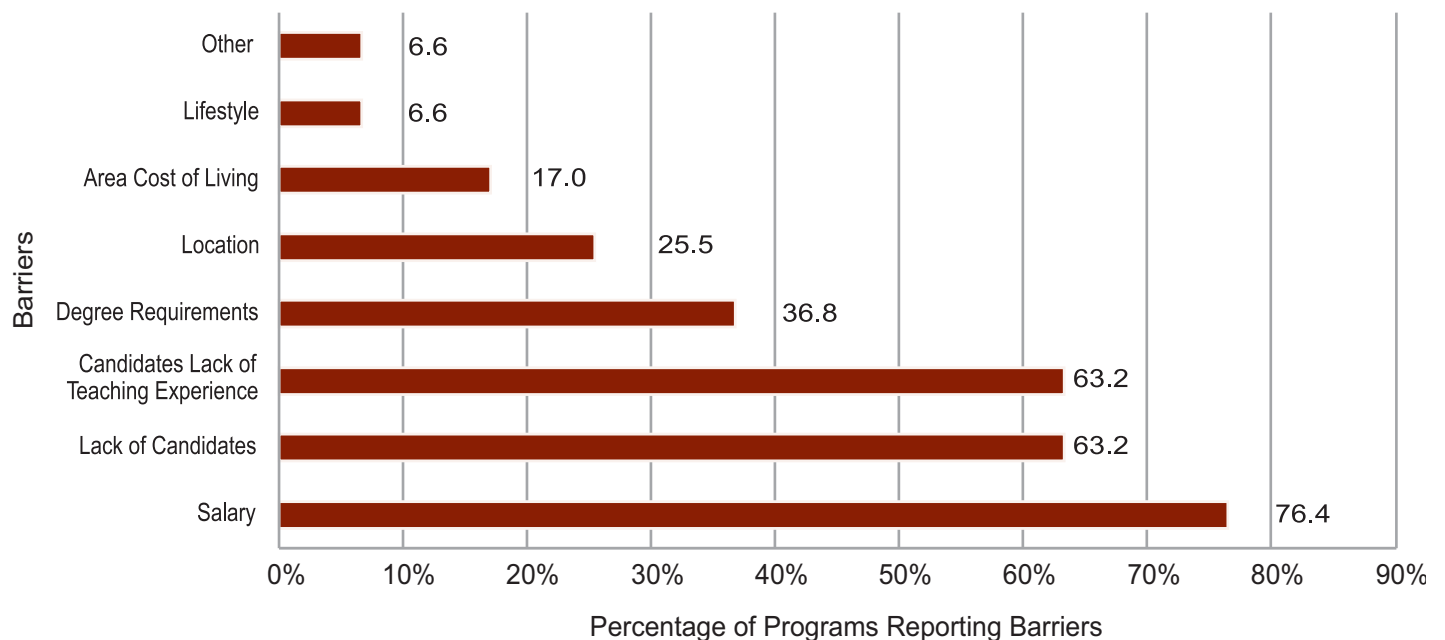
Table 16. Type of Tenure Track Available and PA Faculty Unionization

Type of Tenure Track	Percent	Unionized	Percent
Yes, Tenure Track Available	52.6	Yes	16.2
No, Similar Option Available	29.9	No	83.8
No, Neither Tenure nor Similar Option Available	17.5		
N	137	N	142

Barriers to Hiring New Faculty

One hundred six (106) programs reported having encountered barriers of some kind to hiring new faculty. The most common barrier was salary (76.4%), followed by lack of candidates (63.2%), and candidates' lack of teaching experience (both 63.2%) (see Figure 9). Additional barriers included lifestyle, location, benefits package, attractiveness of clinical practice options, lack of problem-based learning experience, state budget cuts, and area cost of living.

Figure 9. Barriers to Hiring New Faculty at PA Programs (Percentages)



Curriculum Taught or Coordinated by Core Faculty

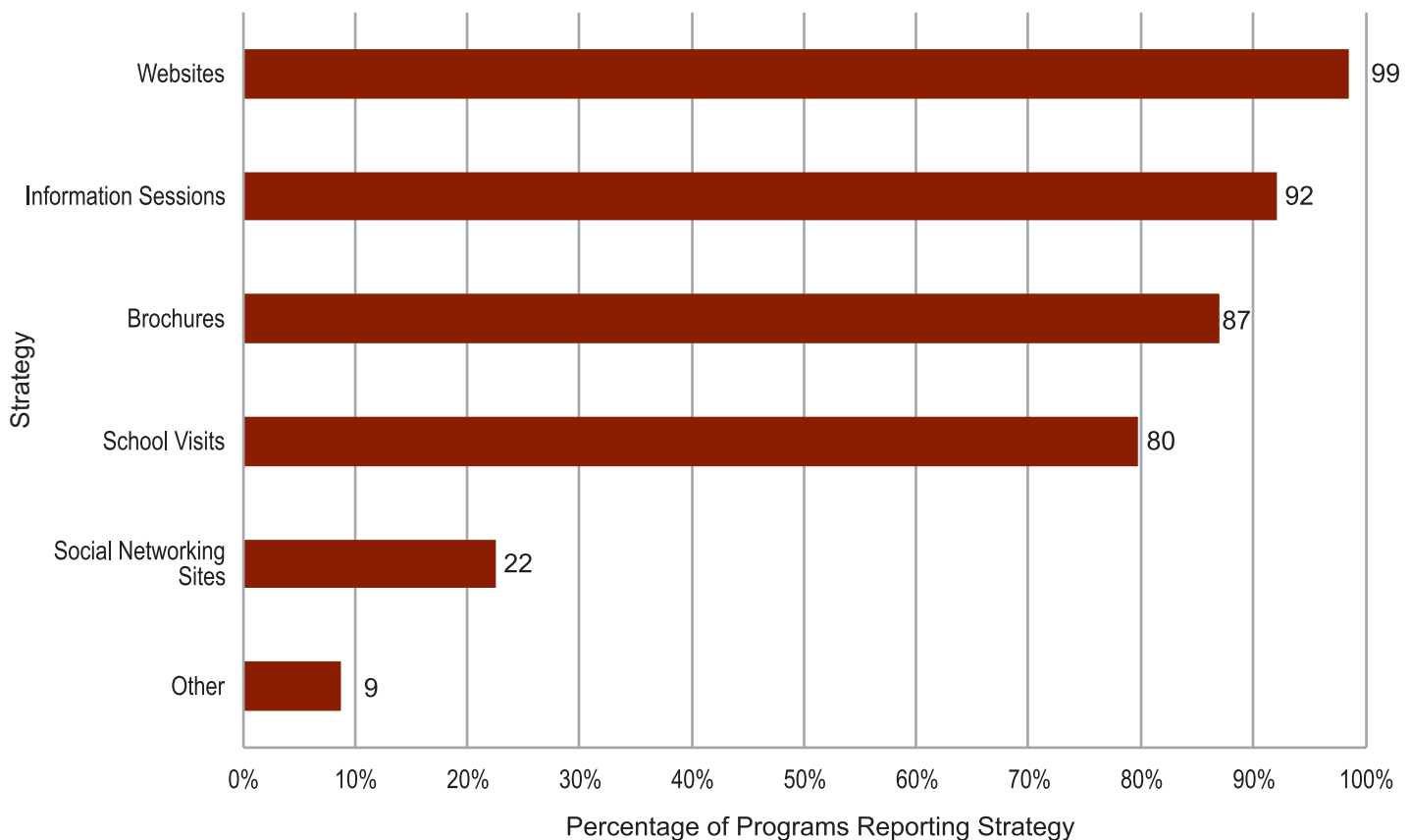
The term “core faculty” was defined in this survey as consisting of the program director, the medical director, and all other faculty, regardless of FTE, who are supervised by the program director. The average percentage of the curriculum taught or coordinated by core faculty in the 2009–2010 academic year was 73.4%, with a median of 75%. The range was considerable, from 6% to 100%.

SECTION 5. APPLICATION AND ADMISSIONS

Recruiting Strategies

Virtually all PA programs used websites (99%) in their recruiting processes, followed by information sessions (92%), brochures (87%), and school visits (80%) (see Figure 10). Other strategies used were personal contacts, open houses, career fairs, social networking, recruiting sessions/forums, fact sheets, CDs, and “pipeline” strategies in collaboration with other organizations.

Figure 10. Recruiting Strategies Adopted by PA Programs



Degree Requirements

Table 17 summarizes the degree requirements for each degree and the credential offered by PA programs. Some programs offered more than one degree or credential. Less than 20% of the baccalaureate programs required a prior baccalaureate degree. By comparison, 65% of the certificate-offering programs and 83% of the master’s degree programs required baccalaureate degrees.

Table 17. PA Program Degree Requirements for Each Credential Awarded

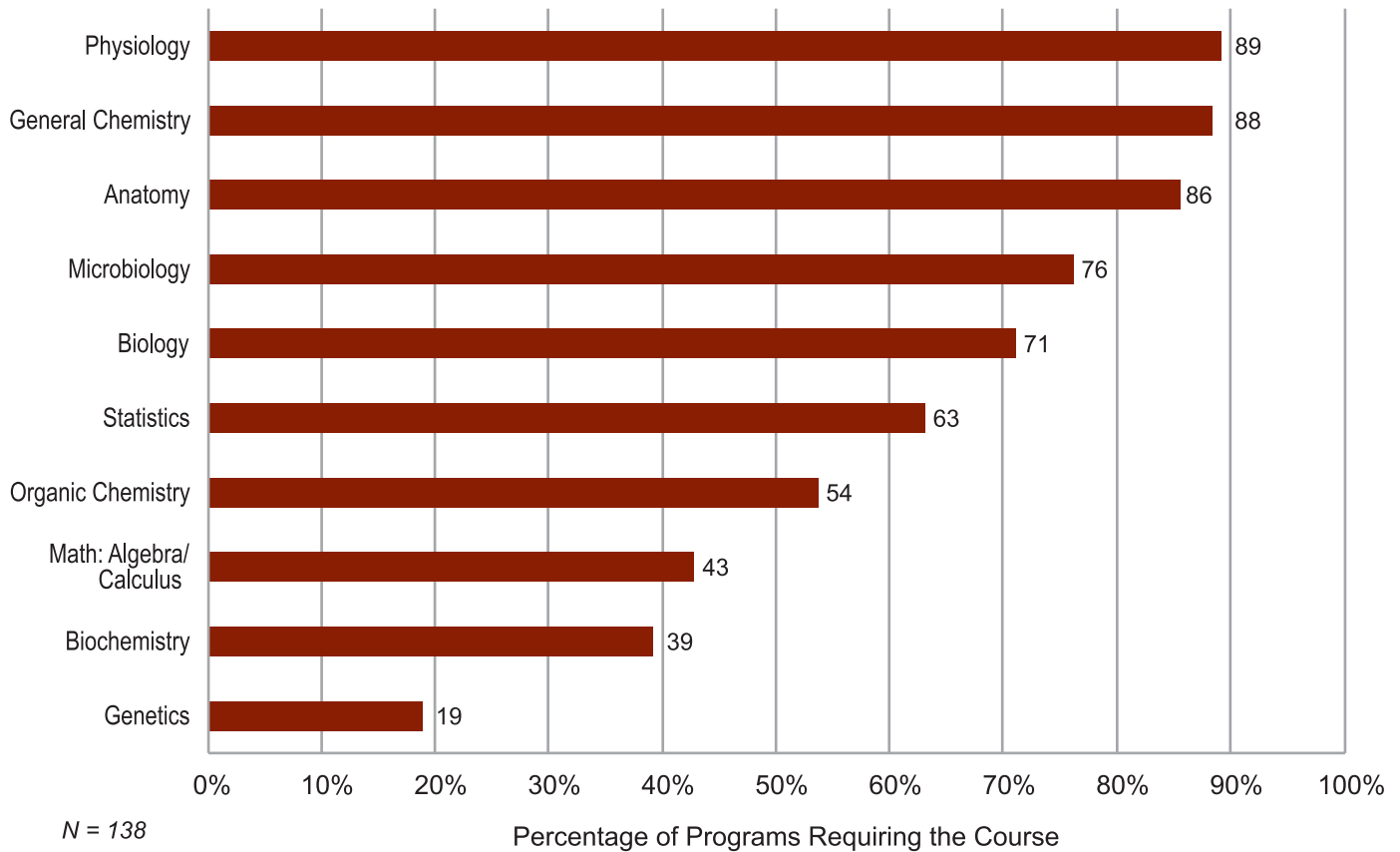
Requirement	CREDENTIALS AWARDED (%)			
	Associate	Baccalaureate	Certificate	Master's
Degree not required	83.3	76.7	35.0	16.0
Certificate	0.0	6.7	0.0	0.8
Baccalaureate	16.7	16.7	65.0	83.2
N	6	30	20	125

Note: Some programs offer more than one credential or degree; therefore, percentages do not add up to 100%.

Prerequisites

PA programs were asked to select prerequisite courses from a list of common science courses. The results are shown in Figure 11. Physiology was required by 89% of the programs, followed by general chemistry (88%), anatomy (86%), microbiology (76%), and biology (71%). Algebra/calculus, biochemistry, and genetics were required by fewer than half of the programs.

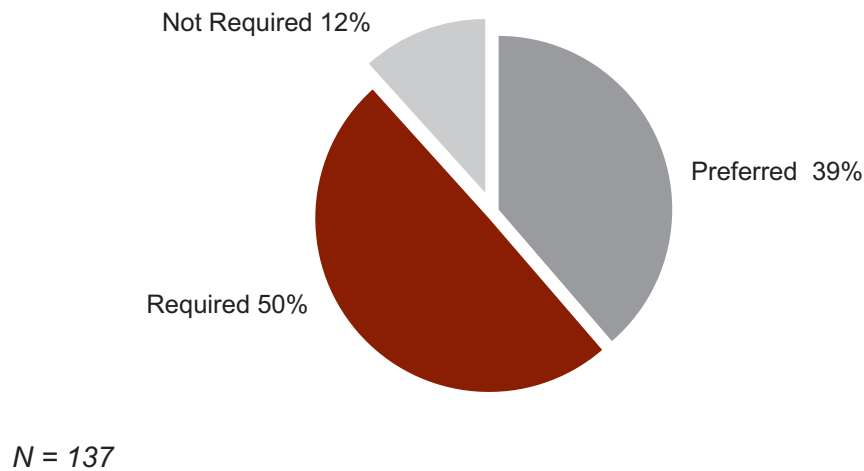
Figure 11. Prerequisite Courses for Application to PA Programs



Health Care Experience Requirements

As shown in Figure 12, half of responding programs required their applicants to have prior health care experience, while 12% did not require any health care experience. The remaining programs “preferred” but did not require their applicants to have prior health care experience.

Figure 12. Health Care Experience Requirements for Applicants to PA Programs



Interview Requirement

Interviews were required by 96% of PA programs; only six of the 137 responding programs did not require an interview from prospective PA students.

SECTION 6. MATRICULANTS

Enrollment and Capacity

As seen in Table 18, the mean total enrollment of the 132 responding programs was 107.1, lower than the mean capacity of 110.4.

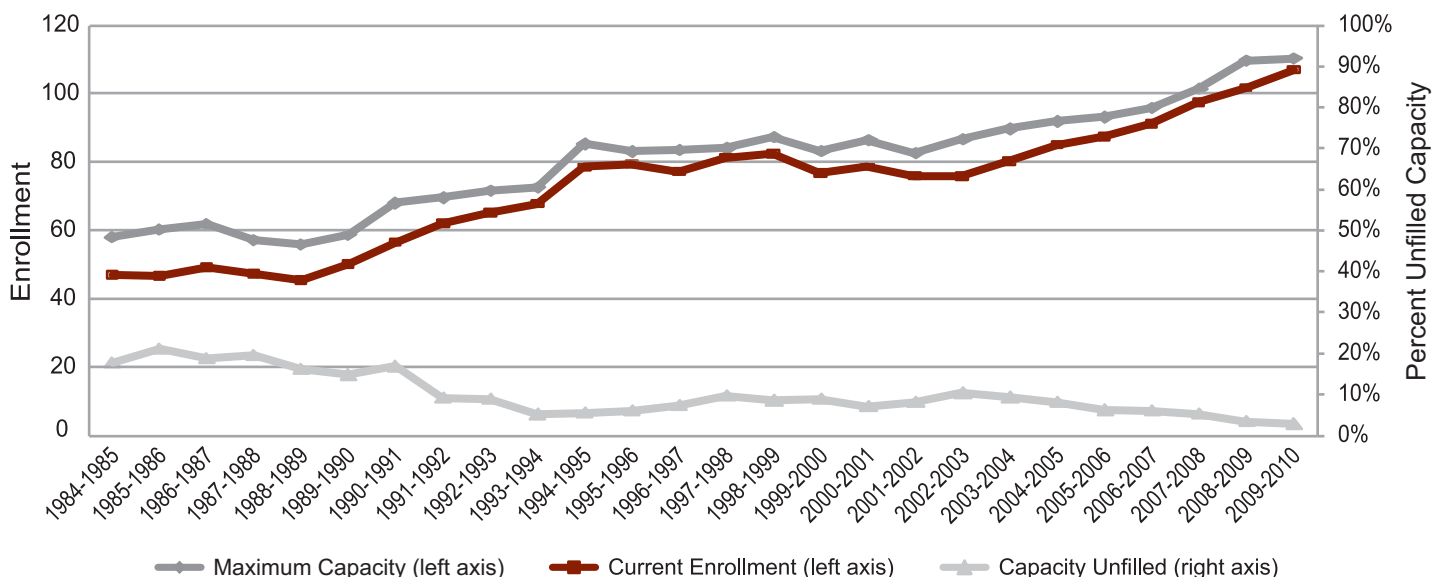
Table 18. Average Enrollment and Capacity of PA Programs

	ALL YEARS		FIRST-YEAR CLASS		SECOND-YEAR CLASS		THIRD-YEAR CLASS	
	Enrollment	Capacity	Enrollment	Capacity	Enrollment	Capacity	Enrollment	Capacity
Mean	107.1	110.4	46.0	45.8	44.0	44.8	38.2	40.8
P10	50.3	54.0	26.0	26.5	23.0	25.0	20.0	24.0
P25	71.3	76.0	32.8	33.8	30.0	32.3	28.0	30.0
P50	99.0	105.0	40.0	40.0	40.0	40.0	36.0	40.0
P75	131.5	135.0	54.0	54.0	53.5	54.0	47.3	50.0
P90	162.8	165.4	72.0	70.5	66.0	69.7	52.0	63.6
N	132	135	130	134	128	132	66	70

For first-year class enrollment, 48.6% of the responding programs filled exactly 100% of their capacity, down from 63.9% last year. Twenty-three programs (16.2%) exceeded their capacity. On average, responding programs filled 99.6% of their first-year capacity.

Trends in total capacity and enrollment are shown in Figure 13. The percentage of seats that are unfilled has declined steadily over the years, even while the overall capacity has increased (see Appendix II: Table C. Average Enrollment and Capacity for All Classes, 1984–2009). Average capacity leveled off last year after several years of increase.

Figure 13. Average Enrollment and Capacity of PA Programs, 1984–2009



Withdrawal and Deceleration

On average, 2.4 students decelerated and 2.6 students withdrew or were dismissed in any phase of the PA program. Table 19 shows percentages of withdrawal and deceleration among students. Percentages are calculated as number of students decelerated or withdrawn divided by the total number of students in all years.

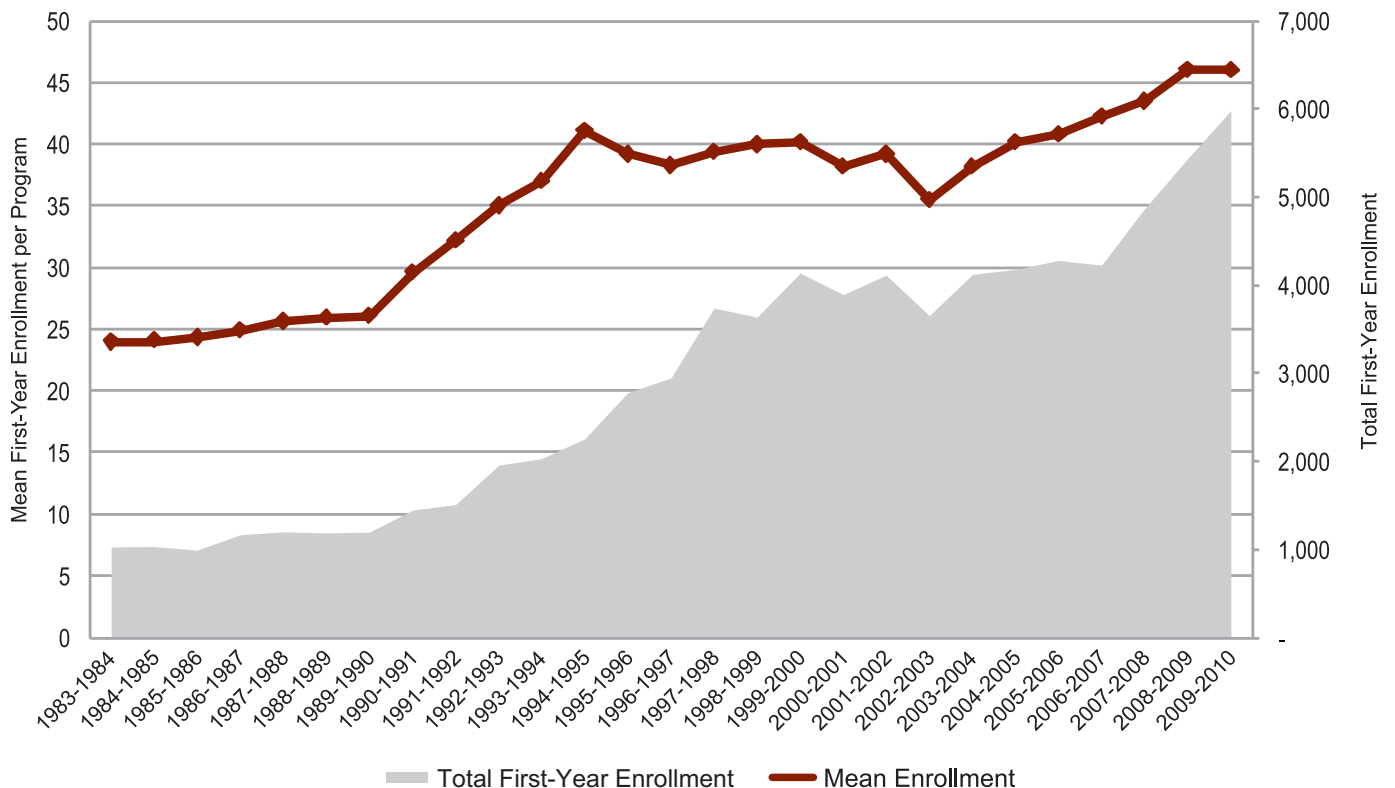
Table 19. Rates of Deceleration and Withdrawal of PA Students

	Decelerated (%)	Withdrawn or Dismissed (%)
Mean	2.4	2.6
P10	0.0	0.0
P25	0.0	0.9
P50	1.6	2.0
P75	3.7	3.7
P90	5.5	5.8
N	132	132

First-Year Class Enrollment

As shown in Figure 14, a total of 5,984 students were reported for 130 programs.

Figure 14. First-Year Class Enrollment at PA Programs, 1983–2009



First-Year Class — Gender, Race, Age, and GPA

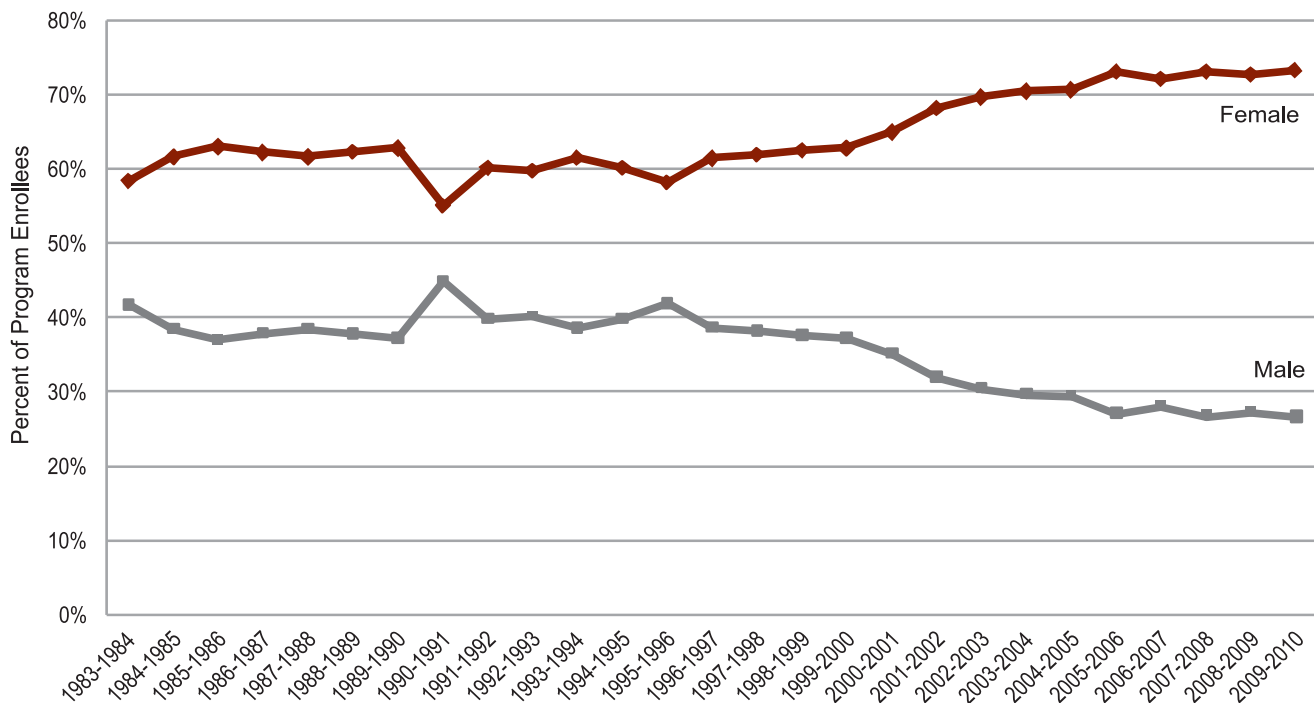
Percentages of male and female enrollees are shown in Table 20. Distribution of male and female enrollment of first-year students was similar to that of all class years. Female students made up more than 70% of total enrollees for all years.

Table 20. PA Program Enrollment by Gender

	FEMALE		MALE	
	All Years (%)	First Year (%)	All Years (%)	First Year (%)
Mean	73.3	73.3	26.9	26.9
P10	58.1	56.7	16.2	14.0
P25	68.6	69.2	19.5	19.5
P50	75.9	75.8	24.2	24.2
P75	80.7	80.6	31.4	30.8
P90	83.9	86.0	42.0	43.3
N	132	130	131	129

The gender distribution of first-year students has started to stabilize at 30% male and 70% female after a 20-plus-year trend of a gradually increasing percentage of females, as seen in Figure 15 (also see Appendix II: Table D. First-Year Gender and Ethnicity, 1983–2010).

Figure 15. First-Year Enrollment at PA Programs by Gender, 1983–2009



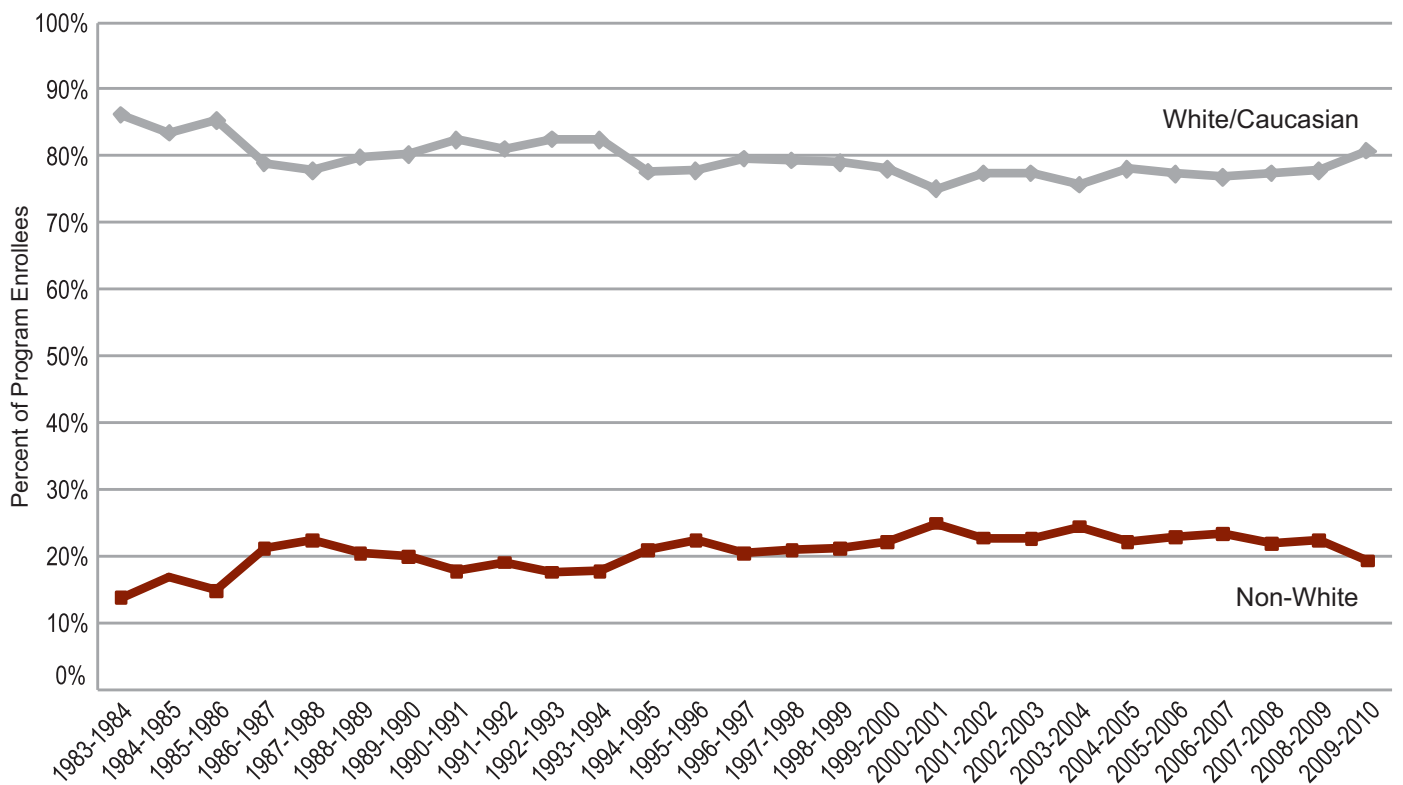
The mean percentage of white enrollees per program in the first year was 86%, indicating that many non-white students were clustered into relatively few programs.

Table 21. First-Year Class by Race (White/Non-White)

	WHITE		NON-WHITE	
	Number	% of Class	Number	% of Class
Mean	37.3	86	8.9	19
P10	18.1	47	2.0	5
P25	24.0	71	3.0	8
P50	34.0	85	5.0	14
P75	45.0	93	12.0	20
P90	59.0	100	18.6	38
N	70	70	67	67

Figure 16 shows the trend of racial distribution for first-year students. The percentage of non-white matriculants fell to 19% this year, after remaining steady at around 23% for the past 10 years.

Figure 16. First-Year Enrollment by Race (White/Non-White), 1983–2009



The mean age of first-year enrollees in 2009–2010 was 26.8 years, a minimal difference from the past two years. Grade point averages (GPAs) of matriculants to PA programs are described in Table 22. The average undergraduate overall GPA was 3.45, while science GPA was 3.39.

Table 22. Average Matriculant GPA by Program

	Undergraduate GPA	Undergraduate Science GPA	Graduate GPA	Graduate Science GPA
Mean	3.45	3.39	3.52	3.57
P10	3.20	3.10	3.28	3.29
P25	3.35	3.29	3.36	3.40
P50	3.47	3.40	3.47	3.53
P75	3.57	3.52	3.70	3.79
P90	3.69	3.64	3.89	3.91
N	61	56	21	18

Background Check and Mandatory Drug Testing

Nearly three-quarters (72.5%) of programs reported that students were required to have a background check upon matriculation to the program, while 36.8% of programs mandated drug testing during the 2009–2010 academic year.

SECTION 7. GRADUATING STUDENTS

Programs were asked to provide information for all of their 2010 graduates, including those in different graduating classes.

The Graduating Class

The graduating class was defined as all students who entered into the PA program expecting to graduate on time (in 2010), regardless of their eventual graduation status: This includes those who graduated, withdrew, and decelerated. The average 2010 graduating class had 44.3 students, of which 41.5 graduated (see Table 23). Percentages of students withdrawn and decelerated were calculated as number of students withdrawn or decelerated divided by the total number of graduating students. The average rates of withdrawal and deceleration were both 4.9%; however, the medians for both rates were lower than the means.

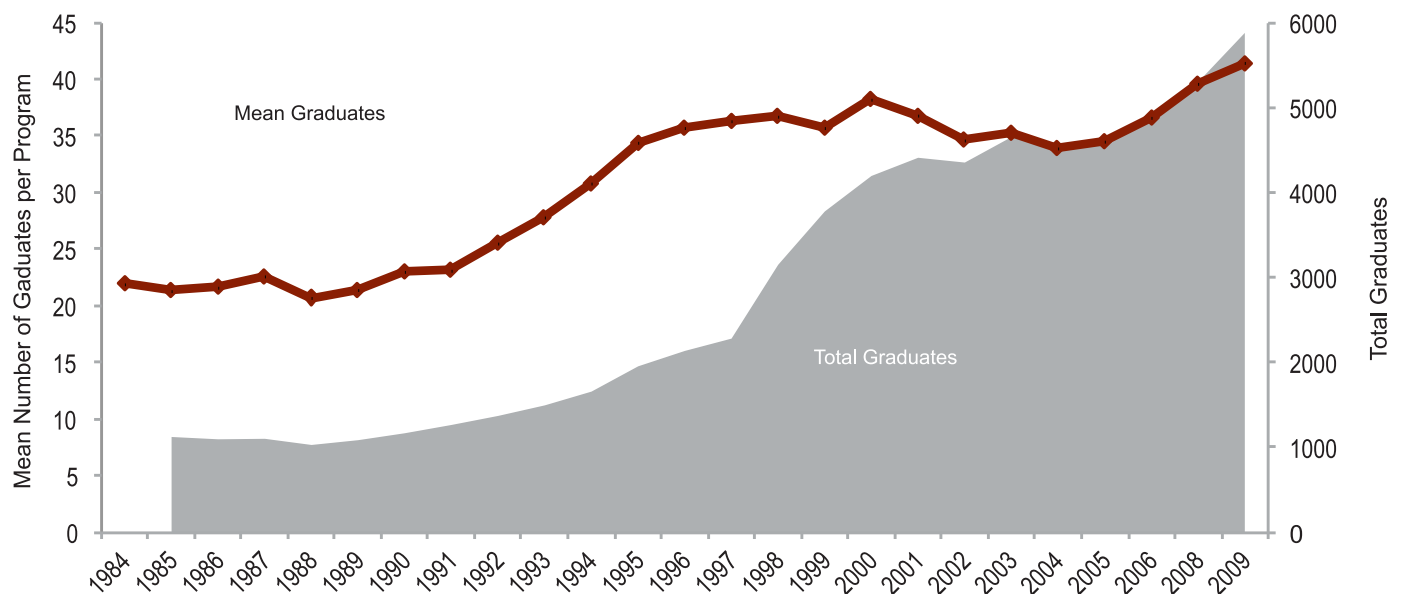
Table 23. Graduated, Withdrawn, and Decelerated Students at PA Programs

	STUDENTS							
	Total	Graduated		Withdrawn		Decelerated		
		Number	% of Total	Number	% of Total	Number	% of Total	
Mean	44.3	41.5	91.8	2.0	4.9	1.6	4.9	
Median	40.0	36.0	93.3	1.0	2.9	1.0	2.5	
N	125	123	120	122	122	122	122	

2010 Graduates

There were approximately 5,886 graduates in 2010. Figure 17 shows the mean number of graduates per program and the cumulative total of PA graduates since 1984.¹

Figure 17. PA Program Graduates (1984–2009)



¹ Graduation numbers were extrapolated from mean graduation numbers calculated from survey responses.

Gender and Ethnicity

As shown in Table 24, the mean percentage of male students who withdrew (7.5%) was higher than for female students (3.9%), which was significant at the 0.01 level, according to a paired *t*-test ($P = 0.000$). The percentage of decelerated male students (3.2%), however, was lower than that of their female counterparts (5.9%).

Table 24. Percentages of PA Students Graduated, Withdrawn, and Decelerated, by Gender

	FEMALE					MALE				
	Number	% of Total	% Female Grad	% Female Withdrawn	% Female Decelerated	Number	% of Total	% Male Grad	% Male Withdrawn	% Male Decelerated
Mean	32.2	72.7	90.1	3.9	5.9	12.9	27.5	89.3	7.5	3.2
Median	29	73.1	94.4	2.5	2.8	10	26.9	90.1	0.0	0.0
N	122	122	122	122	122	122	122	122	122	122

Of the 5,536 graduating students for whom demographic data were collected in the survey, white students made up 75.1%, followed by Asian students (6.7%), Hispanic students (6.3%), African American students (4.9%), and Hawaiian or Pacific Islander students (0.7%). Race and ethnicity data were missing or unknown for 6.3% of students.

As shown in Table 25, the mean graduation rate for PA students was 91.8%. Female PA students had an average graduation rate of 92.5%, while male PA students had an average graduation rate of 90.0%. Asian students had a graduation rate of 92.8%, followed by white students (90.8%), and African American students (84.3%).

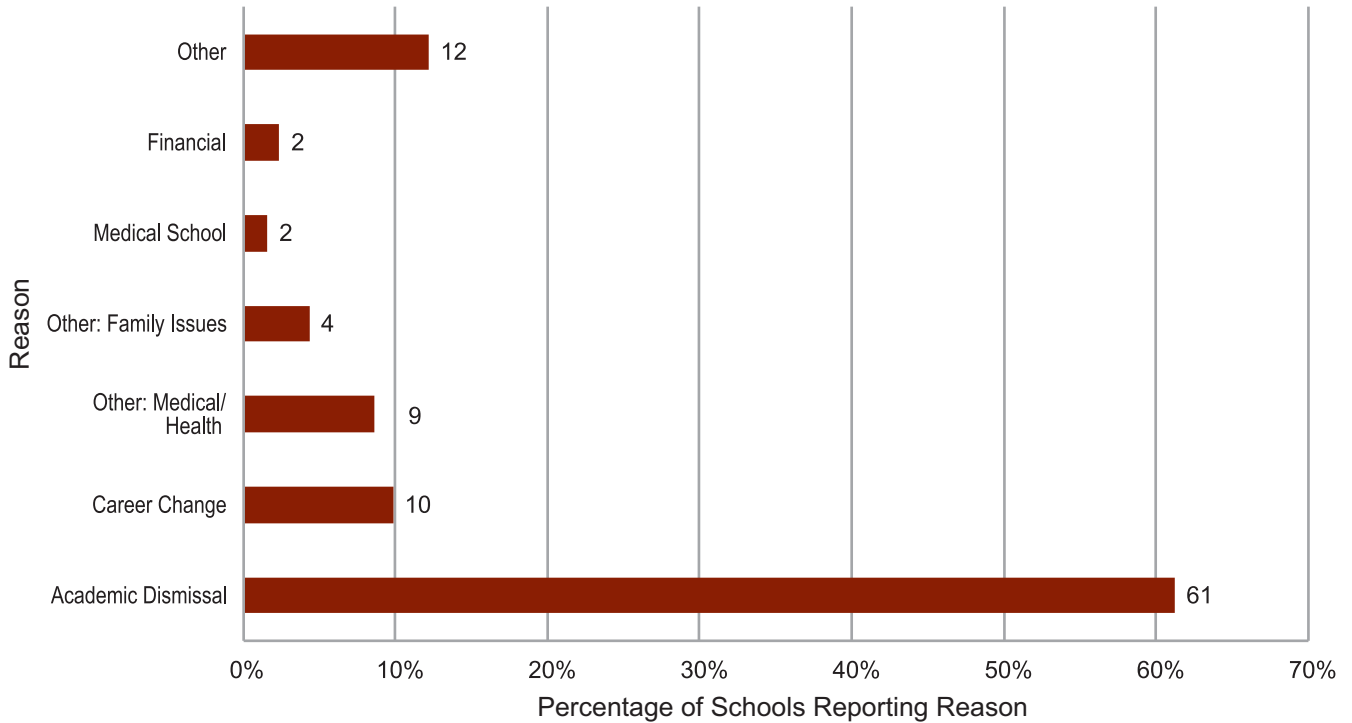
Table 25. Graduation Rates by Gender, Race, and Ethnicity for 2010 Graduating Class

	Overall	Female	Male	White	Black	Asian	Non-Hispanic	Hispanic
Mean	91.8%	92.5%	90.0%	93.3%	84.3%	92.8%	92.4%	91.3%
N	120	120	120	114	72	86	94	87

Reasons for Withdrawal/Dismissal

As shown in Figure 18, the most common reason for withdrawal or dismissal was academic. For the 255 withdrawn or dismissed students from 110 responding programs, over half were due to academic reasons (61%).

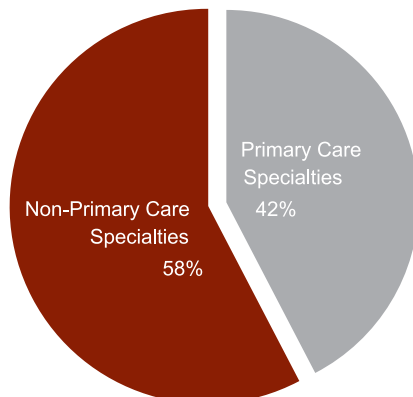
Figure 18. Reasons for Withdrawal or Dismissal of PA Students



Specialty Choices of 2009 Graduates

Among 2009 graduates, 42% were employed in primary care specialties and 58% were employed in non-primary care specialties.

Figure 19. Primary Care vs. Non-Primary Care Specialty Choices of 2009 PA Program Graduates



Starting Salary of 2009 Graduates

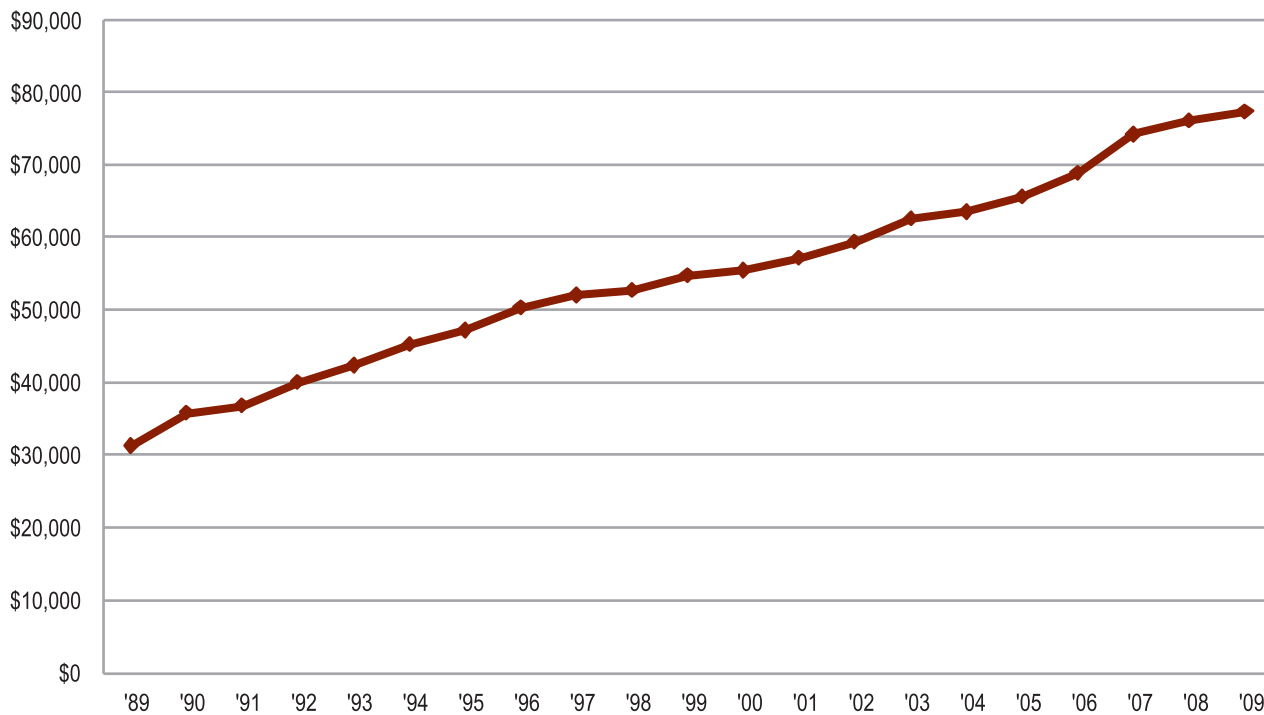
Programs were asked to provide the average salary of their 2009 graduates. As shown in Table 26, the mean salary by program of the 2009 graduates was \$77,377, with a range of \$65,000 to \$90,000.

Table 26. Starting Salary of Recent PA Graduates

	Mean	P10	P25	P50 (Median)	P75	P90	Range	N
Starting Salary	\$77,377	\$70,000	\$73,793	\$76,750	\$80,000	\$87,000	\$65,000–\$90,000	46

The trend line of PA graduate salaries is shown in Figure 20. Since 1989, the average annual increase has been 4.7%.

Figure 20. PA Program Graduates' Starting Salary, 1989–2009



APPENDIX I. LIST OF PA PROGRAMS

	Name of Institution	Consortium	Public/Private	Type of Sponsoring Institution	Highest Degree
1.	Albany Medical College	Northeast	Private	Spec/Med	Master's
2.	Anne Arundel Community College	East	Public	Assoc/Pub-S-SC	Certificate
3.	Arcadia University	East	Private	Master's L	Master's
4.	Arizona School of Health Sciences	West	Private	Spec/Med	Master's
5.	Augsburg College	Midwest	Private	Master's S	Master's
6.	Barry University	Southeast	Private	DRU	Master's
7.	Baylor College of Medicine	Heartland	Private	Spec/Med	Master's
8.	Bethel College	Southeast	Private	Master's S	Master's
9.	Butler University	Midwest	Private	Master's M	Master's
10.	Central Michigan University	Midwest	Public	DRU	Master's
11.	Chatham University	East	Private	Master's M	Master's
12.	CUNY/Sophie Davis School of Biomedical Education	Northeast	Public	Master's L	Baccalaureate
13.	Cuyahoga Community College	Midwest	Public	Assoc/Pub-U-MC	Master's
14.	Daemen College	Northeast	Private	Master's M	Master's
15.	Des Moines University	Midwest	Private	Spec/Med	Master's
16.	DeSales University	East	Private	Master's L	Master's
17.	Drexel University	East	Private	RU/H	Master's
18.	Duke University	Southeast	Private	RU/VH	Master's
19.	Duquesne University	East	Private	DRU	Master's
20.	D'Youville College	Northeast	Private	Master's L	Master's
21.	East Carolina University	Southeast	Public	DRU	Master's
22.	Eastern Virginia Medical School	Southeast	Private	Spec/Med	Master's
23.	Emory University	Southeast	Private	RU/VH	Master's
24.	Gannon University	East	Private	Master's L	Master's
25.	George Washington University	East	Private	RU/H	Master's
26.	Grand Valley State University	Midwest	Public	Master's L	Master's
27.	Harding University	Southeast	Private	Master's L	Master's
28.	Hofstra University	Northeast	Private	DRU	Baccalaureate
29.	Howard University	East	Private	RU/H	Baccalaureate
30.	Idaho State University	West	Public	DRU	Master's
31.	Interservice Physician Assistant Program	Heartland	Private	N/A	Master's
32.	James Madison University	Southeast	Public	Master's L	Master's
33.	Jefferson College of Health Sciences	Southeast	Private	Spec/Health	Master's
34.	John H. Stroger Jr. Hospital of Cook County/ Malcolm X College	Midwest	Public	Assoc/Pub-U-MC	Master's
35.	Keck School of Medicine of the University of Southern California	West	Private	RU/VH	Master's

	Name of Institution	Consortium	Public/Private	Type of Sponsoring Institution	Highest Degree
36.	Kettering College of Medical Arts	Midwest	Private	Spec/Health	Master's
37.	King's College	East	Private	Master's S	Master's
38.	Le Moyne College	Northeast	Private	Master's L	Master's
39.	Lincoln Memorial	Southeast	Private	Master's M	Master's
40.	Lock Haven University of Pennsylvania	East	Public	Master's S	Master's
41.	Loma Linda University	West	Private	Spec/Med	Master's
42.	Long Island University	Northeast	Private	Master's L	Baccalaureate
43.	Louisiana State University Health Sciences Center	Heartland	Public	Spec/Med	Baccalaureate
44.	Marietta College	Midwest	Private	Bac/Diverse	Master's
45.	Marquette University	Midwest	Private	RU/H	Master's
46.	Marywood University	East	Private	Master's L	Master's
47.	Massachusetts College of Pharmacy & Health Sciences-Boston	Northeast	Private	Spec/Health	Master's
48.	Massachusetts College of Pharmacy and Health Sciences-Manchester	Northeast	Private	Spec/Health	Master's
49.	Georgia Health Sciences University	Southeast	Public	Spec/Med	Master's
50.	Medical University of South Carolina	Southeast	Public	Spec/Med	Master's
51.	Mercer University	Southeast	Private	Master's L	Master's
52.	Mercy College	Northeast	Private	Master's L	Master's
53.	Methodist University	Southeast	Private	Bac/Diverse	Master's
54.	Miami Dade College	Southeast	Public	Assoc/Pub4	Associate
55.	Midwestern University-Downers Grove	Midwest	Private	Spec/Med	Master's
56.	Midwestern University-Glendale	West	Private	Spec/Med	Master's
57.	Missouri State University	Midwest	Public	Master's L	Master's
58.	University of Mount Union	Midwest	Private	Bac/A&S	Master's
59.	Mountain State University	Southeast	Private	Master's M	Master's
60.	New York Institute of Technology	Northeast	Private	Master's L	Master's
61.	Northeastern University	Northeast	Private	RU/H	Master's
62.	Nova Southeastern University-Southwest Florida (Naples)	Southeast	Private	DRU	Master's
63.	Nova Southeastern University-Fort Lauderdale	Southeast	Private	DRU	Master's
64.	Nova Southeastern University-Orlando	Southeast	Private	DRU	Master's
65.	Nova Southeastern University-Jacksonville	Southeast	Private	DRU	Master's
66.	Oregon Health and Science University	West	Public	Spec/Med	Master's
67.	PACE University-Lenox Hill Hospital	Northeast	Private	DRU	Master's
68.	Pacific University	West	Private	DRU	Master's
69.	Pennsylvania College of Technology	East	Public	Bac/Assoc	Baccalaureate
70.	Philadelphia College of Osteopathic Medicine	East	Private	Spec/Med	Master's
71.	Philadelphia University	East	Private	Master's M	Master's
72.	Quinnipiac University	Northeast	Private	Master's L	Master's

	Name of Institution	Consortium	Public/Private	Type of Sponsoring Institution	Highest Degree
73.	Red Rocks Community College	West	Public	Assoc/Pub-S-MC	Certificate
74.	Riverside Community College	West	Public	Assoc/Pub-U-MC	Master's
75.	Rochester Institute of Technology	Northeast	Private	Master's L	Baccalaureate
76.	Rocky Mountain College	West	Private	Bac/Diverse	Master's
77.	Rosalind Franklin University of Medicine and Science	Midwest	Private	Spec/Med	Master's
78.	Saint Francis University	East	Private	Master's L	Master's
79.	Saint Louis University	Midwest	Private	RU/H	Master's
80.	Salus University	East	Private	Spec/Health	Master's
81.	Samuel Merritt College	West	Private	Spec/Health	Master's
82.	San Joaquin Valley College	West	Private	Assoc/PrivFP	Associate
83.	Seton Hall University	Northeast	Private	DRU	Master's
84.	Seton Hill University	East	Private	Bac/Diverse	Master's
85.	Shenandoah University	Southeast	Private	Master's L	Master's
86.	South College	Southeast	Private	Assoc/PrivFP4	Master's
87.	South University	Southeast	Private	Bac/Assoc	Master's
88.	Southern Illinois University-Carbondale	Midwest	Public	RU/H	Master's
89.	Springfield College	Northeast	Private	Master's L	Master's
90.	St. John's University	Northeast	Private	DRU	Baccalaureate
91.	Stanford University	West	Private	RU/VH	Master's
92.	State University of New York Downstate Medical Center	Northeast	Public	Spec/Med	Baccalaureate
93.	State University of New York Upstate Medical Center	Northeast	Public	Spec/Med	Master's
94.	Stony Brook University	Northeast	Public	RU/VH	Master's
95.	Texas Tech University Health Sciences Center	Heartland	Public	Spec/Med	Master's
96.	Touro College School of Health Sciences	Northeast	Private	Master's L	Master's
97.	Touro College-Manhattan	Northeast	Private	Master's L	Master's
98.	Touro University-California	West	Private	Master's L	Master's
99.	Touro University-Nevada	West	Private	Master's L	Master's
100.	Towson University CCBC Essex	East	Public	Master's L	Master's
101.	Trevecca Nazarene University	Southeast	Private	DRU	Master's
102.	Union College	Heartland	Private	Bac/Diverse	Master's
103.	University of Alabama at Birmingham	Southeast	Public	RU/VH	Master's
104.	University of California-Davis	West	Public	RU/VH	Certificate
105.	University of Colorado Denver, Anschutz Medical Campus	West	Public	RU/VH	Master's
106.	University of Detroit Mercy	Midwest	Private	Master's L	Master's
107.	University of Findlay	Midwest	Private	Master's L	Baccalaureate
108.	University of Florida	Southeast	Public	RU/VH	Master's
109.	University of Iowa	Midwest	Public	RU/VH	Master's

	Name of Institution	Consortium	Public/Private	Type of Sponsoring Institution	Highest Degree
110.	University of Kentucky	Southeast	Public	RU/VH	Master's
111.	University of Maryland-Eastern Shore	East	Public	Master's S	Baccalaureate
112.	University of Medicine and Dentistry of New Jersey	Northeast	Public	Spec/Med	Master's
113.	University of Nebraska Medical Center	Heartland	Public	Spec/Med	Master's
114.	University of New England	Northeast	Private	Master's L	Master's
115.	University of New Mexico	West	Public	RU/VH	Baccalaureate
116.	University of North Dakota	Midwest	Public	RU/H	Master's
117.	University of North Texas Health Science Center at Fort Worth	Heartland	Public	Spec/Med	Master's
118.	University of Oklahoma	Heartland	Public	Spec/Med	Master's
119.	University of Oklahoma-Tulsa	Heartland	Public	Spec/Med	Master's
120.	University of Saint Francis (IN)	Midwest	Private	Master's S	Master's
121.	University of South Alabama	Southeast	Public	Master's L	Master's
122.	University of South Dakota	Midwest	Public	DRU	Master's
123.	University of St. Francis (NM)	West	Private	Master's L	Master's
124.	University of Texas Health Science Center at San Antonio	Heartland	Public	Spec/Med	Master's
125.	University of Texas Medical Branch	Heartland	Public	Spec/Med	Master's
126.	University of Texas Pan American	Heartland	Public	Master's L	Master's
127.	University of Texas Southwestern Medical Center	Heartland	Public	Spec/Med	Master's
128.	University of Toledo	Midwest	Public	RU/H	Master's
129.	University of Utah	West	Public	RU/VH	Master's
130.	University of Washington MEDEX	West	Public	RU/VH	Master's
131.	University of Wisconsin-LaCrosse-Gundersen-Mayo	Midwest	Public	Master's L	Master's
132.	University of Wisconsin-Madison	Midwest	Public	RU/VH	Master's
133.	Wagner College	Northeast	Private	Master's M	Master's
134.	Wake Forest University	Southeast	Private	RU/H	Master's
135.	Wayne State University	Midwest	Public	RU/VH	Master's
136.	Weill Cornell University Medical College	Northeast	Private	Spec/Med	Certificate
137.	Western Michigan University	Midwest	Public	RU/H	Master's
138.	Western University of Health Sciences	West	Private	Spec/Med	Master's
139.	Wichita State University	Heartland	Public	RU/H	Master's
140.	Wingate University	Southeast	Private	Bac/A&S	Master's
141.	Yale University	Northeast	Private	RU/VH	Master's
142.	York College, CUNY	Northeast	Public	Bac/Assoc	Baccalaureate

APPENDIX II. HISTORICAL TABLES

Table A. Financial Support Received by PA Programs, 1984–2010

Year	TOTAL BUDGET		SPONSORING INSTITUTION			FEDERAL GRANT/CONTRACT			
	Mean Budget Amount (\$)	% Change	Mean Budget Amount (\$)	% Change	% of Prog Receiving	Mean Budget Amount (\$)	% Change	% of Prog Receiving	% in Total Budget
1984–1985	276,919	—	169,581	—	84	130,889	—	73	35
1985–1986	305,868	10.5	181,171	6.8	92	125,484	-4.1	82	41
1986–1987	334,690	9.4	189,135	4.4	88	126,457	0.8	60	39
1987–1988	328,444	-1.9	178,590	-5.6	87	117,429	-7.1	78	38
1988–1989	371,386	13.1	200,700	12.4	91	125,118	6.5	77	34
1989–1990	381,978	2.9	211,400	5.3	80	127,600	2	75	33
1990–1991	409,745	7.3	235,780	11.5	87	128,222	0.5	77	31
1991–1992	470,063	14.7	257,182	9.1	92	129,243	0.8	77	28
1992–1993	457,200	-2.7	270,346	5.1	89	143,514	11	64	31
1993–1994	568,564	24.4	315,085	16.5	85	137,514	-4.2	64	24
1994–1995	664,797	16.9	324,889	3.1	93	144,926	5.4	71	22
1995–1996	673,975	1.4	373,957	15.1	92	152,514	5.2	52	23
1996–1997	648,871	-3.7	410,456	9.8	87	152,300	-0.1	45	22
1997–1998	679,096	4.7	441,129	7.5	94	157,765	3.6	38	22
1998–1999	740,898	9.1	501,150	13.6	88	173,030	9.7	41	23
1999–2000	756,946	2.2	466,641	-6.9	89	150,111	-13.2	35	20
2000–2001	871,824	15.2	487,739	4.5	90	123,055	-18	31	14
2001–2002	873,977	0.2	504,324	3.4	90	154,834	25.8	33	18
2002–2003	866,612	-0.8	574,416	13.9	86	159,334	2.9	37	18
2003–2004	954,422	10.1	654,339	13.9	86	141,762	-11	40	15
2004–2005	986,987	3.4	672,444	2.8	88	138,982	-2	38	14
2005–2006	990,527	0.4	735,508	9.4	88	177,408	27.6	37	18
2006–2007	1,077,814	8.8	795,539	8.2	90	134,907	-24	31	13
2007–2008	1,314,505 ^r	22.0	908,472	14.2	94	124,212	-7.9	16	11
2008–2009	1,276,432	-2.9	954,696	5.1	91	108,587	-12.6	16	11
2009–2010	1,290,024	1.1	984,529	3.1	91	143,758	32.4	16	14

r = revised; the 2007-2008 mean budget was reported as \$1,364,120 in the 24th PAEA Annual Report.

Table B. PA Student Expenses and Financial Aid, 1984–2010

Year	TUITION (MEAN)				TUITION + INCIDENTAL COSTS (MEAN)				FINANCIAL AID
	Resident (\$)	% Change	Non-Resident (\$)	% Change	Resident (\$)	% Change	Non-Resident (\$)	% Change	% of Class
1984–1985	6,378	-	8,986	-	7,669	-	9,962	-	65
1985–1986	7,098	11.3	9,565	6.4	8,588	12.0	11,055	11.0	65
1986–1987	7,626	7.4	10,451	9.3	9,247	7.7	12,155	10.0	63
1987–1988	8,012	5.1	10,775	3.1	9,643	4.3	12,494	2.8	63
1988–1989	9,472	18.2	13,660	26.8	11,485	19.1	15,681	25.5	67
1989–1990	9,978	5.3	14,174	3.8	11,706	1.9	15,902	1.4	69
1990–1991	10,620	6.4	14,614	3.1	12,495	6.7	16,511	3.8	71
1991–1992	11,714	10.3	16,240	11.1	13,890	11.2	18,440	11.7	71
1992–1993	13,092	11.8	17,772	9.4	15,694	13.0	20,375	10.5	71
1993–1994	14,470	10.5	18,774	5.6	17,153	9.3	21,457	5.3	71
1994–1995	16,030	10.8	21,106	12.4	18,676	8.9	23,752	10.7	77
1995–1996	17,872	11.5	22,702	7.6	21,308	14.1	26,132	10.0	79
1996–1997	20,132	12.6	25,088	10.5	23,695	11.2	28,775	10.1	79
1997–1998	20,296	0.8	26,228	4.5	24,057	1.5	29,989	4.2	85
1998–1999	22,428	10.5	27,922	6.5	26,653	10.8	32,147	7.2	83
1999–2000	24,407	8.8	31,001	11.0	28,840	8.2	35,434	10.2	84
2000–2001	28,048	14.9	34,662	11.8	32,684	13.3	39,298	10.9	86
2001–2002	28,036	0.0	35,536	2.5	32,810	0.4	40,310	2.6	88
2002–2003	30,949	10.4	38,423	8.1	36,154	10.2	43,628	8.2	86
2003–2004	34,167	10.4	41,723	8.6	39,360	8.9	46,884	7.5	89
2004–2005	37,823	10.7	46,344	11.1	43,309	10.0	51,730	10.3	88
2005–2006	40,697	7.6	48,549	4.8	45,910	6.0	53,843	4.1	89
2006–2007	44,637	9.7	52,225	7.6	51,019	11.1	58,671	9.0	89
2007–2008	48,649	9.0	57,280	9.7	54,954	7.7	63,647	8.5	91
2008–2009	50,611	4.0	61,088	6.6	56,220	2.3	66,871	5.1	92
2009–2010	53,650	6.0	65,171	6.7	59,435	5.7	70,956	6.1	92

Table C. Average Enrollment and Capacity for All Classes, 1984–2010

Academic Year	Maximum Capacity (N)	Current Enrollment (N)	Capacity Unfilled (%)	Programs Capacity (N)
1984–1985	58.2	47.0	17.8	39
1985–1986	60.4	46.7	21.3	44
1986–1987	61.9	49.1	18.8	47
1987–1988	57.4	47.3	19.6	48
1988–1989	56.1	45.6	16.3	48
1989–1990	58.9	50.2	14.8	45
1990–1991	68.1	56.6	16.9	50
1991–1992	69.7	62.1	9.2	50
1992–1993	71.8	65.1	8.9	57
1993–1994	72.7	67.9	5.1	56
1994–1995	85.4	78.6	5.5	61
1995–1996	83.2	79.4	6.1	68
1996–1997	83.6	77.3	7.3	77
1997–1998	84.1	81.3	9.8	95
1998–1999	87.4	82.5	8.5	96
1999–2000	83.3	76.7	9.0	105
2000–2001	86.5	78.8	7.1	102
2001–2002	82.8	76.0	8.2	105
2002–2003	86.7	75.9	10.4	103
2003–2004	89.8	80.3	9.3	109
2004–2005	91.9	85.1	8.2	110
2005–2006	93.2	87.5	6.2	105
2006–2007	95.9	91.3	6.1	99
2007–2008	101.5	97.5	5.2	112
2008–2009	109.7	101.5	3.4	118
2009–2010	110.4	107.1	2.9	132

Table D. First-Year Gender and Ethnicity, 1983–2010

Academic Year	Female		Male		White		Non-White		Total	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	N
1983–1984	13.6	58.4	9.7	41.6	20.7	86.2	4.0	13.8	24.0	43
1984–1985	14.6	61.6	9.1	38.4	20.3	83.4	4.1	16.6	24.1	43
1985–1986	15.3	63.0	9.0	37.0	20.9	85.3	3.6	14.7	24.3	41
1986–1987	15.5	62.2	9.4	37.8	19.6	78.8	5.3	21.1	24.9	47
1987–1988	15.7	61.6	9.9	38.4	19.7	77.7	5.9	22.3	25.6	47
1988–1989	16.2	62.3	9.8	37.7	20.8	79.7	5.3	20.3	25.9	46
1989–1990	16.4	62.8	9.7	37.2	20.9	80.1	5.2	19.9	26.1	46
1990–1991	16.3	55.1	13.3	44.9	24.6	82.3	5.3	17.7	29.6	49
1991–1992	19.4	60.2	12.8	39.8	26.0	81.0	6.1	19.0	32.2	47
1992–1993	20.7	59.8	13.9	40.2	26.9	82.5	5.7	17.5	35.0	56
1993–1994	22.2	61.5	13.9	38.5	29.3	82.3	6.3	17.7	37.0	55
1994–1995	24.4	60.2	16.1	39.8	33.2	77.5	8.8	20.9	41.1	55
1995–1996	22.8	58.2	16.4	41.8	32.4	77.7	9.3	22.3	39.2	71
1996–1997	23.5	61.4	14.8	38.6	31.3	79.6	8.0	20.4	38.3	77
1997–1998	24.4	61.9	15.0	38.1	32.4	79.2	8.5	20.8	39.4	95
1998–1999	25.0	62.5	15.0	37.5	32.9	78.9	8.8	21.1	40.0	91
1999–2000	24.0	62.8	14.2	37.2	30.7	77.9	8.7	22.1	40.2	103
2000–2001	24.8	64.9	13.4	35.1	30.2	75.1	10.0	24.9	38.2	102
2001–2002	26.7	68.1	12.5	31.9	29.0	77.3	8.5	22.7	39.2	105
2002–2003	24.7	69.6	10.8	30.4	29.8	77.4	8.7	22.6	35.5	103
2003–2004	26.9	70.4	11.3	29.6	30.1	75.6	9.7	24.4	38.2	108
2004–2005	28.4	70.6	11.8	29.4	33.1	77.9	9.4	22.1	40.2	104
2005–2006	29.8	73.0	11.0	27.0	32.8	77.2	9.7	22.8	40.8	105
2006–2007	30.5	72.1	11.8	27.9	33.0	76.7	10.0	23.3	42.3	100
2007–2008	31.1	73.1	12.4	26.9	34.8	77.4	9.5	21.8	43.5	112
2008–2009	32.6	72.7	13.0	27.3	33.5	77.7	8.8	22.3	45.6	118
2009–2010	32.2	72.7	12.9	27.5	34.9	81.1	7.6	18.9	46.0	130

Note: Totals may not sum to 100% due to rounding.

Table E. Health Care Experience of PA Program Entering Classes, 1983–2010

Academic Year	Months	Hours
1983–1984	32	5,632
1984–1985	37	6,512
1985–1986	40	7,040
1986–1987	36	6,336
1987–1988	44	7,744
1988–1989	45	7,920
1989–1990	46	8,096
1990–1991	52	9,152
1991–1992	52	9,152
1992–1993	56	9,856
1993–1994	50	8,800
1994–1995	54	9,504
1995–1996	53	9,328
1996–1997	48	8,448
1997–1998	49	8,624
1998–1999	45	7,920
1999–2000	45	7,920
2000–2001	43	7,568
2001–2002	43	7,568
2002–2003	38	6,688
2003–2004	32	5,632
2004–2005	35	6,160
2005–2006	29	5,104
2006–2007	30	5,280
2007–2008	32	5,632
2008–2009	31	5,481
2009–2010	25	4,376*

*2010–2011 CASPA Matriculant Average Health Care Experience (self-reported)

Table F. Average Graduate Salaries, 1989–2010

Graduation Year	Average Salary
1989	\$31,352
1990	\$35,856
1991	\$36,815
1992	\$40,079
1993	\$42,332
1994	\$45,228
1995	\$47,202
1996	\$50,362
1997	\$52,026
1998	\$52,664
1999	\$54,761
2000	\$55,415
2001	\$57,218
2002	\$59,434
2003	\$62,540
2004	\$63,497
2005	\$65,595
2006	\$68,886
2007	\$74,154
2008	\$76,066
2009	\$77,377

APPENDIX III. SURVEY INSTRUMENT

Section 1. General Information

1. Name of sponsoring institution _____
2. Is your sponsoring institution an academic health center (AHC)? Yes No
3. Type of sponsoring institution

<input type="checkbox"/> Academic health center	<input type="checkbox"/> University
<input type="checkbox"/> 4-year college	<input type="checkbox"/> Community college
<input type="checkbox"/> Hospital	<input type="checkbox"/> Military
<input type="checkbox"/> Other, specify _____	
4. Administrative housing:

<input type="checkbox"/> School of medicine	<input type="checkbox"/> School of allied health/health professions
<input type="checkbox"/> Science department	<input type="checkbox"/> Other, specify _____
5. Year first class enrolled: _____
6. Length of the professional phase of the program in weeks (If you have a pre-professional phase, enter length for the professional phase only.)

<input type="checkbox"/> Didactic phase _____	<input type="checkbox"/> Clinical phase _____	<input type="checkbox"/> Total _____
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7. Program start month; program end month

<input type="checkbox"/> January	<input type="checkbox"/> February	<input type="checkbox"/> March	<input type="checkbox"/> April	<input type="checkbox"/> May	<input type="checkbox"/> June
<input type="checkbox"/> July	<input type="checkbox"/> August	<input type="checkbox"/> September	<input type="checkbox"/> October	<input type="checkbox"/> November	<input type="checkbox"/> December
8. Credentials awarded (Select ALL that apply.): Certificate Associate
 Baccalaureate
 - Bachelor of Science (BS)
 - Bachelor of Science in Physician Assistant (BSPA)/Bachelor of Science in Physician Assistant Studies (BSPAS)/Bachelor of Physician Assistant Studies (BPAS)/Bachelor of Physician Assistant (BPA)
 - Bachelor of Medical Science (BMS)
 - Bachelor of Clinical Health Services (BCHS)
 - Bachelor of Health Science (BHS)/Bachelor of Science in Health Science (BSHS)
 - Other, specify _____
 Master's
 - Master of Science (MS)
 - Master of Physician Assistant Studies (MPAS)/Master of Science in Physician Assistant Studies (MSPAS)/Master of Physician Assistant Practice (MPAP)/Master of Physician Assistant (MPA)
 - Master of Health Science (MHS)/Master of Science in Health Science (MSHS)
 - Master of Medical Science (MMS/MMSc)/Master of Science in Medicine (MSM)
 - Master of Public Health (MPH)
 - Other master's, specify _____
 - Other, specify _____
9. Was there an addition to your program's credential from the previous year? (Check ALL that apply.):

<input type="checkbox"/> Certificate	<input type="checkbox"/> Associate	<input type="checkbox"/> Baccalaureate	<input type="checkbox"/> Master's	<input type="checkbox"/> Dual degree option	<input type="checkbox"/> Other
--------------------------------------	------------------------------------	--	-----------------------------------	---	--------------------------------

10. Was there a change to your program's credential from the previous year? (Select ALL that apply.):

Certificate was changed to:

	Certificate	Associate	Baccalaureate	Master's	Dual degree option	Other
WAS CHANGED TO:						
Associate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual degree option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2. Financial Information

1. **Program Budget:** For the fiscal year 2009-2010, please enter the amount of financial support received from each of the following sources. The total amount listed should be equal to your program's budget. All items are mutually exclusive.

	Amount	Ongoing
Budget from sponsoring institution (Directly given to the program, including employee salaries)	\$_____	<input type="checkbox"/>
Tuition & fees received directly by program	\$_____	<input type="checkbox"/>
Federal grant/contract	\$_____	<input type="checkbox"/>
State grant/contract	\$_____	<input type="checkbox"/>
AHEC support	\$_____	<input type="checkbox"/>
Private foundation	\$_____	<input type="checkbox"/>
Gifts/grants/endowments:		
Private donation	\$_____	<input type="checkbox"/>
Industry	\$_____	<input type="checkbox"/>
Other, specify	\$_____	<input type="checkbox"/>

2. **Program Expenses:** Estimate the approximate percentage of the following expenses relative to the total budget. Include only the expenses that were directly paid by the program. (These percentages should add up to 100%.)

Faculty salaries (including adjunct faculty salaries)	_____%
Staff salaries	_____%
Instructional equipment (e.g., manikins)	_____%
Technology (e.g., computer software)	_____%
Faculty development (including conferences)	_____%
Support for faculty travel to clinical sites	_____%
Support for student travel for clinical training	_____%
Precepting	
Student housing	_____%
Recruitment/marketing	_____%
Accreditation/professional fees	_____%
Administration (i.e., phone, postage, copying)	_____%
Specify other expenses	_____

3. Please provide the estimated current total tuition and fees that each student will incur for the entire length of the PA program. (If your program has a pre-professional phase, include ONLY the professional phase.)

Resident: \$_____ Non-resident (if applicable): \$_____

4. Estimate the total incidental costs (e.g., textbooks, diagnostic equipment, required technology/software and other academic expenses) incurred by a student during the entire program. (If you have a pre-professional phase, include the professional phase only.) Do not include tuition, fees, or personal living expenses (e.g., transportation, food, housing expenses). \$_____

5. Please select the equipment that is required by your program and indicate who pays for it. (Check ALL that apply.)

- Diagnostic equipment
- Laptop computer
- PDA, iPhone, or equivalent
- Other

Who paid for each item?

- Student
- Program
- Sponsoring institution
- Other
- Do not know

6. What percentage of the most recently enrolled class received financial aid? _____% or I don't know

Section 3. Program Personnel

1. Which of the following benefits were available to your faculty? (Check ALL that apply.)

- Non-vacation time to attend continuing education conferences
- Funding to attend continuing education conferences
- Non-vacation time to attend professional organizational meetings
- Funding to attend professional organizational meetings
- Time for clinical practice
- Time for research/scholarly activities
- Time to pursue advanced degree
- Tuition remission for advanced degree
- Sabbatical
- Other, specify _____

2. Indicate which of the following were offered by the program/sponsoring institution for the faculty and staff of your program. (Check ALL that apply.)

0 = Benefit is NOT offered 1 = Benefit IS offered

- Retirement plan
- Health insurance
- Dental insurance
- Life insurance
- Flexible spending account
- Long-term disability insurance
- Short-term disability insurance
- Other, specify _____

3. Was a tenure track available to your faculty?

- Yes, a tenure track is available
- No, but a similar option is available (e.g., non-tenure track, clinical track, or multi-year or annual contracts)
- No, neither a tenure track nor a similar option was available

4. Was your faculty unionized?

- Yes
- No
- If "yes," specify the name of the union _____

5. What barriers, if any, did you encounter trying to hire new faculty? (Check ALL that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Not applicable | <input type="checkbox"/> Salary |
| <input type="checkbox"/> Degree requirements | <input type="checkbox"/> Lifestyle |
| <input type="checkbox"/> Location | <input type="checkbox"/> Lack of candidates |
| <input type="checkbox"/> Candidates' lack of teaching experience | <input type="checkbox"/> Area cost of living |
| <input type="checkbox"/> Other, specify _____ | |

6. Estimate the percentage of the curriculum taught by your program's core faculty. Didactic phase only. _____ %

7. Enter the number of employees:

Didactic faculty _____ Clinical faculty _____ Staff _____

Employee Profile

Employee ID or Last Name _____

Year of birth _____ Year hired _____ FTE: _____ %

Category: 1= Faculty 2= Staff

Gender: 1= Male 2= Female

Ethnicity: Hispanic, Latino, or Spanish Origin: 0= No 1= Yes

Race (as self-identified by individual. Please specify if more information is known, e.g., if you check "Asian," you may also specify as "Chinese."):

- 1 = White 2 = Black or African American 3 = American Indian or Alaskan Native
 4 = Asian Subpopulations 5 = Other Asian 6 = Native Hawaiian/Pacific Islander

Primary Position (If the actual position is different from the given choices, please select the closest match. If there is no match, select "Other" and then specify. Select ONE):

- | | |
|--|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Dean |
| <input type="checkbox"/> Department chair | <input type="checkbox"/> Division chief/head |
| <input type="checkbox"/> Program director | <input type="checkbox"/> Medical director |
| <input type="checkbox"/> Associate/assistant director | <input type="checkbox"/> Academic coordinator |
| <input type="checkbox"/> Clinical coordinator | <input type="checkbox"/> Research coordinator |
| <input type="checkbox"/> Admissions director/coordinator | <input type="checkbox"/> Clinical faculty |
| <input type="checkbox"/> Didactic faculty | <input type="checkbox"/> Education coordinator (Staff) |
| <input type="checkbox"/> Data analyst | <input type="checkbox"/> Evaluation specialist |
| <input type="checkbox"/> Administrative staff | <input type="checkbox"/> Technology/information specialist |
| <input type="checkbox"/> Other, specify _____ | |

Other positions (If the actual position is different from the given choices, please select the closest match. If there is no match, select "Other" and then specify. Check ALL that apply.):

- | | |
|--|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Dean |
| <input type="checkbox"/> Department chair | <input type="checkbox"/> Division chief/head |
| <input type="checkbox"/> Program director | <input type="checkbox"/> Medical director |
| <input type="checkbox"/> Associate/assistant director | <input type="checkbox"/> Academic coordinator |
| <input type="checkbox"/> Clinical coordinator | <input type="checkbox"/> Research coordinator |
| <input type="checkbox"/> Admissions director/coordinator | <input type="checkbox"/> Clinical faculty |
| <input type="checkbox"/> Didactic faculty | <input type="checkbox"/> Education coordinator (Staff) |
| <input type="checkbox"/> Data analyst | <input type="checkbox"/> Evaluation specialist |
| <input type="checkbox"/> Administrative staff | <input type="checkbox"/> Technology/information specialist |
| <input type="checkbox"/> Other, specify _____ | |

PA status: 1 = PA 2 = Non-PA

Tenure status:

- Tenured
- On tenure track, but not tenured
- With status similar to tenure track (e.g., non-tenure track, clinical track, or multiple-year contract)
- Not tenured
- Not applicable

Academic rank:

- Professor
- Associate professor
- Lecturer/Instructor
- Emeritus
- Assistant professor
- Other

Highest degree/credential:

- PhD, MD, or other doctoral degree
- Baccalaureate
- Certificate
- None
- Master's
- Associate
- Other

Please indicate the ACTUAL annual salary for this person, paid directly by the program or the institution, at the end of the past academic year. (For departed personnel, indicate the salary at time of departure.): \$ _____

Did this faculty member work clinically in the past academic year?

___ No ___ Yes ___ I don't know

If "Yes," average number of hours per week: _____ hours

Did the clinical work generate income?

- 1 = Yes, income retained by faculty member
- 2 = Yes, income retained by program/institution
- 3 = No, volunteer position (no income)
- 4 = Do not know

Did this faculty member END employment in the 2009-2010 academic year?

0 = No 1 = Yes (If "No," skip next question)

If "Yes," please indicate the stated reason:

- 1 = Career advancement
- 2 = Return to clinical practice
- 3 = Geographic relocation
- 4 = Retirement
- 5 = Return to school
- 6 = Family obligations
- 7 = Job dissatisfaction
- 8 = Salary dissatisfaction
- 9 = Involuntary termination
- 10 = Other

Was this faculty member HIRED in the 2009-2010 academic year?

0 = No 1 = Yes (If "No," skip questions below)

If "Yes", please indicate the faculty member's immediate past employment.

1 = PA education 2 = Other educational program 3 = Clinical practice 4 = Other, specify

If "Yes", how long did it take to fill the position? _____ weeks

How many qualified applications did you receive for this position? _____

Section 4. Application and Admissions

1. Select the student recruitment strategies that your program used during the past calendar year. (Check ALL that apply.)

- Brochures Information sessions Websites
 Social networking websites School visits Other, specify _____

2. What credential(s)/degree(s) do you require for entry to your program?

Prerequisite Degree (Upon admission)	CREDENTIAL/DEGREE OFFERED			
	Certificate	Associate	Baccalaureate	Master's
Degree not required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please check all prerequisite courses that apply. (This question is an attempt to look at prerequisite science courses in programs. Please check all prerequisite courses that apply. *Please do not check if the courses are recommended but not required.*)

- Anatomy Biology Biochemistry General chemistry
 Organic chemistry Genetics Microbiology Physiology
 Math: Algebra/Calculus Statistics

4. Please indicate your program's health care experience requirement. 1 = Required 2 = Preferred 3 = Not required

5. Did your program require an interview from prospective students? ___ No ___ Yes

Section 5. Matriculants

1. Indicate the maximum capacity of your program in the 2009-2010 academic year and the number of full-time and part-time students by gender for each class.

	1 st year	2 nd year	3 rd year
Maximum capacity	_____	_____	_____
Female enrollees	_____	_____	_____
Male enrollees	_____	_____	_____
Total male and female	_____	_____	_____

2. Indicate the number of students in all years of your program who have been decelerated in the 2009-2010 academic year.

3. Indicate the number of students in all years of your program who have withdrawn or been dismissed during the 2009-2010 academic year.

Questions 4-8 refer to the 2009-2010 matriculating class (or first year class). Optional for CASPA programs.

4. Please enter the number of students from each of the following racial groups (as self-identified by students). Optional for CASPA programs.

- White _____ Black/African American _____
 Am. Ind. or Alaska Native _____ Native Hawaiian/Other Pacific Islander _____
 Asian Subpopulations _____ Other Asian _____
 Other _____ No answer _____

5. Please specify the average age and age range of your 2009-2010 matriculating class. Optional for CASPA programs.

Average age _____

6. For the 2009-2010 matriculating class, please enter the average undergraduate grade point average (GPA) for all courses. Optional for CASPA Programs.
 Avg. undergrad. _____ Avg. undergrad. science _____
 Avg. graduate _____ Avg. graduate science _____
7. What was the average number of hours of health care experience (HCE) in your 2009-2010 matriculating class? Optional for CASPA Programs.
 Direct patient care _____ Health-related _____
 Community service _____ Observation/shadowing _____
8. For the 2009-2010 matriculating class, please indicate the number of students by their highest degree earned upon entry.
 No academic degree _____ Associate degree _____ Baccalaureate degree _____
 Master's degree _____ Doctoral degree _____
9. Did your program require a background check upon matriculation in the last academic year? 0= No 1= Yes
10. Did your program have a policy for mandatory drug testing? 0 = No 1 = Yes

Section 6. Graduating Students

1. Please provide the number of female and male graduating students.

	Graduated	Withdrew	Decelerated
Female	_____	_____	_____
Male	_____	_____	_____

2. Please enter the number of graduating students as self-identified from each of the following ethnic groups.

	Graduated	Withdrew	Decelerated
Hispanic, Latino, or Spanish origin	_____	_____	_____
Non-Hispanic, Latino, or Spanish origin	_____	_____	_____

3. For the 2010 graduating class, please provide the number of students as self-identified from each of the following racial groups.

	Graduated	Withdrew	Decelerated
White	_____	_____	_____
Black/African American	_____	_____	_____
Asian	_____	_____	_____
Other Asian	_____	_____	_____
Native Hawaiian or Pacific Islander	_____	_____	_____
American Indian or Alaskan Native	_____	_____	_____
Other	_____	_____	_____
No answer	_____	_____	_____

4. For the 2010 graduating class, state the number of students disenrolled from the program for the following reasons. (Please DO NOT include decelerated or part-time students.)

<input type="checkbox"/> Academic dismissal	_____	<input type="checkbox"/> Personal withdrawal	_____
<input type="checkbox"/> Financial	_____	<input type="checkbox"/> Career change	_____
<input type="checkbox"/> Medical school	_____	<input type="checkbox"/> Other, specify	_____

5. Indicate the number of 2009 graduates employed in primary care and non-primary care medical specialties.

_____ Primary care _____ Non-primary care

6. What was the average reported annual starting salary (adjusted for 100% FTE) of the 2009 graduating class?

\$ _____ We do not collect this information

APPENDIX IV. LIST OF ANNUAL REPORTS

1. Oliver D, Baker J, Donahue W. *First Annual Report on Physician Assistant Educational Programs in the United States, 1984-1985*. Association of Physician Assistant Programs; May 1985.
2. Oliver D, Baker J, Donahue W. *Second Annual Report on Physician Assistant Educational Programs in the United States, 1985-1986*. Association of Physician Assistant Programs; May 1986.
3. Oliver D, Baker J, Donahue W. *Third Annual Report on Physician Assistant Educational Programs in the United States, 1986-1987*. Association of Physician Assistant Programs; May 1987.
4. Oliver D, Baker J, Donahue W. *Fourth Annual Report on Physician Assistant Educational Programs in the United States, 1987-1988*. Association of Physician Assistant Programs; May 1988.
5. Oliver D, Baker J, Donahue W. *Fifth Annual Report on Physician Assistant Educational Programs in the United States, 1988-1989*. Association of Physician Assistant Programs; May 1989.
6. Oliver D, Baker J, Donahue W. *Sixth Annual Report on Physician Assistant Educational Programs in the United States, 1989-1990*. Association of Physician Assistant Programs; May 1990.
7. Oliver D, Baker J, Donahue W. *Seventh Annual Report on Physician Assistant Educational Programs in the United States, 1990-1991*. Association of Physician Assistant Programs; May 1991.
8. Oliver D, Baker J, Donahue W. *Eighth Annual Report on Physician Assistant Educational Programs in the United States, 1991-1992*. Association of Physician Assistant Programs; May 1992.
9. Oliver D, Baker J, Donahue W. *Ninth Annual Report on Physician Assistant Educational Programs in the United States, 1992-1993*. Association of Physician Assistant Programs; May 1993.
10. Oliver D, Baker J, Donahue W. *Tenth Annual Report on Physician Assistant Educational Programs in the United States, 1993-1994*. Association of Physician Assistant Programs; May 1994.
11. Oliver D, Baker J, Donahue W. *Eleventh Annual Report on Physician Assistant Educational Programs in the United States, 1994-1995*. Association of Physician Assistant Programs; May 1995.
12. Simon A, Link M, Miko A. *Twelfth Annual Report on Physician Assistant Educational Programs in the United States, 1995-1996*. Association of Physician Assistant Programs; May 1996.
13. Simon A, Link M, Miko A. *Thirteenth Annual Report on Physician Assistant Educational Programs in the United States, 1996-1997*. Association of Physician Assistant Programs; May 1997.

14. Simon A, Link M, Miko A. *Fourteenth Annual Report on Physician Assistant Educational Programs in the United States, 1997-1998*. Association of Physician Assistant Programs; May 1998.
15. Simon A, Link M, Miko A. *Fifteenth Annual Report on Physician Assistant Educational Programs in the United States, 1998-1999*. Association of Physician Assistant Programs; May 1999.
16. Simon A, Link M, Miko A. *Sixteenth Annual Report on Physician Assistant Educational Programs in the United States, 1999-2000*. Association of Physician Assistant Programs; July 2000.
17. Simon A, Link M, Miko A. *Seventeenth Annual Report on Physician Assistant Educational Programs in the United States, 2000-2001*. Association of Physician Assistant Programs; August 2001.
18. Simon A, Link M, Miko A. *Eighteenth Annual Report on Physician Assistant Educational Programs in the United States, 2001-2002*. Association of Physician Assistant Programs; September 2002.
19. Simon A, Link M, Miko A. *Nineteenth Annual Report on Physician Assistant Educational Programs in the United States, 2002-2003*. Association of Physician Assistant Programs; August 2003.
20. Simon A, Link M. *Twentieth Annual Report on Physician Assistant Educational Programs in the United States, 2003-2004*. Association of Physician Assistant Programs; August 2004.
21. Simon A, Link M. *Twenty-First Annual Report on Physician Assistant Educational Programs in the United States, 2004-2005*. Physician Assistant Education Association; November 2005.
22. Simon A, Link M. *Twenty-Second Annual Report on Physician Assistant Educational Programs in the United States, 2005-2006*. Physician Assistant Education Association; November 2006.
23. Link M. *Twenty-Third Annual Report on Physician Assistant Educational Programs in the United States, 2006-2007*. Physician Assistant Education Association; January 2008.
24. Liang M. *Twenty-Fourth Annual Report on Physician Assistant Educational Programs in the United States, 2007-2008*. Physician Assistant Education Association; June 2009.
25. Liang M. *Twenty-Fifth Annual Report on Physician Assistant Educational Programs in the United States, 2008-2009*. Physician Assistant Education Association; June 2010.
26. Lane S, Scott C. *Twenty-Sixth Annual Report on Physician Assistant Educational Programs in the United States, 2009-2010*. Physician Assistant Education Association; January 2012.

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