

Twenty-Fourth  
Annual Report on

# Physician Assistant Educational Programs in the United States

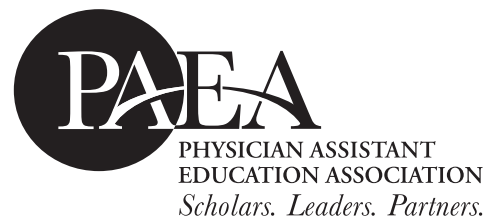
2007-2008



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Physician Assistant  
Educational Programs  
in the United States

2007 - 2008



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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 2009, PAEA represented 143 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 journal, a monthly newsletter, a faculty directory, the student assessment exam PACKRAT, a Web site, various listserves, 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). In addition, PAEA provides representation to various bodies that help to chart the course of the PA profession — including the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the American Academy of Physician Assistants (AAPA), and the National Commission on Certification of Physician Assistants (NCCPA) — and to a number of related health and education organizations.

### 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, 1984-85*, and to date, a total of 24 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 report.

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. PAEA continues to pursue efforts to improve program compliance with its membership requirement to complete the Annual Report survey, in an effort to achieve a 100% response rate. The basic elements of the survey have remained consistent over its 24-year history, which has allowed the Association to detect trends and document changes over time.



## 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. The portal also enables respondents to download their own program-specific data as well as reports based on aggregate data from all respondents.

The new Programs Survey, on which this report was based, was the first in a series of new and revised survey instruments planned by PAEA. Future surveys will include the Faculty Survey, the Matriculant Survey, and the Graduating Student Survey.

## METHODS

### The Survey Instrument

The survey consisted of seven sections:

1. **General Information:** Includes type of institution, administrative housing, sponsoring institution, 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, required equipment, and financial aid information.
3. **Additional Program Information:** Includes multiple didactic sites, part-time or distant learning options, international rotations, support to clinical sites, educational technologies used, and services provided to students.
4. **Program Personnel:** Includes fringe benefits, unionization, barriers to hiring faculty members, and curriculum taught by core faculty.
  - **Employee Profiles:** Includes demographic and academic profiles of faculty and staff members and employee turnover information.
5. **Application and Admissions:** Includes application deadlines, recruiting strategies, entry degrees required, prerequisites, interviews, and health care experience requirements.
6. **Matriculants:** Includes demographic and academic information about students enrolled.
7. **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 except those relating to financial information covered the 2007-2008 academic year. The financial information was based on the 2007-2008 fiscal year, as defined by each program.

Unless otherwise indicated, the survey covers the professional phase of the program. "Professional phase" in this survey was 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 141 PAEA member programs in August 2008. The survey data used in this report were downloaded on December 4. A total of 114 programs completed the survey. Another 11 programs started the survey but did not complete all sections; information from the completed sections was also used in the report. Including the partially completed surveys, the response rate was 88%.

## Data Editing and Analysis

Responses to multiple-choice questions were checked for logical consistency. Responses to open-ended questions 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.

In general, analyses of the data consisted of producing descriptive statistics on the variables of interest, i.e., percentage, arithmetic mean, standard deviation, median, range of values, and percentiles. T-tests were used to determine levels of statistical significance in differences between groups. Regression equations were developed for program budget and student enrollment data. Data were not reported when three 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 a particular questionnaire item varied slightly. For some questions, data on nonrespondents were obtained from the PA Programs Directory or via personal communication with nonresponding programs, in which cases a total of 142 programs were represented.

## 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 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.”

**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.



A comparison of consortium distribution between all PA programs and programs that responded to the survey is presented in Table 1. The percentage distribution of responding programs among PAEA consortia is very similar to the distribution of all programs among consortia.

**Table 1. Distribution of PA Programs**

Consortium	All Programs		All Respondents	
	Number	Percent	Number	Percent
Southeast	29	20.4%	27	21.6%
Northeast	28	19.7%	22	17.6%
Midwest	27	19.0%	25	20.0%
West	23	16.2%	19	15.2%
East	20	14.1%	19	15.2%
Heartland	15	10.6%	13	10.4%
Total	142	100.0%	125	100.0%

## Type of Sponsoring Institution

The ratio of private institutions to public institutions was roughly 3 to 2 (see Table 2). The majority of responding institutions were universities (62%), while about 5% were community colleges. The percentage distribution of the respondents was similar to that of all programs. Nonrespondent information was obtained from Carnegie classifications and other sources.

**Table 2. Type of Sponsoring Institution for PA Programs**

Type of Institution	All Programs		All Respondents	
	Number	Percent	Number	Percent
Private	89	62.7%	77	61.6%
Public	53	37.3%	48	38.4%
University	88	62.0%	78	62.4%
Four-year college	24	16.9%	18	14.4%
Academic health center	19	13.4%	19	15.2%
Community college	7	4.9%	6	4.8%
Other	4	2.8%	4	3.2%
Total	142	100.0%	125	100.0%

## Highest Credential Awarded

As shown in Table 3, most of the programs (82.4%) offered a master's degree as the highest credential. Certificate and associate degrees were offered by only 3% and 2% of all programs, respectively.

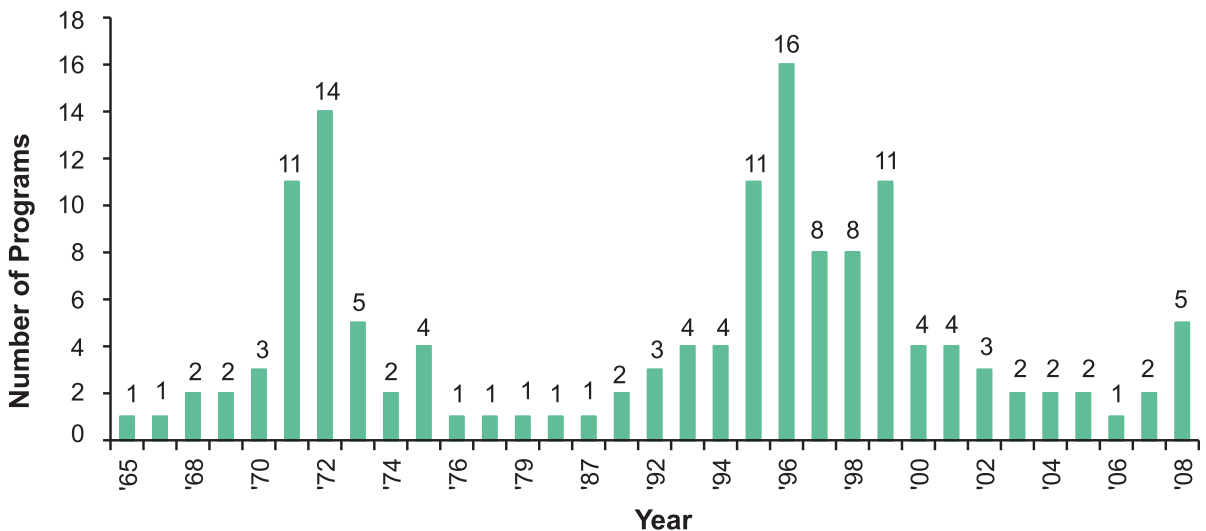
**Table 3. Highest Credential Awarded by PA Programs**

Degree	All Programs		All Respondents	
	Number	Percent	Number	Percent
Master's	117	82.4%	106	84.8%
Baccalaureate	18	12.7%	13	10.4%
Certificate	4	2.8%	3	2.4%
Associate	3	2.1%	3	2.4%
Total	142	100.0%	125	100.0%

## Year First Class Enrolled

Figure 2 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 in the year 2008.

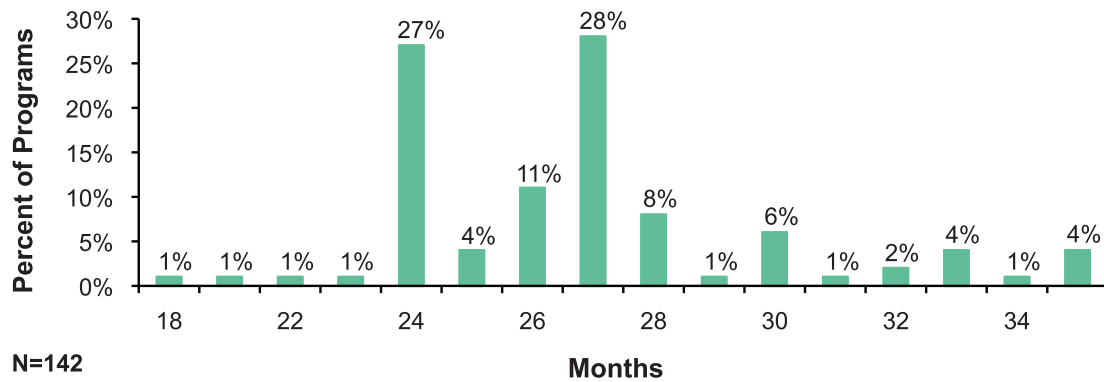
**Figure 2. PA Programs by Year First Class Was Enrolled**



## Program Length (Professional Phase)

Over half of the programs reported a program length of either 24 or 27 months in the 2007-2008 academic year. The shortest program was 18 months and the longest was 36 months (see Figure 3). Average program length was 26.7 months.

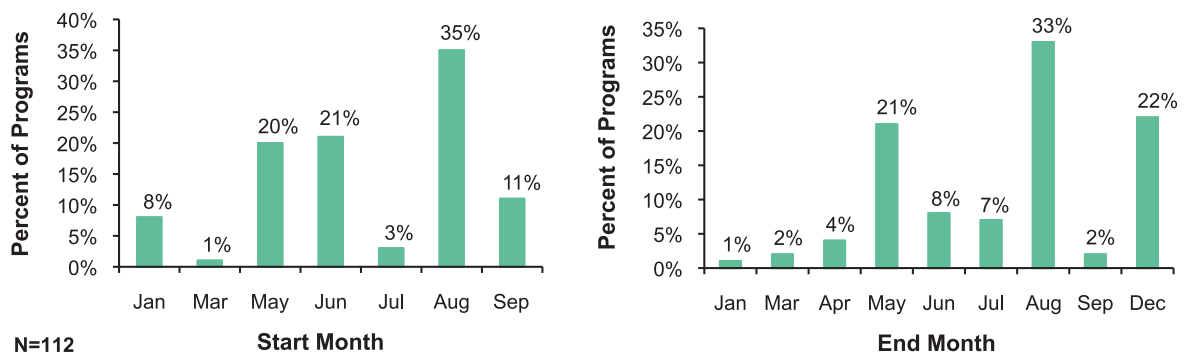
**Figure 3. PA Program Length**



## Program Start and End Months

As seen in Figure 4, the most common start month for responding programs was August (35%), and more than 90% of programs started between May and September. The most common program ending months were May, August, and December.

**Figure 4. PA Program Start and End Months**





## Credentials

Almost one-third (31.2%) of programs awarded two or more different credentials, and a few (5.7%) awarded three. A variety of different degrees and credentials were awarded by the PA programs. Table 4 lists the percentages of programs that award each credential.

In academic year 2007-2008, eight of the 122 responding programs added to their credentials awarded. The additions were mostly in baccalaureate, master's, and dual-degree programs. Another eight programs had degree changes. While six programs changed to master's degrees, two programs changed to dual degrees.

**Table 4. Credentials Awarded by PA Programs**

Credential	Number
Certificate	32
Associate	4
Baccalaureate	20
<ul style="list-style-type: none"> <li>• Bachelor of Science (BS)</li> </ul>	10
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	9
<ul style="list-style-type: none"> <li>• Bachelor of Clinical Health Services (BCHS)</li> </ul>	1
Master's	107
<ul style="list-style-type: none"> <li>• Master of Science (MS)</li> </ul>	19
<ul style="list-style-type: none"> <li>• 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)</li> </ul>	57
<ul style="list-style-type: none"> <li>• Master of Health Science (MHS)/Master of Science in Health Science (MSHS)</li> </ul>	9
<ul style="list-style-type: none"> <li>• Master of Medical Science (MMS/MMSc)/Master of Science in Medicine (MSM)</li> </ul>	12
<ul style="list-style-type: none"> <li>• Master of Public Health (MPH)</li> </ul>	4
<ul style="list-style-type: none"> <li>• Other Master's degree</li> </ul>	6
Other degrees	4
Total Number of Credentials	167
<i>N</i>	122

*Note: Respondents could select more than one option.*

## SECTION 2. FINANCIAL INFORMATION

Unlike other sections that asked for information for academic year 2007-2008, programs were asked to supply their financial information for the most recent fiscal year.

### Budget

Table 5 summarizes financial support information from different sources. Only responses that included the actual amount of support were used in calculating budget statistics. Zero values and missing values under a category were not included in the calculation for that category. For this reason, mean percentages of budget items from all sources do not add up to 100%.

Budget information was provided by 104 programs. The total budget amounts for PA programs varied from \$106,775 to \$6,647,000, with a mean of \$1,364,120.

Most responding PA programs (94.2%, or 98 programs) received direct support from their sponsoring institutions. On average, direct support from the sponsoring institution made up 83.8% of the budget for those 98 PA programs.

About one-third of the responding programs collected tuition and fees directly, which accounted for 51.4% of their total budget amount.

**Table 5. PA Programs Sources of Financial Support**

Budget Source	Mean (\$)	Median (\$)	Min (\$)	Max (\$)	Std. Dev. (\$)	Mean % of Budget	N
Sponsoring institution	908,472	786,975	106,775	2,483,000	464,146	83.8%	98
Tuition & fees	1,370,662	1,244,089	8,500	5,160,000	1,280,813	51.4%	35
Federal grant/contract	124,212	130,639	10,144	231,858	61,031	11.1%	17
State grant/contract	116,226	86,564	10,800	282,734	97,643	9.4%	10
AHEC support	10,892	7,500	2,500	30,000	9,755	1.2%	8
Private foundation	25,734	24,610	5,000	56,559	19,841	2.8%	5
Private donation	23,959	6,390	470	95,000	31,808	1.9%	16
Industry donation	25,125	20,000	500	60,000	26,301	2.8%	4
Other	81,050	25,000	1,000	403,565	132,659	3.6%	11
Overall	1,364,120	1,009,318	106,775	6,647,000	1,128,893		104

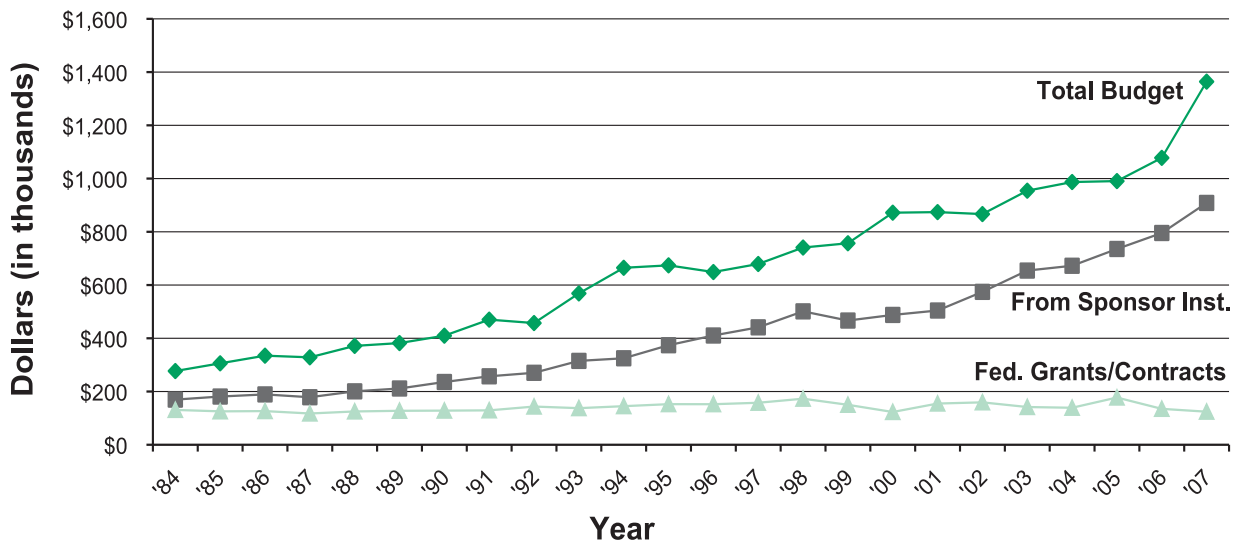
A significant correlation was found between the total budget amount and the total number of students in their professional phase ( $r = 0.289, p = 0.003$ ). A least squares regression analysis estimated the following relationship between total budget amount and the number of professional phase students:

$$\text{Total program budget} = 794.5 + 5.87 * (\text{Total number of professional phase students}) \text{ (in \$1,000's).}$$

For example, if the program had a total number of 50 students in the professional phase, the total program budget was estimated to be:  $794.5 + 5.87 * 50 = \$1,088$  (,000).

Figure 5 shows the trends in financial support received by PA programs from all sources, including support from the sponsoring institution and from federal grants or contracts. The mean total budget for the 2007-2008 fiscal year increased 26.6% over the previous year, the greatest annual increase so far (also see Appendix II. Historical Tables: Table A. Financial Support Received by PA Programs, 1984-2007). As a result, the average annual increase in total program budget was 7.5%, up from 6.6% in the previous academic year. Average support from the sponsoring institution went up 14.2%, with an average annual increase of 7.7%. However, there was a downward trend in the number of programs receiving federal grants or contracts. Only 16% of programs reported receiving federal grants or contracts in academic year 2007-2008, compared to 31% the previous year.

**Figure 5. Mean Financial Support Received by PA Programs, 1984-2007**



## 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. The total of the percentages did not necessarily add up to 100% as only major expenses were included and missing values and zeros were not included in calculating means and medians.

The mean, the median, and the percentage of programs that had each type of expense are presented in Table 6. The total number of responding programs was 103. Overall, 94.2% of the responding programs reported faculty salaries as an expense, which accounted for 61.8% of total expenses on average for those programs. Most programs paid for faculty development (96.1%). Instructional equipment and technology combined accounted for less than 10% of reported program expenses.

**Table 6. Percentage Allocation of PA Program Expenses**

Expense Items	Mean	Median	% Programs Paying for This Item
Faculty salaries	61.8%	64.5%	94.2%
Staff salaries	12.6%	10.0%	91.3%
Instructional equipment (e.g., mannequins)	5.7%	2.0%	85.4%
Technology (e.g., computer software)	3.0%	1.7%	76.7%
Faculty development (including conferences)	3.7%	2.0%	96.1%
Support for faculty travel to clinical sites	2.2%	1.0%	82.5%
Support for student travel for clinical training	1.8%	1.0%	14.6%
Student housing	3.2%	1.0%	13.6%
Recruitment/marketing	1.9%	1.0%	52.4%
Accreditation/professional fees	1.8%	1.0%	88.3%
Administration (e.g., phone, postage, copying)	4.8%	2.9%	86.4%
Other major expenses	11.2%	10.0%	46.6%

## Tuition and Fees, Incidental Costs, and Financial Aid

For students enrolled in PA programs in 2007, the mean resident tuition was \$48,649 and the mean nonresident tuition was \$57,280, for the whole professional phase, which as stated earlier, averaged 26.7 months in length (see Table 7). Nonresident tuition was higher than in-state tuition for 41.5% of the responding programs.

“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 \$6,798.

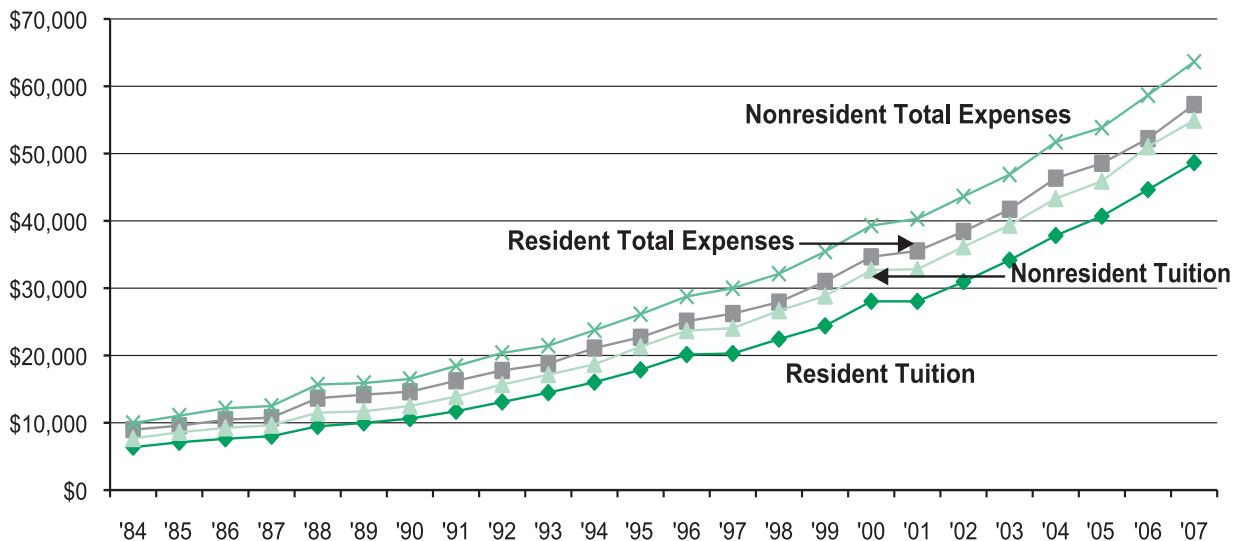
Only one out of 74 responding programs reported that none of the most recently enrolled class received financial aid. The calculations on financial aid in Table 7 were based on the 73 responses from programs whose students received financial aid. On average, 91.6% of students in the most recently enrolled class received financial aid; all newly enrolled students from 21.9% of the programs received financial aid.

**Table 7. Tuition, Incidental Costs, and Financial Aid of PA Programs**

	Mean (\$)	Median (\$)	Min (\$)	Max (\$)	Std. Dev. (\$)	N
Resident tuition	48,649	53,706	11,362	101,324	22,007	108
Nonresident tuition	57,280	59,565	17,500	101,324	17,560	106
Incidental costs	6,798	3,800	950	134,000	14,711	105
Students receiving financial aid (%)	91.6	95.0	60.0	100.0	9.2	73

Mean resident tuition increased 9% from 2006 to 2007, in line with the average annual increase of 9.3% from 1984 to 2007 (also see Appendix II: Table B. PA Student Expenses and Financial Aid, 1984-2007). Nonresident tuition was 9.7% higher in 2007 than the year before, compared to an 8.5% average annual increase.

**Figure 6. Mean Tuition and Total Expenses for PA Students, 1984-2007**



“Total expense” in Figure 6 refers to the sum of tuition and incidental costs for students for the entire period of their training. Between 1984 and 2007, resident tuition went up 7.6 times, from \$6,378 to \$48,649, while nonresident tuition increased 6.4 times from \$8,968 to \$57,280. Total expenses followed a very similar trend.

## Payment for Required Equipment

Programs were asked whether they required their students to have laptop computers, PDAs, or other equipment. As shown in Table 8, 61.6% of programs required laptop computers, while 53.5% required PDAs. “Other equipment” listed included diagnostic equipment and smart phones.

**Table 8. Equipment Required by PA Programs**

Required Equipment	% Programs	Paid by		
		Student	Program	Sponsoring Institution
Laptop computer	61.6%	86.8%	7.5%	5.7%
PDA	53.5%	89.1%	10.9%	2.2%
Other Equipment	50.0%	95.3%	9.3%	
<i>N</i>	86			

## Background Check and Mandatory Drug Testing

On average, 69% of programs reported that students were required to have a background check upon matriculation to the program, while 25.7% of programs mandated drug testing during the academic year 2007-2008.

## SECTION 3. ADDITIONAL PROGRAM INFORMATION

### Multiple Didactic Sites, Part-Time Options, and Web-Based Courses

Table 9 shows that relatively few programs offer ways for students to receive education outside of full-time classroom attendance at a program's primary location.

**Table 9. Satellite Sites, Part-Time Options, and Web-Based Courses at PA Programs**

	% Programs	N
Multiple didactic sites	7.0%	115
Advertised part-time option	3.5%	115
Asynchronous, self-paced, Web-based courses in an exclusively distance learning format	14.9%	114

### International Rotations

Less than half of responding programs (41.7%) offered international rotations in the 2007-2008 academic year; two programs (4.2%) reported requiring international rotations (see Table 10).

**Table 10. PA Program International Rotations**

	% Programs	N
International rotations offered	41.7%	115
Elective	95.8%	46
Required	4.2%	2

### Precepting

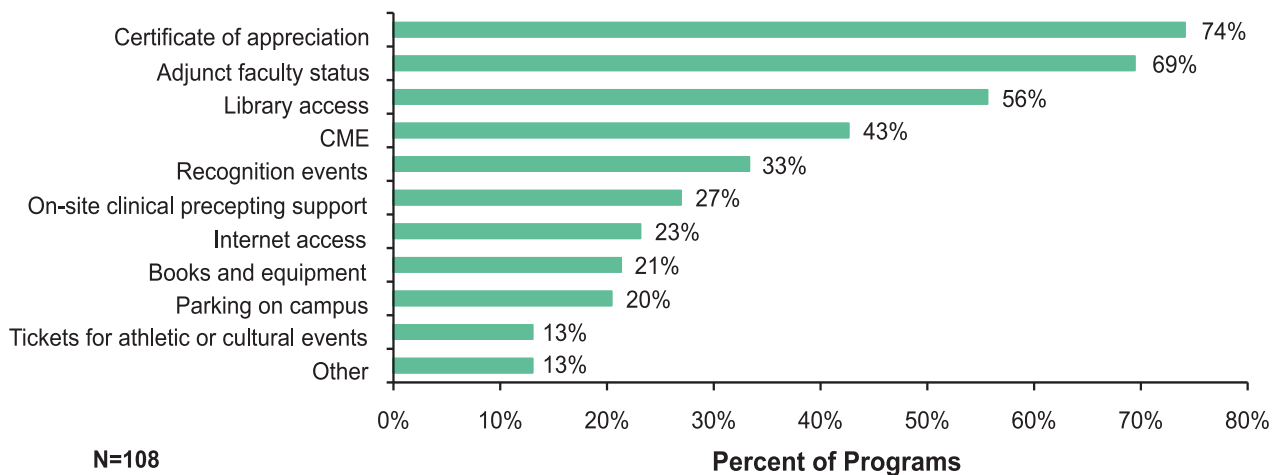
Among the 114 programs that responded, nine programs paid to precept their students (see Table 11). Seven of those nine programs paid both the clinical preceptors and the clinical sites.

**Table 11. PA Programs That Paid to Precept**

	% Programs	N
Paid to precept students	7.9%	114
Paid to:		
Clinical preceptor	11.1%	9
Clinical sites	11.1%	9
Both	77.8%	9

Programs reported a number of different types of support and recognition that they provided to clinical preceptors (see Figure 7). The most common form of recognition was a certificate of appreciation, provided by 74.1% of the responding programs, followed by adjunct faculty status (69.4%), and library access (55.6%). CME was provided by 42.6% of the programs. “Other” types of preceptor support included gifts, clinical faculty status, free recreation center access, and tuition discounts.

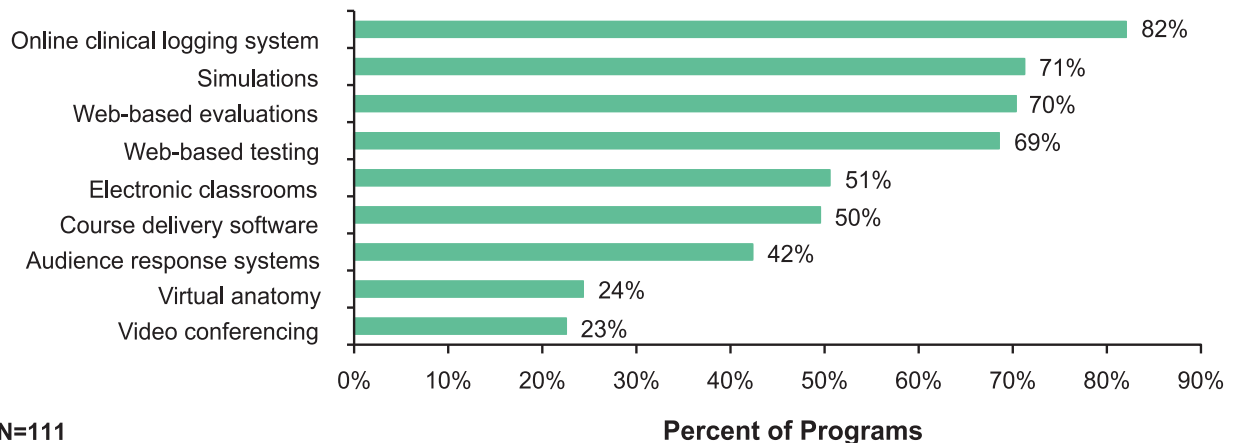
**Figure 7. Types of Support Provided by PA Programs to Clinical Preceptors**



## Educational Technologies

Figure 8 summarizes the types of educational technologies used by PA programs. An online clinical logging system was the most widely used technology, by 82% of the programs. Simulations, Web-based evaluations, and Web-based testing were all used by more than two-thirds of programs.

**Figure 8. Technologies Used by PA Programs**





## Available Support and Services for Students

Many PA programs or their sponsoring institutions provide counseling, insurance, and other supportive services to students. Figure 9 shows the types of services that were available to students in the 2007-2008 academic year. In more than 90% of responding programs, PA students had access to fitness facilities and to psychological and academic counseling.

**Figure 9. Types of Services Available to PA Students**

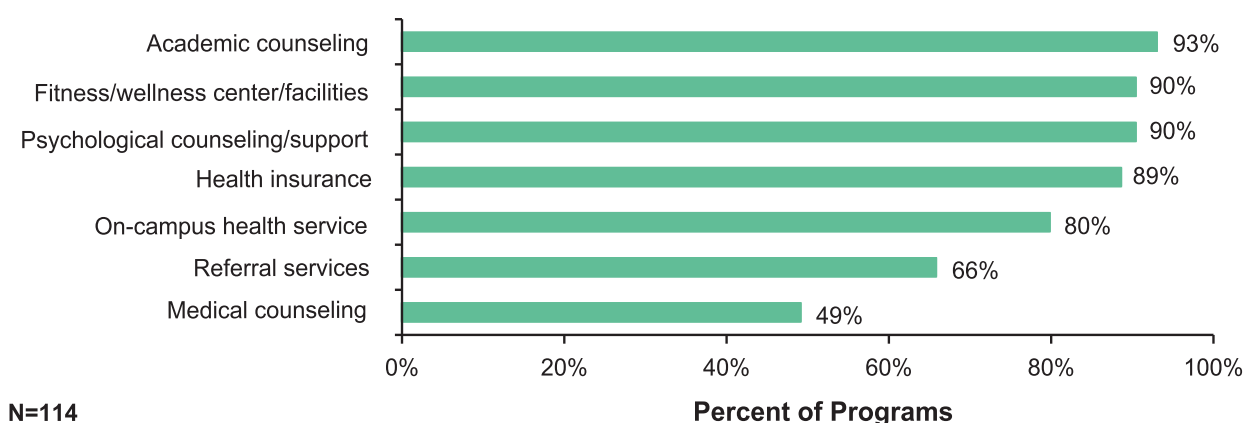


Table 12 shows payment sources for student support services. (As some services were paid for by more than one source, the percentages do not necessarily add up to 100%.) Students in 95% of the responding programs paid for their own health insurance. In 68.5% of the programs students paid for medical counseling while in 67% of the programs they paid for on-campus health service. In contrast, 75% of the sponsoring institutions paid for the psychological counseling.

**Table 12. Payment Sources for Available Student Support Services at PA Program**

Types of Support/Services	Paid by			
	Student	Program	Sponsoring Institution	Other Sponsor
Health insurance	95.0%	1.0%	5.0%	1.0%
On-campus health service	67.0%	3.4%	38.6%	2.3%
Referral services	61.4%	5.7%	48.6%	1.4%
Medical counseling	68.5%	1.9%	42.6%	1.9%
Academic counseling	8.8%	37.3%	63.7%	2.0%
Psychological counseling/support	33.0%	7.0%	75.0%	1.0%
Fitness/wellness center/facilities	34.7%	1.0%	72.3%	2.0%

## SECTION 4. PROGRAM PERSONNEL

On average, responding PA programs had 8.4 faculty members and 1.9 staff members. There were on average 1.6 clinical coordinators and 1 academic coordinator in a PA program. The mean number of faculty without any administrative role was 3.45.

The student/faculty ratio, calculated by the total number of enrollees divided by the total number of faculty, was 12.7 (median 11.2) for academic year 2007-2008.

### Demographic Characteristics

The mean age of all faculty members was 47.8 in 2007-2008, with about two-thirds between ages of 40 and 59 (see Table 13). Slightly more than half of faculty members were female (53.2%). In terms of ethnicity, the large majority (82.7%) were white.

The mean age of all staff members was 45.4. An overwhelming 87.9% of the staff members were female, and 74.8% of them were white.

**Table 13. Demographic Characteristics of PA Program Employees**

	Faculty	Staff		Faculty	Staff
<b>Age</b>			<b>Ethnicity</b>		
Mean	47.8	45.4	White	82.7%	74.8%
Median	48.0	47.0	Black/African-American	6.1%	10.8%
Below 30	2.2%	10.8%	Hispanic/Latino	5.1%	9.7%
30 to 39	20.3%	24.3%	Asian	2.6%	2.5%
40 to 49	30.6%	22.7%	American Indian or Alaskan Native	1.1%	0.4%
50 to 59	34.7%	29.7%	Pacific Islander	0.5%	0.4%
60 and above	12.3%	12.4%	Other	0.9%	0.4%
<i>N</i>	602	185	No answer	1.1%	1.1%
			<i>N</i>	823	278
<b>Gender</b>					
Female	53.2%	87.9%			
Male	46.8%	12.1%			
<i>N</i>	864	298			

## Professional Characteristics

Faculty members have been in their current positions for an average of 6.1 years (with a lower median of 4 years), as shown in Table 14. Almost 80% of the faculty members were PAs. The percentage of tenured faculty was 10.4%, while another 17.4% were on a tenure track. Nearly half of faculty members (46%) were assistant professors, 23.7% were lecturers/instructors, 16.8% were associate professors, and 6.6% were full professors. More than 60% of faculty members in the responding programs had a master's degree as their highest degree, while 28.8% had a doctoral degree (including MDs).

A small percentage of staff employees, 8.2%, were PAs. Nearly one quarter (22.7%) of staff members had a master's degree or higher.

**Table 14. Professional Characteristics of PA Program Employees**

	Faculty	Staff		Faculty	Staff
<b>Years in Position</b>			<b>Tenure Status</b>		
Mean	6.1	5.5	On tenure track	17.4%	0.6%
Median	4.0	3.0	Tenured	10.4%	0.6%
Less than 1 year	10.0%	11.8%	Neither	72.2%	98.8%
1-3 years	36.3%	40.6%	<i>N</i>	828	173
4-7 years	22.7%	22.9%			
8-14 years	22.7%	15.5%	<b>PA Status</b>		
15-24 years	5.3%	6.6%	Non-PA	20.9%	91.8%
25 years or longer	3.0%	2.6%	PA	79.1%	8.2%
<i>N</i>	807	271	<i>N</i>	863	267
<b>Highest Degree</b>			<b>Rank</b>		
Associate	0.2%	17.8%	Professor	6.6%	
Baccalaureate	9.3%	35.6%	Associate Professor	16.8%	1.5%
Certificate	0.2%	1.8%	Assistant Professor	46.0%	4.5%
Master's	60.9%	19.1%	Emeritus	0.2%	1.5%
Doctoral degree	28.8%	3.6%	Lecturer/Instructor	23.7%	7.5%
None	0.1%	20.4%	Other	6.6%	85.1%
Other	0.4%	1.8%	<i>N</i>	845	67
<i>N</i>	847	225			

## Salaries

Table 15 presents descriptive statistics for staff and faculty salaries, as well as the mean and median FTEs for each group. Salaries were reported as 100% of FTE. The average salary for all those categorized as “staff” was \$39,344, while that of the “faculty” was \$80,959, with a median of \$79,750. Male faculty members had a higher average salary, with a lower mean FTE, than their female counterparts. The mean salary for male faculty members was \$83,044, with a mean FTE of 81.8%, while the mean salary for female faculty members was \$79,148, with a mean FTE of 87.8%.

**Table 15. PA Programs Staff and Faculty Salaries by Gender and Ethnicity**

	Staff	Faculty				
		All	Male	Female	White	Non-White
Mean	\$39,344	\$80,959	\$83,044	\$79,148	\$80,832	\$79,892
Sd	\$15,677	\$29,550	\$35,596	\$22,948	\$29,697	\$28,941
P10	\$24,752	\$56,638	\$41,200	\$61,000	\$55,500	\$58,000
P25	\$29,823	\$70,000	\$71,000	\$70,000	\$70,536	\$69,147
P50 (Median)	\$36,000	\$79,750	\$81,000	\$77,950	\$79,814	\$77,660
P75	\$45,805	\$91,100	\$95,481	\$88,000	\$91,946	\$89,000
P90	\$58,000	\$108,000	\$116,671	\$103,000	\$108,000	\$96,000
<i>N</i>	216	669	311	358	535	125
Mean FTE	94.3%	85%	81.8%	87.8%	86%	81.8%
Median FTE	100%	100%	100%	100%	100%	100%

The average faculty salary increased with age and years in position, as shown in Table 16.

**Table 16. PA Program Faculty Salaries by Age and Years in Position**

	Mean	Median	Sd	Mean FTE	N
<b>Age</b>					
Below 30	\$69,113	\$71,936	\$23,360	77.7%	9
30 to 39	\$77,103	\$77,184	\$20,395	85.6%	99
40 to 49	\$84,911	\$82,000	\$25,064	90.8%	146
50 to 59	\$86,252	\$83,640	\$29,279	86.4%	169
60 and above	\$88,036	\$89,925	\$38,514	78.8%	62
<b>Years in Position</b>					
Less than 1 year	\$75,143	\$76,000	\$25,097	90.3%	53
1-3 years	\$78,005	\$76,050	\$27,758	84.6%	231
4-7 years	\$77,791	\$77,410	\$29,167	83.9%	149
8-14 years	\$82,474	\$82,000	\$26,941	84.9%	152
15-24 years	\$92,738	\$91,902	\$24,592	92.7%	35
25 years or more	\$95,344	\$101,745	\$35,351	87.2%	17

Table 17 shows that PA faculty members were, on average, paid less than those who were not PAs (\$79,987 for PAs and \$84,840 for non-PAs; these figures include medical directors). Not surprisingly, tenured faculty had a higher average salary (\$94,786) than those on tenure track (\$85,546), which was in turn higher than those who were neither tenured nor on tenure track (\$77,898).

**Table 17. PA Program Personnel Salaries by PA and Tenure Status**

	PA	Non-PA	Tenured	On Tenure Track	Neither
Mean	\$79,987	\$84,840	\$94,786	\$85,546	\$77,898
Sd	\$20,897	\$51,123	\$37,134	\$28,936	\$28,071
P10	\$63,000	\$20,000	\$70,924	\$65,000	\$50,626
P25	\$71,136	\$59,280	\$80,157	\$72,000	\$69,000
P50 (Median)	\$79,589	\$81,101	\$90,355	\$82,500	\$77,130
P75	\$90,000	\$100,000	\$107,743	\$89,418	\$89,687
P90	\$104,000	\$150,000	\$129,032	\$107,000	\$104,941
N	535	134	60	118	477
Mean FTE	92.0%	63.4%	81.4%	95.7%	84.2%

Professors earned \$98,994 on average, while associate professors had an average salary of \$94,897 and assistant professors \$80,149. Lecturers/instructors were paid \$69,277 on average (see Table 18). The table also shows that faculty members with higher degrees were generally paid higher salaries.

**Table 18. PA Program Personnel Salaries by Rank and Highest Degree Received**

	Rank				Highest Degree Received		
	Professor	Associate Professor	Assistant Professor	Lecturer/ Instructor	Doctoral Degree	Master's	Baccalaureate
Mean	\$98,994	\$94,897	\$80,149	\$69,277	\$89,646	\$78,873	\$70,690
Sd	\$53,796	\$32,466	\$18,980	\$22,956	\$44,231	\$20,262	\$20,350
P10	\$30,000	\$68,000	\$64,000	\$31,827	\$31,827	\$61,882	\$45,000
P25	\$80,670	\$82,000	\$72,000	\$64,000	\$73,000	\$70,400	\$68,900
P50 (Median)	\$92,930	\$92,229	\$79,000	\$71,752	\$86,585	\$79,000	\$75,000
P75	\$108,000	\$108,000	\$86,547	\$79,026	\$104,000	\$88,200	\$80,000
P90	\$150,000	\$126,917	\$98,306	\$92,000	\$133,000	\$101,745	\$89,000
<i>N</i>	45	114	326	132	185	401	64
Mean FTE	72.1%	87.1%	90.4%	86.1%	72.8%	92.3%	83.8%

## Turnover

On average, PA programs added more faculty members than they lost in the 2007-2008 academic year. Out of the 864 faculty members employed at responding PA programs in the 2007-2008 academic year, 9% ended their employment and 18.8% were hired during the same period. Likewise, 7% of staff members terminated their employment, while 15.4% were hired.

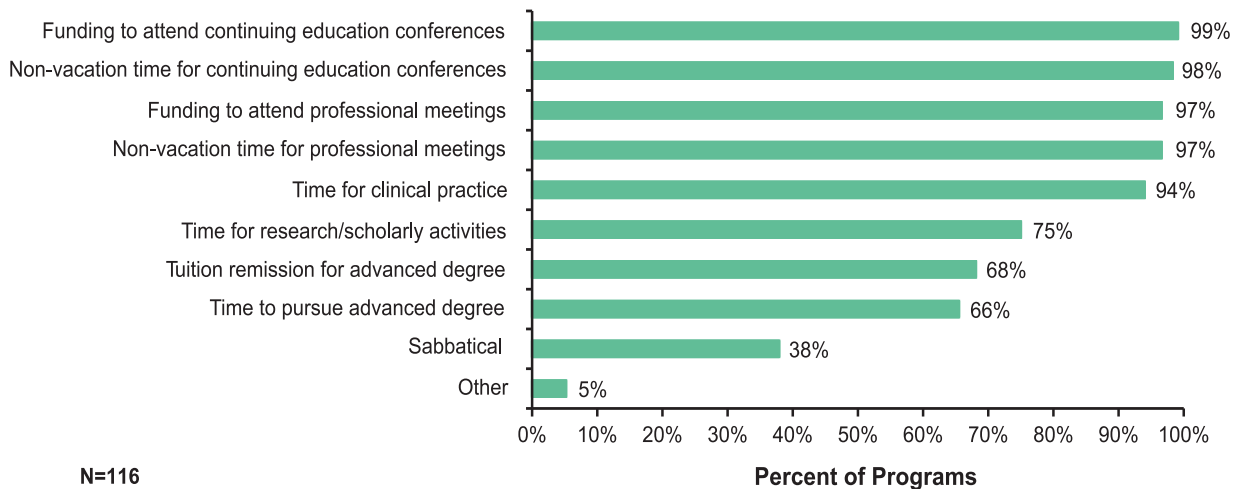
The mean salary of faculty members who left during 2007-2008 was \$78,498, compared with \$77,065 for incoming faculty members.

## SECTION 5. PROFESSIONAL DEVELOPMENT

### Professional Development

Almost all responding programs offered their employees funding and non-vacation time to attend continuing education conferences and professional organizational meetings (see Figure 10). Most PA programs (94%) allowed time for clinical practice.

**Figure 10. PA Program Faculty Professional Development Benefits**



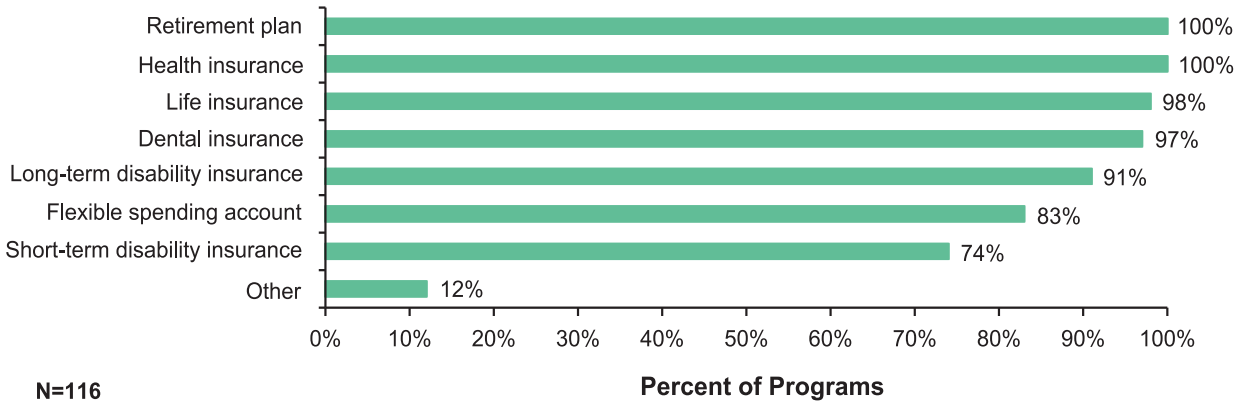
Tenure track was available to faculty in 59.1% of PA programs.

Among the 115 responding programs, 14.8% reported that their faculty were unionized. Unions reported included the American Association of University Professors (AAUP), American Federation of Teachers (AFT), United Federation of Teachers (UFT), United University Professions (UUP), Professional Staff Congress, and national or state education associations.

## Fringe Benefits

Figure 11 shows that all responding PA programs offered retirement plans and health insurance to their employees. Most of them also offered life insurance (98.3%) and dental insurance (97.4%).

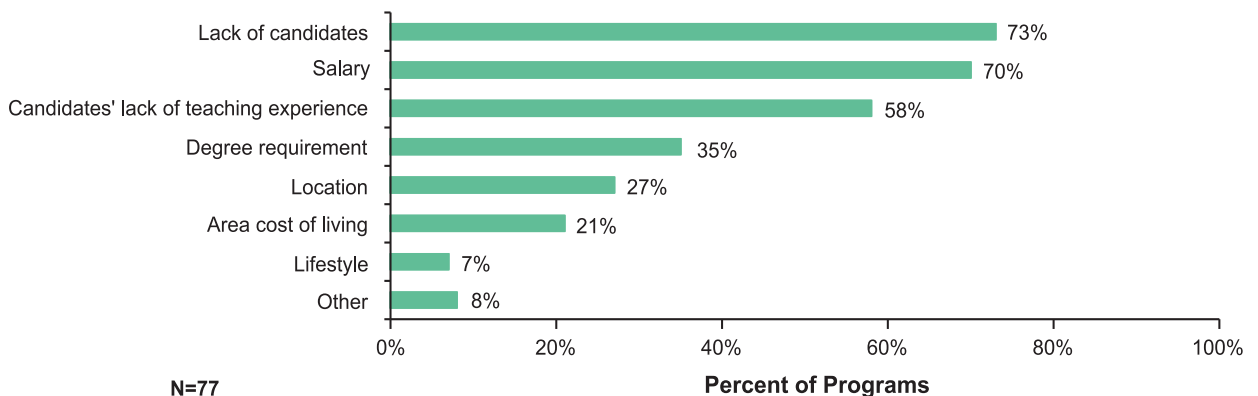
**Figure 11. PA Program Faculty Fringe Benefits**



## Barriers to Hiring New Faculty

Among the 77 programs that reported barriers to hiring new faculty, lack of candidates (72.7%), salary requirements (70.1%), and candidates' lack of teaching experience (58.4%) were the three most often reported barriers (see Figure 12).

**Figure 12. Barriers to Hiring New Faculty at PA Programs**





## Curriculum Taught by Core Faculty

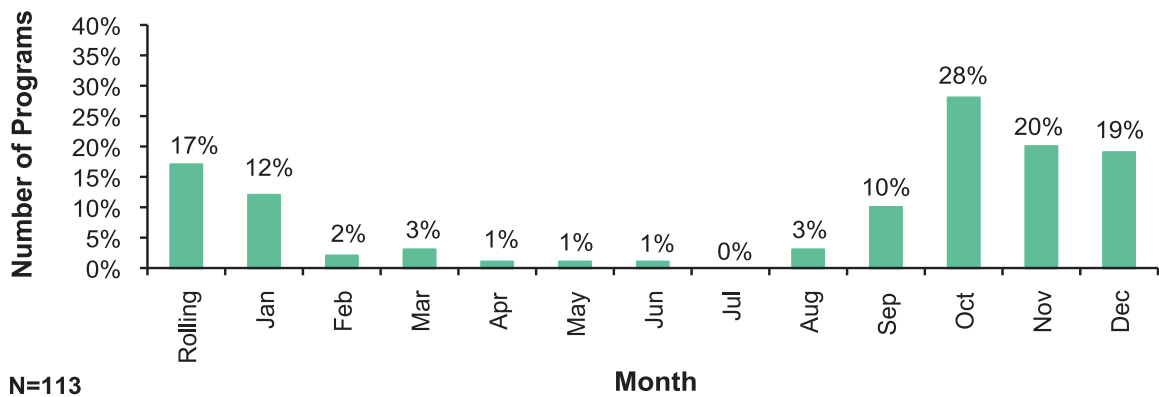
“Core faculty” were defined as consisting of the program director, the medical director, and all other faculty, regardless of FTE, who are supervised by the program director. On average, nearly two-thirds (64.9%) of the curriculum was taught by core faculty in the 2007-2008 academic year, while the median was slightly higher, at 70%. The range was considerable, from 6% to 100%.

## SECTION 6. APPLICATION AND ADMISSIONS

### Application Deadline

Figure 13 presents the application deadline months for PA programs. (As some of the programs had more than one deadline, the percentages do not add up to 100%.) Almost 90% of the deadlines were between September and January. Seventeen percent of programs reported rolling deadlines. None of the responding programs reported having an application deadline in July.

**Figure 13. PA Program Application Deadline Months**

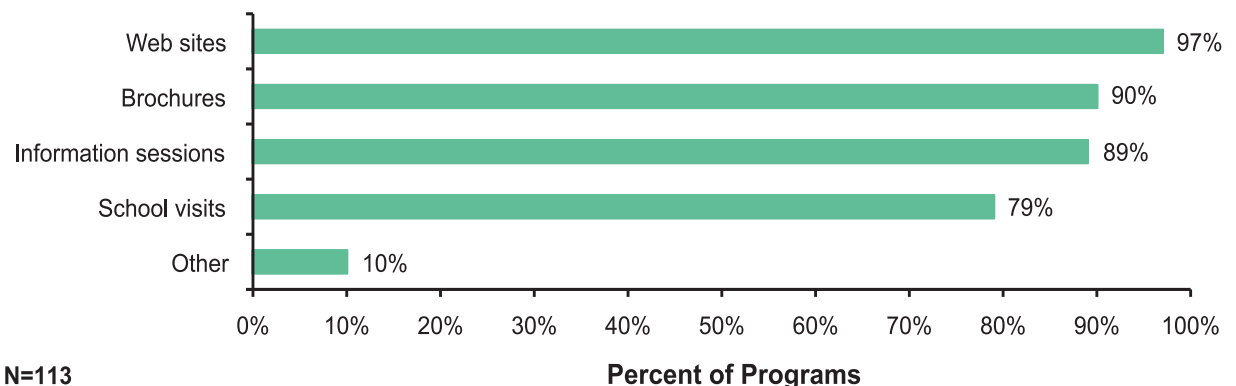


Note: Because some of the programs had more than one deadline, the percentages do not add up to 100%.

### Recruiting Strategies

Most of the responding PA programs used Web sites (97.4%) in their recruiting processes, followed by brochures (90.4%), information sessions (88.6%), and school visits (78.9%) (see Figure 14). Other strategies included using CDs, DVDs, phone calls, a minority recruitment office, and various types of career fairs.

**Figure 14. Recruiting Strategies Adopted by PA Programs**



## Degree Requirements

Table 19 summarizes the degree requirements for each degree and credential offered by PA programs. Also note that some programs offered more than one degree or credential.

**Table 19. PA Program Degree Requirements for Each Degree Offered**

Requirement	Credentials Awarded			
	Associate Degree	Baccalaureate Degree	Certificate	Master's Degree
Degree not required	100%	90.5%	38.5%	18.3%
Certificate		4.8%		
Baccalaureate		9.5%	61.5%	82.8%
<i>N</i>	4	21	13	93

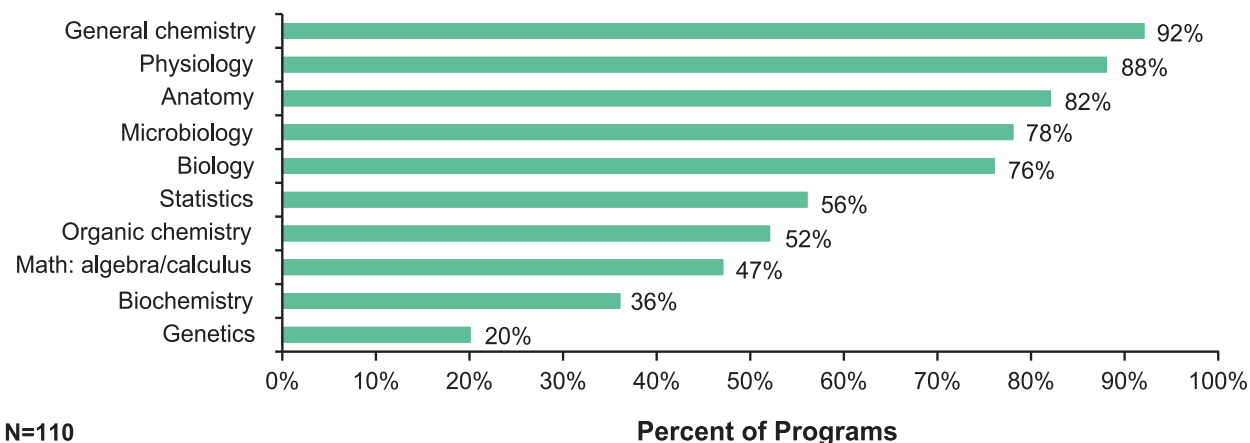
*Note: Because some of the programs offered more than one credential or required more than one degree, the percentages do not add up to 100%.*

None of the associate degree programs required any prior degree, nor did 90.5% of the baccalaureate degrees. By comparison, 61.5% of the certificate-offering programs and 82.8% of the master's degree programs required baccalaureate degrees.

## Prerequisites

In an attempt to map common prerequisite courses, PA programs were asked to select from a list of common courses that they require from their applicants. The results are shown in Figure 15. General chemistry was required by 91.8% of the programs, followed by physiology (88.2%), anatomy (81.8%), microbiology (78.2%), and biology (75.5%). Math, biochemistry, and genetics were required by less than half of the programs.

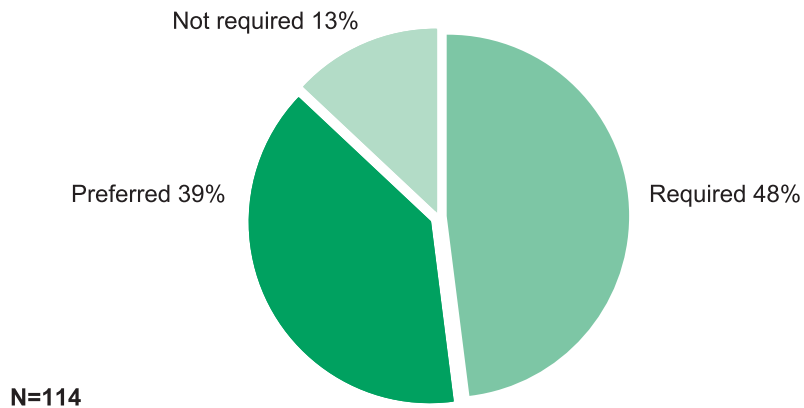
**Figure 15. Prerequisites for Application to PA Programs**



## Health Care Experience Requirements

As shown in Figure 16, less than half (48.2%) of responding programs required their applicants to have prior health care experience, while 13.2% did not require any health care experience. The remaining programs “preferred” but did not require their applicants to have prior health care experience.

**Figure 16. PA Program Health Care Experience Requirements for Applicants**



## Interview Requirement

Interviews were required by most of the programs; only 2.6% of the 114 responding programs did not require an interview from prospective PA students.

## SECTION 7. MATRICULANTS

### Enrollment and Capacity

As seen in Table 20, the mean total enrollment of the 112 responding programs was 97.5, lower than the mean capacity of 101.5. The same trend existed in all three years.

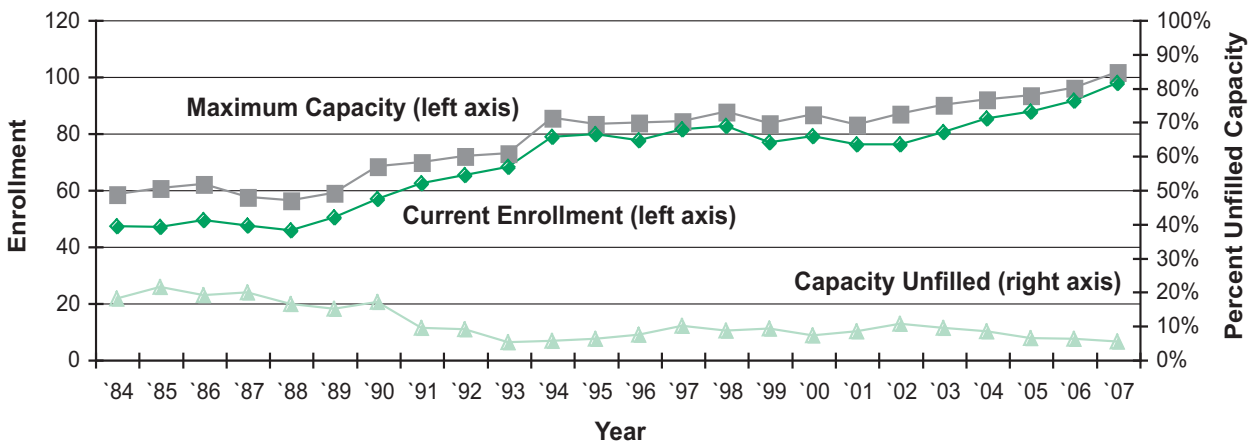
**Table 20. PA Program Enrollment and Capacity**

	All Years		First-Year Class		Second-Year Class		Third-Year Class	
	Enrollment	Capacity	Enrollment	Capacity	Enrollment	Capacity	Enrollment	Capacity
Mean	97.5	101.5	43.5	43.9	41.3	43.0	35.9	37.6
Median	93	96	39	40	36	38	32	36
Min	20	20	15	15	12	14	12	12
Max	397	397	220	220	177	177	92	92
N	112	112	108	110	103	105	50	54

On average, PA programs filled 96% of their capacity. Slightly less than half (46.4%) of the programs filled 100% of their capacity; 8% of programs accepted more students than their reported capacity.

Trends in total capacity and enrollment are shown in Figure 17. The percentage of seats that is unfilled has declined steadily over the years, even while the overall capacity has increased. (also see Appendix II: Table C. Enrollment and Capacity for All Classes, 1984-2007.)

**Figure 17. PA Program Enrollment and Capacity, 1984-2007**



## Withdrawal and Deceleration

Table 21 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. There were a few extreme values in both categories (maximums of 15.2% and 9.1%), as shown by the relatively high means.

**Table 21. PA Students Deceleration and Withdrawal**

	Decelerated	Withdrawn or Dismissed
Mean	2.7%	2.6%
Median	1.9%	2.1%
Max	15.2%	9.1%
Min	0.0%	0.0%
<i>N</i>	110	111

## First-Year Class — Gender, Age, Ethnicity, GPA, and Health Care Experience

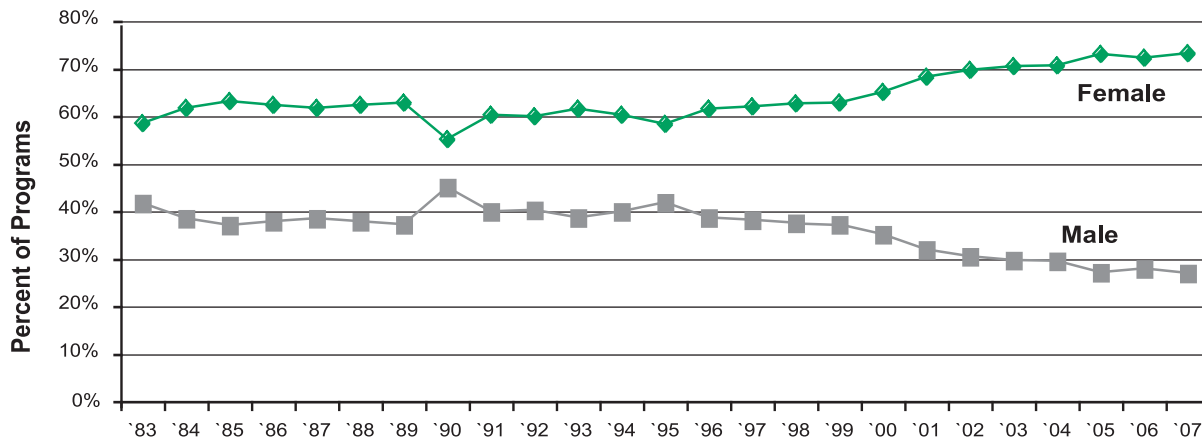
Percentages of male and female enrollees are shown in Table 22. Distribution of male and female enrollment of first-year students was similar to that of all years. Female students made up more than 70% of the total for all years, as well as for the first-year class.

**Table 22. PA Program Enrollment by Gender**

	Female		Male	
	All Years	First Year	All Years	First Year
Mean	72.4%	73.1%	27.6%	26.9%
Median	74.1%	74.3%	25.9%	25.7%
Min	19.0%	16.2%	8.5%	7.2%
Max	91.5%	92.8%	81.0%	83.8%
Sd	11.7%	11.3%	11.7%	11.3%
<i>N</i>	110	108	110	108

The distribution of males and females in the 2007-2008 academic year continued a 25-year trend toward an increasing percentage of females, as seen in Figure 18 (also see Appendix II: Table D. First Year Gender and Ethnicity, 1984-2007). The percentage among first-year students was similar to that for all years.

**Figure 18. First-Year Enrollment at PA Programs by Gender, 1983-2007**



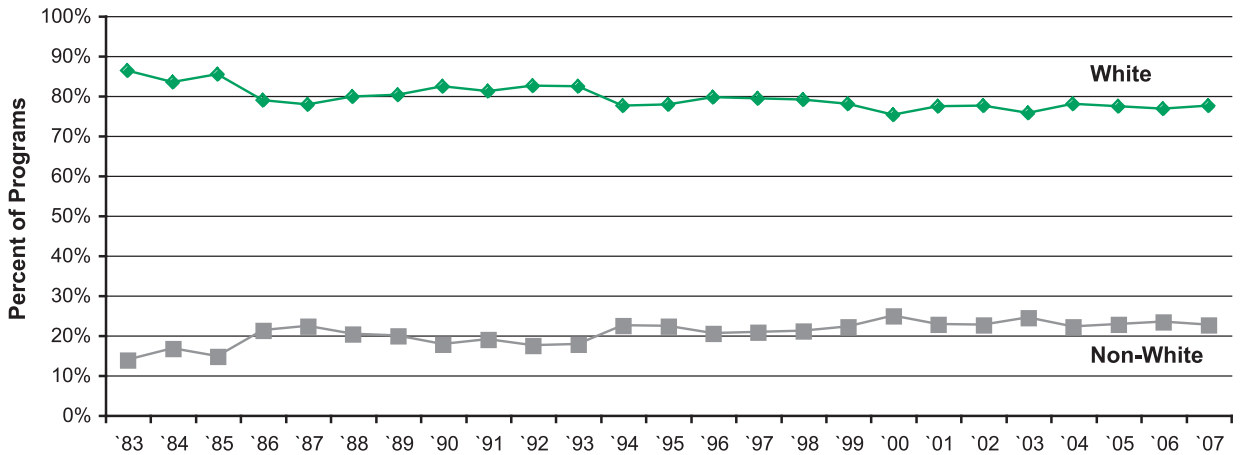
The mean percentage of white enrollees in the first year was 77.4%, with a significantly higher median of 82.7% (see Table 23). Both categories had maximums of 100%.

**Table 23. PA Program First-Year Enrollment by Ethnicity**

	White		Non-White	
	Mean	% of Total	Mean	% of Total
Mean	34.8	77.4%	9.5	21.8%
Median	31	82.7%	7	16.7%
Min	0	0.0%	0	0.0%
Max	163	100%	56	100%
N	99	99	99	99

Figure 19 shows the trend of racial distribution for first-year students. The percentage of non-white matriculants has increased over the past 25 years and remained steady for the past five years.

**Figure 19. PA Program First-Year Enrollment by Ethnicity (White/Non-White), 1983-2007**



The mean age of first-year enrollees in 2007-2008 was the same as for academic year 2006-2007 at 26.7 years.

Grade point averages (GPAs) of matriculants to PA programs are described in Table 24. The means and medians are similar across the categories.

**Table 24. Average GPAs for PA Matriculants**

	Undergraduate GPA	Undergraduate Science GPA	Graduate GPA	Graduate Science GPA
Mean	3.43	3.38	3.54	3.49
Median	3.46	3.40	3.54	3.50
Min	2.80	2.85	3	2.98
Max	4.00	4.00	4.00	3.91
N	105	94	28	21



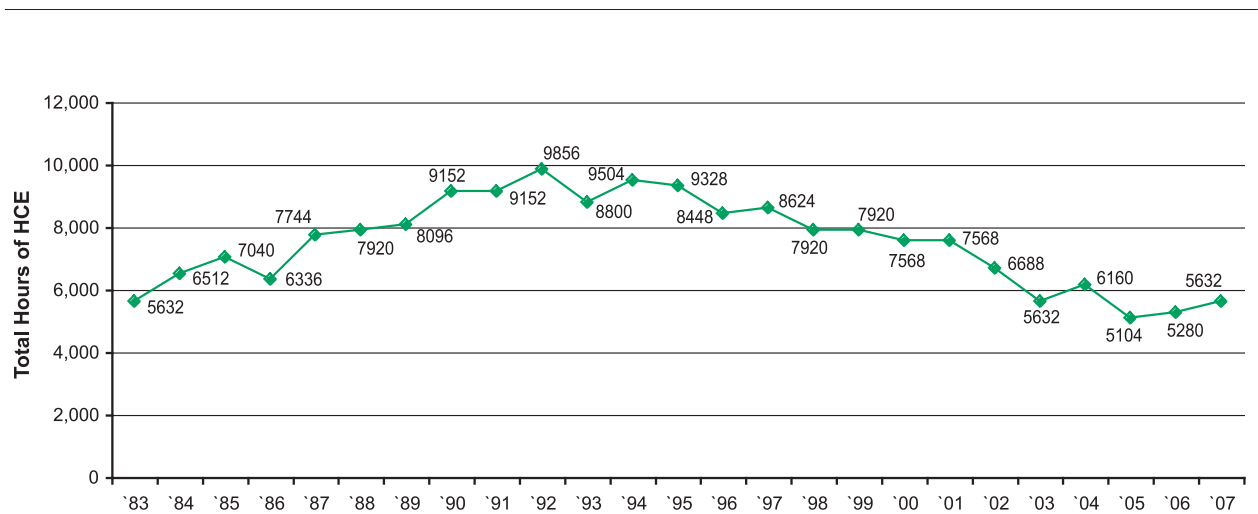
Percentiles of health care experience (HCE) hours are shown in Table 25. The mean total number of hours of HCE was 5,574.9, a number boosted by extreme values at the high end; the median was 2,139.

**Table 25. Health Care Experience Hours Gained by 2007 PA Matriculants, by Percentile**

Percentile	Total HCE Hours
10%	71
20%	261
30%	891
40%	1,759
50% (Median)	2,139
60%	3,012
70%	4,844
80%	6,061
90%	11,801
Mean	5,575

The trend in matriculant health care experience is shown graphically in Figure 20. The amount of HCE gained by matriculants started on a downward trend in the mid-1990s, but has increased slightly for the past two years. For consistency with data reported by CASPA, the number of months used in past PAEA Annual Reports was converted, taking into consideration holidays and weekends, into a number of hours using the following equation: Number of hours = (number of months)\*(176 hours/month).

**Figure 20. Total Health Care Experience Hours Gained by PA Program Matriculants, 1983-2007**



## SECTION 8. GRADUATING STUDENTS

Programs were asked to supply information for their “most recent graduating students.” Since the survey was taken in August 2008, the “most recent graduating students” would in general refer to the 2008 graduating class.

### Gender and Ethnicity

The average 2008 graduating class had 43.3 students who originally matriculated, of which 39.6 graduated (see Table 26). The average rates of withdrawal and deceleration were 4.5% and 3.8%, respectively; however, the medians for both rates were lower than the means.

**Table 26. Graduated, Withdrawn, and Decelerated Students at PA Programs**

	Total	Graduated	Withdrawn		Decelerated	
			Number	% of Total	Number	% of Total
Mean	43.3	39.6	2	4.5%	1.7	3.8%
Median	38	34	1	2.9%	1	2.2%
<i>N</i>	105	105	105	105	105	105

Percentages of students withdrawn and decelerated were calculated as number of students withdrawn or decelerated divided by the total number of graduating students. (The total number of graduating students is the sum of graduated, withdrawn, and decelerated students.) As shown in Table 27, the mean percentage of male students who withdrew (6.9%) was higher than for female students (3.8%), which was further supported by a paired *t*-test ( $P = 0.009$ ) at 5% significance level. However, the rate of deceleration in male students was not significantly different than that in female students ( $P = 0.3179$ ).

**Table 27. Comparison in Withdrawal and Deceleration of PA Graduating Class – Gender**

	Female			Male		
	% of Total	% Withdrawn	% Decelerated	% of Total	% Withdrawn	% Decelerated
Mean	73.7%	3.8%	3.5%	26.3%	6.9%	4.1%
Median	75.0%	1.5%	0	25.0%	0.0%	0.0%
<i>N</i>	105	105	105	105	105	105

As shown in Table 28, the ethnic composition of graduating students also closely matched that of all enrollees, with 77.9% of graduating students being white and 20.6% non-white. The withdrawal rate for non-white students was higher than for white students. The *t*-test showed the same result at a 5% significance level ( $P(T < t = 0.0246)$ ). The rate of deceleration, however, was not significantly different between the two groups ( $P(|T| > |t| = 0.1028)$ ).

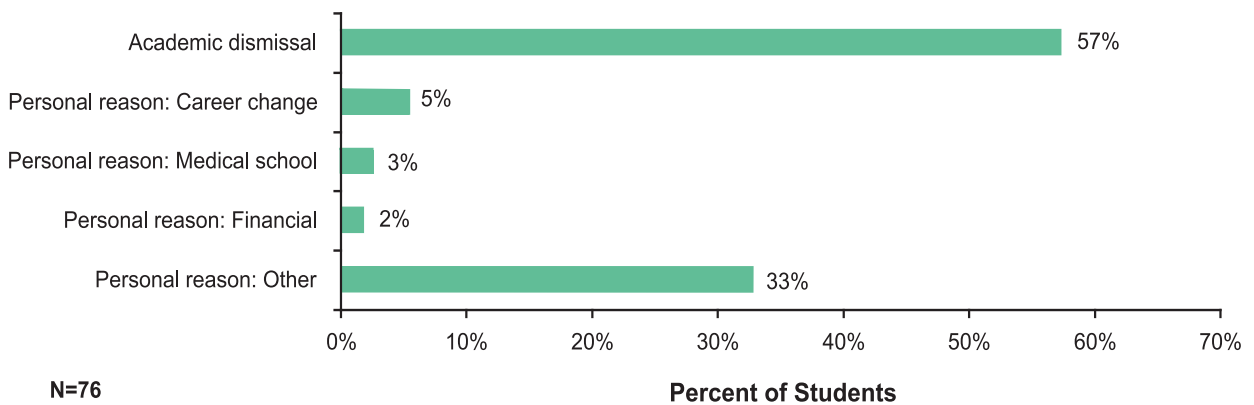
**Table 28. Comparison in Withdrawal and Deceleration of PA Graduating Class – Ethnicity**

	White			Non-White		
	% of Total	% Withdrawn	% Decelerated	% of Total	% Withdrawn	% Decelerated
Mean	77.9%	3.7%	3.2%	20.6%	7.3%	5.1%
Median	86.1%	1.7%	0.0%	13.8%	0.0%	0.0%
<i>N</i>	98	96	96	98	96	96

## Reasons for Withdrawal/Dismissal

As shown in Figure 21, for the 76 responding programs, over half of the withdrawals or dismissals among graduating classes were due to academic reasons (57%).

**Figure 21. Reasons for Withdrawal or Dismissal for PA Graduating Students**



## Employment

Eighty-three programs responded to the question on graduating students' employment. On average, 88.7% of graduates were employed as PAs between graduation and the time of the survey. A summary of graduating students' employment status is presented in Table 29.

**Table 29. Employment Status of 2008 PA Program Graduating Class**

	Employed in Clinical Practice as PA		Employed in the Health Field in a Capacity Other Than as PA		Enrolled as Full-Time Student		Other – Not Yet Employed	
	Number	%	Number	%	Number	%	Number	%
Mean	32.8	88.7%	0.2	0.7%	0.1	0.4%	3.8	9.9%
Median	28	100%	0	0.0%	0	0.0%	0	0.0%
<i>N</i>	83	83	83	83	83	83	83	83

## Starting Salary of 2007 Graduates

Programs were asked to provide salary information on their 2007 graduating class. Table 30 shows that the mean salary by program of the 2007 graduates was \$74,154, with a range of \$63,000 to \$95,000. Forty-seven programs responded to this question.

**Table 30. Starting Salary of Recently Graduated Students**

	Mean	Min	Max	P10	P25	P50 (Median)	P75	P90
Starting salary	\$74,154	\$63,000	\$95,000	\$66,000	\$70,000	\$74,000	\$76,222	\$85,000

## APPENDIX I. LIST OF PA PROGRAMS

Name of Institution	Consortium	Public/Private	Type of Sponsoring Institution	Highest Degree	Survey Status
Albany Medical College	Northeast	Private	University	Master's	Did not respond
Alderson-Broaddus College	Southeast	Private	Four-year College	Master's	Responded
Anne Arundel Community College	East	Public	Community College	Master's	Responded
Arcadia University	East	Private	University	Master's	Responded
Arizona School of Health Sciences	West	Private	University	Master's	Responded
Augsburg College	Midwest	Private	Four-year College	Master's	Responded
Barry University	Southeast	Private	University	Master's	Responded
Baylor College of Medicine	Heartland	Private	University	Master's	Did not respond
Bethel College	Southeast	Private	Four-year College	Master's	Did not respond
Butler University	Midwest	Private	University	Master's	Responded
Central Michigan University	Midwest	Public	University	Master's	Did not respond
Charles Drew University of Medicine and Science	West	Private	University	Baccalaureate	Did not respond
Chatham University	East	Private	University	Master's	Responded
CUNY/Sophie Davis School of Biomedical Education	Northeast	Public	Four-year College	Baccalaureate	Did not respond
Cuyahoga Community College	Midwest	Public	Community College	Master's	Responded
Daemen College	Northeast	Private	Four-year College	Master's	Responded
Des Moines University	Midwest	Private	University	Master's	Responded
DeSales University	East	Private	University	Master's	Responded
Drexel University	East	Private	University	Master's	Responded
Duke University	Southeast	Private	University	Master's	Responded
Duquesne University	East	Private	University	Master's	Responded
D'Youville College	Northeast	Private	Four-year College	Master's	Responded
East Carolina University	Southeast	Public	University	Master's	Responded
Eastern Virginia Medical School	Southeast	Private	Academic Health Center	Master's	Responded
Emory University	Southeast	Private	University	Master's	Responded
Gannon University	East	Private	University	Master's	Responded
George Washington University	East	Private	Academic Health Center	Master's	Responded
Grand Valley State University	Midwest	Public	University	Master's	Responded
Harding University	Southeast	Private	University	Master's	Responded
Hofstra University	Northeast	Private	University	Baccalaureate	Responded
Howard University	East	Private	University	Baccalaureate	Responded
Idaho State University	West	Public	University	Master's	Responded

<b>Name of Institution</b>	<b>Consortium</b>	<b>Public/Private</b>	<b>Type of Sponsoring Institution</b>	<b>Highest Degree</b>	<b>Survey Status</b>
Interservice PA Program	Heartland	Private	Other	Master's	Responded
James Madison University	Southeast	Public	University	Master's	Responded
Jefferson College of Health Sciences	Southeast	Private	Academic Health Center	Master's	Responded
John H. Stroger Jr. Hospital of Cook County/Malcolm X College	Midwest	Public	Community College	Master's	Responded
Keck School of Medicine of the University of Southern California	West	Private	University	Master's	Did not respond
Kettering College of Medical Arts	Midwest	Private	Four-year College	Master's	Responded
King's College	East	Private	Four-year College	Master's	Responded
Le Moyne College	Northeast	Private	Four-year College	Master's	Responded
Lock Haven University	East	Public	University	Master's	Responded
Loma Linda University	West	Private	University	Master's	Responded
Long Island University	Northeast	Private	University	Baccalaureate	Did not respond
Louisiana State University Health Sciences Center	Heartland	Public	Academic Health Center	Baccalaureate	Responded
Marietta College	Midwest	Private	Four-year College	Master's	Responded
Marquette University	Midwest	Private	University	Master's	Responded
Marywood University	East	Private	University	Master's	Responded
Massachusetts College of Pharmacy and Health Sciences–Boston	Northeast	Private	Four-year College	Master's	Responded
Massachusetts College of Pharmacy and Health Sciences–Manchester	Northeast	Private	University	Master's	Responded
Medical College of Georgia	Southeast	Public	Academic Health Center	Master's	Responded
Medical University of South Carolina	Southeast	Public	Academic Health Center	Master's	Responded
Mercer University	Southeast	Private	University	Master's	Responded
Mercy College	Northeast	Private	Four-year College	Master's	Responded
Methodist University	Southeast	Private	University	Master's	Responded
Miami Dade College	Southeast	Public	Community College	Associate	Responded
Midwestern University Downers Grove	Midwest	Private	University	Master's	Responded
Midwestern University Glendale	West	Private	University	Master's	Responded
Missouri State University	Midwest	Public	University	Master's	Responded
Mount Union College	Midwest	Private	Four-year College	Master's	N/A
Mountain State University	Southeast	Private	University	Master's	Responded
New York Institute of Technology	Northeast	Private	Four-year College	Master's	Responded

<b>Name of Institution</b>	<b>Consortium</b>	<b>Public/Private</b>	<b>Type of Sponsoring Institution</b>	<b>Highest Degree</b>	<b>Survey Status</b>
Northeastern University	Northeast	Private	University	Master's	Responded
Nova Southeastern University– Fort Lauderdale	Southeast	Private	University	Master's	Responded
Nova Southeastern University–Naples	Southeast	Private	University	Master's	Responded
Nova Southeastern University–Orlando	Southeast	Private	University	Master's	Did not respond
Oregon Health and Science University	West	Public	Academic Health Center	Master's	Responded
Our Lady of the Lake College	Heartland	Private	Four-year College	Master's	Responded
PACE University–Lenox Hill Hospital	Northeast	Private	University	Master's	Responded
Pacific University	West	Private	University	Master's	Responded
Pennsylvania College of Technology	East	Public	Four-year College	Baccalaureate	Responded
Philadelphia College of Osteopathic Medicine	East	Private	Academic Health Center	Master's	Responded
Philadelphia University	East	Private	University	Master's	Responded
Quinnipiac University	Northeast	Private	University	Master's	Responded
Red Rocks Community College	West	Public	Community College	Certificate	Responded
Riverside Community College	West	Public	Community College	Certificate	Did not respond
Rochester Institute of Technology	Northeast	Private	University	Baccalaureate	Responded
Rocky Mountain College	West	Private	Four-year College	Master's	Responded
Rosalind Franklin University of Medicine and Science	Midwest	Private	University	Master's	Responded
Saint Francis University	East	Private	University	Master's	Responded
Saint Louis University	Midwest	Private	University	Master's	Responded
Salus University	East	Private	University	Master's	Responded
Samuel Merritt College	West	Private	Academic Health Center	Master's	Responded
San Joaquin Valley College	West	Private	Other	Associate	Responded
Seton Hall University	Northeast	Private	University	Master's	Responded
Seton Hill University	East	Private	University	Master's	Responded
Shenandoah University	Southeast	Private	University	Master's	Responded
South College	Southeast	Private	Four-year College	Master's	Responded
South University	Southeast	Private	University	Master's	Responded
Southern Illinois University Carbondale	Midwest	Public	University	Master's	Responded
Springfield College	Northeast	Private	Four-year College	Master's	Did not respond
St. John's University	Northeast	Private	University	Baccalaureate	Responded
Stanford University	West	Private	Academic Health Center	Associate	Responded

Name of Institution	Consortium	Public/Private	Type of Sponsoring Institution	Highest Degree	Survey Status
State University of New York Downstate Medical Center	Northeast	Public	University	Baccalaureate	Responded
Stony Brook University	Northeast	Public	Academic Health Center	Master's	Responded
Texas Tech University Health Sciences Center	Heartland	Public	University	Master's	Responded
Touro College Manhattan	Northeast	Private	Four-year College	Baccalaureate	Responded
Touro College School of Health Sciences	Northeast	Private	Four-year College	Baccalaureate	Did not respond
Touro University California	West	Private	University	Master's	Responded
Touro University Nevada	West	Private	University	Master's	Did not respond
Towson University CCBC Essex	East	Public	Community College	Master's	Responded
Trevecca Nazarene University	Southeast	Private	University	Master's	Responded
Union College	Heartland	Private	Four-year College	Master's	Responded
University of Alabama at Birmingham	Southeast	Public	University	Master's	Responded
University of California Davis	West	Public	University	Certificate	Responded
University of Colorado Denver, Anschutz Medical Campus	West	Public	University	Master's	Responded
University of Detroit Mercy	Midwest	Private	University	Master's	Responded
University of Findlay	Midwest	Private	University	Baccalaureate	Responded
University of Florida	Southeast	Public	University	Master's	Responded
University of Iowa	Midwest	Public	University	Master's	Responded
University of Kentucky	Southeast	Public	University	Master's	Responded
University of Maryland Eastern Shore	East	Public	University	Baccalaureate	Did not respond
University of Medicine and Dentistry of New Jersey	Northeast	Public	Academic Health Center	Master's	Responded
University of Nebraska Medical Center	Heartland	Public	Academic Health Center	Master's	Responded
University of New England	Northeast	Private	University	Master's	Responded
University of New Mexico	West	Public	University	Baccalaureate	Responded
University of North Dakota	Midwest	Public	University	Master's	Responded
University of North Texas Health Science Center at Fort Worth	Heartland	Public	Academic Health Center	Master's	Responded
University of Oklahoma	Heartland	Public	University	Master's	Did not respond
University of Oklahoma-Tulsa	Midwest	Public	Academic Health Center	Master's	Responded
University of Saint Francis (IN)	Midwest	Private	University	Master's	Responded
University of South Alabama	Southeast	Public	University	Master's	Responded
University of South Dakota	Midwest	Public	University	Master's	Responded
University of St. Francis (NM)	West	Private	University	Master's	Responded



<b>Name of Institution</b>	<b>Consortium</b>	<b>Public/Private</b>	<b>Type of Sponsoring Institution</b>	<b>Highest Degree</b>	<b>Survey Status</b>
University of Texas Health Science Center at San Antonio	Heartland	Public	Academic Health Center	Master's	Responded
University of Texas Medical Branch	Heartland	Public	Academic Health Center	Master's	Responded
University of Texas Pan American	Heartland	Public	University	Master's	Responded
University of Texas Southwestern Medical Center	Heartland	Public	Academic Health Center	Master's	Responded
University of Toledo	Midwest	Public	Four-year College	Master's	Responded
University of Utah	West	Public	University	Master's	Responded
University of Washington MEDEX	West	Public	Academic Health Center	Baccalaureate	Responded
University of Wisconsin-LaCrosse—Gundersen-Mayo	Midwest	Public	Other	Master's	Responded
University of Wisconsin—Madison	Midwest	Public	University	Baccalaureate	Responded
Wagner College	Northeast	Private	Four-year College	Master's	Did not respond
Wake Forest University	Southeast	Private	University	Master's	Responded
Wayne State University	Midwest	Public	University	Master's	Responded
Weill Cornell Medical College	Northeast	Private	Other	Certificate	Responded
Western Michigan University	Midwest	Public	University	Master's	Responded
Western University of Health Sciences	West	Private	University	Master's	Responded
Wichita State University	Heartland	Public	University	Master's	Responded
Wingate University	Southeast	Private	University	Master's	Responded
Yale University	Northeast	Private	University	Master's	Responded
York College of the City University of New York	Northeast	Public	University	Baccalaureate	Responded

## APPENDIX II. HISTORICAL TABLES

**Table A. Financial Support Received by PA Programs, 1984-2008**

	Total Budget		Sponsoring Institution			Federal Grant/Contract			
	Mean Budget Amount (\$)	% Change	Mean Budget Amount (\$)	% Change	% Receiving	Mean Budget Amount (\$)	% Change	% Receiving	% in Total Budget
1984-1985	276,919	—	169,581	—	84	130,889	-4.1	73	35
1985-1986	305,868	10.5	181,171	6.8	92	125,484	0.8	82	41
1986-1987	334,690	9.4	189,135	4.4	88	126,457	-7.1	60	39
1987-1988	328,444	-1.9	178,590	-5.6	87	117,429	6.5	78	38
1988-1989	371,386	13.1	200,700	12.4	91	125,118	2.0	77	34
1989-1990	381,978	2.9	211,400	5.3	80	127,600	0.5	75	33
1990-1991	409,745	7.3	235,780	11.5	87	128,222	0.8	77	31
1991-1992	470,063	14.7	257,182	9.1	92	129,243	11.0	77	28
1992-1993	457,200	-2.7	270,346	5.1	89	143,514	-4.2	64	31
1993-1994	568,564	24.4	315,085	16.5	85	137,514	5.4	64	24
1994-1995	664,797	16.9	324,889	3.1	93	144,926	5.2	71	22
1995-1996	673,975	1.4	373,957	15.1	92	152,514	-0.1	52	23
1996-1997	648,871	-3.7	410,456	9.8	87	152,300	3.6	45	22
1997-1998	679,096	4.7	441,129	7.5	94	157,765	9.7	38	22
1998-1999	740,898	9.1	501,150	13.6	88	173,030	-13.2	41	23
1999-2000	756,946	2.2	466,641	-6.9	89	150,111	-18.0	35	20
2000-2001	871,824	15.2	487,739	4.5	90	123,055	25.8	31	14
2001-2002	873,977	0.2	504,324	3.4	90	154,834	2.9	33	18
2002-2003	866,612	-0.8	574,416	13.9	86	159,334	-11.0	37	18
2003-2004	954,422	10.1	654,339	13.9	86	141,762	-2.0	40	15
2004-2005	986,987	3.4	672,444	2.8	88	138,982	27.6	38	14
2005-2006	990,527	0.4	735,508	9.4	88	177,408	-24.0	37	18
2006-2007	1,077,814	8.8	795,539	8.2	90	134,907	-7.9	31	13
2006-2008	1,364,120	26.6	908,472	14.2	94	124,212	-4.1	16	11

**Table B. PA Student Expenses and Financial Aid, 1984-2008**

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

**Table C. Enrollment and Capacity for All Classes, 1984-2008**

Academic Year	Maximum Capacity	Current Enrollment	Capacity Unfilled (%)	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	97.5	101.5	5.2	112

**Table D. First Year Gender and Ethnicity, 1984-2008**

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

**Table E. Entering Class Health Care Experience, 1984-2008**

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

## APPENDIX III. SURVEY INSTRUMENT

### Section 1. General Information

1. Name of sponsoring institution
2. Type of sponsoring institution:
 

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

<input type="checkbox"/> School of medicine	<input type="checkbox"/> Science department
<input type="checkbox"/> School of allied health/health professions	
<input type="checkbox"/> Other, specify	
4. Type of institution:
 

<input type="checkbox"/> Public	<input type="checkbox"/> Private
---------------------------------	----------------------------------
5. Year first class enrolled
6. Length of the professional phase of the program in months
7. Program start month; program end month
8. Credentials awarded (Select ALL that apply):
 

<input type="checkbox"/> Certificate	<input type="checkbox"/> Associate
--------------------------------------	------------------------------------

Baccalaureate

<input type="checkbox"/> Bachelor of Science (BS)	<input type="checkbox"/> 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)
<input type="checkbox"/> Bachelor of Medical Science (BMS)	<input type="checkbox"/> Bachelor of Clinical Health Services (BCHS)
<input type="checkbox"/> Bachelor of Health Science (BHS)/Bachelor of Science in Health Science (BSHS)	
<input type="checkbox"/> Other, specify	

Master's

<input type="checkbox"/> Master of Science (MS)	<input type="checkbox"/> 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)
<input type="checkbox"/> Master of Health Science (MHS)/Master of Science in Health Science (MSHS)	
<input type="checkbox"/> Master of Medical Science (MMS/MMSc)/Master of Science in Medicine (MSM)	
<input type="checkbox"/> Master of Public Health (MPH)	<input type="checkbox"/> Other master's, specify
<input type="checkbox"/> 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"/> Master's
<input type="checkbox"/> Associate	<input type="checkbox"/> Dual degree option
<input type="checkbox"/> Baccalaureate	<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:	Master's was changed to:
Associate was changed to:	Dual degree option was changed to:
Baccalaureate was changed to:	Other degree was changed to:
<input type="checkbox"/> Certificate	<input type="checkbox"/> Master's
<input type="checkbox"/> Associate	<input type="checkbox"/> Dual degree option
<input type="checkbox"/> Baccalaureate	<input type="checkbox"/> Other

## Section 2. Financial Information

1. Program Budget: Please provide the amount of financial support received from the following sources during the past *fiscal year*.

	Amount	Ongoing
Budget from sponsoring institution (Directly given to the program)	\$ _____	<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: Please indicate the approximate percentage of the following expenses relative to the total budget for the past fiscal year (these percentages do not necessarily add up to 100%).

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	_____ %
Student housing	_____ %
Recruitment/marketing	_____ %
Accreditation/professional fees	_____ %
Administration (e.g., phone, postage, copying, etc. )	_____ %
Specify other major expenses	

3. Please provide the estimated current total tuition and fees that each student will incur for the entire professional phase of the PA program.

Resident: \$ \_\_\_\_\_ Nonresident: \$ \_\_\_\_\_

Estimate the total incidental costs (e.g., textbooks, diagnostic equipment, required technology or software, and other academic expenses) incurred by a student during the entire program. Do not include tuition, fees or personal living expenses (e.g., transportation, food, housing expenses). \$ \_\_\_\_\_

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

Laptop computer  Other

PDA

Who paid for each item?

Student  Sponsoring institution

Program  Other

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



### Section 3. Additional Program Information

1. Did your program have multiple didactic sites (satellites)?
  - Yes
  - No
2. Did your program have an advertised part-time option?
  - Yes
  - No
3. Did your program offer any asynchronous, self-paced, Web-based courses in an exclusively distance learning format?
  - Yes
  - No
4. Did your program offer international rotations?
  - Yes
  - No
 If "Yes," were they required rotations or elective rotations?
  - Required
  - Elective
5. Did your program pay clinical sites to precept your students in the past academic year?
  - Yes
  - No
 If "yes," who did you pay?
  - Clinical sites
  - Both
  - Clinical preceptor
6. What support did you provide to clinical preceptors? (Check ALL that apply)
 

<input type="checkbox"/> Internet access	<input type="checkbox"/> Parking on campus
<input type="checkbox"/> Library access	<input type="checkbox"/> Certificate of appreciation
<input type="checkbox"/> Books and equipment	<input type="checkbox"/> Adjunct faculty status
<input type="checkbox"/> On-site clinical precepting support by program faculty	<input type="checkbox"/> Recognition events
<input type="checkbox"/> CME	<input type="checkbox"/> Tickets for athletic or cultural events
	<input type="checkbox"/> Other, specify
7. Which of the following technologies did you use? (Check ALL that apply)
 

<input type="checkbox"/> Video conference	<input type="checkbox"/> Electronic classrooms
<input type="checkbox"/> Online clinical logging system	<input type="checkbox"/> Audience response systems
<input type="checkbox"/> Web-based testing	<input type="checkbox"/> Virtual anatomy
<input type="checkbox"/> Simulations	<input type="checkbox"/> Web-based evaluations
<input type="checkbox"/> Course delivery software	
8. Indicate which of the following services were made available for students and who paid for each of the services. (Check ALL that apply)
 

<input type="checkbox"/> Health insurance	<input type="checkbox"/> Academic counseling
<input type="checkbox"/> On-campus health service	<input type="checkbox"/> Psychological counseling/support
<input type="checkbox"/> Referral services	<input type="checkbox"/> Fitness/wellness center/facilities
<input type="checkbox"/> Medical counseling	

 Who paid for each item?
 

<input type="checkbox"/> Student	<input type="checkbox"/> Sponsoring institution
<input type="checkbox"/> Program	<input type="checkbox"/> Other

## Section 4. Program Personnel

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

<input type="checkbox"/> Non-vacation time to attend continuing education conferences	<input type="checkbox"/> Time for clinical practice
<input type="checkbox"/> Funding to attend continuing education conferences	<input type="checkbox"/> Time for research/scholarly activities
<input type="checkbox"/> Non-vacation time to attend professional organizational meetings	<input type="checkbox"/> Time to pursue advanced degree
<input type="checkbox"/> Funding to attend professional organizational meetings	<input type="checkbox"/> Sabbatical
<input type="checkbox"/> Tuition remission for advanced degree	<input type="checkbox"/> 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)
 

<input type="checkbox"/> Retirement plan	<input type="checkbox"/> Flexible spending account
<input type="checkbox"/> Health insurance	<input type="checkbox"/> Long-term disability insurance
<input type="checkbox"/> Dental insurance	<input type="checkbox"/> Short-term disability insurance
<input type="checkbox"/> Life insurance	<input type="checkbox"/> Other, specify
  
3. Was a tenure track available to your faculty?
 

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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4. Was your faculty unionized?
 

<input type="checkbox"/> Yes	<input type="checkbox"/> 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"/> Lack of candidates
<input type="checkbox"/> Salary	<input type="checkbox"/> Candidates' lack of teaching experience
<input type="checkbox"/> Degree requirements	<input type="checkbox"/> Area cost of living
<input type="checkbox"/> Lifestyle	<input type="checkbox"/> Other, specify
<input type="checkbox"/> Location	
  
6. Estimate the percentage of the curriculum taught by your program's core faculty? \_\_\_\_\_%
 

Employee Profile

First name	Year of birth
Last name	Year hired
FTE: _____%	

Category:

<input type="checkbox"/> Faculty	Gender:
<input type="checkbox"/> Staff	<input type="checkbox"/> Male
	<input type="checkbox"/> Female

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

<input type="checkbox"/> White (non-Hispanic)	<input type="checkbox"/> Asian, specify
<input type="checkbox"/> Black/African American (non-Hispanic)	<input type="checkbox"/> Pacific Islander, specify
<input type="checkbox"/> American Indian or Alaskan Native	<input type="checkbox"/> Hispanic/Latino, specify
<input type="checkbox"/> Other	<input type="checkbox"/> No answer

Title (If the title 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"/> Dean	<input type="checkbox"/> Admissions director/coordinator
<input type="checkbox"/> Department chair	<input type="checkbox"/> Faculty
<input type="checkbox"/> Division chief/head	<input type="checkbox"/> Education coordinator (Staff)
<input type="checkbox"/> Program director	<input type="checkbox"/> Data analyst
<input type="checkbox"/> Medical director	<input type="checkbox"/> Evaluation specialist
<input type="checkbox"/> Associate/assistant director	<input type="checkbox"/> Administrative staff
<input type="checkbox"/> Academic coordinator	<input type="checkbox"/> Technology/information specialist
<input type="checkbox"/> Clinical coordinator	<input type="checkbox"/> Other, specify
<input type="checkbox"/> Research coordinator	

**Section 4. Program Personnel (continued)**

PA status:

- PA
- Non PA

Tenure status:

- Tenured
- On tenure track
- Neither

Academic rank:

- Professor
- Emeritus
- Associate professor

- Assistant professor
- Lecturer/Instructor
- Other

Highest degree/credential:

- PhD, MD or other doctoral degree
- Master's
- Baccalaureate
- Associate

- Certificate
- Other
- None

Please indicate the full-time equivalent annual salary for this person 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?

- Yes
- No
- I don't know

If "Yes," average number of hours per week:\_\_\_\_\_ hours

Did the clinical work generate income?

- Yes, income retained by faculty member
- Yes, income retained by program/institution
- No, volunteer position (no income)

Did this faculty member END employment in the past academic year?

- Yes
- No (if "No," skip next question)

If "Yes," please indicate the stated reason:

- Career advancement
- Return to clinical practice
- Geographic relocation
- Retirement
- Return to school
- Family obligations
- Job dissatisfaction
- Salary dissatisfaction
- Involuntary termination
- Other

If the faculty member was hired in the past academic year, please indicate the faculty member's immediate past employment.

- PA education
- Other educational program
- Clinical practice
- Other, specify

If this faculty member was hired in the past academic year, how long did it take to fill the position?  
\_\_\_\_\_ weeks

How many qualified applications did you receive for this position?

## Section 5. Application and Admissions

1. Application deadline month
2. Select the student recruitment strategies that your program used during the past academic year. (Check ALL that apply)
  - Brochures
  - School visits
  - Information sessions
  - Other, specify
  - Websites
3. What credential(s)/degree(s) do you require for entry to your program?

Prerequisite Degree (Upon admission)	Credential/Degree Offered			
	Certificate	Associate	Baccalaureate	Masters
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"/>

4. 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
  - Genetics
  - Biology
  - Microbiology
  - Biochemistry
  - Physiology
  - General chemistry
  - Math: Algebra/Calculus
  - Organic chemistry
  - Statistics
5. Please indicate your program's health care experience requirement.
  - Required
  - Preferred
  - Not required
6. Did your program require an interview from prospective students?
  - Yes
  - No
7. Did your program grant advanced placement credit?
  - Yes
  - No

## Section 6. Matriculants

1. What was the total number of enrollees in the professional phase of your program in the past academic year?
2. Indicate the maximum capacity of your program in the past academic year and the number of full-time and part-time students by gender for each class.

	1st year	2nd year	3rd year
Maximum capacity	_____	_____	_____
Female enrollees	_____	_____	_____
Male enrollees	_____	_____	_____

3. Indicate the number of students in your program who have been decelerated in the past academic year.
4. Indicate the number of students in your program who have withdrawn or been dismissed during the last academic year.

\*Questions 5-9 refer to the most recent matriculating class.

5. Please enter the number of students from each of the following ethnic groups (as self-identified by students).

White	_____	Asian	_____
Black/African American	_____	Pacific Islander	_____
Am. Ind. or Alaska Native	_____	Other	_____
Hispanic/Latino	_____	No answer	_____

6. Please specify the average age and age range of the your most recent matriculating class.

Average age \_\_\_\_\_ Age range \_\_\_\_\_ to \_\_\_\_\_

7. For the most recent matriculating class, please enter the average undergraduate grade point average (GPA) for all courses.

Avg. undergrad.	_____
Avg. undergrad. science	_____
Avg. graduate	_____
Avg. graduate science	_____

8. What was the average number of hours of health care experience (HCE) in your most recent matriculating class?

Direct patient care	_____
Health related	_____
Community service	_____
Observation/shadowing	_____

9. For the most recent 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	_____

10. Did your program require a background check upon matriculation in the past academic year?

Yes  No

11. Did your program have a policy for mandatory drug testing?

Yes  No

## Section 7. Graduating Students

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

	Graduated	Withdrew	Decelerated
Female	_____	_____	_____
Male	_____	_____	_____

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

	Graduated	Withdrew	Decelerated
White	_____	_____	_____
Black/African American	_____	_____	_____
American Ind./Al. Native	_____	_____	_____
Hispanic/Latino	_____	_____	_____
Asian	_____	_____	_____
Pacific Islander	_____	_____	_____
Other	_____	_____	_____
No answer	_____	_____	_____

2. For the most recently graduated class, state the number of students disenrolled from the program for the following reasons. (Please DO NOT include decelerated or part-time students).

- Academic dismissal \_\_\_\_\_
- Personal withdrawal \_\_\_\_\_
- Financial \_\_\_\_\_
- Career change \_\_\_\_\_
- Medical school \_\_\_\_\_
- Other, specify \_\_\_\_\_

3. Please indicate the number of most recent graduates whose principal employment is in the following categories (Count each graduate only ONCE, using their PRINCIPAL employment category).

- Employed in clinical practice as PA \_\_\_\_\_
- Employed in administration \_\_\_\_\_
- Employed in education as PA \_\_\_\_\_
- Employed in research as a PA \_\_\_\_\_
- Employed in the health field, not as PA \_\_\_\_\_
- Enrolled as full-time student \_\_\_\_\_
- Employed in a field other than med./health \_\_\_\_\_
- Other \_\_\_\_\_
- Not yet employed \_\_\_\_\_
- Deceased \_\_\_\_\_
- Unknown \_\_\_\_\_

4. What was the average reported annual starting salary (adjusted for 1.0 FTE) of the 2007 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, 1984-85*. 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, 1985-86*. 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, 1986-87*. 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, 1987-88*. 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, 1988-89*. 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, 1989-90*. 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, 1990-91*. 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, 1991-92*. 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, 1992-93*. 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, 1993-94*. 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, 1994-95*. 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, 1995-96*. 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, 1996-97*. 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, 1997-98*. 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, 1998-99*. 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.



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